

# ELTA Newsletter





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ELTA – English Language Teachers' Association  
Nemanjina 28, 11000 Belgrade  
Serbia + 381 (0) 63 210 460 + 381 11 36 11 644 ext. 110  
[elta.kancelarija@gmail.com](mailto:elta.kancelarija@gmail.com)  
Olja Milošević, ELTA President  
[serbia.eltapresident@gmail.com](mailto:serbia.eltapresident@gmail.com)

## **Editor-in-Chief:**

Maja Jerković, Vocational Medical School, Zrenjanin, Serbia

## **Co-editors:**

Branka Dečković, Vocational Medical School, Kragujevac, Serbia  
Milena Tanasijević, English Language Lecturer, Belgrade Metropolitan University, Serbia  
Zorica Đukić, The School of Pharmacy and Physiotherapy, Belgrade, Serbia  
Vicky Papageorgiou, ESL Instructor, Metropolitan College, Thessaloniki, Greece  
Bojana Nikić Vujić, MA, The School of Pharmacy and Physiotherapy, Belgrade, Serbia

## **Proofreaders:**

Vicky Papageorgiou, ESL Instructor, Metropolitan College, Thessaloniki, Greece  
Milena Tanasijević, English Language Lecturer, Belgrade Metropolitan University, Serbia  
Zorica Đukić, The School of Pharmacy and Physiotherapy, Belgrade, Serbia  
Maja Jerković, Vocational Medical School, Zrenjanin, Serbia

## **Editorial:**

Vicky Papageorgiou, ESL Instructor, Metropolitan College, Thessaloniki, Greece

## **Cover designer:**

Marija Panić, ELTA - English Language Teachers' Association, Belgrade, Serbia

## **Website:**

<http://elta.org.rs/elta-newsletter/>

**Send your submissions electronically to:**

[newsletter.elta@gmail.com](mailto:newsletter.elta@gmail.com)

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## May - June 2017 issue

Dear colleagues,

It has been an incredibly busy time. Exams, conferences (our ELTA Conference which we are very proud of!), presentations, marking papers. But soon, most of us will find some time to rest, enjoy the sunny weather and will also find some precious time for reading and studying. This is why we have prepared an issue full of articles, teaching ideas for summer courses and event reports.

Without further ado, let us, first of all, introduce you to our President, **Olja Milošević** who is interviewed by our editor **Vicky Papageorgiou** in the **A Day in the Life of...** section. Olja talks about herself, her projects, her beliefs and gives you the opportunity to know a bit more about this low-key and successful teacher.

In the **Creative Corner**, you can enjoy the 7<sup>th</sup> chapter of **Ken Wilson's** novel.

In the **Borrowed From Section**, **J. J. Wilson** is questioning the validity of the learning styles theory.

In our **Feature Article Section**, we have the pleasure to host an article by **Queenie Tan**, Asia's Elite Parenting coach, on recognizing if your children have learning disabilities or they are gifted and how to bring out the best in them by discovering their strengths.

In the **ELT Flash Section**, **Milena Tanasijević** reports on the ELTA Conference, held in Belgrade last May, from the participant's viewpoint. You can also read a brief report on ELTA conference written by the **Editorial Team**. **Zorica Đukić** writes a report on one of the projects that Board Members presented and which they had successfully run since last May: the project "Small Bites for Teaching and Learning English". This was designed by teachers and the **ELTA team** as a series of half-day professional development seminars, offered to teachers in Serbia. **Svetlana Gavrilović** describes what happened during Canada Day in Užice Grammar School. **Anica Đokić**, ELTA's representative at the 25th Annual HUPE Conference, reports back on the presentations that impressed her.

In our **Literature Spot** **Nevena Stoilkov** and **Radmila Krstevska** talk about developing reading habits and present their school's Book club initiative, "Reading Badge".

Also, in our **First Aid Kit Section** **Vicky Papageorgiou & Cathy Salonikidis** have prepared several activities you can use when you take your students to museum/gallery visits. they are all meant to be general so that you can adapt them according to the group of students you have each time as well as the museum/gallery you might visit with them.

Once more, we tried to bring a variety of readings for you. And remember! If you would like to contribute an article, do not hesitate to contact us. Have a nice summer! See you in August!

ELTA Editorial Team

## Interview with Olja Milošević, President of ELTA Serbia

Vicky Papageorgiou, ESL/EAP instructor, Metropolitan College, Thessaloniki,  
Greece



**Olja Milosevic** has been involved in second and foreign language teaching at all levels in primary, secondary and tertiary education. She holds a PhD in Applied Linguistics and is primarily interested in second language acquisition and maintaining mother tongue. Olja is also interested in teacher training.

Today I am interviewing a wonderful lady from the ELT world who also happens to be president of ELTA Serbia. I think we all deserve to know her better.

**Vicky** : Dear Olja, I am so happy you have agreed to do this interview with me! You are the President of ELTA Serbia and a lot of people know you. But I am also sure that you are quite a private person and do not share a lot of details about yourself. Can you tell us a few things about you so that everybody gets to know you a bit more?

**Olja** : I live in Belgrade and I teach English as an additional language in the International School of Belgrade. I teach grade 6, 7, 11 and 12 students. They come from many different countries and teaching them is a privilege. In my spare time, I love to hike and to spend time in nature.

**Vicky** : Would you like to share with us something that most people do not know about your life (an achievement, a quality of your character that is not easily discerned , etc.) ?

**Olja** : Most people do not know that I taught English to the elderly. That was 65+ club, but many

of them were well over 80. Teaching them was a great experience.

**Vicky** : You are a member of the C Group, among other things. In your bio for the C Group (Creativity Group) website, I read about you: She believes that only creative teachers could stay sane. Can you explain more about what you mean with this statement?

**Olja** : Teaching is a wonderful profession, but also a very stressful one. Including creative elements in my lessons helps me to 'de-stress' students and when they feel well, I feel well. Also, for me, being creative means doing things differently so you are not bored, and when I enjoy the class, there are better chances that my students will, too.

**Vicky** : What is your motto? What is the main belief that you follow in your life and guides you?

**Olja** : One of my teachers told us once that you may compare your life to a piece of writing. One of his rules was that each essay we write should have a margin. The margin makes writing easy to read and pleasing to the eye. To have a successful life you need to draw a margin (a line) and have a life outside of work / school / university. I love my job, but there are so many other things that are important and not related to it.

**Vicky**: We were only introduced last year for the first time but I was pleasantly surprised by you because, most of the times, women in leadership positions, have frequently be described as unapproachable, dominant and/or aggressive. You, on the other hand, are a very warm and kind person. Theorists argue that this has been the case with women because in trying to attain these power positions they have to assume a more male role in order for them to be identified as 'leaders' themselves. Do you think that strong women today can balance between power embracing their femininity more successfully, when they are in leadership positions?

**Olja** : I am not sure if I could act any other way. Part of it is my Balkan background. When we have guests, our sole aim is to make them feel happy and you were our dear guest, Vicky. As for leadership, there are different leadership styles and I just happen to be comfortable with being approachable.

**Vicky:** What makes you such a successful President in ELTA Serbia? What are the main difficulties that you have to overcome every day?

**Olja :** Thank you so much for your words of praise. However, the words of praise should go to the whole team. And I guess that the success comes because we all work hard on different aspects to promote and develop our association. My biggest difficulty would be the lack of time.

**Vicky :** What are your plans for the future?

**Olja :** We are trying to develop a self sustained project for teachers. That will be my big project for the next academic year.

**Vicky :** Thank you so much for your time and for answering my questions. It has been an honour!

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**Vicky Papageorgiou** is an ESL/EAP instructor with approximately 20 years of experience, mainly with adult learners. She holds an MA in Education (Open University of Cyprus) and an MA in Art (Goldsmiths College, UK) and she has also been awarded a PGCE in Technology Enhanced Learning with distinction from the University of Wales Trinity Saint David . She studied in Greece, Italy and the UK but also participated in an international project for the McLuhan program in Culture and Technology for the University of Toronto, Canada. Her fields of interest are Technology enhanced learning, Art in ESL, critical thinking, Inquiry Based learning and teaching adults. She is currently based in Thessaloniki (Greece) working as an ESL/EAP instructor at Metropolitan College.

**The Duke's portrait**

**A novel by Ken Wilson**

**Chapter 7**

**Pickles has a past**

Charles sat silent and frozen in the chair, his whisky and soda perched half way to his lips. "Is everything all right?" asked Pickles. When Charles didn't answer, the butler shouted the same question, loudly and closer to his ear. Charles jumped nervously and the drink spilled down his overcoat.

"Would you like to take your raincoat off?" asked Pickles. "You must be quite hot in it. It's ... a very large coat."

"Don't worry, he wears it all the time," said Polly. "It gives him inspiration."

Pickles turned to Polly. "You seem to know quite a lot about Mister Washbrook's personal habits," he said.

"He's a friend of the family," replied Polly.

"Yes, I remember you telling me that. He did however seem to be a little surprised to hear about the kind of portrait the Duke requires. Are you sure you passed the message on to him?"

"Oh absolutely, loud and also clear, Guide's honour," replied Polly. "I expect he forgot. He *is* immensely old, after all."

Polly and Pickles continued conversing as if Charles wasn't actually in the room. Eventually, the butler pulled a cord near the door, a bell rang somewhere and a boy arrived to show Charles to his room.

The boy, who was about sixteen and a recently-appointed second under-butler at Great Park, took Charles up three flights of stairs and along a dark corridor, finally opening the door at the end. The room was immense, and in the middle was a table covered in a white tablecloth. On the table was a platter with an ornate silver lid, an open bottle of red wine and two glasses.

"This is the best guest room in the house, sir," said the boy. "Windows on two sides, and a marvellous view of the grounds." He explained the workings of the newly-installed water closet in the bathroom and then left, promising that he would bring a bowl of hot water at eight o'clock sharp so

that Charles could wash.

Charles locked the door, pulled off the grey wig and threw it on the bed. He took the silver lid off the platter and chewed on one of the sandwiches. He poured himself a large glass of claret and drank it in one go, then filled the glass again.

He stood in the middle of the room and thought about what he had just learned. The Duke of Burfaughtonleigh, a man so fat that he was almost as wide as he was tall, wanted to be painted in the nude, a prospect that made Charles feel quite nauseous. He was turning over what possible ways there were to improve the situation, jumping out of his third floor window being the most attractive of them so far, when there was a knock at his door. He grabbed the wig, put it on quickly and went to stand at the door.

"Who's there?" he shouted, accidentally reverting to the original falsetto Washbrook voice.

"Charles, it's me," said Polly. "Quick, let me in."

He unlocked the door and Polly slipped into the room, expertly turning the key in the lock behind her. She looked at Charles and burst out laughing. "Just as well I wasn't one of the servants," she said. "You've got the wig on backwards."

He pulled off the wig and threw it onto the bed. "I find little to be amused about in the current circumstances," he said frostily.

"Oh Charlie boy," she said, putting her arms round his neck. "Come on, it isn't that bad! Tell me, what would you be doing if you weren't here? You'd be mooching around London with no money and no immediate prospects of earning any. At least here, you're going to get three good meals a day and a roof over your head, for who knows how long. And," she added, giving him one of her dazzling smiles, "you have me for company any time you want."

Polly certainly had a way of emphasising the bright side of things, but Charles still had issues he wanted to raise.

"This bally beard," he complained. "It won't come off."

"I know," said Polly. "And we don't want it to come off, either."

"How am I supposed to wash my face?"

"I have some stuff that will un-glue it. You can have a weekly wash and then I'll replace the beard," said Polly. "It'll be fun, just you and me in the bathroom with a pot of glue."

"Marvellous," said Charles, with scant enthusiasm.

"Let's lie down for a sec," said Polly. Charles was unsure if he had heard her correctly, but when she leapt onto the bed and lay on her back, he carefully lay down next to her and they silently contemplated the decoration on the ceiling for a while. Charles had no real idea what Polly wanted

but was pretty sure she didn't want him to make any kind of physical advance, so he just lay still and kept his arms rigidly to his sides. Polly put her hands behind her head on the pillow, taking deep breaths. Out of the corner of his eye, Charles saw her breasts rise and fall under her white blouse. He did his best to suppress a moan of frustration.

"There's still so much to think about," said Polly. "You don't have an evening suit, do you?"

"An evening suit? No, of course not. The only suit I have now has a torn jacket."

"You're going to need one for dinner," she said. "You're about the same height as Gilbert. I'll get Pickles to sort out one of his old ones for you."

Charles remembered that Pickles had got them out of a hole with the police by talking about the telegram that had never been sent.

"What was that all about?" he asked.

"Oh, Pickles doesn't like the police snooping around," she replied. "They've been here a couple of times since I arrived about some paltry thing or other. Strictly *entre nous*, I think Pickles has a past. He must have been in some kind of trouble with the police back in the day. I have the feeling he used to hang out with a fairly lively crowd in Soho back in the twenties. That's where he met Gerald."

She fell silent for a while.

"And?"

"And ... that's about all I know."

She turned towards Charles and put her head on his chest. She breathed deeply and then spoke.

"Chas, I know I sometimes get into scrapes that you disapprove of." He started to voice a denial but she stopped him. "No stop it, I mean, why shouldn't you? I do the most awful things sometimes and this little plan of mine to steal the painting takes the biscuit. But I really appreciate the fact that you keep your thoughts to yourself about what I do to yourself. I just want you to know that I'm really glad we have each other and I really don't know what I'd do without you."

More silence. Eventually Charles plucked up the courage to say something.

"The fact is, Pol," he said, the words coming out slowly and, even after much consideration, rather incoherently, "the fact is, you're the most interesting person, no, not interesting ... *fascinating* ...yes, the most fascinating person I've ever met, and if we weren't related, which of course we aren't really, not blood or anything, I mean, if we weren't brother and sister like this, I would really, I ...."

Polly's even breathing indicated that she had fallen asleep on his chest. Charles lay there without moving until the November morning light came through the curtains.

There was a knock at the door. They both woke up with a start.

"Gilbert?" said Polly, as she woke. "Oh, Charles! What's happening?"

"I think it's the boy with my hot water," said Charles, stung more than he would like to admit by hearing her say the name of the Duke's son.

"Hold on a sec," said Polly. She stepped out of bed, walked as lightly as she could across the creaking floorboards and disappeared into a wardrobe.

There was another knock on the door. Charles went to open it, turned back to get his wig, and finally unlocked the door to allow the boy with the steaming bowl of hot water into the room. After he left, Polly stepped elegantly out of the wardrobe, smiling like a naughty schoolgirl.

"First time I've had to do that for a while," she said. When she saw that Charles wasn't amused, she added "Only joking!", kissed him fleetingly on the lips, opened the door, looked both ways and disappeared.

Charles dressed in his painting outfit, a charcoal grey all-in-one garment that buttoned up the front, the kind of thing that motor mechanics had recently taken to wearing. He walked out of the door and was half way down the corridor when he realised he wasn't wearing the wig. He went back for that, checked that he had put it on the right way round, and was half way to breakfast again when he thought it best to go and collect his walking stick.

The morning meal passed without incident and Polly took Charles out into the conservatory and across a courtyard into the studio where he was going to paint the portrait. His oils and canvases had all been neatly placed there, and a sturdy easel was waiting for him. Also in place was a Victorian chaise longue with green leather upholstery. Charles presumed that this was where the Duke wished to be painted.

He looked around the studio. It was perfect. There was light coming in from skylights, which was exactly how he liked it to be. He smiled and thought that, if he could just deal with the sight of the naked Duke, this wasn't going to be too much of an ordeal.

There was a knock at the door.

"Come in," said Charles, bracing himself for the Duke's theatrical entrance.

The door opened and a short thin man with a mountain of black curly hair and wearing a pink silk dressing gown walked in.

It was Pickles. He was wearing the Duke's wig.

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**Ken Wilson** is an ELT author and trainer and has worked in English language teaching for more than forty years. He's written more than thirty ELT titles, including a dozen series of course books, and also writes radio and TV programmes, sketches, songs and drama resources.

His first ELT publication was an album of songs called *Mister Monday*, released when he was 23, which at the time made him the youngest published ELT author ever. Since then, he has written and recorded more than two hundred songs for English learners.

Until 2002, Ken was artistic director of the English Teaching Theatre, a company which performed stage-shows for learners of English all over the world. The ETT made more than 250 tours to 55 countries on five continents.

## BORROWED FROM...

### Learning Styles – help or hoax?

This was originally posted in

<https://blog.reallyenglish.com/author/reallyenglishblog/page/2/>

**The author of the blog post is J.J. Wilson**

**Keywords:** learning styles, hoax, Gardner, multiple intelligences, Carl Jung, psychological types

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#### **A Professor in a Pickle**

Some years ago, H. Douglas Brown, a professor of TESOL at San Francisco State University, was traveling from Barcelona, Spain, to Naples, Italy, a trip that would normally take a few hours. On this occasion it took nearly 24. One disaster after another occurred. Doug missed a flight, another was delayed, and then another was rerouted. He finally arrived at Naples Airport at 3:00 a.m. Without his luggage. Exhausted and frustrated, he looked around for help, but the airport was almost empty and he spoke little Italian.

Fortunately, Doug was able to use a variety of personality traits to get through the mini-crisis. His **left-brain** got him to take practical, logical steps. His **right-brain** got him to empathize with airport staff and to use alternative communication strategies. His ability to remain **tolerant of ambiguity** allowed him to keep the conversation going. He was **impulsive** enough to insist on prompt action, but **reflective** enough to understand where miscommunication might slow down the process.

Having finally got his luggage back and collapsed on a hotel bed, Doug, like all good educators, reflected on his experiences. His behavior had revealed that he possessed various interactive styles and character traits that had helped him to achieve his task.

#### **Learning styles**

Several of those personality traits that Doug used can be categorized as learning styles – a potentially powerful concept. If we know how people prefer to learn – for example, some are visual (they learn through images), some are auditory (learn by listening), others kinesthetic (learn by moving and touching) – surely we can adapt our teaching method to the student. This means pupils will have a better chance of learning and retaining the content.

Sounds convincing, doesn't it? It ticks all the boxes. It makes logical sense; it appeals to our need for practical solutions; it seems to echo Howard Gardner's influential Theory of Multiple Intelligences; and it explains why some students are dozing in class while others are bouncing off the walls.

Carl Jung first proposed a theory of psychological types in the 1920s, but it wasn't widely applied to education until the 1970s. Since then, numerous questionnaires have been developed so that students can find out how they like to learn best, and scholarly and practical works have come thick and fast in both ELT and general education.

But wait. Is it really so simple? Could learning styles be the Magic Box that contains the answer to the only question really worth asking in language education: how to motivate students? Unfortunately, the answer is no.

Let's look a bit deeper and see why learning styles are problematic.

### **A Beautiful Fiction**

Firstly, what is a learning style? It's a personal disposition to learn in one way, as opposed to another. But that definition is so vague that it encompasses just about every cognitive, cultural, sensory and communicative factor you can think of. Indeed, some studies suggest there are up to 80 styles. Others say more.

The styles are usually bipolar, e.g. reflective versus impulsive, inductive versus deductive, concrete versus abstract. This begs the question: are people really one or the other and not somewhere floating in the middle? Aren't our styles variable rather than fixed? I've known people whose personalities change completely depending on whether they've had their morning coffee or not.

The other issue with the notion of a person having "a learning style" is that information processing just doesn't work like that. It uses multiple modalities. Just as Doug Brown, stranded luggage-less in Naples Airport, used both left and right brain, was both impulsive and reflective, people simultaneously process information in different ways.

Another problem is how to assess a person's learning style. People commonly report having a particular style, but when tested they don't do any better using that style than another. In short, people *think* they are visual or auditory learners, etc., but they're wrong. They have no idea about their own learning style.

It seems that the concept may not be a Magic Box, after all, but rather a 'neuromyth' (a term used by Carol Lethaby and Patricia Harries during their talk at IATEFL 2016).

### **Misapplied science or the accidental hoax**

We language educators like to co-opt the findings of neuroscience. Our profession has the habits of a magpie, the great thief of folklore. Just as we "borrow" from therapy, games, drama, etc., so we happily borrow from science. The problem is, we don't always see the full picture. An example: left-brain and right-brain theory. This theory came about because of Roger Sperry's research on brain hemispheres in rats, cats, monkeys, and epileptics. There was no educational use for the theory and no empirical evidence that people are more inclined to be right- or left-brained. Yet we educators brought his work into our classrooms.

Something similar happened with Gardner's Theory of Multiple Intelligences. Gardner himself has looked on in horror as his ideas are played out in classrooms in the form of children writhing around on the floor because "they're kinesthetic learners." He has

repeatedly said it's only a theory. It shouldn't drive entire educational methodologies.



Multiple Intelligences in action: image from <http://www.newcityschool.org>

Learning styles, which are frequently confused with Multiple Intelligences, have at times been similarly misappropriated.

### **Inconclusive Conclusion**

While learners do report that they have preferences in the way they learn, the educational implications are controversial and inconclusive. Research studies that looked at the correlation between Second Language Acquisition and learning-style-tailored-instruction found negligible gains for the learner. In other words, there's just no evidence that it works.

None of this means learning styles are worthless. Perhaps the biggest benefit is that the concept has alerted teachers to *principled variety*: students have a *variety* of predispositions and teachers might therefore want to provide a *variety* of activities. Lots of pictures, some extended aural input, hands-on activities and games, some digital whizz-bang and some chalk-and-talk – the variety means we have more chance of reaching more students more of the time.

(\*This story begins a chapter on Styles and Strategies in Doug's book *Principles of Language Learning and Teaching*.)

## **Does your child have learning difficulties or are they gifted?**

### **The key to bringing out the best in your children by discovering their strengths**

**Queenie Tan,**

**Asia's Elite Parenting coach**

**Keywords :** learning difficulties, gifted children, Howard Gardner, multiple intelligences theory

I often meet parents who tell me things like 'I don't think my child is intelligent because he didn't learn to speak till he was 3 and he didn't learn to count or recognize the letters of the alphabet till he was much older when compared with his peers'. I also get comments like 'my daughter is super intelligent. I've been doing flashcards with her since she was 9 months old and she has learnt 200 words by 1.5 years old'.

Now, do u think your child is intelligent? Tough question isn't it? How do we define intelligence or how do we measure it?

Well, the truth is, we shouldn't really be asking if our children are intelligent. A more accurate question would be : *'How are our children intelligent?'*. According to Howard Gardner, the psychologist who came up with the multiple intelligences theory, we all have a combination of a few types of intelligences which we tend to rely on when we problem solve. Let me explain more. Here are the different types of intelligences that Gardner discovered. And while you are reading through it, do try to figure out which intelligence you have.

According to Howard Gardner, we all have a combination of these intelligences that consist of:

#### **Linguistic**

The natural ability to use words effectively and often have highly developed auditory skills.

#### **Visual-spatial**

The ability to mentally visualise objects and spatial dimensions. Think about how architects and sailors can look at maps and navigate through their environment.

### **Logical-mathematical**

Includes Reasoning abilities, logical thinking, the use of numbers and abstract pattern recognition. In other words, they are puzzle solvers and they love to experiment.

### **Body-kinaesthetic**

Also known as being 'body wise' or a keen sense of body awareness. Think of dancers and surgeons and how they are so precise and intricate with their movements.

### **Musical**

A sensitivity to music and sound and rhythm.

### **Interpersonal**

The ability to communicate effectively with other people and to develop relationships.

### **Intrapersonal**

The ability to understand one's own emotions, motivations, intuition and self-reflection.

These intelligences give us a glimpse into how our brain functions, learns, solves everyday problems and creates new ideas. Let me give you an example of how we naturally use our intelligences to solve everyday problems. Last year, I made a trip to Madrid with my aunt Jo. Neither of us had been to Spain before, nor did we speak Spanish. So when we needed to get somewhere in Madrid, naturally, I would pull out google maps because my intelligence lies in visual-spatial and I can look at a map and figure out where we are and which direction we needed to move in. However, my aunt Jo will not read any map because her intelligence does not lie in visual-spatial when it comes to directions. With her, it was her interpersonal intelligence. So without any hesitation, she would stop random strangers and use hand signals or body language to get directions. While this might be really natural to my aunt Jo, this is something that I would NEVER attempt because I'm always very wary of strangers in a strange and unfamiliar land (this is me being not very intelligent in the interpersonal

department). So you can see here that we use our intelligences to help us solve problems and to learn, and this applies to young children as well.

Now, try to take a minute to figure out which intelligences you have, also, to try to figure out which intelligences your children have. Make a list for each of them because we all have a combination of intelligences that is different from one person to the next. I do this exact same activities with parents who are in my training programs because I want them to see how different and diverse their intelligences are. I also want them to see how these differences sometimes are problematic when we communicate with our children and how we can adapt and make some changes to be more effective with our communication. Here's an example. Personally, I am a very musical and linguistically intelligent person. So even though I struggle with dyslexia, I use these intelligences to learn different languages (I can speak 3 languages fluently and I'm learning a few more). Naturally, I use this very same approach when dealing with my own children. I sing and talk to them a lot, and though this works for my second son who is also intelligent in these areas, it isn't as effective with my older son, who is more of a visual-spatial and body-kinaesthetic intelligent by nature. So there would often be miscommunication between us if I didn't stop and take the time to do very hands on demonstrations or activities with him or draw pictures or diagrams to explain things to him.

Right, now if you want to learn how to bring out the best in your child/ren, here's what you can do. You need to take a closer look at their intelligences and teach them how to use them to solve problems and to compensate for areas that they struggle in.

Here's a good example : if your child is struggling with learning English as his second language, find out what his intelligences are. If they are musically intelligent , use English songs to let him get familiar with pronunciation and rhyming, to grow his vocabulary and to learn simple phrase structure. If your child's intelligence is more bodily-kinesthetic (like many young children I've worked with), you can easily find phonics songs on the internet that teach them letter sound that come with corresponding hand gestures. If the child is more of the interpersonal kind, then you can put them in groups to play word games and to practice conversing with other more fluent peers.

Here's a quick activity, going back to the list of intelligences that you have listed for your child/ren, I would like you to make another list of 3 things that they struggle with (e.g. not making the bed in the morning, difficulties remembering your phone number,

being sloppy with washing dishes, etc.). Try and think about how you can use their intelligences to help them overcome these challenges.

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**Queenie Tan** (MEd) is Asia's Elite Parenting coach. She is a veteran early childhood educator, a teacher trainer, has published 3 books on parenting, she has her own podcast on iTunes ([parentingoncue.com](http://parentingoncue.com)), she speaks internationally and she has 3 bespoke parent mentoring programs under her belt. Queenie is a world schooling mum to her two boys, Charles (12 year old who's dyslexic) and Kevin (10 year old who's gifted) and she is an enthusiastic advocate for the gift of dyslexia, play-based learning and self-directed learning.

## ELTA CONFERENCE - a participant's view

**Milena Tanasijević,**

**Belgrade Metropolitan University**

**Keywords:** conference, reports, projects, speakers, workshops, plenaries

This participant has had a fair amount of conferences attended and ,boy! , what a joy it is to attend a conference you can call – your own – plus, in your town. There is a certain feel of ease and lack of stress which usually involves attending a conference elsewhere, mostly because you eagerly wait for your turn to present... So, here I will try to present my stress-free weekend at ELTA...

Two full jam-packed days with presentations, talks, workshops, breaks filled with chats and discussions with colleagues, seen or not seen for a while... Welcoming desks with students volunteers, as well as ELTA Board members who helped participants find their way around the venue, as well as the programme...

Day 1 had four plenary sessions! (quite a treat at a conference), as well as four slots with up to seven workshop sessions to choose from. **Marjorie Rosenberg** spoke about the comfort zone and finding the way to work outside it, **Mike Mayor** asked some tricky questions, such as how long it takes to learn a foreign language, **Mojca Belak** explained a bit about Choice theory and held an additional workshop about it during day 2, whereas **Igor Lakić** presented the theoretical background of what used to be taught, as well as what we need to teach now. As for the workshops, plethora of speakers from various countries sharing experiences on many different topics. I would like to point out **Tim Bowen's** workshop on pronunciation (I find the topic most interesting and often under-represented at events), as well as the presentation by the ELTA board members on preparing projects (keep up the good work!)

One of the highlights, on Day 1, was the social event in the evening. We were treated to a mini-concert of one group of students who played extraordinary classical music, as well as another group who sang folklore. The applause went on and on... Excellent choice, pleasurable for us, as well as the foreign guests!

Day 2 started early in the morning with the annual general meeting. My observation would be that everyone should take part in it. We can learn a lot about the activities of the organization,

as well as parts where help is needed.

The day was packed with three plenaries (quite a lot!), as well as five workshop slots. **Julie Wallis** addressed the issue of our roles – teachers, or something broader – educators? **Tim Bowen** set the tone for the afternoon, pre-lunch break with his topic of British humour and what makes it so unique. The closing plenary was held by **Sylvie Dolakova** and she tried to deal with the topic of communication and how to repair it. I could highlight an excellent workshop by our Greek colleagues, **Fani Miniadou** and **Stefanie Mandravelli** , on paperless lessons, a topic which is more than useful and can be exploited broadly. I took some wonderful ideas in terms of preparing writing drafts, as well as collaborative learning.

All in all, it was a professional development event with a substantial number of speakers and attendants, an opportunity to meet and greet friends and colleagues, as well as get ideas and resources for the classroom.

Looking forward to the following one!

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**Milena Tanasijević** has been teaching English for 17 years. She is an ELT Lecturer at Belgrade Metropolitan University where is prepared and delivers General English and ESP courses to students of IT, Design and Management, both traditionally and by distance. She is interested in applied linguistics, curriculum development, classroom related interactions, extensive reading.

# ELTA Conference Report

by ELTA team

The 15<sup>th</sup> International ELTA Conference, held on 19-20 May at Singidunum University, Belgrade, was titled 'Awaken your curiosity'. The number more than three hundred of participants, and plenaries and seventy workshops held, showed that teachers' curiosity was awakened. ELTA conference drew teachers from twenty countries from all over the world who delivered their workshops or participated in the exchange of ideas and examples of good practice.

The participants were greeted by Olja Milošević, ELTA president, HE US Ambassador Kyle Randolph Scott and HE UK Ambassador Denis Keefe welcomed the participants.

The first plenary 'Getting unstuck – stretching out of our comfort zones' was delivered by Marjorie Rosenberg. The second one addressed the question of 'How long does it take to learn English (and other tricky questions)?' and was delivered by Mike Mayor. After that there was a choice among wide range of workshops dealing with different topics. At the end of the day there were two plenaries: 'What Teachers need is Choice' by Mojca Belak and 'Something old and something new: How and what do we teach?' by Igor Lakić. The day full of positive energy and exchange of ideas was finished with stunning concert of The Flute Quintet and Ethno group Zora.

The second day brought new plenaries, workshops and gathering of some old some new faces. The day started with the plenary talk 'Teachers or Educators?' by Julie Wallis. Five slots with bunch of workshops followed. The day was finished with Sylvie Dolakova plenary 'Communication - a problem or a challenge?' and our traditional Raffle with lots of books, one teacher training course in Malta and two teacher training courses in Great Britain.

On behalf of ELTA we would like to thank all speakers and participants for being a part of this event. We look forward to seeing you next year at the 16<sup>th</sup> ELTA conference.

Yours,

ELTA

## **Small Bites**

**Zorica Đukić, Secondary School of Pharmacy and Physiotherapy,  
Belgrade, Serbia**

**Keywords:** conference, reports, projects, small bites

At the 15<sup>th</sup> ELTA's conference "Awaken your Curiosity", Board Members presented the projects that they had successfully run since last May. The project "Small Bites for Teaching and Learning English" was one of them. It was designed by teachers and the ELTA team as a series of half-day professional development seminars, and offered to teachers in Serbia. The workshops covered a range of topics, from teaching with minimal resources to using games in the ELT context. In accordance with its title, Small Bites corresponded with the pace of everyday life and teachers' needs to cater for their students' somehow reduced attention span. The seminars were presented to 96 participants in seven Serbian towns during February and March 2017.

The first seminar in a row was the one in Pančevo where Marija Lukač introduced us to the topic of Human Rights through visualization, still images, a haiku and drawing activities.

Jelena Spasić was inspired by the book "The Giving Tree" by Shel Silverstein. She set off on a journey from her hometown of Leskovac to the beautiful Grammar School in Pirot where her storytelling inspired and engaged the participants in speaking, writing and performing.

The next three seminars were held on the same day but in three different towns. In Sremska Mitrovica, Ana Tripković shared her experiences on how to make good use of laughter in the classroom. The feedback says it was funny and helpful with a lot of creative activities which could be modified and applied at all levels.

In Sombor, Aleksandra Jevtović managed to show us that picture books and wordless books could be useful resources for teaching English to both young and adult students. The majority liked that activities were practical and something that they could actually use in class.

Jelena Obradović was very excited about presenting a seminar and meeting Aleksinac, both for the first time. She talked about dyslexia and introduced the Multisensory Structured teaching approach. As she has been engaged in the research of dyslexia for more than one year, Ms. Obradović recommended the free online course from Lancaster University and a number of other useful links on the topic.

Additional remarks in the feedback form showed that most of the participants knew very little about dyslexia, but they were interested in finding out more about it. The conclusion is that although all the activities require time for preparation, everybody could benefit from them and not only the dyslexic students.

In Šabac, Dejan Novaković presented how various types of games could be used in EFL classroom. He also offered different ways of adapting the games for different levels and demonstrated how creativity could help in making lessons both fun and educational at the same time.

The last seminar of the Small Bites project was held in Prokuplje. Tatjana Jancić talked about new ways to activate students' knowledge of the world by analyzing and practicing the games. She also talked about ways of adapting the games based on school curriculum, student's language level, and abilities.

It's interesting that there were 21 teachers at the seminar including one French and one German teacher. One the most active participants was an Oxford graduate and founder of a Learning Center in Prokuplje, Mike Channa. Although he isn't an English language teacher, he showed great enthusiasm.

All in all, the feedback confirmed that the choice of topics for the project was right. The format and the length of the seminar were right. Some of the participants even evaluated them as - perfect. It also turned out that we still prefer printed handouts to electronic ones. And of course, the presenters proved their good knowledge of the chosen topics. They were awarded the voucher for the ELTA Conference.

ELTA expressed their thanks and gratitude to the speakers for their expertise, time and enthusiasm. Special thanks went to ELTA's coordinators for their high professionalism and excellent organization.

ELTA team wanted to encourage teachers to join the project, to take part in this kind of presentations delivered to live audiences rather than be just an avatar or a profile picture. Because face-to-face meetings still matter. They are an excellent way to form new alliances, sharpen professional skills and awaken curiosity.

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**Zorica Đukić** has been an English teacher for about thirty years. She used to work with both young learners and adults at the Centre for Foreign Languages in Belgrade. Currently, she is working at the School of Pharmacy and Physiotherapy with teenagers, the age group she finds most challenging. Having taught approximately 4000 students in her career, she remains passionate and enthusiastic about her job.

## Canada Day in Užice Grammar School

Svetlana Gavrilović, Užice Grammar School

**Keywords:** Canada, anniversary, environment, presentation, exhibition, quiz

On the occasion of the 150th anniversary of Canada and World Environment Day, which Canada is hosting this year, on the 30th May 2017, a guest of Užice Grammar School was His Excellency, Mr Philip Pinnington, Canada's Ambassador to Serbia. This was His Excellency's second visit to our school in the last two years and a third visit by a Canadian ambassador since 2013, when we started an enjoyable and mutually beneficial cooperation.

At the beginning of his visit, Mr Pinnington supported the students of our school in cleaning up the pathway by the Djetinja River and then planted a Canadian red maple tree in the nearby park, asking the students to take good care of it so that it could yield some maple syrup for them in about thirty years from now. Then, the Ambassador gave a most interesting presentation on *Canada's 150th Anniversary – Youth Activism and Environment* to about a hundred students and teachers of Užice Grammar School, after which he opened the exhibition, set up in one of the school's halls, with the title *150 Things You Didn't Know about Canada/150 choses que vous n'avez pas sues sur le Canada*. Finally, His Excellency wished success to the participants of our *Canada 150* quiz, also taking the opportunity to try some Canadian pancakes with maple syrup made by the students and teachers of our school.

The quiz contestants (42 of them) had to inform themselves well about Canada's history, geography, culture and tradition as well as read eight stories by Canadian authors in both English and French in order to win the competition, which consisted of nine games in both languages. Eventually, they were awarded charming and valuable prizes sponsored by the Canadian Embassy, The English Book and Pearson.

Canada Day 2017 in Užice Grammar School was definitely a successful event because we managed to draw the attention of the local community and the media to Canada's 150th birthday and the importance of environment protection, and engage more than 200 students in worthwhile activities through which they improved both their general knowledge and their English and French skills.

We are all looking forward to Canada Day 2018.

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**Svetlana Gavrilović** has been teaching English for nearly thirty years now. She is currently working at Užice Grammar School.

\*I certify that I have the right to publish these photos.



## Hip Hip HUPEEE,

**Anica Đokić,  
ELTA Serbia representative**

A relevant parametre that a conference was successful is when, at the end, one feels: "When's the next one?" (Meanwhile, we found out that it would be in April 2018, in Poreč!)

The 25th Annual HUPE Conference was a high quality event, starting from the venue, to the social events, via (most importantly!) excellent plenaries, workshops, talks. On top of that, when your own presentation goes well, adrenaline and enthusiasm are on the go. Here are a few ideas, out of a large number, that impressed me, and have already found or are going to find their place in my own practice.

- **Skype in the Classroom**: 4Cs - **comment, communicate, collaborate and create**, are the principles of this popular activity. We could hear about some valuable experiences of the presenter, Gordana Novak, and her students, how they virtually have visited some remote spots of our planet. A special treat of the presentation was the live Skype conference with a teacher from the USA, with whom the presenter had collaborated before. She explained the experience from her perspective, and I believe that everybody in the room wished to try out Skype in the classroom as soon as possible! In the meantime, an EL teacher from Niš, Serbia, Ana Živković, has been awarded for her innovative methods using Skype in her classes. It's high time we all visited [www.skypeintheclassroom.com](http://www.skypeintheclassroom.com), and got connected!
- **School Cooperatives (školske zadruge)**: already on the way to Šibenik, I got "infected" by the idea of School Cooperatives. A teacher called Vera got on the coach in Zagreb, and sat next to me. We started chatting and one of the first ideas we exchanged was this one! She told me how she was working with her students on collecting herbs and producing tea, and during the conference I learned about some other Croatian School Cooperatives. I even contributed by buying a necklace made by students from a small Croatian town. This wasn't an ELT idea, however - I loved it from the first moment and it will change something in the way I teach and live my school life (I'll let you know when I succeed :)
- **Ball games**: One of the most dynamic workshops I attended was held by Sanja Rašković, *A Bucket Full of Games and Activities*. Beside having a lot of fun, we refreshed our arsenal of classroom games with some **ball games**.
  - 1) Throw the ball to a student and say a number; they need to throw it back by saying the number in reverse.
  - 2) You say an affirmative sentence and throw the ball to a student who needs to say the sentence in the negative form (or question, why not:)
  - 3) Stick the target vocabulary flashcards/wordcards on the board, and have students hit the

card you dictate. To make the game more competitive, have two students with two sets of cards.

Finally, I cannot leave out a comment on the crazy Ultimate Pub Quiz night, where we all had a chance to relax, laugh, cooperate, compete and become closer with each other.

Conferences are always wonderful, and a great place to be. Bearing the view and smell of the sea in my mind, mixed with the new knowledge gained and people met, it certainly suggests that HUPE conference is an event not to be missed in the future at any cost!

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**Anica Đokić (MA)** has been an English teacher for more than 10 years now. She works at the Elementary School "Sonja Marinković", Novi Sad. Since the beginning of her teaching career, Anica has been an active ELTA member: a board member, regional coordinator, ELTA representative at international conferences, presenter, teacher trainer. Her ELT interests include YL, teaching unplugged, drama, and in her free time Anica enjoys sports, reading, travelling, and relaxing with her family and friends.

## **Developing Reading Habits – “Reading Badge”**

**Nevena Stoilkov, an English teacher, and**

**Radmila Krstevska, a pedagogue,**

**Primary school “Milisav Nikolić”, Boževac, Serbia**

*“A book is like a garden carried in a pocket” – Chinese proverb*

**Keywords:** books, reading habits, reading club, children, childhood, parents

There are many misconceptions about the development of reading habits. One of them is that it begins with a child entering primary school and encountering textbooks. However, the truth is different; this is a process which actually starts in the early stages of childhood. If you aspire to develop your children’s fondness of written word, know that it’s never too early to begin.

- *How should you begin?*

In the first place, you and your children should leaf through picture books together; the next stage is talking about the characters in the picture book, describing and maybe making up a story about them. Later, you should take your children to a library and eventually buy them a book as a present.

- *What is the best time of the day to read?*

It is well-known that children need relaxing activities in the evening before they go to bed, so this is the perfect time for a good story. Make yourselves comfortable and read a story or two. It is important to accentuate here that it is necessary to be patient and tactful in these activities - do not force your children to read something they do not like since they might develop hostility towards reading that can never be overturned in favor of books. Give yourself and your children time – it may seem like a long process, but it is certainly worth it.

- *Why is it so important to read?*

You would want your children to read because books:

- improve both verbal and nonverbal intelligence
- contribute to connection of the spoken and written language

- improve vocabulary and deepen children's imagination
- develop creative thinking and help them adopt moral values
- contribute to the development of concentration and self-discipline
- give a reader the opportunity to learn about other cultures, customs, and traditions
- beat boredom
- are our best friends.

- *How do we do it?*

Having in mind all the above, three years ago, our school pedagogue came to the idea of forming a new school club – Reading Badge ([Čitalačka značka](#)). During the first meeting, it was decided that the club would be run by pedagogues as the coordinator, Serbian and foreign language teachers, art teacher and other teachers whose students are members of the club. The role of the teachers is to guide students-members through club activities.

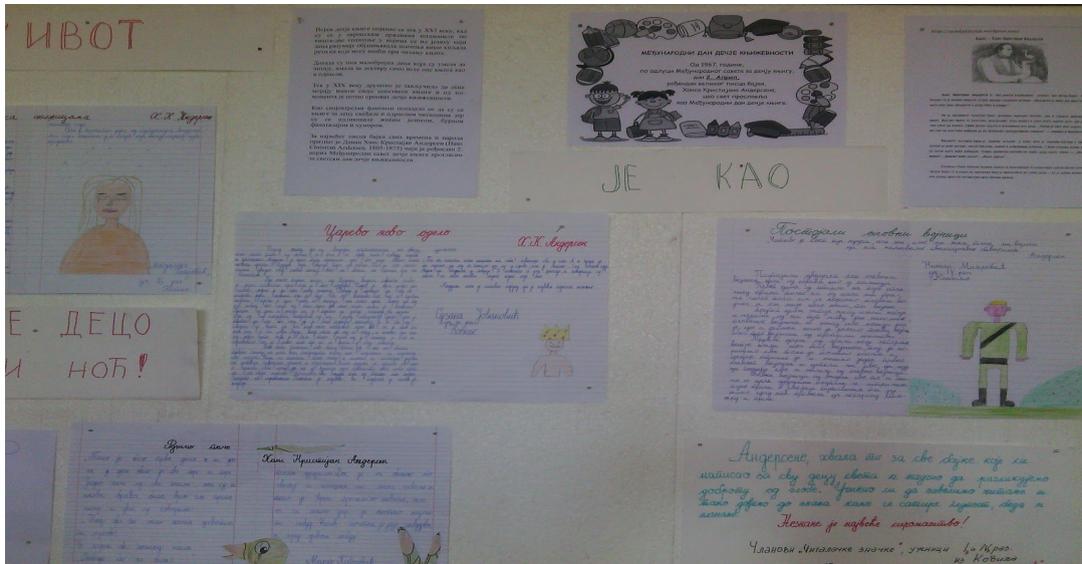
Two main aims of the club are:

- improving students' skills of comprehension
- stimulating students to read.

There are many different activities within the club:

- students consult with their teachers and choose books they would like to read. They also keep notes of what they have read according to given instructions (general information about the writer and book, most interesting parts of the book, illustrations of the most interesting parts)
- students present the books they have read on school billboards in the shape of illustrations, their favorite passages or quotes thus encouraging other students to join the club.
- the reading club also marks some important days such as World Book Day, Children's Book Day and birthdays of children's writers.
- the club keeps record of the activities in the form of pictures of students'

notebooks, billboards, meetings, etc...



At the end of the school year, students are given a CD with pictures mentioned above as well as commendations for participation.



Students also have the opportunity to read stories/books in foreign languages (English and German) so they could improve their vocabulary, comprehension and writing skills.



The success of the club can be seen through constant number of club members. Students share their impressions among each other, recommend books to each other and even bring new members to the club. It tells us that we are on a good way to help our students become people who think and we are happy to be a part of the process.

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**Nevena Stoilkov** graduated from the University of Kragujevac, Serbia in 2011. She has worked as an English teacher since 2011. She is interested in teaching English to young learners and working with children of challenging behavior.

**Radmila Krstevska** graduated from the University of Belgrade, Serbia in 1989. She has worked as pedagogue since 1989. She is interested in stimulating students to read and helping them master different learning techniques.

*\*We certify that we have the right to publish these photos.*

# **Artify your Summer Course**

## **Activities for Museum/Gallery visits**

**Vicky Papageorgiou, Metropolitan College, Greece**

**& Cathy Salonikidis, EFL examiner, freelancer**

**Keywords** : art, museums, galleries, activities, scavenger hunts

In summer courses, and not only, museum and gallery visits are part of the outdoor activities planned for the students. This article presents activities that teachers can prepare before, during and after museum and gallery visits with their students (these visits could be part of a summer course but not necessarily). The idea is that you motivate your students to learn more about the art resources in museums and galleries while teaching them English at the same time, as well as activating their imagination. Hopefully, the activities described here will succeed in encouraging your students to experience these places as 'living organisms', full of possibilities for fun and not just as 'sacred places' that are unapproachable.

### **HOW TO MAKE THE MOST OF YOUR MUSEUM VISIT**



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The success of your visit depends on how it is integrated into the learner's classroom work.

- Be prepared! Learn about what you will see beforehand through pictures, research and discussion.
- Get the museum trip off to a good start with a simple quiz show. You can also find some ready-made quizzes that you can use (the British Museum quizzz, n/d; Galleries - British Museum and Tate Modern , n/d; History quiz/Tour the National Gallery , n/d).
- Remember to try to have a kind of competition in class to make it more challenging.
- Be selective about what to look at on the visit – spending more time looking at a small selection of objects is more rewarding than trying to take in a large selection of objects in less detail.
- Use materials designed to support ESOL learners participating on tours and workshops led by the Museum or make your own.
- Make sure you already know the museum and its permanent collection before you plan any activities. If not, plan a visit to it yourself some time before you take your students there to familiarize yourself with it.
- Make the activities fun and interactive.

### **Materials you can create**

True/False Worksheets

Photos with museum objects

Museum maps

Find Someone/Something Who/Which....

Museum postcards

So, let us have a closer look at some specific activities we are suggesting you could use in your class.

## Activity 1

### Scavenger hunts

**Target level/audience :** all

**Materials :** a list of items/objects the students have to search for



Yayoi Kusama By Garry Knight -  
<https://www.flickr.com/photos/garryknight/8317472647>, CC BY 2.0,  
<https://commons.wikimedia.org/w/index.php?curid=38789907>

In a scavenger hunt, participants look for a series of items on a list, usually provided by the teacher.

#### **Before the visit :**

- Divide the class into two teams.
- Give each team the list of things they must “hunt” for during their Museum visit. Tell the students to go and find the things on the list.

#### **During the visit :**

- Every time they see something, they have to put a tick next to the word and note where they have found it. They might also have to keep some more notes next to it. Or you can ask them specific questions to answer which require certain details, e.g. something missing from a sculpture, the title of a

painting, the name of an artist, etc.

Below you can find some sample lists of things that students could look for. Adapt the list according to the place/venue they are going to.

- **a specific artist** :give them a specific name and ask them to write some bio details, write down 2-3 of his/her artworks that they liked in their visit
- **a specific era artwork** : a pop art painting, an Impressionist painting, an Egyptian art artwork, etc. and , of course, they have to write down the title and the artist's name
- **a specific painting, photograph, sculpture, etc.** : Ask them to find a Warhol painting, or a self-portrait, a seascape, an urban scene, a landscape, etc.
- **Unknown words**: ask them to find and write down at least five words for things in English that they found in the museum/gallery they didn't know before – they then have to record the new words and find their explanation.
- **People**: find in a painting/photograph a young couple, a mother and child, etc. and then write a short description of each person (tall, short, clothes...)

You can also try to find ready-made treasure hunt lists online which you can use or it can be set as an example for you to create your own (Home to Home, n/d).

Also, if they cannot find the artworks they have to look for, some suggestions are :

- advise them to ask for directions at the information desk or generally ask the museum staff (that way they will engage in a conversation possibly with native speakers and practice their speaking skills) ,
- use a floor plan which all museums/galleries distribute for free at the entrance.

**After the visit** : have students report back what they have found. Note also that Ss can bring their cameras to the scavenger hunt. They can use them to take photos and provide proof of their findings.

## **Activity 2**

### **Draw your favourite artwork**

**Target audience/learners** : 11-18+

**Materials** : PCs, internet connection, smart phones, A4 white papers with or without the simple template shown below

**Before the outing:** Ss can research any information they can about the museum/gallery they are going to visit on the internet. For example, let us consider Tate Modern as their next destination. Ask them to google search some practical information about the gallery (location, year it was established, etc.). Show them the gallery's website and ask them to browse through the collection. Then, divide them in two teams and show them the quiz in the ppt. (Papageorgiou, 2017) .The team that gives the most correct answers , receives a small prize!

**During the visit:** tell them you would like them to imagine that they can take one piece of art home with them. They have to draw the piece they will choose and explain why they chose this piece of art (they can also take a photo of their chosen object and draw it later at home).

**After the visit** : class feedback- put Ss drawings on the walls around the class, Ss go around read the descriptions and vote for the most interesting description.

## **Activity 3**

### **Modern Art Gallery**

**Target level** : 12+

**Materials** : cards to be completed (on one side the photo of the artwork is printed and on the other side there are some sections to be completed)

**Before their visit** : give your Ss the titles of specific artworks and ask them to find them in the Gallery and complete the cards that accompany the photos. Pre-teach them some expressions that they might need to use, e.g. "This makes me feel...", "This piece is beautiful / ugly/ unusual/ extraordinary / different ", "What the artist is

trying to say is...”, etc.

**During the visit** : the Ss have to locate the specific artworks. The details on the cards have to be completed with the thoughts that the specific artworks create to them. How can the Ss write their opinion on the artworks?

**After the visit** : the Ss have to present their cards to the rest of the group and talk about their experience, if it was positive or negative and why.

Some examples :

<b>TITLE :</b>
<b>DATE :</b>
<b>ARTIST :</b>
<b>My feelings:</b>



By Anonymous (British School, 17th century) [Public domain], via Wikimedia Commons

[https://commons.wikimedia.org/wiki/File%3ABritish\\_School\\_17th\\_century\\_-\\_The\\_Cholmondeley\\_Ladies\\_-\\_Google\\_Art\\_Project.jpg](https://commons.wikimedia.org/wiki/File%3ABritish_School_17th_century_-_The_Cholmondeley_Ladies_-_Google_Art_Project.jpg)



<http://media.iwm.org.uk/iwm/mediaLib//138/media-138902/large.jpg> This artistic work *created by the United Kingdom Government* is in the **public domain**

#### **Activity 4**

#### **Picture Story**

**Target level :** 12+

**Materials :** an object/mascot of their choice, a camera

#### **Before the visit :**

- Divide Ss into small groups.
- Each student will need to choose an object or a mascot.

**During the visit :** Ss are going to take pictures with the object/mascot in different rooms/floors during their museum/gallery visit. Give them examples of pictures they need to take.

**After the visit :** When Ss are back in class, ask them to create a picture story using the photographs they have taken and explain more about the different sections of the museum they visited and the exhibits. Explain to them this is not going to be a simple 'diary' but they actually have to create a short story about their visit with them being the protagonists. You can upload their photo stories on an app like **pinterest** or **padlet**.

## **Activity 5**

### **Video Diary**

**Target level :** 12+

**Materials :** a camera or tablet, a PC, a projector, internet connection

**Before the visit :** Students are told that they will be conducting video diaries. Discuss with them what specific section/room they would be interested in presenting. They are going to be placed in pairs/groups, they can record a commentary of what they are doing/seeing. Help them to research this area more and learn more about the exhibits. For this reason, they can visit the museum/gallery's website and online collection. Give them some time for their preparation

**During the visit:** Pupils record commentaries on their phones.

**After the visit:** Using a computer and a projector, different groups take it in turns to show their video footage.

### **Conclusion**

All in all, there are a lot of resources out there already so, if you are interested in preparing visits to art places and create activities to complement these, you can definitely find plenty. While some of them are ready-made and can fit the needs of an ESL class, most of them are not. There is no reason you cannot use the latter ones either though because what you need to do is set your objectives, try to find related material and adapt it to your particular needs each time. All museum and galleries worldwide have their own website and most of them have already started, for some years now, to share educational resources. The only thing you have to do is browse through and find what you are looking for. Here are some useful links for you to use :

- [www.britishmuseum.org](http://www.britishmuseum.org)
- <http://www.tate.org.uk/learn>

- <https://www.nationalgallery.org.uk/learning/teachers-and-schools>
- <http://www.portrait.gov.au/content/learning-resources/>
- <https://www.vam.ac.uk/info/teachers>

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**Vicky Papageorgiou** is a foreign language teacher with approximately 20 years of experience with mainly adult learners. For over 15 years she has been preparing students for English language exams of various exam boards. She holds an MA in Education (Open Univ. of Cyprus) and an MA in Art (Goldsmiths College, UK) and she also holds a PGCE in Technology Enhanced Learning at University of Wales Trinity Saint David . She studied in Greece, Italy and the UK but also participated in an international project for the McLuhan program in Culture and Technology for the University of Toronto, Canada. Her fields of interest are EdTech and MOOCs, ESL and Art, creativity and Inquiry Based learning, use of video. She is currently based in Thessaloniki (Greece) working as an English Instructor at AMC College for the past 7 years. She is also a co-editor at ELTA Serbia Publications and website editor of the Visual Arts Circle.

**Cathy Salonikidis** has been an ESL teacher for over 24 years and has taught a wide range of levels and age groups in Canada, U.S., Colombia, U.K. and Greece. She has a B.A. in Spanish and a graduate Diploma in TESOL from Concordia University in Canada. She is also a Cambridge and Michigan speaking examiner , regular presenter and a board member of the TESOL Macedonia Thrace of Greece. Beyond teaching, she loves travelling and exploring the world, photography and cooking.

## UPCOMING EVENTS

- Conferences
- Summer camps
- Webinars

## CONFERENCES

*\* Call for papers still open for some of the conferences, check it out*

### ✓ **ELT Forum Conference – Helping Teachers Grow**

Date: 9-10 June, 2017

Place: Ekonomicka univerzita v Bratislave

*For more, follow the link: [Helping Teachers Grow](#)*

### ✓ **4th International TETA Conference**

Date: 16-17 June, 2017

Place: Bosanska Krupa, Bosnia and Herzegovina

*For more, follow the link: [The 4th International TETA Conference](#)*

### ✓ **26th BETA-IATEFL Annual International Conference, Learning and teaching languages: Creating bridges to the future**

Date: 22nd – 25th June 2017

Place: Konstantin Preslavsky University of Shumen, Department for Information, Qualification and Lifelong Learning, Varna, Bulgaria

For more, follow the link: [26th BETA-IATEFL Annual International Conference](#)

✓ **The 12<sup>th</sup> National and 16<sup>th</sup> International ATECR Conference - ELT Signposts**

Date: 8-9 September 2017

Place: Brno, Czeck Republic

For more, follow the link: [ELT Signposts](#)

✓ **26<sup>th</sup> IATEFL Poland Conference**

Date: 15-17 September 2017

Place: Bielsko – Biała

For more, follow the link: [IATEFL Poland Conference](#)

✓ **27<sup>th</sup> IATEFL Hungary Annual Conference – The Power of Now – Teaching and Learning in The Present**

Date: 6-7 October 2017

Place: Budapest

For more, follow the link: [The Power of Now - Teaching and Learning in the Present](#)

✓ **The 18th INGED International ELT Conference, The Winds of Change**

Date: 20 - 22 October 2017

Place: Istanbul Aydın University, Preparatory School

For more, follow the link: [The 18th INGED](#)

✓ **Colloquium 2017- 36th Annual International Colloquium, Language Connects People**

Date: 17-19 November 2017

Place: Télécom ParisTech, 46 rue Barrault, 75013 Paris

*For more, follow the link: [Language Connects People](#)*

✓ **25th International IATEFL Slovenia Conference 2018 – Imagine...**

Place: Terme Topolsica, Slovenia

Date: 8-11 March 2018.

*For more, follow the link: [Imagine...](#)*

✓ **52<sup>nd</sup> Annual International IATEFL Conference and Exhibition**

Place: Brighton

Date: 10-13 April 2018

*For more, follow the link: [IATEFL Brighton, 2018](#)*

✓ **26<sup>th</sup> Annual HUPE Conference**

Place: Valamar, Poreč

Date: 20-22 April 2018

*For more, follow the link: [26th HUPE Conference](#)*

**SUMMER CAMPS for STUDENTS**

[Open-courses in Devon](#)

## **SUMMER CAMPS for TEACHERS**

[SOUL Camp for teachers of English - Location Slovakia](#)

[SOUL Camp for teachers of English – Location Serbia](#)

## **WEBINARS**

✓ Macmillan webinars

[Macmillan webinars](#)

✓ OUP webinars

[OUP webinars](#)

✓ NILE Webinars

[nile-elt](#)

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