

A close-up photograph of a plant with small, bright pink flowers and fuzzy, greyish-green leaves. The background is a soft, out-of-focus brown. The text is overlaid on this image.

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Editorial November December 2017 Issue

Another year is approaching to its end. A year full of Conferences, new projects, new books, interesting initiatives. So many possibilities for professional development. So many opportunities for thinking, re-thinking, considering, re-considering new/ different approaches to teaching. We have tried to keep you up-to-date with all of them and we have seen your appreciation for which we are deeply grateful.

In our [Feature article](#), written by **Lucia Bessa Leite**, you will find out how listening skills are developed in ESL, what the Cinderella skill is and more about the use and relevance of songs in the classroom.

In this issue we have received a lot of reports related to Conferences and Professional Development occasions and you can find them in our [ELT Flash section](#). **Ana Tripković**, for example, walks us through her experience at the 27th IATEFL- Hungary Annual Conference, last October. **Dejan Novaković's** report of SKA Conference is a useful one since he also writes analytically about several suggested activities and ideas from the presentations he attended. **Bojana Nikić Vujić** talks about her stay in Canterbury last summer where she, and several other colleagues from around the world, attended a Pilgrims course. **Gordana Klašnja** reports on Vesna Radivojević's presentation in Novi Sad on Seeshaw, the latest digital portfolio platform to EFL teachers. **Anica Đokić** and **Sanja Tasić** were the prize-winners at the ELTA Conference and so attended a SOUL course in Slovakia for which they give a detailed report for us.

In our [Bookworms section](#), **Christina Martidou** also wrote for us a review for **Jamie Keddie's** book 'Videotelling: YouTube stories for the classroom'. We learn, therefore, that his new book consists of 45 captivating video - based lesson plans that both primary and secondary language teachers can use in their classrooms to attract students' attention.

[Borrowed from section](#) will motivate and explain how to use wordless videos in ELT.

As always, our permanent column of the [Upcoming events](#) is here to inform you about all the events in your area but also worldwide.

We hope you enjoy reading our new issue. If you want to contribute, do not hesitate to contact us if you want to talk about an idea for an article or even send us your work directly. You can find us at newsletter.elta@gmail.com

ELTA Editorial Team

The Listening Skill in ESL: What is The Cinderella Skill and Ways to Develop it

Lucia Bessa Leite

Keywords: ESL, listening, “Cinderella skill”, songs

The setting is a typical ESL classroom: students are reading their short stories, answering comprehension questions based on this story, then perhaps speaking to a partner about what they have read, how it made them feel, and what connections they could make to their lives. This activity is followed by a writing assignment where students are asked to create a new ending for this story. The one thing missing, however, is listening. In most ESL classrooms, teachers are reminded that in order to help their students achieve, they must focus on the four skills of language acquisition: reading, writing, speaking and listening. While reading, writing, and speaking are easily identified and assessed, an often neglected skill is the listening skill. Commonly referred to as “the Cinderella skill” because of this neglect- similar to the neglect inflicted upon Cinderella in the classic fairy tale - listening tends to fall to the way side in most teacher’s planning and assessment strategies. Yet listening is the first stage in language acquisition. Students need to be able to understand what is being said to them as it is foundational to the development of the other language skills. In order for our students to function successfully in the English language, they need to be able to listen, and to listen for a purpose. This must be taught in implicit ways. In this case, one of the best, and most exciting ways for students, and especially young learners, to practice and improve their listening skills is through the use of songs in the classroom.

Songs in the Classroom – Use and Relevance

There are many different ways a teacher can use songs within the classroom. From my own experience, I have found that using common nursery rhymes and songs really resonates with my kindergartens. They love to get up and dance around the classroom while at the same time singing and resinging keywords. This helps them retain not only these words, but also the grammatical structure of the sentences. Songs such as “The Itsy-Bitsy Spider” reinforce directional cues and words, while “Head and Shoulders” teaches key vocabulary when studying body parts. As well as these important and repetitive words, there are many hand gestures that accompany the songs, which again, is a great way for students to retain the language they are

learning. Studies suggest that students of a second language remember more of the words and content when their learning is paired with physical activity. Using songs that are fun, catchy, and have dance moves to accompany them are a wonderful tool to use to help students accomplish this. Using these songs in the classroom helps to improve students' listening skills because they are using real-life listening situations to improve their skill. Song is an essential part of the human experience, and children can often be seen humming or singing to themselves as they play on the playground, or work on a piece of art. Using these songs in the classroom taps into their inherent love for music, and gets them excited to learn.

I have found that for my students, the best way to use songs in our classroom is to find songs that pair well with the content we are learning. As mentioned previously, the song "Head and Shoulders" teaches key body part vocabulary. When we are studying vocabulary related to this, I will often begin with the song, playing it a few times while demonstrating the actions – pointing to my head when the song sings "head", or my knees when it sings "knees". I find that the students are eager to jump in and join me when we start a new song, and they are quick to pick up the words. Also, they love to see me, their teacher, step out of the role of authority for a few moments and "play" with them, which helps to build a safe classroom, where the students are able to take risks with their language. This is also a great way to build trust with older students who may be more afraid of trying the new skills they are learning.

Songs are Fun and Enjoyable

Often the listening skill is neglected by teachers, because we see speaking as the best indicator of whether a student is proficient in the language. Also, teachers tend to think that since students are listening to instructions they are implicitly learning the skill. However, like the other three skills, listening needs to be taught explicitly to young learners, and an engaging and exciting way to accomplish this is to use songs in the classroom. This not only gets our students up and moving around, but also reinforces key vocabulary and grammatical structures. If you have not yet had the chance to practice this way of teaching, I would highly encourage you to try to out in your next lesson. I can guarantee that not only your students will enjoy this time, but you too will find it rewarding.

Lucia Bessa Leite is a relationship manager at www.lingholic.com .

27th IATEFL- Hungary Annual Conference, 6-8 October 2017

Ana Tripković, Serbia

The Power of Now - Teaching and Learning in the Present

Keywords: Hungary, conference, report, ELTA representative

Just as some popular magazines suggest that it is important to live in the moment and focus on what is happening now in your life, the latest methodology articles and books emphasize the importance of teaching in the present. Hence, the title of the Hungarian conference is really suitable for teachers today. I was lucky to be chosen as an ELTA representative and I got the opportunity to attend the conference and present my workshop there.

The plenary speakers were Ági Enyedi, Evan Frenedo, Linda Ruas and Hugh Dellar. Harry Kuchah Kuchah, a Lecturer in TESOL at the University of Bath was supposed to close the conference and have the last plenary session. Unfortunately, he had problems with his passport, so he sent a letter of apology that was read at the opening session and Rob Howard stepped in with his presentation *Present Perfect(ly)*, which was about creating powerful presentations. Even though Evan Frenedo specializes in business English and ESP, which are not my cup of tea, his presentation about needs analysis was eye-opening. On the other hand, Hugh Dellar has this gift to keep you on the edge of your seat with his attitude and a manner of speaking that in combination with vast experience make an amazing talk.

We all face similar problems during all conferences: how to choose the right session? It gets extremely difficult when you have ten different ones in the same slot. So many options! Sometimes we choose them based on the title, other times, the descriptions help us, but very often we focus on the presenters and choose the ones that we find engaging. I will only mention several sessions I really enjoyed as a suggestion if you get the chance to see them in the future.

It was pure luck to start with a fantastic session on Friday, which was refreshing after a long trip. *Homework that works* is the title of the session presented by two Hungarian colleagues Anna Csíky and Zsuzsa Lindner. I am not sure what was better, the humorous, spontaneous presenters, or the examples of homework they provided. A Ukrainian colleague, Iryna Lebid had a session with the captivating title *Don't be afraid of creativity, be brave: there are so many interesting ideas around us!* The ideas and her approach left me completely flabbergasted. It is

true that if we want our students to be creative, we need to be creative ourselves and there are so many things around us that can spark curiosity.

Jen MacArthur was responsible for a brilliant start of Saturday sessions. Her ideas for using poetry in the classroom were marvelous, but I was also captured by her enthusiasm. Two colleagues from Poland, Katarzyna Wiącek and Katarzyna Laziuk presented a workshop on teaching values through communicative activities. It was full of creative, amazing activities with a great presentation, so if you ever get a chance to see it somewhere, you won't regret it. Finally, our exceptional colleagues, Sanja Čonjagić and Sonja Josipović, had a praiseworthy workshop on the effective ways of exploiting videos. It was simply great!

Last sessions on Saturday afternoon were given by the representatives of all the other partner associations. I fell terribly sorry for not being able to attend some of them, but I hope to get the chance on some other conferences. Finally, my workshop was presented in this time slot.



I was really satisfied with the feedback I got from the participants. They found it practical and full of good ideas, so I believe my mission was accomplished.

After long and tiring conference days, the organizers tried to make some relaxation for the participants by organizing social events. On Friday there was a jam session and African drumming, whereas on Saturday there was Shakespeare in a modern fashion, Much Ado About Loving, a theatre performance presented by a group of creative students, Guns' n' Poses. The international evening with food tasting brought different cultures together. A large number of

people from all around the world attended the conference and the organizers kept reminding us of this fact.



Therefore, I felt this experience was truly great. I got some interesting pieces of advice, met a lot of colleagues and shared some thought-provoking ideas. Special thanks to ELTA Serbia for providing me with this opportunity.

Let me finish with the words from the organizers: “The clock is running. Make the most of today. Time waits for no man. Yesterday is history. Tomorrow is a mystery. Today is a gift. That is why it is called the present.”

Ana Tripković has been working as a teacher, teacher trainer, translator and a content creator for the past 14 years. She graduated from the Faculty of Philology in Belgrade, where she also got a magister degree, and she got a PhD from the Faculty of Philosophy, the University of Novi Sad in the field of ELT. She has been involved in various teacher training projects and presented her workshops all around Serbia.

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

SKA Conference report

Dejan Novaković, School of English “Anglia”, Novi Sad, Serbia

Keywords: CPD, representative, report, conference

Fancy travelling to different places and meeting new, incredible people? Fancy trying local cuisine and going sightseeing with the locals? Fancy broadening your horizons as far as the CPD (Continual professional development) is concerned? Fancy having fun? Fancy me stopping using the word fancy? I bet you do.

If your answers to any of the fancies mentioned above (except the last one) is affirmative, then all you have to do is think of what you can share with the colleagues, create a workshop, or a presentation or a talk and apply to be ELTA representative at Conferences in the region.

I was selected to be an ELTA representative at 3rd annual SKA Conference in Slovakia, entitled *Lifelines and Life Skills: ELT for the Real World*. The conference was held in an old, enchanting town of Nitra and it lasted for two days (22nd and 23rd September 2017).

The conference hosted the following plenary speakers: Steve Lever, who spoke about tools that help “*learners communicate, collaborate and use resources available to them creatively, critically and effectively*” (Steve Lever); Marjorie Rosenberg who shared valuable pieces of advice on how to “*get unstuck by stretching out of our comfort zones*” (Marjorie Rosenberg); Maggie Kubanyiova, whose talk was so overwhelming that some of the participants even shed tears at the end and gathered around her while she was reading a touching picture story book; Margit Szesztay, who reminded us of the importance of collaborating and forming associations.

The first day was also the day for the panel discussion: *The Native/Non-Native English “Thing”* that took place after all the sessions and plenary talks. It was one of those opportunities where anyone could share their personal experience regarding the advantages and disadvantages of being Native and Non-native English teacher while finding a place to work. Some other issues such as race, skin colour and citizenship were also tackled, and we all agreed that these differences were not important. What really should matter is being a good teacher. And good teachers work on their CPD. So, we had great opportunities to enlarge our knowledge regarding teaching, to learn something new, and to share our own

experiences, ideas, and tips. Therefore, I will share with you some of the most interesting ideas, tips and tricks of the trade I collected at this conference.

Greg Lyons demonstrated the following drama activities.

1. Acting out

Write on the board the following table:

Jobs

Locations

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12

Ask your students to name 12 funny or unusual professions; e.g. *a lion tamer, a clown, a chimney sweeper*. Afterwards, students list 12 unusual locations, e.g. *a belly of a whale*. As soon as the table is completed ask for volunteers, 6-7 of them. They throw one or two dice and the number decides which profession they will have. Then, they have to introduce themselves to the audience (the rest of the class) by saying something typical about the job they do, e.g. *Hello, I'm a rodeo teacher and my pupils are always afraid of the first lesson*. Then, someone from the audience throws the dice to choose the place, e.g. *the kitchen in the Buckingham Palace*. The actors have 2-3 minutes to think of a story which includes all of them at the given location, e.g. *why they are there, how they ended up there, etc*. After they have come up with a story, they have to mime it. When the teacher claps his/her hands, the actors freeze, and the spectators have to guess what is going on in the scene. This stage can be repeated several times. One of the alternative ways is to tell them to act it out in slow

motions. In the end, the actors act their scene using voice, and the audience gets the whole picture.

2. Guess the adverb.

One student goes out, and he/she has to come up with a funny sentence, e.g. *I am making a wedding cake*. While he/she is out, the rest of the class thinks of an adverb. Then the student comes in and dictates the sentence to the class. The students act out the sentence in the manner of the adverb they chose. The student who was out tries to guess the adverb.

Claudia Molnar suggested the following listening activities:

1. Play snippets of music to your class and ask them to write adjectives that particular piece of music reminds them of. Later you can use the adjectives and phrases and ask Ss to work in groups and come up with the story using all or almost all of the adjectives.

2. Play the recording, pause it and ask Ss to write down the last word they heard. Repeat the procedure and increase the number of words. In the end, ask Ss to write down the last sentence they heard.

3. Shadow listening/reading. Give Ss handouts - the tapescript of the recording they are about to listen to. They listen and read simultaneously, trying to tune in and keep up the pace of the speaker, pausing where necessary.

Marjorie Rosenberg talked about business classes, and she shared the following activity with us:

1. Personal dictation. Read the sentences, and the Ss write only those which refer to them. It is now a meaningful activity, and the Ss can personalize it by adding some more extra information.

2. Story creating. Write on the board lexical items you want to practice. Start the story that relates to the words on the board. Throw the ball to a student who must continue the story and use at least one of the words from the board.

3. Improving presentation skills. Ask Ss to prepare a short presentation as homework. They choose the topic. Next lesson, ask a student what the topic is and the rest of the class come up with one question about the topic. If the topic is golf, e.g. Ss may ask: *Who invented the game? How much does the gear cost? Etc.*

I arrived at Nitra a day earlier and got a chance to meet other teachers, teacher trainers and plenary speakers at the dinner.

On Friday morning, before the conference, speakers had a chance to go sightseeing in the old part of Nitra and to visit the castle, the church, and the old square. PhD Zuzana Tabačková, from the University of Nitra, was our tour guide and she told us a lot about the history and legends of Nitra. The professional tour guide showed us the castle and churches as well as the museum.

The first day of the conference ended with a band of 4 musicians and a singer who played Astor Piazzolla's tangos. The participants who obviously had attended dancing lessons before enjoyed themselves dancing tango, while the rest of us had wine and cheese.

The second day, since it was Saturday, was packed with sessions and workshops and there was just enough time to enjoy the small talk over lunch in a nearby restaurant. The conference finished with the raffle and closing ceremony. Right after the closing ceremony and saying goodbyes, I had to leave and catch my transport. On the feedback sheet, we were asked to write three adjectives that best describe our experience of the conference. The list I wrote was much longer, but the most important ones were energizing and inspiring.

Dejan Novaković is an EFL teacher and a teacher trainer. He graduated from the Faculty of Philosophy in Novi Sad in 2005. Ever since, he has been engaged in teaching English to (very) young learners, pre-teenagers and teenagers. He works at School of English "Anglia" in Novi Sad, Serbia. Besides teaching, he is interested in professional development. He is a board member of ELTA Serbia and he has successfully delivered several workshops and seminars organised by British Council and ELTA Serbia.

Continuous professional development with Pilgrims

Bojana Nikić Vujić, The School of Pharmacy and Physiotherapy and Primary School Ivo Andrić, Serbia

Keywords: professional development, Pilgrims, Special needs and Inclusion

Like believers used to come to Canterbury for pilgrimage, the teachers from all over the world came to Pilgrims at Kent University for broadening their horizons regarding teaching.

Every single aspect of my stay was fantastic. I met teachers from Europe, Japan, Middle East and we shared our experience and talked about different education policies, which was very useful. The campus was as if we had been transferred to some green fairy tale with lovely houses where we stayed. We walked from our accommodation to the classrooms through green wood full of rabbits hopping around us. The town of Canterbury and 'Canterbury tales' brought reminiscence of my student's days. The weekend trips were an excellent way to meet British culture and nature. We went to Dover's castle and White cliffs, Whitstable and Herne Bay at the coast to enjoy the sea and the sun.





However, the course itself left the strongest impression. There is a wide range of different courses: Creative methodology, NLP, Drama techniques, CLIL, Practical uses of Technology, Methodology for primary and secondary teachers, respectively, and Teacher training course, to name just some. However, I decided to challenge myself and I took Special needs and inclusive learning course with Phil Dexter. The course lasted for two weeks. There were lectures and workshops on Special needs and inclusive learning from 9 to 4 o'clock, with optional workshops on different topics in the afternoon and evening. It was difficult to resist, so most of the teachers spent the whole day attending different workshops. The group consisted of experienced teachers and SENCOs. Apart from wonderful Phil, we had a lot of guests who completed the experience. We learned a lot about dyslexia, dyscalculia, dyspraxia, autism spectrum and the challenges that both students and teachers may have. A lot of practical activities were shown, and we were actively involved in performing and designing them. The course exceeded my expectations, since it not only provided me with the know-how, but changed my understanding of special needs in a very inspiring way.

In the end I have to mention very friendly and helpful staff, especially Jullie Wallis and Jim Wright.

Although this was a very intensive course and experience, I would recommend it to all teachers, since benefits are enormous. The other teachers who attended different courses shared my opinion regarding to their courses, too.

So, come to ELTA conference and come to Pilgrims. These are the places where magic happens.



- I certify that I have the right to publish these photos

Bojana Nikić Vujić has been teaching English for 15 years, from nursery to university level. She has a Master degree in ELT Methodology, the certificate for Educational adviser and the certificate for Teacher trainer. She is an author and presenter of numerous seminars and workshops for ELT professional development. She is teaching at Primary school “Ivo Andrić”, the School of Pharmacy and Physiotherapy and the Faculty of Philology currently. Bojana Nikić Vujić has been ELTA member for more than ten years. She has been a volunteer member of ELTA Editorial team since 2011 and a Board member since 2015. She became ELTA international coordinator in 2016. Above all, she loves being an English language teacher and trainer and enjoys every single moment in it.

Seesaw Presentation In Novi Sad

Gordana Klašnja, South Bačka Regional Coordinator, Novi Sad

Keywords: Seesaw, presentation, report, professional development, coordinator

Being a regional coordinator within ELTA is an exciting role for many reasons. Firstly, it is a great chance to catch up with old colleagues and meet new ones. Secondly, regional coordinators are responsible for the organization of professional development events which require networking, finding the right venue, supplying the equipment and in the end making sure that everything functions in the best possible way.

It happened that Vesna Radivojević, an old friend of mine, contacted me during the summer holidays saying that she was coming to Novi Sad, Serbia and that she was willing to give a presentation on Seesaw, the latest digital portfolio platform to EFL teachers. Being a regional coordinator I immediately realized that it would be a great opportunity to share this information to a wider audience. My colleague Vladimir Široki and I were lucky enough that the City Library Reading Room was available on the set date. We would also like to express our gratitude to the librarians who work there and who appreciate what ELTA does so they gladly offered their well-equipped premises for the occasion.

Vesna Radivojević is an international educator with the wealth of knowledge and experience based in The Dominican Republic. She has worked in International schools in The Dominican Republic, Singapore, and Tokyo. If you want to find out more and possibly get inspired by her work, you can visit her website: <http://vesnarad.weebly.com/>

On 23rd September 2017, Vesna Radivojevic gave a presentation on Seesaw, the latest digital portfolio platform. She has been a Seesaw ambassador for a couple of years and has a great appreciation and an excellent understanding of its application in education in general.

So what exactly is a Seesaw? It is a digital platform which works on any device (iOS, Android) and helps students share their work with their families and teachers on a daily basis and it is

free. It empowers students to take ownership of their learning and become accountable for it. Seesaw inspires students to try their best by providing an authentic audience for their work, e.g. their peers, parents and even other classrooms around the globe, encouraging better work and real feedback. Students can “show what they know” in the way that works best for them either using photos, videos, drawings, or text, PDFs, and links. By uploading their material, students create their journal which teachers can use to review their progress and encourage deeper learning and reflection since this platform helps students capture their learning process, not just the result. In addition, it proves to be a great tool for formative, ongoing assessment as well.

Moreover, teachers can also connect directly to other classrooms through Seesaw Connected Blogs, providing students an opportunity to collaborate with their peers around the world and develop digital citizenship skills in a safe, teacher-moderated environment.

Also, it would be interesting to introduce Seesaw to other subject teachers working in our state schools so that both students and teachers would have a journal of correlation between subjects.

What is great about Seesaw is that it strengthens connections between school and home by inviting parents to view updates to their child’s Seesaw journal, which would be really nice to see more in our context.

In the end, there was a raffle, and the lucky winner got a Seesaw t-shirt.

Seesaw is an ideal tool for private (language) schools while introducing Seesaw in state schools in Serbia could pose a challenge for many teachers for a number of reasons, but I truly believe that it would definitely be worth the effort.



*I certify I have rights to publish these photos

Gordana Klašnja is an EFL teacher, a YL teacher trainer. She has taught all levels and age groups in both state and private language schools for twenty years. She has actively been involved with ELTA since its foundation. Currently, she serves as a South Bačka Regional Coordinator. Gordana is interested in reflective teaching and teaching young learners.

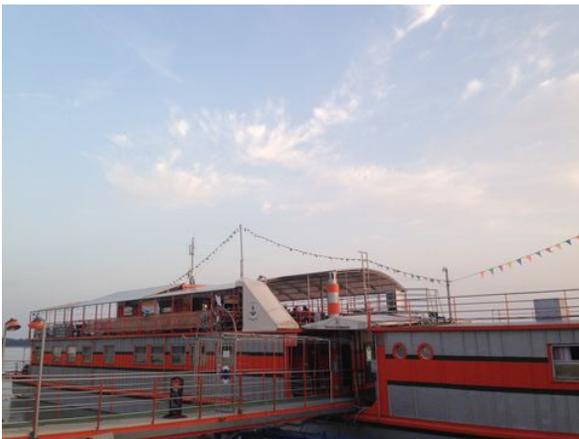
The Summer School with a Difference

Anica Đokić, Primary School 'Sonja Marinković,' Novi Sad and

Sanja Tasić, Primary School 'Jovan Arandjelović,' Crvena Reka and Primary School
'Ljupče Španac,' Bela Palanka.

Keywords: SOL, teachers' course, professional development, travel, the Danube, Slovakia

Anyone familiar with what this organisation does, knows that all SOL's activities have the attribute SOUL as well: workshops and plenaries at conferences, open courses for our students in Devon, and SOuL Camps in Sremski Karlovci, Serbia, and Šamorin, Slovakia. When one's expectations are not only met but even exceeded after a course, that is some strong evidence of its great success. As prize-winners at the ELTA Conference we were grateful for the opportunity to choose among four SOL's teacher training programmes and we both picked the course in Slovakia, literally on the river Danube - with accommodation at the hotel "Kormoran" near the small town of Šamorin, just about 20km away from the Slovak capital, Bratislava. The "Kormorants", "Danubians", "Šamorinians", or just SOuL-mates, were the participants of this camp who came from Russia, Ukraine, Czech Republic, Slovakia, Croatia, Hungary and Serbia. For seven days we were exchanging our thoughts, practical ideas, or opinions on culture, education, pedagogy, teaching, languages, philosophy, religion... We practiced yoga, had a drama workshop, went cycling, visited Bratislava and Vienna and discussed the concept of monuments and statues. However, what made this training "the summer school with a difference" was living on the boat with other teachers and trainers, and spending a great deal of time outdoors, doing fieldwork and turning the outside world into a classroom. This one week long teacher course grew to become one of the best weeks in our lives, so full of events that it felt like two!



DAY 1:

On the day of our arrival, we were just getting to know one another – around 20 women from six different countries with conflictive past, and yet, for us, we were just English teachers hoping to gain some professional knowledge and exchange experiences with others, no matter where they came from. This initial positive attitude was strongly felt, and we immediately started building our friendship as well. We spent the first evening (out of 7) on the deck, using our bodies to represent our countries on the world map, enjoying the view of the Danube, and comparing the rivers with their tributaries to our roles as teachers. We also sang some songs and revised some expressions to do with rivers and sailing.



DAY 2:

The second day started with yoga, the practice which continued throughout the course. It was a perfect way to start the day, giving us a boost of energy. The yoga classes gave us not only the exercises for our bodies and minds, but also the ideas on how to adapt certain activities for classroom environment and work with our students.



We spent this day exploring Šamorín and its religious objects: the Catholic, Calvinist Reformed and Evangelical church, as well as the synagogue. We got an opportunity to compare our own multicultural and multilingual communities, and realise how the issues among the members of a community are universal. We were hosted in one of the local schools, where Mark Andrews held a workshop on the use of statues in ELT, after which we visited the park with the statues of famous rock-stars. It was an excellent example of a lesson started in the classroom, and later continued outdoors, for further discussion and revision of the initial assumptions about whose statues those were, etc. We were supposed to spend the evening on the deck, but a huge storm started, and we had to get in. It was too early to sleep, so we gathered in a narrow hallway, singing and enjoying the atmosphere of togetherness created by the bad luck with the weather.



DAY 3:

On our third day, we visited Bratislava. We fell in love immediately with this picturesque city, with enchanting streets of the Old City. We also found out some facts from the city history from our guide for that day, the SKA president, Lynda Steyne. It was a magnificent linguistic tour of the Slovak capital, from the perspective of somebody who has lived there for about 20 years, but was born on another continent! Another stop of the day was Devin, at the confluence of the Morava into the Danube, on the Austrian-Slovak border and the point of the Iron Curtain. Empathising with the people who lost their lives trying to flee Czechoslovakia provoked thoughts on the similar historical events in our own ex countries - Yugoslavia and SSSR.



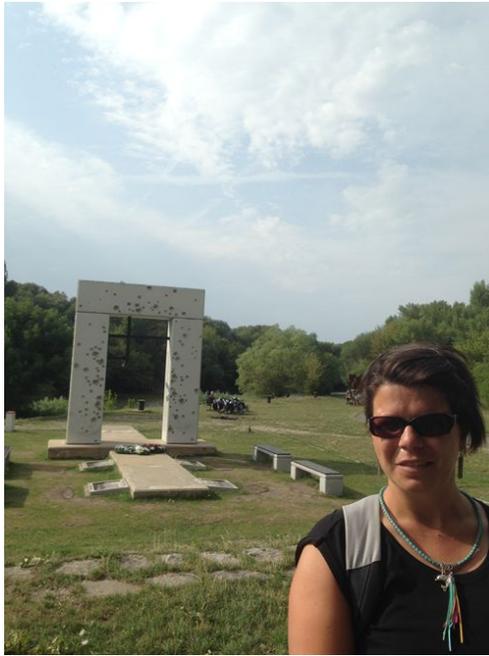
DAYS 4 and 5:

At the weekend, Mark brought guests to our boat - a couple who are actors at 'The Bear Educational Theatre' from Prague. Together with him, they performed for us the play called "Should I Stay or Should I Go?", but also held useful workshops on using drama in the classroom. One evening we had barbecue by the water, and while sitting in a circle around the bonfire, we were all sharing our impressions of the camp up to that moment. It showed us the power of such concept of a summer school, since everybody had already felt an immense impact of the camp till then.



DAY 6

Monday was a special day as well, because we were taken to Vienna. There, we visited monuments that glorify certain people, and memorials dedicated to Holocaust. We discussed differences between them, and also talked about how we can make use of such visits (or virtual ones) in the classroom.



DAY 7

When the last day of our stay came, we split into two groups - those who went cycling and those who went on a boat trip. Both of these were amazing, gave us more time to get to know one another better, and the fact that we all met by chance to have lunch together seemed a part of a dream that soon had to end. In the evening, in smaller groups, we illustrated the past week and received the certificates from Frank and Mark.



Perhaps visiting England and doing a SOL course in Devon is priceless and most teacher's aspiration. However, SOuL camps in Slovakia and Serbia are a secure path to the high quality professional and intrapersonal development, and as such are warmly recommended to both novice and experienced ELT professionals.

* I certify that I have the right to publish the photos

Sanja Tasić has been an EFL teacher for fourteen years and a teacher trainer for four. She graduated from the Faculty of Philosophy at the University of Nis, Serbia. She works at Primary School 'Jovan Arandjelović', Crvena Reka and Primary School 'Ljupče Španac', Bela Palanka. She is particularly interested in teaching young learners and applying ICT in class.

Anica Đokić (MA) has been an English teacher for more than 12 years now. She works in the Primary 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, crafts, travelling, and relaxing with her family and friends.

‘Jamie Keddie’s Videotelling: YouTube stories for the classroom’

Book Review by Christina Martidou

‘Storytelling Updated’

From the initial grasping to its publication, ‘Videotelling: YouTube stories for the classroom’ is undeniably an inspiring project and an innovative teaching resource for the 21st century.

Thanks to an enthusiastic Indiegogo crowd funding campaign launched in December 2015 and a generous community, Jamie Keddie was recently able to proceed with the realization of this unique project.

More specifically, for the last decade, Jamie Keddie has been curating online videos and developing stories around them. ‘Videotelling’ beautifully combines the unparalleled educational powers of storytelling with technology, aiming to link students’ in and out- of- school reality effectively.

On a closer look, Jamie Keddie’s new book consists of 45 captivating video- based lesson plans that both primary and secondary language teachers can use in their classrooms to attract students’ attention, stimulate critical thinking and boost language proficiency in a natural, almost effortless way.

An original approach to video and storytelling that Jamie Keddie calls ‘Videotelling’ is introduced in this book. While the traditional way to use video in the classroom is to watch the video first and then discuss about it, the author interestingly reverses the process to make learning more interactive. More specifically, the teacher presents narrative details of a You Tube video clip to their class gradually and elicits as much information as possible at every stage, before finally screening the excerpt. Thus, students are encouraged to imagine, make predictions and produce language while having fun.

Videos include a great variety of topics for all ages and tastes, from baby sneezing pandas and hippos eating watermelons to Halloween horror stories!

Jamie Keddie provides teachers with clear step- by- step instructions and ideas for linking stories to curricular subjects like art, science, citizenship, media studies, etc. A

useful appendix with practical advice and tips for teachers (storytelling techniques, technology issues, etc.) is also available. Most importantly, all the videos used in the book can be easily found and accessed at the book's accompanying website: videotelling.com.

Finally, with 'Videotelling' Jamie has proven that when creativity is combined with passionate hard work, teachers can take teaching a step further and update their practices so that they can reflect the age they and their students live in.

WORDLESS VIDEOS FOR ELT

Svetlana Kandybovich

This article was originally published on the <https://eltcation.wordpress.com/>

ELT-cation is turning 3 years old this month.

And that takes the cake.

Or a new post.

Last year I posted a few games to celebrate the occasion (see Play & Learn Games); this year I've decided to throw a "movie night" party and share my favourite wordless videos.

These films are:

- short (about 2-4 minutes)
 - highly engaging, and
 - appropriate for learners of all levels.

Such films can be used to warm up the class before your lesson begins, during the lesson – you may tie them into your lesson topic or use them to give your students a break – or at the end of class to assign a "mission" to your students (*read more in [READY FOR A ONE-MINUTE MISSION?](#)*).

One film that is sure to break the ice and make your students give their eye teeth for yet another lesson with you is

Teeth by John Kennedy & Ruairi O'Brien

https://www.youtube.com/watch?time_continue=4&v=87AkeWncgwU

The most valuable feature of stories based on wordless videos is that they can be told any number of ways according to your learners' interpretation of the story and their level of proficiency in English, taking the form of a dialogue, narration, comic speech/thought bubbles, as a story told by a particular character, in writing, etc. In a way, you will hardly ever feel trapped in a time loop, going through the same story with the same expressions again and again.

Trapped – A film by Joe J. Walker.

The film is ideal for problem-solving sessions. Stop the video at 0:37 and invite students to come up with ideas on what they'd do to escape the trap.

<https://www.youtube.com/watch?v=nDCt6fUE9-o>

Everything will be okay in the end.

Unless they fall into a black hole.

The Black Hole – A film by Future Shorts.

Storytelling has never been more fun. Get learners to retell the story as a police officer writing up a report.

https://www.youtube.com/watch?v=P5_Msrdq3Hk

Money doesn't buy happiness.

But it can buy Googly eyes, foil paper, Rubik's cube, pick-up sticks, money, dice, post-it notes and rubber bands to make

Western Spaghetti by PESfilm

https://www.youtube.com/watch?v=qBjLW5_dGAM

This film never fails with teenage classes. Similarly to the Chocolate Roulade, you can build a good videogloss activity based on it (see VIDEOGLOSS: CHOCOLATE ROULADE).

Slightly absurd, but nobody will stay silent in the classroom.

Silent Film – The Man and the Thief.

https://www.youtube.com/watch?v=P5MLKUnnT_A

Stop the film at 3:55 and ask students to tell the story as the girl from the film. Ask students to predict what may happen in the rest of the film (ask them to think of a “happy” ending for the story and a “sad” ending). Compare their stories. Show the ending of the film.

And the last (nearly) wordless film for tonight shows the most powerful force available to us.

The Power of Words.

<https://www.youtube.com/watch?v=Hzgzim5m7oU>

Pause the film and ask students to guess what the woman wrote. Get them to write a “flashback” scene for this film that tells us more about the man and his life.

Happy teaching!

* * *

Looking for more videos and ideas?

Check this [oddly unsatisfying video](#) lesson plan and other great lesson plans and activities designed by [All.at.C.](#)

[10 absurd wordless videos that teach describing](#) from Speech is Beautiful
tons of videos and exercises by [iSLCOLLECTIVE](#)
and the [Short Film in Language Teaching](#) e-course developed by the British Film
Institute (starts tomorrow!)

Published with the courtesy of Svetlana Kandybovich

UPCOMING EVENTS

- CALL for Papers **ELTA Journal**
- Conferences
- Webinars

CALL for Papers ELTA Journal (Still open)

We invite all ELT professionals to participate in our online publication – [ELTA Journal](#).

<http://elta.org.rs/2017/09/04/elta-journal-call-for-papers-3/>



CONFERENCES

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

✓ **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](#)

✓ Pilgrims Course Tasters | Niš, Užice & Belgrade

For the second time Pilgrims and ELTA are organizing free Pilgrims course-tasters in three towns in Serbia:

Niš

Date: Friday, November 24th

Place: [American Corner](#), Obrenovićeveva 20, 4pm-7pm

Užice

Date: Saturday, November 25th

Place: [Užička gimnazija](#), Trg Svetog Save 6, 1pm-4pm

Belgrade

Date: Sunday, November 26th

Place: [Farmaceutsko-fizioterapeutska škola](#), Donska 27-29, Zvezdara, 10am-1pm

For more, follow the link: [Pilgrims-course-tasters](#)

✓ BONNIE TSAI SCHOLARSHIP FOR 2018

Bonnie Tsai was everything we expect in a Creative Pilgrims Trainer. She inspired thousands of teachers across the world. The most rewarding way for us to keep her memory alive is to encourage other teachers to be brave and not afraid to express their creativity.

So once again we are pleased to announce a further Bonnie Tsai Scholarship, where the prize for your creativity is a free 2 week Creative Methodology for the Classroom course at Pilgrims in 2018 including 2 weeks accommodation!

For more, follow the link: [bonnie-tsai-scholarship-for-2018](#)

✓ **Small Bites for Teaching and Learning English 2**

For more, follow the link: [small-bites-2](#)

✓ **IATEFL ESPSIG One-day Conference in Belgrade**

Date : 9 December 2017

Place: Teacher Education Faculty, Belgrade

For more, follow the link: [iatefl-espsig-belgrade](#)

✓ **39th TESOL Greece Convention**

Date: 3-4 March 2018

Place: Athens, Greece

For more, follow the link: [39tesolgreece](#)

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

Place: Terme Topolsica, Slovenia

Date: 8-11 March 2018.

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

✓ **52nd Annual International IATEFL Conference and Exhibition**

Place: Brighton

Date: 10-13 April 2018

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

✓ **26th Annual HUPE Conference**

Place: Valamar, Poreč

Date: 20-22 April 2018

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

✓ **16th ELTA Serbia Conference – New Trends: The Teacher’s Guide Through ELT Galaxy**

Place: 11-12 May 2018.

Date: Teacher Education Faculty, Belgrade

For more, follow the link: [16th-elta-serbia-conference](#)

✓ **TESOL Awards, Honors, & Grants**

TESOL offers numerous awards and grants to honor excellence in service to the field and research, and to enable TESOL members to attend the Annual TESOL Convention & English Language Expo. Apply for these awards and grants yourself and share the information with your students and colleagues.

For more, follow the link: [tesol-awards-honors-grants](#)

WEBINARS

✓ Macmillan webinars

[Macmillan webinars](#)

✓ OUP webinars

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✓ NILE Webinars

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