E-Newsletter

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Dear Reader,

Welcome to the 35th issue of BETA-IATEFL bi-monthly e-newsletter!

A little belatedly, this issue hopefully arrives in your inbox just in time to accompany you on your well-deserved and long-awaited summer vacation.

We start with our dear colleague Irina Ivanova’s reflections on IATEFL’s conference in Brighton this year. Even though many months have passed, her account is vivid, enthusiastic, and, most of all, informative. Despite the overwhelming immensity of the event, she outlines the talks, and mentions how and why they can be useful in a very organised way. This piece provides readers with links to some of the conference talks.

In A few useful tips for staying sane in the primary school classroom in EFL Nataša Intihar Klancar provides us with helpful strategies for coping with some of the challenging moments every one of us experiences at times. She candidly shares her own experience in order to guide us through some of the steps she had taken to manage to get through to her students. We are all grateful when experts, such as Natasa, share their challenges and make us appreciate the fact that we are not alone, but, to the contrary, we are all part of a supportive teaching community.
Next, is an inspiring account of an Erasmus+ exchange that Miglena Petrova took part in. Her Creativity, culture and technology in a successful European school is packed with ideas and detailed tasks (ready to be incorporated into any lesson plan) that will make you look forward to the beginning of the next school year. She suggests various solutions to turn regular tasks into inspiring experiences for both students and teachers. Have a read and learn all about Voice Thread, Voki Presenter, and Popplet.

On the behalf of BETA, and its whole teaching community, we would like to express a heartfelt thanks to all our contributors!

Do not forget to have a look at the special issue call that we have included in this BETA Newsletter. If you happen to have missed our conference, but would still like to contribute, please, feel welcome to send your texts anyway and we will consider them for the next issue.

Enjoy your summer and happy reading!

Polly Petcova
Issue Editor
Dear BETA Members, friends and supporters,

It was me that was most surprised to find myself BETA President for the **second** time. No kidding. And my wife was ... I will not tell you, family issues are strictly confidential. In any case, sincere thanks for trusting me; and I will do my best to help BETA become ... well, better! To do this, we from the newly-elected Committee need the help of all fellow-teachers of English. And need it very much. Please contact us: your suggestions and critical comments will be considered. My word! For a start: what dates would be most convenient for you to have the 2019 Conference in Plovdiv? And, do not forget to renew your membership; tell other colleagues that we exist, and will be happy to have them on board.

I am aware this is a hard time for the English Teachers’ Association in Bulgaria: the limited attendance at the wonderful 2018 Conference in Burgas is but one proof for this. And it was an event well worth visiting (thanks a lot to Gergana Georgieva and the organizing team!), plus, I would say, excellent value for money. You are the only people who can make BETA serve you better.

About me? Well, married with two young daughters taking up all of my time; moved from Plovdiv to Burgas because of my family. Rather experienced than young, with a past 1998 – 2001 presidency behind me, and definitely the heaviest leader our
Association has ever had (in terms of kilograms, I mean). Right now moving back from University to school teaching for a number of reasons.

Which reminds me: BETA is NOT just an academic Association of University Professors; school teachers are more than welcome – why not as Committee members as well. The presentations at our events are – and should be – of practical use in the classroom.

I will stop here for now, and sincerely wish you all the best both in your career and your personal life!

Georgi Geshev
BETA President
Reflections on IATEFL 2018 conference in Brighton Conference Report

Irina Ivanova

Irina Ivanova, Assoc. Prof., PhD, is a lecturer in ELT Methodology at the Department of English Studies in Shumen University. She has had extensive experience as a teacher and mentor in both state and private language schools. She is also involved in in-service teacher training, continuing professional development and certification at the Department for Information, Qualification and Lifelong Learning in Varna. As a researcher she has worked on national and European projects in the field of teacher education, lifelong learning, quality assurance and standards for evaluation. Her research interests and publications are in the area of teacher training and development in both pre-service and in-service education.
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The 52nd International IATEFL Conference was held in Brighton from 10 to 13 April.

I need the sobering factuality of a neutral statement like this so as not to fall into the whirlpool of somewhat chaotic mixture of information, memories, reflections and ideas which still spring to existence at the thought of this event. It was my first big IATEFL conference and I needed some time to make sense of the experience, to look through all the materials I have brought back with me, to decipher all the snapshots of presentation...
screens I've taken, to read the whole programme again and even to watch some of the recorded talks (check [https://www.teachingenglish.org.uk/events/IATEFL-Online/2018](https://www.teachingenglish.org.uk/events/IATEFL-Online/2018)), including the plenaries I have attended.

For an inexperienced attender a big conference like this (with about 3000 delegates from all over the world) is an overwhelming, even frightening event. Especially at the beginning when you wait in a queue at the turnstile of Hilton Brighton Metropole to go to the opening ceremony and the first plenary, only to realise that you have to watch it on a screen in a smaller hall for 600 people, since the bigger one for 800 is already packed with more experienced or eager participants. Perhaps I had failed to realise the magnitude of the event since the networking evening for the associate representatives and the associates day on April 9th at The Brighton Centre were much smaller, cosier gatherings where you talk to people and meet other official representatives, and have the chance to chat with conference volunteers, other delegates, and even with the president Margit Szesztay and the IATEFL patron David Crystal. The Associates’ day was a good learning experience with discussing ideas, problems and challenges, and meeting colleagues with whom
you share common problems and even common names, like BETA Bulgaria and BETA Bolivia!

The conference started on Tuesday morning. Each day opened with parallel How to... sessions, which were very useful, especially for less experienced or novice teachers and conference participants. They gave advice on giving presentations, publishing in refereed journals, reflecting on research, submitting a speaker proposal, etc. These early sessions were followed by the plenaries, and about 500 talks, workshops, forums and poster presentations. The choice was even more difficult because of the Special Interest Groups (SIGs) Showcases and open forums which were also part of the programme.

I really liked the opening plenary by Lourdes Ortega, which presented some new ways of seeing the relationship between research and teaching in areas such as error correction, motivation, age and multilingualism. It might come as a surprise to hear that in terms of age, starting earlier is not necessarily better, and that later is in fact faster. Another research proven fact is that languages we learn do not ‘fight’ with each other, and that children speaking both their home language (mother
tongue) and the majority language have better achievement in the foreign language than those who speak only one language.

In the second plenary Dorothy Zemach talked about the difficulties and controversies in writing and publishing teaching materials, and on Thursday Brita Fernandez Schmidt raised the issue of providing access to education for marginalised women, especially in countries affected by conflict. On Friday Barry O'Sullivan reflected on the history of language testing and the variety of approaches and attitudes to testing which exist across the world. In the closing plenary John Agard read his poetry and signed copies of his books. All the plenaries were interesting, thought provoking and widely attended by the conference delegates.

It was very difficult to choose among so many interesting talks and workshops taking place at the same time. Although I had planned what sessions to attend beforehand, my plan had to change, as I met old friends, made new friends chatting over a coffee, stayed behind to talk to the presenters or was just dragged along with the flow of attendees to a session I hadn't planned for. On the first conference day I managed to attended Sandy Millin’s talk entitled ELT Playbook 1: independent professional development for new teachers, in which she outlined the features of a good book, which should be accessible, affordable, quick, practical, manageable, self-contained, applicable, reusable, generative, supportive and thought provoking. Another presentation which attracted a lot of delegates was Scott Thornbury’s talk on hyper-polyglots and the lessons they can teach us in the era of multilingualism. In terms of language learning this means: having achievable goals and monitoring achievement, using different strategies, being resourceful, finding a conversational partner, making time for learning languages and visualizing our L2 self. In the afternoon I attended Jane Willis’ workshop on task design, where the participants
had to choose one topic and explore ideas for task sequences for different ages, levels and educational contexts.

As my talk was on the same day, I had to meet my forum co-presenters, Magdalena De Stefani and Maria Muniz from Uruguay and Anita Galasso from Manchester. Our forum presented different international perspectives on Continuing Professional Development (CPD) in both private and state schools, focusing on issues, such as leadership and transferable strategies, assessing the effectiveness of a CPD programme, discussing teachers' awareness of CPD and its benefits in the context of the recent changes in Bulgarian teacher development policies. After the forum we met and talked to people who had faced similar problems and were willing to share their experience with us.

Earlier that day my colleague Albena Stefanova from UNWE in Sofia talked about Encouraging ESP acquisition through interactive projects. She presented a practical multi-component task for students of political studies, which was part of the ESP SIG Showcase.
I was keen to experience PechaKucha, short slideshows talks lasting for 6 minutes each. I particularly liked Lexical Leo Selivan’s show, and the witty talk of Majorie Rosenberg.

On the second day after the plenary I couldn’t miss Jim Scrivener’s somewhat provocative talk entitled Forget methodology. Learners just need more (and better) practice. His model called 3XP (Three times practice) suggested small changes to the quantity, quality, challenge, ambience, intensity and repetition involved in traditional practice. 3XP means first, doing the task the way it is normally done; second, recalling and recreating the original phrase, and third, personalizing and using it in context.

Later that day there were other interesting talks, such as Ben Knights’ Integrating life skills into English language programmes, Graham Hall’s talk on using own language in class; Zoltan Dornyei’s talk on safe speaking environments; Martha Jones and Xin Gao’s collection of stories of MA graduates career progress, and many more. The evening event was dedicated to IATEFL SIGs and Brighton Trivia interactive game.

On Thursday there were more talks and forums dedicated to teacher development: Richardson and Maggioli’s Inspired professional development: the road ahead and the forum on Effective and Personalised: The Holy Grail of CPD. In the afternoon I attended Tessa Woodward, Donald Freeman and Kathleen Graves’ workshop called Teacher development over time, in which we tried out some teacher development activities drawn from their new book of the same name. I also liked Stella Cottrell’s talk focusing on developing study skills integrated into EAP in higher education. As a pre-service teacher educator I couldn’t miss Lindsay Warwick and Jocelyn Wang’s
talk on using student observers to research attitudes to teaching – an interesting and informative comparison of student attitudes to the traditional and modern (communicative) ways of teaching in China. My choice for an evening event for the day was The gallery walk with ELT experts – a chance to mingle and have a word with some of the best known experts in ELT, such as David Nunan and Scott Thornbury.

There were more talks to hear on Friday, especially Anna Osborn’s The teenage brain – how to engage teenagers in the classroom, and the simultaneous forums on CLIL, on reflection, on global issues, and on the use of L1 in the classroom. Unfortunately, I had to leave earlier to get my flight back.

An account of the conference would be incomplete without mentioning the exhibition where more than 50 ELT-related publishers and universities advertised their products and services, and teachers could buy the latest ELT publications, meet authors, listen to presentations and win prizes. The annual IATEFL Jobs Fair provided job opportunities and a chance to talk to job recruiters.

My conference experience would have been incomplete without visiting some of the famous Brighton landmarks, such as the Royal Pavilion, British Airways i360, Brighton Palace Pier and the West Pier. I also managed to make time and meet friends and colleagues from our partner organisations.

In conclusion, the IATEFL conference is a convention which any teacher should try and attend. It is once in a lifetime experience, and an extremely fulfilling and energising event in a teacher’s personal and professional life.
A few useful tips for staying sane in the primary school classroom in EFL

Nataša Intihar Klancar

Working at school can be a lively roller-coaster of emotions, experiences and challenges. The teachers are faced with quick decisions, unpredicted events and vast differences in our students on a daily basis. We, the masters of multi-tasking, must do our best to create effective and efficient lessons. It is our sincere wish to give the students useful guidelines and the right tools to make them as independent as possible and thus ready to evolve and grow on their own. It is already in the primary school that we can create a motivating and encouraging atmosphere which will in turn give great results, and make students thrive for more, which is one of my goals when teaching English. Juggling all the responsibilities and tasks is not a piece of cake in today's world. The teachers must take care of themselves in order not to get burnt out. I would like to share with you some ideas for an easier and quieter life at school.
That is how it all began

After finishing the faculty I thought I knew (almost) everything. I was fluent in English, I was young, motivated and ready to change the world of teaching. I lived under the impression that the children were eagerly waiting for me to share as much knowledge as I could and were eagerly waiting for the lesson to start. Well, reality check. I couldn't be more wrong. When the bell rang, the little 3rd-graders were just running around, having fun, playing, not even noticing me. It hit me brutally and with great force. I quickly realized that not all of them loved English like I do and that it takes much more than the love of English to attract the students and to keep their attention. I tried counting to three. Then I clapped. I sang. I tried the quiet approach. Then I ignored them (for just a little while). I made humorous comments. I also tried ringing a small bell. To no success. I had a lovely rhyme. A chant. I had everything from A to Z but somehow I failed over and over again. In the end I was angry and I felt hopeless. And, oh, so tired. I knew I had to start over and work step by step to achieve success.

So what to do?

I knew I had to get them on my side or else my teaching would be a nightmare. So the next time we met I was well prepared. You should have seen me – a huge box full of material for the little ones, ranging from books, notes, coloured pencils, crayons, scissors, glue to post-its, cassettes (yes, the good old days), flashcards and the like. And somehow it worked. Those lessons were full of joy, happiness, singing, playing and learning. As I look back I see that it was all worth it. I get to meet some of them every now and then, they're all grown up, studying or working. And they still remember those good old days when we had English. They have no clue how
hard I tried and that it took me hours to prepare. Nevertheless, it was my love of it all that helped me to find the strength to push forward and not give up. Here are some tips that helped me survive. They may come in handy in your teaching as well:

**Positive atmosphere**

Give the classroom a nice, positive atmosphere by being optimistic, enthusiastic and motivated. This is such a great starting point and will bring wonderful results. Get organized and draw some motivational posters with the students, let some positive messages light up your classroom. Change them on a monthly basis. Start a gossip corner/a reading corner/a jokes corner. They’ll love it.

**All aboard**

Make sure everyone gets involved in the learning process, not only the strong students. Keep each and every one of them active throughout the lesson, incorporate all the four skills, i.e. the receptive ones (reading and listening) and the productive ones (writing and speaking). Give them opportunities to practice their communicative skills as well.

**Flexibility**

Do not be afraid of being flexible. If a certain topic proves interesting for the students, follow along. If you get stuck somewhere (for example a first-grader is hidden under the desk and won't come out), try to work it out somehow. Humour may help a great deal. Take all the necessary time you need, children will appreciate your dedication and follow you along.
Persistence

Make sure the students understand that they should never give up. Sooner or later their efforts and hard work will pay off. It took one of my students three years to get a good grade in written assessment. All the hours spent learning English paid off in the nicest way possible. It just takes a bit longer sometimes but it's definitely worth it.

Praise

Follow the students' progress and don't forget to give them praise. It'll feed the child's soul and boost their confidence. Keep in mind that some never get positive feedback at home and we may be their only positive role model. It's worth keeping an eye on each student's progress. Even though the progress is small, there's still some, which is way better than none.

Wish vs. goal

In order to achieve a certain goal we have to give it our best. When learning a language things seem a bit unfair – one student needs five minutes to get things done and understand them whereas another needs months of hard work to achieve something similar. We are different and so are our goals. As for the wishes, well they are very similar: we want a better grade but it is the road that leads there that varies a lot.
Diversity

Keep in mind that students are different and so are their learning styles. Thus it is of such importance that the teacher incorporates various teaching techniques, methods and ways of teaching into their lessons. Use visual, auditory and kinaesthetic styles and mix and match as much as possible. Every now and then try something new and go out of your comfort zone: maybe start a project, a research, a presentation, a role play and the like.

Repetition is the mother of all learning

We all know that practice makes perfect and this is also the deal when learning languages. Repeat the words, phrases, grammar points, revise, rethink – try to use the words in different situations and contexts. This is how the students will find it easier to retrieve information the next time around. Make your students active learners by providing them many opportunities for repetition. Repeating new knowledge will improve their understanding, as well as retention.

Consistency and structure

It is important that the lessons follow a certain plan which gives our students stability. The structure usually follows these steps: checking homework, revision, motivation for new topics, working with them in different ways, revision, homework. This works as a frame that makes the students feel safe and comfortable. Do shake things up here and there, it will help students not to get too comfortable (or even bored).
Stories from our past

It's lovely sharing a bit from your personal life with the students, be it about your hobbies, favourites or about your fears and the like. Or from your youth. That's even better. This is how they see that we are people from flesh and blood, that we have our own ups and down, that there are things in our lives that we absolutely love and that there are things we don't like that much. They see that this is perfectly normal and this is the way life (and learning, for that matter) works. The only trick is never to give up and always strive for more.

To the moon and back

I bet you've been through some difficult days at work, days when you don't feel well or are under a lot of stress. But we, the teachers are professionals and don't let it show. We put a smile on our face and we do the best we can – teach with every beat of our heart, not only English but so much more: we educate, motivate, support, encourage, prepare, nurture and of course inspire the little minds.

Team work

But all of the above wouldn't work if it wasn't about team work and collaboration. Each and every one of us needs some help and support once in a while. Working hand in hand with other colleagues at work is priceless. Exchanging ideas, thoughts, teaching experiences is a must. A healthy working environment is built and problems are more easily solved.
Conclusion

Dear teachers, always keep in mind that you can do wonders. Whatever you give will come back to you (it will eventually, trust me.). Believe in yourself, be confident, let yourself grow with the students. You'll soon realize that school life is actually great and that it just sometimes takes a bit longer for some to show their appreciation. Keep looking and you'll be amazed at what you can find in the students.
Creativity, culture and technology in a successful European school

Miglena Petrova

Our school, Saint Kliment Ohridski Secondary School in Varna, has been a leading institution for 135 years of tradition and excellence. Last year, a group of four motivated teachers took part in three different training courses in the UK as an ERASMUS+, KA 1 funded mobility project realization.

The project MOTIVATION AND INSPIRATION FOR A MODERN EUROPEAN SCHOOL corresponds to the main aims implemented in the strategies for development of our school in the context of the modern European dimensions for education and training.

The main aim of the project is upgrading the level of the educational services provided by the school, improving the effectiveness in foreign language teaching. The specific aims include increasing the language competences of the four English language teacher candidates, adapting and using innovative pedagogical methods and tools, updating their knowledge and experience with the newest and most modern theories and practical approaches. Enriching our experience in the field of
modern theories and practices in language teaching gives us a great opportunity to share with colleagues what we have found useful in the training.

Educational Technology Today in Bell Teacher Campus, organized by Bell Cambridge, was a fantastic experience that brought our colleague Valentina Petrova in a great traditional college atmosphere. It was a practical, hands-on training in the field of technologically assisted teaching and learning. Some of the topics were: Blended learning: making the most of an online learning platform; Exploiting mobile apps for language learning; the flipped classroom: creating and curating video material; Online project work and e-portfolios.

Valentina has selected these sources for extra inspiration:

- **Voice Thread**
  Using Voice Thread gives students an opportunity to be creative by posting video, pictures, text and then add comments around the content in the form of text or audio recordings. It is a great online tool for collaborative work but it can be used by individuals too.

- **Voki Presenter**
  Voki Presenter is another innovative tool for expressing yourself on the Internet in your own voice using a talking character. It can be a historical figure, an animal, a monster, etc. These characters can be added to presentation or used to narrate material. As many slides as necessary can be created or you can duplicate an existing presentation where Voki can be added. It becomes your personal teaching assistant and it is easy to share content with both students and parents. All the material is stored on the cloud, so the access is easy. You can play it anywhere, at any time.
• **Popplet**

Popplet is a free online tool that allows you to create mind mapping and brainstorming diagrams. You may create a maximum of 5 Popplets where you can put images in, add and format text and use colours. You can move Popplets around the screen or resize them. Comments can be used in collaboration with other Popplet users, or as a way to add more information without adding more Popples to the screen. You can also create presentations that can be exported or print Popplets.
Creativity in the Classroom with Chaz Pugliese was another excellent training in Bell Teacher Campus, organized by Bell Cambridge. Rich variety of ideas, simple and easy to use, together with entirely practical activities and so much fun were what Miglena Petrova described as a really inspiring experience. Chaz Pugliese opened a whole new world of endless possibilities for teachers to use and improve their own creative skills. Being creative and able to think “outside the box” can help any teacher find a solution for any situation. Participants were encouraged to make creativity a habit of their minds, not a frame. Motivation and creativity are interlinked – creative teachers can motivate learners better, so that leads to further growth of their own motivation. Motivating students starts with their psychological well-being. Teachers can do that by starting with group – bonding activities that create a sense of community. Priming them, making them focusing on here and now is another key task of the motivational teacher. That can happen with activities that
require concentration more than linguistic challenge. Stimulating and surprising them are next steps towards really successful learning process because they are also ways of catching students’ attention and encouraging them to be more curious to learn.

The following activities have been practiced during the course in Cambridge and our training in Varna after it. They brought variety and fun and were really appreciated. They can be easily adapted to different levels and require little or no preparation.

1. Activities that strengthen collaboration

1.1. Two people, one pencil

Focus: Strengthening collaboration between the students and deepening concentration.

Level: Elementary and above.
Time: 5-7 min.

Preparation: Prepare two to three short passages to read.

In class: 1. Ask students to work in pairs.
          2. Explain that they will write a short passage as a dictation using one pen/pencil for two people, without lifting it off the paper.
          3. When they have finished, they need to read it back.

1.2. Me, myself, I

Focus: To help students find out more about each other.

Level: Elementary and above.

Time: 5-8 min.

Preparation: None.

In class: 1. Ask students to work in pairs.
          2. Ask students to list as many selves as they can on a sheet of paper.
          3. Invite them to share the list with a partner.
          4. Next, they find one “self” they feel interested in and find out more about their respective selves.
          5. Encourage them to share something surprising/ funny/ interesting they’ve found out.

2. Priming

2.1. Where do you live?
Focus: To get students to concentrate by thinking about personal answers.

Level: Lower intermediate and above.

Time: 4-6 min.

Preparation: None.

In class: 1. Ask students to work in pairs, As and Bs.
2. Ask the As to keep asking “Where do you live?” to the Bs.
3. The Bs must give a fuller answer each time.
   A: Where do you live?
   B: I live in a flat.
   A: Where do you live?
   B: I live in a flat on the second floor.
   A: Where do you live?
   B: I live in a flat on the second floor in a very busy part of the city.
4. Ask students to switch over and finally ask them if there’s anything their partner said that triggered their curiosity.

Different questions can be asked too, e.g. : What do you want to do next year? Where do you want to be in 5 years time?

Depending on the students’ level and age groups.

2.2. Picture this

Focus: To get students listen to and visualize details.

Level: Lower intermediate and above.
**Time:** 10-12 min.

**Preparation:** A good selection of works of art.

**In class:**

1. Put a lot of pictures of works of art or objects of your choice on your desk.
2. Invite all students to come forward and pick one picture they’d like to do some work on.
3. Ask them not to show the picture to anyone.
4. Put the students into pairs, As and Bs.
5. Explain that As describe the opposite of the picture and the Bs draw or write the opposite of what they hear from the As.
6. When they’re ready, ask them to check the Bs description against the original. How close did they get?
7. Students describe the differences between their pictures and the original ones.

### 3. Stimulate and surprise

**3.1. Get moving**

**Focus:** The students get their adrenalin going, while having to listen attentively.

**Level:** Lower intermediate and above.

**Time:** 10 -12 min.

**Preparation:** Texts students have seen and you would like to recycle.

**In class:**

1. You will be reading a text out loud and when they hear a verb
in the present tense they all have to take a step sideways (left or right, they decide together).

2. If they hear a verb in the past, they take a full step backwards.

3. If they hear a verb in the future, they take one step forward.

### 3.2. A thank you note

**Focus:** A fun way to finish a lesson and to get the students to communicate their emotions through a picture of a work of art or any other beautiful objects.

**Level:** All levels.

**Time:** 8-10 min.

**Preparation:** Some pictures, roughly 30 for a class of 20.

**In class:**

1. Scatter the pictures on your desk or on the floor.

2. Ask students to work in pairs, As and Bs. They pick a picture they would like to offer to someone in the group to thank them for something they said or did. The As dictate a short thank you note to the Bs.

3. The Bs write down what As dictate, without interfering with the content.

4. Explain that when the note is ready, Student A signs it off, and the teacher will deliver it.

5. Ask them to swap roles, let this run for a while then bring the activity to a close.
Further reading and valuable practical ideas can be found in the excellent new book CREATING MOTIVATION by Chaz Pugliese, Helbling Languages, 2017, the resourceful teacher series.

Modern British Culture in British Study Centre, London was the third training in our project activities. Nadejhdha Yantcheva and Albena Ilieva were challenged to explore the cultural aspect of language teaching through various practical tasks and visits of places. Certainly, it is a debatable issue what we can nowadays define as modern, up-to-date or trendy concept since time is quite a changeable notion. However, the course they attended was named "Modern British Culture" and they can assure you, it was both modern and ancient, thought-provoking and mind-blowing.
I recommend the poem A British National Breakfast by Hollie McNish, a young British writer of fascinating and thought-provoking poetry. The following links to her work can be used by teachers for further inspiration:

- https://twitter.com/holliepoetry
- www.facebook.com/holliepoetry
- www.youtube.com/holliepoetry

It is one of the most interesting texts Nadejhda and Albena worked on during the course in London. It can be used for listening or vocabulary practice, as well as a topic for discussions.

The following British Citizenship Test (May, 2016) is also a good resource for bringing culture in the classroom. It can be used for class quizzes or various competitions or pair/group work in vocabulary and speaking activities.

As a conclusion, we would like to emphasize that the Erasmus+ programme opportunities are what teachers can really benefit from, because they encourage
professional and personal development, and thus influence the quality of education in their schools. All the courses that we attended were perfectly designed in terms of methodology and structure, really motivating and truly inspiring. In short, they were absolutely a must-have upgrade of what we have already learned and applied.
Forthcoming Events in the World of ELT

53rd Annual International IATEFL Conference and Exhibition

2 – 5 April 2019

PCEs 1 April 2019

LIVERPOOL

For further information, visit:

https://conference.iatefl.org

Please follow the IATEFL monthly webinars

For further information, visit:

http://www.iatefl.org/web-events/webinars
TESOL 2019, Atlanta, Georgia, USA
12–15 March 2019

For further information visit:
http://www.tesol.org/convention-2019

TESOL Online Courses & Virtual Seminars

TESOL offers numerous virtual seminars and a growing number of online courses and workshops to help busy TESOL professionals develop leadership skills, improve core competencies, and stay abreast of the latest developments in the dynamic field of English language teaching and learning. For more information about TESOL virtual seminars and online courses, please contact TESOL Professional Learning.

For information visit:
http://www.tesol.org/attend-and-learn/online-courses-seminars
2018 Annual Convention and World Languages Expo

FIPLV World Congress

November 16-18

For further information, visit:

https://www.actfl.org/convention-expo
BETA Partners’ Forthcoming Events

BETA members can attend the conferences for the registration fee paid by the members of the host Associations


- 10th ELTAM International Conference ‘Educate and Empower: from a more creative and enlightened teacher to a more forceful and cultivated student’, 19-21 October 2018 at Hotel DRIM, Struga, Republic of Macedonia – [http://www.eltam.org.mk/tabs/view/328c5e77d7c2774ee44bc6dfc45b4793](http://www.eltam.org.mk/tabs/view/328c5e77d7c2774ee44bc6dfc45b4793)
Writing for the BETA-IATEFL E-Newsletter
Special Conference Issue

Have you presented at BETA – IATEFL 27th Annual International Conference?
Have you considered writing an article?

Please DO!

We would like to invite you to contribute to the special issue of BETA E-Newsletter, a peer-reviewed collection of selected papers from the 27th BETA-IATEFL Annual International Conference, 22nd-24th June 2018, held in Burgas, Bulgaria.

Please note that copies of the BETA E-Newsletter (ISSN 1314-6874) will be uploaded on the BETA website and sent to the IATEFL Head Office, BETA partner associations abroad, and they will reach a wide audience from all over the world! We hope to help you spread the ideas, which you have so lovingly prepared and delivered at the conference, through their publication, so that you can receive the academic recognition you deserve.

Another surprise we have in store for you is that with this special issue we are working towards getting indexed in systematicIF and other databases. Because we believe that the ideas you share in our newsletter are worth it!

Alternatively, you can submit your PowerPoint presentation in pdf format (size limit - 5 Mb), which will be published on the BETA website.
The deadline for submitting your papers is 31st August 2018 to beta.iateflbg@gmail.com. The collection should be published by the end of September 2018.

Please let us know, by 20th August 2018 at beta.iateflbg@gmail.com, whether you have received this email and if you are interested in submitting your article for the electronic conference selections.

Conference Selections
Guidelines for Contributors

- Your article must have not been previously published and should not be under consideration for publication elsewhere.
- **Text of the article:** Calibri, 14 points, with 1.5 spacing, Justify.
- **Headings and subheading:** Calibri, 24 points, bold, centred; first letter capitalized.
- **Author names and title / academic position** as well as **contact details** should be submitted in a separate file accompanying the article.
- An **abstract** of up to 150 words and 50 words of **biographical data** should be included.
- Up to 5 **keywords**.
- **New paragraphs** – to be indicated with one separate line.
- **Footnotes and endnotes** should be avoided.
• **Acknowledgements and appendixes:** ACKNOWLEDGEMENTS should be located just before References. If present, appendices should be placed between the main text and the acknowledgements.

• **In-text References:**
  - References in the BODY of the text should give the name of the author and the year of publication. If the publication is of joint authors, there is an ampersand (&) instead of “and”.

  e.g. Some of the recent discussions (e.g. Reid 2007; Chambers 1999; Nakata 2006; Ehrman&Dörnyei 1998) prove that L2 motivation and learner autonomy are intrinsically linked.

  - **Quotations:**
    - Direct in-text citations should appear in SINGLE ROUNDED quotation marks.

    e.g. There has been renewed interest in exploring L2 learner motivation. Some of the recent theories focus on establishing the link between the patterns of thinking that ‘shape motivated engagement in learning’ (Ushioda 2008: 21).

    Double quotation marks are used ONLY for quotes within quotes.

    e.g. It is considered that good language learners ‘develop strategies for “getting … motivation on line again”’ (Ushioda 2001: 117 in Griffiths 2008: 26).
Longer quotations (more than 3 lines) have to be set apart from the paragraph.

e.g. Some of the research problems that have been observed cover four main aspects:
Workers in this area have been remiss in that they have generated: a large and bewildering array of labels purporting to being different styles, used ineffective and questionable assessment methods, not made a clear distinction between style and other constructs such as intelligence and personality, and have been slow to demonstrate the practical utility of style (Riding 2000: 368).

The page numbers of the quotations should follow a colon and a space. The space between the page numbers has to be marked with a LONG dash (–). The LONG dash should be used also for page numbers in the reference list.

- Tables, figures or diagrams should be numbered accordingly and included in the relevant part of the text. Each should have an explanatory caption.
- Footnotes are to be avoided as much as possible. If they are to be included in the text, format them as endnotes.
- **Reference List:** All works cited in the text should be listed in alphabetic order at the end of the manuscript. A model example is given below:

Writing for the BETA-IATEFL E-Newsletter

Have you ever wondered if you should write an article for the E-Newsletter of BETA-IATEFL?

- Please DO! Your contribution may act as a springboard for discussions, inspiration for colleagues or facilitate the work of fellow teachers!

What exactly do you have to do?

If you feel you have something you would like to share:

- Send us your article in MS Word format.
- Send us a photo of you (in jpeg format) and short biographical information (about 50 words) which will accompany your article.
- You will receive feedback from us within 10 days of your submission.
- Please, check the deadlines and the topics of the forthcoming issues. Note that the topics announced are just illustrative; if you would like to submit an article on a different topic, please do. It will be considered for publishing.
- We are looking forward to your contributions.

For further information contact: beta.iateflbg@gmail.com
Notes for Contributors

- Your article must have not been previously published and should not be under consideration for publication elsewhere.
- The length of your article may vary - short contributions of 300 – 800 words are as good as long ones.
- Electronic submission of your article is preferred to the following e-mail address: beta.iateflbg@gmail.com
- Text of the article: Calibri, 14 points, with 1.5 spacing.
- Headings and subheading: Calibri, 24 points, bold, centred; first letter capitalised.
- Author names and title as well as contact details should be submitted in a separate file accompanying the article.
- About 50 words of biographical data should be included.
- New paragraphs – to be indicated with one separate line.
- Referencing should follow the APA referencing style.
- References in the text should be ordered alphabetically and contain the name of the author and the year of publication, e.g. (Benson, 1993; Hudson, 2008).
- Quotations have to include the relevant page number(s), e.g. (Peters, 2006, p. 76).
- Tables, figures or diagrams should be numbered accordingly and included in the relevant part of the text. Each should have an explanatory caption.
- The editors reserve the right to make editorial changes.
Established 1991 in Sofia, BETA seeks to build a network of ELT professionals on a national and regional (Southeast Europe) level and establish the association as a recognized mediator between educators and state bodies, public and other organizations.

BETA members are English teaching professionals from all educational sectors in Bulgaria – primary, secondary and tertiary, both state and private. BETA activities include organizing annual conferences, regional seminars and workshops; information dissemination; networking with other teachers’ associations and NGOs in Bulgaria and abroad; exchange of representatives with teachers’ associations from abroad.

We are on the web:

http://www.beta-iatefl.org/

Thank you for your support!

Disclaimer. The views and opinions expressed in the articles in this e-newsletter are solely those of the author(s) and do not necessarily reflect the views or the official opinion of BETA-IATEFL or the editors. Responsibility for the information and views expressed in the e-newsletter lies entirely with the author(s) of the publications.

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