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ELTA NEWSLETTER

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Editorial September 2019

All at once, summer collapsed into fall. -Oscar Wilde

September is a wonderful month. The weather is not as hot as it is in summer, and the air is just getting a little brisk. School is back in session, as people gear up for the colder weather. Summer is left behind as the anticipation of autumn is near. Our editorial team is here, as always every September, to offer you a great selection of articles for the beginning of the new school year.

In this issue, we are honored to host a **Feature article** by **Andrew Wright** on how to use and write stories and storybooks with your students of different language levels. **Andrew** walks us through his technique with examples for each level, variations, and tips. He also shares with us a lot of photographs from storybooks his students made in the past for him. What a creative way to teach your students English!

In the Bookworms, **Jana Živanović** introduces us to a new coursebook by **James Taylor** and **Ila' Coimbra**. All the proceeds of the book go to benefit the Casa 1 project in Sao Paolo, Brasil!

In the **ELT Flash** section, **Dragana Andrić** tells us about that snowy day she went to Thessaloniki, last February, for the 26th Annual International Conference of TESOL MTh and what a rewarding experience it was. **Aleksandra Jevtović** gives us an account of the IATEFL experience and how you can make the most of it. **Jelena Spasić** was the ELTA representative at the Slovak conference "The Real Deal: Authentic Teaching and Learning" held at the Faculty of Arts in Košice, Slovakia, and she wrote a review of her experience. Last but not least, **Anica Đokić** and **Dragana Videnov** were our representatives for the ELTAM conference in Montenegro, and they were both very excited to be there since this was the very first international and fifth national conference of our partner organization in Montenegro.

In the **First Aid Kit For teachers**, **Meliha Delić** describes for us creative and fun back to school classroom icebreaker activities, like Bingo games, cut out boxes. An ideal way for your first days back to school after the summer! **Slavica Jocković**, on the other hand, believes that effective teaching can be achieved through a combination of several principles which she describes. **Vicky Papageorgiou** has written a task-based lesson plan for ESP classes and, more specifically for fashion

designers, based on a reading text entitled 'How to become a successful fashion designer'.

In the **Students' Corner**, you can read three reviews our students wrote : a review of *Pride and Prejudice*, a second one about *Wicked Like a Wildfire*, as well as a review of the book *Fahrenheit 451*. Also, another student wrote an account of her unforgettable trip to Ukraine. Finally, **Aleksandra Jevtovic** compiled for all of us a list of the **Upcoming events!**

We hope you will also feel like us that this is an issue full of interesting articles and reports! We would like to extend a heartfelt thank you to all of the ELTA family who has been reading us, encouraging us to continue, sending us your work or your students' work. Without you, we couldn't have made it! Do not forget you can send us your submissions any time you want at newsletter.elta@gmail.com Stay in touch!

The Editorial Team

Class oral storymaking

**Andrew Wright,
I.L.I. International Languages Institute Gödöllő**

Key words : stories, story making, oral storymaking, class oral storymaking, fictional descriptions, springboard activities, communication

What are stories?

Stories are descriptions of events in which protagonists struggle to achieve something. They may be factual or fictional descriptions.

Why make stories?

Motivation: we all need stories every day.

Re-cycling language: what better way is there?

Experiencing language: creating something new with what we have and caring about doing a good job.

Communicating: trying to make the story clear and engaging

Springboard activities: activities naturally arising from making stories **e.g. books.**

Storymaking skills: given we are all storytellers to a greater or lesser extent then, it follows that improving our skills in story making is a good idea!

Which language and age levels?

We all need stories. Story making is very satisfying if you have just started learning a language and very challenging if you are an advanced learner!

The question and answer technique for making a class story

Estimate about 40 minutes to make an oral class story.

This amazingly simple technique is just one way of helping students to make stories. I learned the technique from Word in Action and I have used it in over 40 countries and at all levels of English.

In the lesson plan given below I have tried to show how the technique can be done at low and at higher levels.

Summary

Making stories together as a class, led by your questions, is a very useful way of demonstrating to all the students how to create a strong storyline and how to create characterful people, places, objects and situations. I suggest you do this oral storymaking on a fairly frequent basis.

The technique is driven by your questions. It is best for you not to have an idea what the answers should be. The work of the students is to create their story and not to find out what you have in mind!

Essentially, you ask questions, they answer, you collect and re-tell their story. They re-tell their story later.

The basic questions are:

Who do you want in your story?

Where are they (at the beginning of the story)?

When is it?

What are they doing?

And then?

Elementary language level

Keep to the simple questions above only ask supplementary questions if you think they can answer them.

Above elementary level

Start with the very simple questions but follow on with questions you think they can answer and which help to enrich the story and to drive it on.

Example of developing questions:

Who do you want in your story?

How old is she?

What's her name?

What does she look like?

Brown? What kind of brown?

Tell me about her character?

Etc. through to advanced learners:

Would you describe her as an extrovert or an introvert?

Procedure

1 Ask the class: *Who is in the story? Is it a man, woman, boy, girl or an animal?*

2 Ask the class: *What is his/her/its name/age?*

Continue according to the proficiency level of your students. Your further questioning is your opportunity to drive their creativity to greater particularisation.

Students in the class call out answers. You collect all the answers. They call them out in the present tense but you then keep re-telling the story so far in the past tense. Do NOT change things to make them more sensible according to your ideas!!!

Example re-telling their first responses:

You: There was a girl. She was 14 years old. She had dark brown hair and she was very tall. She was two metres tall.

2 Ask the class: *Where is he/she/it at the beginning of the story?*

Is he/she/it in a city or a town, or a village or in the country, etc.

3 Ask the class: *When does the story begin?*

Months of the year, weeks, days, seasons, times in the day.

4 Ask the class: *What the weather is like?*

Is it raining, snowing, windy, stormy, sunshining, etc.?

5 Ask the class: *what is he/she/doing?*

Hiding, sleeping, eating, cooking, reading, etc.

Crying, laughing, shouting, etc.

Ask questions to invite them or push them to say what happens next. Only use your suggestions for what happens next as a very last resort and if you do then give at least three possibilities. If you give them a choice they will feel that the story remains theirs.

A key tip for this technique: include everything you hear!

Built on years of using this technique! Several answers might be called out. You must not select one of these answers but include ALL of them in the growing story. This is vital for three reasons:

1 It is not your job to select the best one but their job to make the story.

2 Sometimes you might get two answers one from each of two cliques of students. To stop all rivalry which will destroy the technique say, 'Whatever I hear will be in the story!'

3 Sometimes you might have two or more ages offered. You can respond in this way: I heard that she is 14, 25 and 120. How can she be 14, 25 and 120?

Somebody might give you an answer. If they can't you can say, 'Well, people were not sure how old she was. Some people thought she was 14, other people thought she was 25 and others thought she was 120.'

This immediately begins to make the story unique!

And if you can't remember all these additions when you re-tell the story then the class can help you! Brilliant! They have to listen carefully in order to make sure you tell and re-tell the story correctly!

Another key tip for this technique: you re-tell the story not them!

Of course, we all know that the students must be as active as possible! But in this technique you must not lose the momentum of the story making by getting them to re-tell it! Your driving momentum will keep all the class listening even if many do not actually call out any answers. That is already a massive achievement!

Lots of mini tips for doing it well!

- 1 Ask the questions but try not to have in your mind a good answer...be open to any ideas even those which seem silly at the time.
- 2 Don't add ideas to make it better from your point of view.
- 3 Don't show special enthusiasm for one suggestion and none for another because this suggests that you have a hidden storyline which you want them to confirm instead of letting them feel it is THEIR story.
- 4 Don't ask closed questions: Is it a boy? Give lots of alternatives so it is a genuine choice. Is it a boy, a girl, a man, a woman or an animal, etc.?
- 5 Don't correct mistakes but in your re-telling give the correct version.
- 7 Every so often re-tell the whole story. If you have been using questioning to drive the class towards detailed characterisation then you will not be able to remember it all when you do the re-telling. If you are working with a creative class above elementary level then I suggest you have two 'secretaries' to write down key phrases denoting special details suggested.
- 8 Don't ask the students to re-tell the story while making it...this is worthy but damaging to the dramatic pace necessary for making the story come alive.
- 9 Remember: **you are the story collector not a guide** to higher qualities except through your questioning.
- 10 From beginners be happy with single word suggestions and from more advanced students expect phrases or occasionally full sentences.
- 11 The questions given above are not sacrosanct in choice nor in sequence! Begin with the weather or with a woman crying or a box. See below.

Some variations on Question Story Making

Pictures, fortune telling cards, word cards, texts, sound recordings, objects

You can have any of these things to stimulate the next part of the story. In our classrooms the walls are covered with pictures and with the question and answer technique the entire story can be illustrated by the pictures on the wall.

You might write on the board, 'walking'. Then you might ask, 'Who is walking?' 'Where... When...How...Why....?'

You might write on the board, 'nobody likes the cat'. Then ask questions about the cat and what the situation might be, might have been, etc.

Class plus group making

You can establish who the key protagonist(s) is or are with the whole class and then each group creates a story based on where, when, what. The whole collection of stories when published can be attributed to the same character.

Group making

You can ask the four basic questions but ask each group to discuss the answers and decide on the story. One could be the secretary for his or her group.

Pairs rather than the whole class

Ask questions but the students work in groups or pairs to create the answers.

You ask the questions and the students working with their partner decide on their answers together in order to create two people. Tell them that the two characters must be very different

Very important is to establish a 'desire and difficulty' for each person they create. They may relate the 'desire and difficulty' for each created person or choose quite different ones. The desire and difficulty struggle and resolution is the seed of the story.

A few really good springboard activities

Dramatising the story

Estimate at least 60 to 80 minutes if you include dramatizing each section.

When I worked with Word in Action, using this technique, we kept stopping and dramatizing the story so far or section by section of it. Students volunteered to be protagonists but also to be trees or chairs or rooms. For example, 16 students hold hands and make a room. One student is a door which opens and closes. The chair might be a kneeling student and another standing as a back to the chair. You might re-tell the story as they act but you might also ask them to do the dialogues in the story.

Making a book

Estimate at least 40 to 80 minutes on this work extra to the story making.

But you can be sure that many of the students will do a lot of the work in their own time because the book is not for you...they will exhibit their book and they want it to look as good as they can make it. Nothing to do with marks!

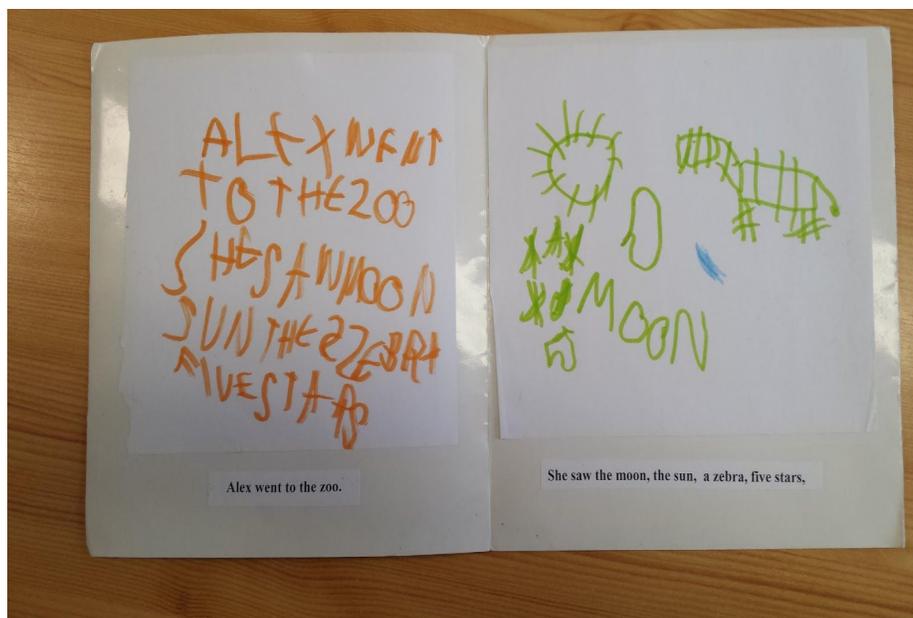
The examples I have chosen range from very young children who made a story but couldn't write through to very competent teenagers.

Different contributions from different levels:

- 1 Very young children beginners. They make a story with me. I write up their story and put it into a book. The children add the illustrations.
- 2 Ditto 1 above but the children add some of their own texts.
- 3 Having made the story as a class, groups write and illustrate the whole book by themselves.



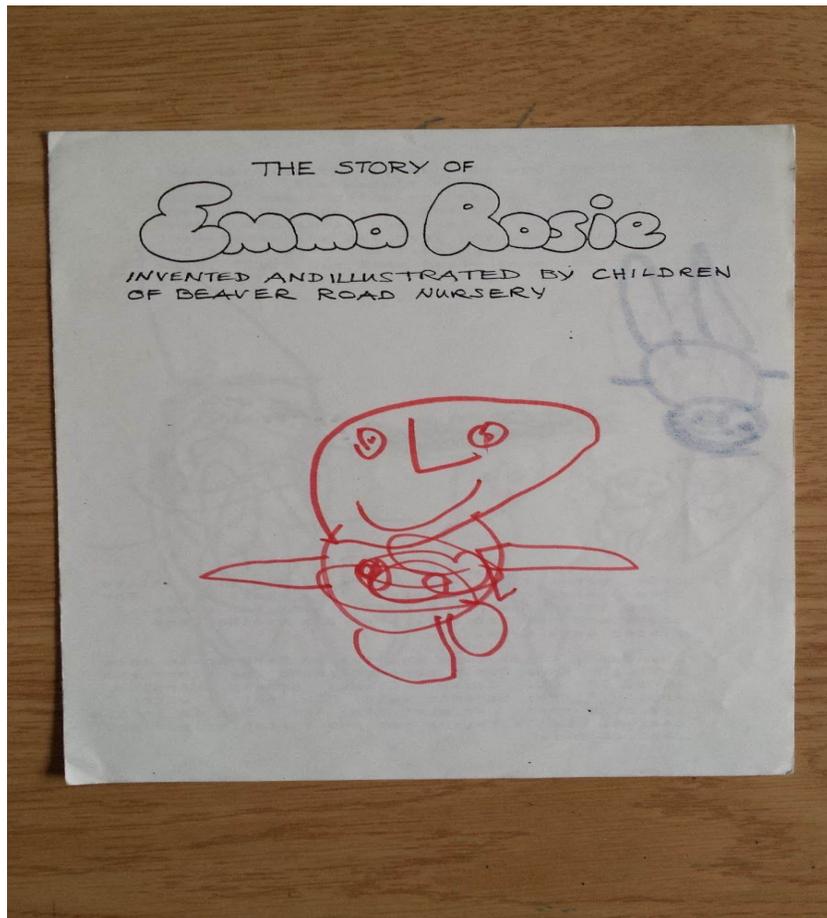
Alex who has autism wrote this 8 page zigzag book when she was about seven. You can see that we worked on it together. Sometimes I typed her sentences and sometimes she wrote her own sentences.



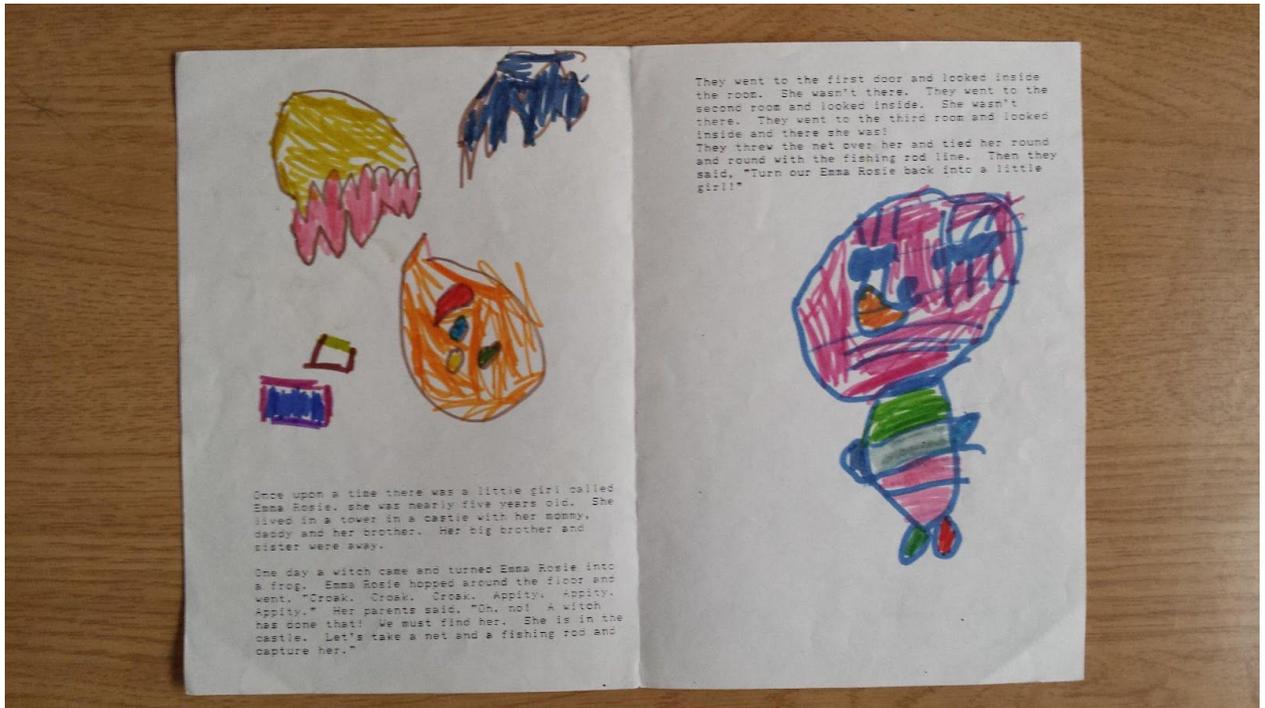
With children who can make a story with me orally but cannot write, I write the story for them...type it onto the different pages in the book...then photocopy the book and give it to them to illustrate.

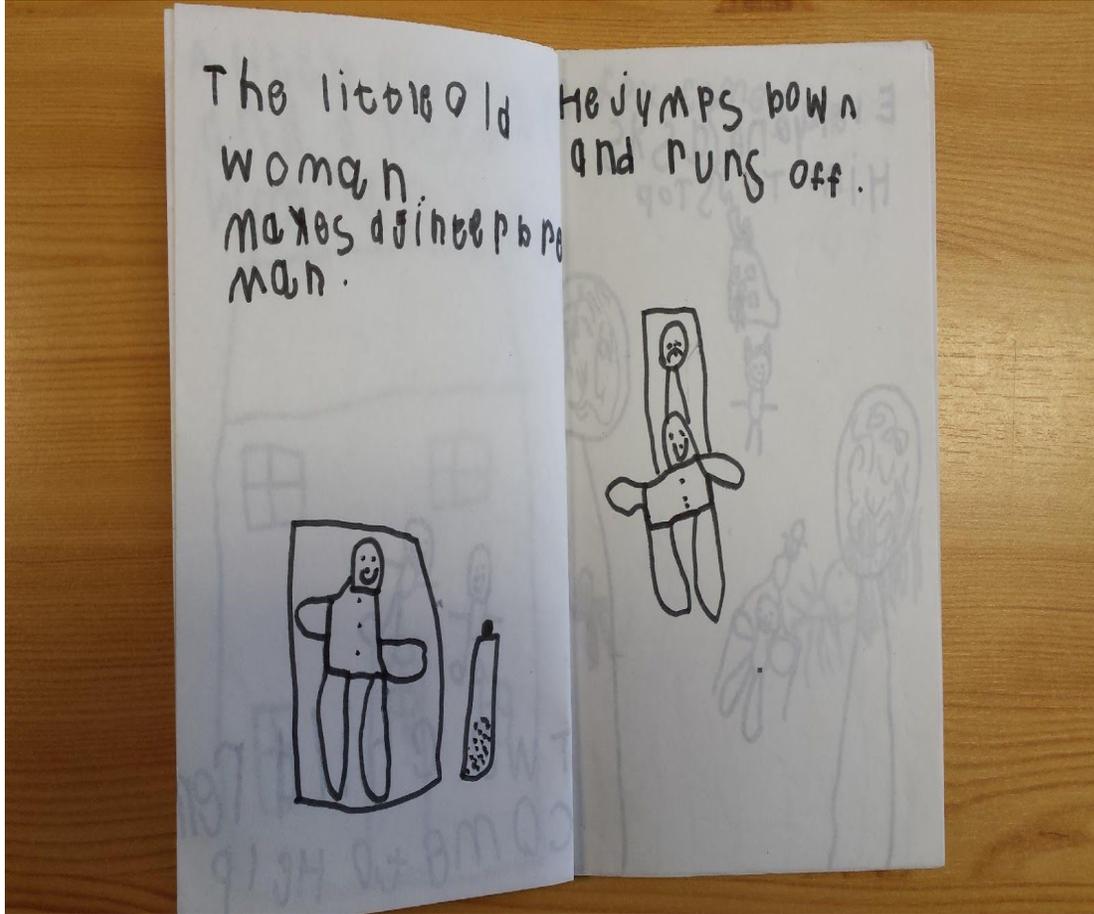
In this case with Alex it is a mixture!

English is Alex's second language.



A class of children aged four made this 4 page story about Emma Rosie in their mother tongue. I went home, typed up their story as you see below, photocopied enough for copies for each member of the class and explained to them that it was their story and their book. They illustrated it...matching their illustration with what they believed to be the text on that page.



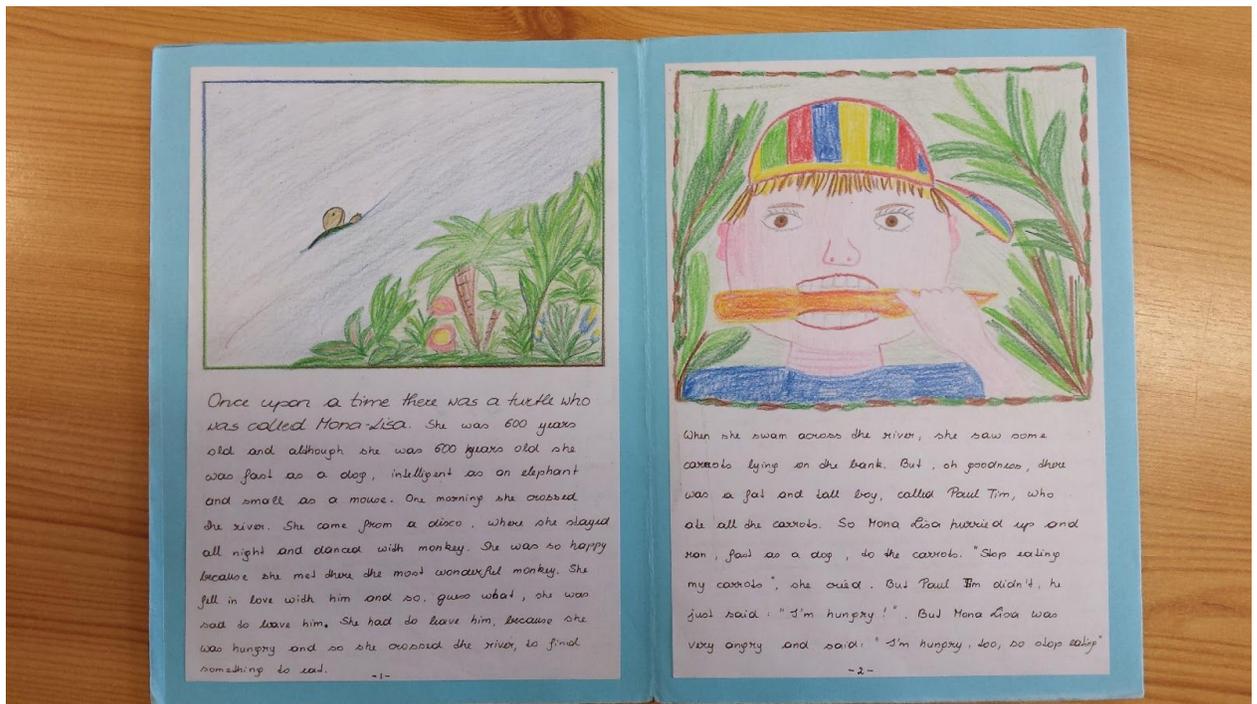


This book by Tim was done entirely by him for me. He was seven and a native speaker of English. Of course it was easier for him because he was writing in his mother tongue. BUT the point is that he chose to do this in his own time and chose to give it to me! What a treasure!



This is a ten page zigzag book. Each white sheet is A5. It was made by a group of Austrian teenagers following a story making. Each teenager wrote and illustrated two or three pages. Most of the work was done in their private time and they did it because they loved doing it.

One mother in the town told me that her son was setting his alarm clock early so he could go to school and work with his group on their book before school started!



Because they work on separate sheets of A5, it is easy for the whole group to be working at the same time and easy for you to check the language before it is pasted in to the book...if that is what you want to do.



I worked in Chubu Gakuin University in Japan with the students. These were some of the zigzag books they made. Once more they went 'far beyond the call of duty' and spent a lot of private time on them. Book making is relevant to all ages and abilities.

When the story is finished you might very reasonably say, *'Gosh! That's a super story! We can't just lose it! We must make it into a book. Lets make different books in groups. Get together in 3's or 4's or 5's. Here is the zigzag book you are going to have. Its got a cover and 7 pages (can be more). You can work on it together...and decide if you each do two pages or whether one person writes and the others draw.'*

'To help you let's divide the story into seven parts and then you will know what to write and draw on each page.'

The class then brainstorm what they think the seven parts might be. You act as their secretary and write on the board for them to copy. If they are elementary you might

even write the sentences for them to copy. If they are higher level you can write key words to help them with the story and the language they will need.

Books are wonderful because you can exhibit them in the school AND you can go to the school director, show him or her the books and then ask for money to attend APPI conferences. Publish the stories for others through: books, posters, websites, plays, videos, audio recordings.

A true false re-telling

In the next English lesson tell them what a great story they made and begin to re-tell it but incorrectly. They will call out to correct you.

It was a great story about a boy...

A girl!

Oh, sorry yes a girl. She was fifteen years...

Fourteen!

Etc.

Homework

Ask the students to write up their version of the class story for homework. Tell them they are allowed to change the story to make it better.

Biggest tip of all!

Be joyful if your cup is half full that means it is not half empty!

Enjoy it! We only live once!

Share your joy with them!

Hop about and shout Yippee!...or however you express such things.

Further reading

David Heathfield (2014) *Storytelling with our Students*. London. Delta

Andrew Wright (Sec Ed 2004) *Storytelling with Children* Oxford University Press.

This book contains 32 stories and lesson plans and 92 different activities you can do with any story. Children and teenagers.

Andrew Wright (1997) *Creating Stories with Children*. Oxford University Press.

Lots of ways of helping children to make stories and story books. Children and teenagers.

Andrew Wright and David A. Hill. (2008) *Writing Stories*. Helbling Languages.

More suitable for teenagers

Andrew Wright is an author, illustrator, storyteller and teacher trainer. As an author he has published, amongst many other books, 'Games for Language Learning' with CUP, 'Storytelling with Children' with OUP and 'Writing Stories' with Helbling Languages, all of which are still in print.

As a teacher trainer and a story teller he has worked in fifty five countries.

He has devoted much of his work to ways of creating engaging events in the foreign language classroom which allow the students to EXPERIENCE the language instead of merely studying it. In this way learning the language is a bi-product of using it. Andrew considers the teacher to be an 'event maker' as well as an 'informed explainer'.

Andrew is in his eightieth year and is still teaching ten hours a week and still loves it. 'If the students are enjoying the events then why should I stop being a teacher?'

Andrew and his wife Julia Dudas run the ILI International Languages Institute in Godollo, Hungary. They have two daughters.

Raise your classes to a higher level with *Raise Up*

Review by Jana Živanović

Key words: course book, diversity, curriculum,

Opening the first pages of *Raise Up*, you will realize that it is not just another ordinary course book tailored for international environment. It differs in a variety of aspects, starting with the cover and the purpose of the proceeds, over topics and levels it is suitable for. Therefore, the advantage of this book is in its application at different levels and learning contexts.

As it is said in the foreword, the proceeds of this book support Casa 1, a project which offers home to young members of LGBTQI+ community whose families would not accept them. Therefore, one of the uncommon features of this course book is that it allows both teachers and students to explore topics otherwise neglected in mainstream curricula, and which are burning issues in the 21st century, such as feminism, BAME¹, LGBTQIA+, disabled people, the working class, indigenous people, non-conventional body types, non-hegemonic countries and cultures, refugees, people living and working in extreme conditions, non-urban environments and the elderly.

The authors of this textbook, Ilá Coimbra and James Taylor, are both qualified EFL, CELTA and DELTA certified teachers as well as teacher trainers. Ilá is also one of the founding members of BRAZ-TESOL Voices SIG, a special interest group that focuses on equality in ELT. James has experience in material development and has published an ebook, entitled “How Was Your Weekend?”.

Speaking of the structure of the book, there are eight units ranging from pre-intermediate to advanced and covering various morphological and grammatical structures embedded in context. For instance, the first lesson made for lower level students, which deals with family members, also includes a pronunciation spot for expressing possession with ‘s; while lesson two, intended for advanced learners, is rich with vocabulary and it is used both as a cultural segment and for

¹ Black, Asian and Minority Ethnic people

word formation exercise. Working rules, which is another topic, naturally introduces modal verbs and imperative form.

Apart from grammar sections, each unit promotes the development of multiple skills – reading, speaking and writing. Speaking and writing activities are mostly based on comparing and contrasting and critical thinking about topics which form a part of people’s daily lives. That is why we could say that this book does not revolve around any particular topic, but the majority of stigmatized topics are wrapped up in lessons in a non-intrusive way.

Diversity, accepting the diversity and inclusion and acknowledging all these aspects in the society have always been a sensitive issue. Teachers are often advised not to discuss them in educational institutions, or at least to keep their (re)occurrence in classes to a minimum. Therefore, *Raise Up* helps unconventional teachers and out of the box thinkers increase the quality of their lessons by providing them with the course book as an additional material which raises students’ awareness of the mentioned topics and teaches them how to become open-minded, tolerant and respectful members of society.

The reviewer, Jana Živanović, is an EFL teacher and a PhD candidate particularly interested in teaching methodology. She taught integrated skills at the Military Academy and has been teaching English as an elective course at the Faculty of Philology for 2 years.

A Warm Welcome in Snowy Thessaloniki

26th Annual International Conference of

TESOL MTh, Northern Greece

'Hands-on: Solving Classroom issues' 23-24 February 2019, Thessaloniki

Dragana Andrić, Primary School "Heroj Radmila Šišković", Smederevska Palanka, Serbia

Keywords: conference, Greece, teacher

When you think of Greece, the first image that comes to your mind is a long, sandy beach on a hot sunny day. When you say Greece, you can almost hear the waves splashing gently, you can almost taste gyros and ouzo and all you want to do when you travel to Greece is to feast your eyes on the endless blue of the Aegean Sea. The last thing that you associate with Greece is snow. But that is how it was.



The 26th Annual International Conference of TESOL MTh, Northern Greece 'Hands-on: Solving Classroom issues' started on 23 February 2019 with a thick coat of fresh snow which covered Thessaloniki during the previous night, leaving the city in dismay. The venue, American College of Thessaloniki, looked even more magnificent now that it was adorned

with snow. The short walk from the main building to the Bissell library, where all the plenaries took place, asked for a bit more caution since the path was wet and slippery but it was a great opportunity for selfies, jokes and making new friends by holding on to someone.



Contrasting the icy weather outside, we came upon a warm welcome from our TESOL Macedonia-Thrace hosts. The conference was well organised and the board members were forthcoming and helpful. The opening plenary 'Making Lessons Memorable' was delivered by Marjorie Rosenberg, teacher trainer, author and former IATEFL President. During the two days of the conference the participants were offered three more plenary talks, 'Developing an ELF-aware intercultural communication pedagogy: a teacher-friendly and research-informed framework' by Dr Nicos Sifakis on Saturday as well as 'The power of words: Re-evaluating vocabulary in the TEYL context' by Thomai Alexiou and 'Inclusive language teaching: small changes for big impacts' by Dr Anne Margaret Smith.

The conference attendees were offered a selection of almost forty workshops covering various ELT topics, from playing games to teaching through technology, from YL classroom



management to fun activities for the adult classroom, from using silence, gibberish or nursery rhymes in the classroom to teacher burnout. Among the publishers' stands in the hall of the College, there was one stand that caught my attention. A group of students and their teacher Irene Stroumpas Xantheas, all wearing blue T-shirts, were there to present a very interesting project: YOUR THOUGHTS ON GREECE, a Panhellenic experiential school project administered by language schools in Greece and Cyprus and Greek schools

worldwide. This project gave the students a chance to improve their English by exploiting the immense tourism potentials of their country and interacting with visitors from many different countries.

I had the honour to be ELTA Serbia representative at this conference. My workshop ‘How to



boost students’ participation using self-assessment rubrics’ guided teachers through the process of introducing, applying and analysing self-assessment and peer evaluation activities. The participants took part in some hands-on activities but the best part of the workshop was the conversation about the topic which continued well after the appointed time, even though it was the last session of the day and the buffet dinner had already started. What differs the Greek ELT conferences from others in Southeast Europe is the inquisitive audience of teachers who gladly take part in all the activities and debates, who are eager to

share their experiences and opinions and are not shy to interrupt the presenter with a question if anything is left unclear. I could say that I have learned from my audience as much as they have learned from me. It was such a pleasure to be a part of this conference that I promised to become a regular TESOL MTh conference attendee.

One of the most important parts of attending international ELT conferences is expanding your professional learning network. Not only that you get to meet likeminded professionals from the host country, but you have the opportunity to connect with teachers from all over the world. At the end of the conference, knowledge is not the only takeaway – you meet new people, make new friends and become a part of a worldwide teaching community.



Dragana Andrić has been teaching English to young learners and teenagers for almost twenty years. She is an active member and a coordinator of ELTA Serbia teachers' association. She is one of the authors and moderators of the online teacher training course 'Teaching English through an Interdisciplinary Approach'. She has taken part in several international ELT conferences as a presenter. She is highly interested in Learning Technologies, Using drama in ELT and Special Educational Needs.

IATEFL Experience

Aleksandra Jevtović, ANGLIA Centar za strane jezike, Novi Sad

Keywords: conference, IATEFL

Going to a conference is always exciting: you are going to meet fellow teachers; you are going to share ideas; you are going to hear something new that will make you reflect on your practice; you are going to chat with colleagues that you have not seen for a while; you are going to listen to experts talk; you are going to buy some new books...

All that is true for any conference but much more so for an IATEFL conference. At the IATEFL conference everything is augmented many times. You meet about three thousand fellow teachers from all over the world. Well, the majority of them you only see in passing but then, there are a few you really get to know and they become important members of your learning network. You share ideas all day long because there are so many people with wonderful ideas worth learning. You hear about the newest developments in the teaching industry as this conference is the focal point for innovation and change and if you want to know what the buzz words are in the teaching profession, this is the event for you. You listen to the experts talk, but here the experts are the names from the covers of the books you use with your students or even the names from the books you yourself used at the faculty, and you can't help but be in awe a little. You want to buy some new titles for your teacher's library and are spoilt for choice as every publisher, big and small, involved in language teaching materials is present and they have new titles and only the limit on kilograms in your luggage can stop you from going back home with a truckload of books. At least, this was my experience at the IATEFL Conference in Liverpool in April this year.

It was a memorable event for me and one that I would recommend all teachers try once in their careers.

Aleksandra Jevtović is a teacher of English with over 20 years of experience. She is also a teacher trainer and a regular speaker at international conferences. Aleksandra is one of the editors of ELTA Serbia's Newsletter and Journal which fits nicely into her passion for reading

books, articles and professional magazines. She holds an MA in English Language and Literature. Her interests in the EFL teaching field include using visuals and literature as well as translation and the mother tongue in the classroom.

The Real Deal

by Jelena Spasić, Foreign Languages School "Oxford School" Leskovac

Key words: conference, professional development, travelling, workshop, teachers

On 28th and 29th September 2018, I was the ELTA representative at the Slovak conference “The Real Deal: Authentic Teaching and Learning” held at the Faculty of Arts in Košice, Slovakia.

At the end of the conference, you are usually given the questionnaire about the conference. On the one I got, the first question read: “Three words that describe the conference.” Without giving it any serious thought, I simply wrote: “Far, far away ☺.” Wonder why? Well, to put it simply - the conference was held in Košice, the second largest city in Slovakia and situated in eastern Slovakia, “only” 455 km from Bratislava, the capital city. Now, I rather comfortably flew to Bratislava in an hour and so three days before the conference, all the time actually dreading the five-hour train journey to Košice. Somehow, the memory of that feeling stuck with me even though the feeling wore off after the very first hour of my train journey. The rest, as people would say it, is history, because the journey, the city of Košice, the conference and the people I have met there made everything worth it.

First of all, the journey was more than pleasant because the train was super comfy with the free Wi-Fi service (a great amenity for those outside EU), a trolley with beverages and snacks, and a toilet that actually worked and was clean. What more could you ask for? And the scenery – beyond description. As you travel, you go through Low Tatras first, a mountainous area with green meadows and huge forests, picturesque villages and towns, some old castles and archeological sites, lakes and rivers. After a while, you see High Tatras in the distance with snow-capped mountain tops and you just imagine how beautiful it must be when the winter sets in and the snow covers it all.

And then you arrive in Košice, the journey not tiring you at all. You go out of the train station, a previously loaded map tells you to go straight on and suddenly, there it is – a fairy tale castle with green roof tops and numerous windows. Is there a princess hidden behind them, I wonder? Mesmerizing. Later on, I find out that it is Jakab`s Palace, built in 1899 as a private house but

later served as the residence of the president of the Czechoslovak Republic. Košice is indeed a beautiful city with a stunning mixture of architectural styles. As you wander through the streets, you pass by colorful houses, bustling cafes and countless “penzions” until you come across little alleys with craftsmen shops, bakeries, bars and some more traditional shops. St. Elisabeth Cathedral, the biggest cathedral in Slovakia and the easternmost Gothic church in Europe, gently overlooks the whole city as the nearby Singing Fountain keeps it merry and wonderfully lit.

However, let`s not forget the reason I came to Košice in the first place – the conference. As the title would have it, it was the real deal because, to paraphrase the words of Lyn Steyne, the Chair, it “genuinely knew what the participants needed and acted accordingly”. The plenary talk was given by Fiona Mauchline on the topic “Keeping the (teen) brain in mind”. Fiona gave an insight into how the brain works and shared some practical ideas and activities that we could use with teenagers. She made it clear to us that “teenagers feel and adults think”, so we have to make an extra effort to increase their critical thinking and help them do something positive in the world. Plus, having so many teenagers in my classes and being a mother of a teenager, what a personal relief it was to find out that the brain is not fully developed till the age of twenty-five. Phew... Another plenary was given by Rachel Paling on “Neuroscience in Language Learning” and she mentioned that the brain “lights up” in the same area for social and emotional pain as well as for learning, pointing out that we have to be extremely careful and observant with our learners. Later on, in her workshop, she introduced us to “some techniques to detect and spontaneously coach some of the triggers that may affect the learning process.” The final plenary was given by Anna Jančova on the topic “Can research change my teaching?”. She talked about visible learning, SOLO taxonomy, pair teaching and finished off with some rather powerful words “Know thy impact.” I couldn`t agree more with her. As for the workshops, I wouldn`t know where to begin – we found out how to use world music in the classroom, how to teach grammar, help our students acquire new vocabulary, work with dyslexic children, develop critical thinking, use technology in the classes and how to activate children`s curiosity and creativity. Obviously, the workshops were useful, practical, innovative and fun. I would also like to mention the two Discussion Forums where teachers could discuss the topics that interest them – the differences between the native and non-native speakers some institutions still insist on and the necessity of making our classrooms into safe and open-minded places where students can discuss different issues and develop critical thinking. And, finally Swap Shops,

where the teachers shared their experience and some practical ideas for different types of learners. A vast array of activities, indeed.

As for the people I have met in Košice, I have only one word – amazing! Apart from organizing such an interesting conference with all those wonderful speakers and participants, they made sure our planet came first – they bought about one hundred mugs and glasses in order to reduce the plastic footprint. How amazing is that?! They made sure there was enough fresh lemon water, coffee, tea, juice, cookies, you-name-it, during the breaks. They organized a two-course lunch, a fantastic reception dinner and Funnylicious improve night. Above all, they made us all feel more than welcome.

Back to my “far, far away” words - the things we do and the distances we travel to go to conferences are nothing compared to the immense value we get in return. Ideas shared, revisited and sparkled, memories collected on our cameras and in our hearts, friends made either for a lifetime or till the next meet-up somewhere in the ELT wide world, all this is just not measured by money or kilometers.

Till the next conference ...

Jelena Spasic holds an MA in English Language and Literature and works as an English teacher in a private foreign languages school “Oxford School” in Leskovac. She is a nature lover, a bookworm and a movie buff with a secret passion for writing. Apart from insisting on continuing professional development, teaching and having fun with all-levels-4-to-16-year-olds, she likes to travel and explore different countries, towns and nature as well as contemplate upon diverse human nature through writing.

ELTAM Days 2019

Empowering 21st Century Learners and Educators: Meeting Challenges, Exploring Solutions

Anica Đokić, Sonja Marinković Primary School, Novi Sad, Serbia

Dragana Videnov, Sveti Sava Primary School, Kikinda, Serbia

Key words: conference, international, representative, empowering, critical thinking, literacy, 3 Ms

It is always a great honour to be an official representative of ELTA Serbia at international conferences. This time it was even more special, because our partner organisation from Montenegro - ELTAM, had their very first international and fifth national conference. The excitement was in the air!

A warm welcome was wished to all the guests, participants and presenters by ELTAM president, Dragana Radoman, and other officials as well as the children's choir.



The theme of the conference was promising and everyone expected to be empowered by new or revised tools for our own teaching environments. A lot was said about motivation, meaningfulness, visual literacy, media literacy, critical thinking and networking amongst teachers and their students from around the world.

In this report, we decided to share some practical ready-to-use ideas that can empower both you as educators and your students as learners of the 21st century.

Jen MacArthur, a Regional English Language Officer from Belgrade, was the first plenary speaker. In her talk ***Is Seeing Believing? Teaching Critical Thinking through Visual Literacy in the EFL Classroom***, she talked about how to help our students interpret the information through words and pictures, developing their critical thinking along the way.

Critical thinking teaches us that there are multiple solutions unlike the one right answer.

a) show your students real unusual objects (or a picture of them) and have them think of a list of possible uses; you can set a time limit and make it competitive;

b) show your students a photo or a piece of art, and ask them these questions to foster their critical thinking and fluency: What can you see? What is going on in it? What do you see that makes you say that? What more can you find?

In his plenary ***Bring Your Learning into Focus***, Vaughan Jones from Pearson, put the focus on the three Ms: motivation, with an engaging content, memory, with a repeated exposure to words, and meaning, with the tasks that make sense and are crucial for the success of any lesson. He drew our attention to the meaningFUL Vs. meaningLESS.

This activity is a simple dictation which you dictate to your students with information about yourself, and afterwards they need to change them with their own pieces of data.

My name's *, which means * in *.

I was born in * in *.

I've been an EL teacher for * years.

I'm feeling * right now.

If I wasn't here, I'd be *

Dr Zuzana Tomaš from Eastern Michigan University was the third plenary speaker. She gave her talk ***Big and Small Ideas for Working toward an Empowered EFL Classroom*** on the second day and shared with us the examples of good practice which contribute to the strengthening of English language teaching.

In her closing plenary, she presented the 'Critical Youth Empowerment Model (Jennings et al. 2006)' which has 6 components: 1) Safe, supportive, welcoming environment; 2) Meaningful participation; 3) Shared Power, 4) Individual and Community level oriented; 5) Socio-political change goals, and 6) Critical Reflection. She also pointed out that the youth

Anica Đokić has been an English language teacher for nearly 15 years and an active ELTA member from the beginning of her career. She has attended and presented at numerous ELT seminars and conferences around Europe. Her professional interests include teaching young learners, teaching unplugged, integrating art into ELT, etc. She believes that life is wonderful, so she tries to make the most of it both privately and professionally.

Dragana Videnov is an English language teacher, working with younger and older primary school students, including those with learning disabilities, an active participant in eTwinning projects, the author of innovative and lessons in Moodle, administrator of the school website and blogs on learning English, president of the local Active of foreign language teachers, ELTA Serbia Coordinator for the North Banat Region, ELTA Serbia Board Member, eTwinning Ambassador for Serbia etc. She enjoys reading, travelling, taking photos and much more.

*We certify that these photos are our own and that we have the right to publish them.

Back to school we go

Meliha Delić, an online teacher of English and a teacher trainer, Tuzla, BiH

Keywords: speaking, vocabulary, young learners, games

Hello everyone. In this article, I will be describing creative and fun back to school classroom icebreaker activities. These getting-to-know-you or introduction games and/or activities are obviously great for becoming more acquainted with other people: their names, hobbies, likes, etc. It is designed to beginner English Language Learners (A1) but can be used with higher levels as well.

I am writing today to share resources that I am really excited about that we all need right now because it is September, which means...

It's school time again!

(...at least it is in Bosnia and Herzegovina!)

It isn't always as exciting as the last day of school, but yes... September is the new January, they say, which means the time is ripe for new beginnings, and new adventures.

Many of us are getting ready to go back to school so how about making learning a little more fun by talking as we play ALL ABOUT ME games!!

Who doesn't love a fun game of bingo?

1. Let's play BINGO!

With that being said, whether you're teaching children or adults, speaking games are a perfect solution to spice up your teaching, making your lessons stimulating while your students are effortlessly learning English (as a second/third language). Therefore, Bingo is an incredibly fun teaching tool, with a purpose to it – students use the language all the time during the game and it is designed to allow everyone plenty of opportunities to practice speaking.

And best of all, it is very easy to play. You can even make it up as you go along in only a few minutes. To play the game, each student gets a Bingo card with squares containing words, pictures, phrases or questions (as in my case). The teacher will randomly read each question in

no specific order. All students search for the right square on their card, but in a different order. They fill and/or mark it with the answer or cover up space with the corresponding item. The first student to have a complete line going vertically, horizontally, or diagonally, yells "Bingo" and of course is the WINNER!

There are some fun variations to make Bingo time a little more exciting. Instead of reading a whole phrase, question or word, you can give some hints that lead to the appropriate square. Another option is to group or pair students so they can help each other finding and/or answering more quickly. You can use and/or make as many as you want new variation as long as it is entertaining for both teacher and students, but keep in mind that (any kind of) game also makes great rewards for when your students do well in class. For instance, it can be a small treat, or perhaps a NO HOMEWORK pass card, or something simple as letting the winner take the role of the caller for the next round.

So this is what I did:

Preparation

There are a few ways you can prepare for playing Bingo in your classroom.

The first and easiest way is to find and buy a Bingo cards set from the Internet. As it is unfortunate, of course, that we teachers don't make too much money this option may not make too much sense. That's why I'm giving two samples for free. You can print them, laminate them, or if your classroom is equipped with tablets, you can use them electronically as well.



The bingo cards that I created are a great getting-to-know-you game for the first day of school! Just give each student a Bingo card, blank sheet of paper and make sure everyone has a pencil or a pen. Each square on these cards contains a question: *Who plays a musical instrument?*, *How are you today?*, *What is your favorite color?*, etc. Have each student fill in the answers for ALL questions according to his/her likes. Wait for all students to finish. Then random students read and/or answer one question from the card and then call it out for others to hear. The student with a complete whole column or row is the winner.



Bingo games aren't just for getting to know someone. Bingo games can be used to practice sight words, geography, math, and much more.

A quick tip: If you're playing Bingo with your young learners and they can't read yet, you could also display the words using your projector, for instance.

2. Cut out Box(es)

When I started creating classroom resources for my Teachers Pay Teachers store, Cut out Box games were one of the first things that I created. Why? My students enjoyed playing with them and didn't even realize that in the midst of the fun that they were having, they were reviewing what I taught. Here's how I use Cut Out Box games in my classroom... and you can do the same. Trust me, your students will beg you to play!



Simply download and print the All About Me Cut out box template and photocopy enough for every student in your class. The class can be divided into teams and one player at a time can come to the front for a turn. Or students can also be seated in a circle and sit with their teams (3-4 students, depending on the class size). The boxes can be placed in the center of the circle. The purpose of the game is for students to answer the questions. Simple as that.

Here is a different way you could use the Cut Out Box to turn this All About Me activity into a group-sharing, icebreaker activity.



Simply download and print the All About Me Cut out box Template and photocopy enough for every student in your class. For a whole class game you may like to enlarge these to A3 size. This activity is ideal for slightly older kids and is better for smaller classes. For this game, students will need to draw and write information about themselves. Two square will be empty:

your name and your portrait. Make a large space in your classroom and place the boxes on the wall. Divide your students into two teams/groups and see if they can guess who it belongs to.

I'm sure you have your own great idea of getting to know you game you could play in your next class.

You can access FREE printable materials at the following website:



<https://www.teacherspayteachers.com/Store/Mmlearning>

What do you think about using All About Me games in your classroom? Do you currently use Bingo, Cut Out Boxes or some other type of game to get-to-know activities in your classroom?

Drop me a line at m.m.learning13@gmail.com, and let me know if this saved you time, and gave you some new ideas. I'd like to hear from you.

Meliha Delić earned her master's degree in English Linguistics at the University of Tuzla, in Tuzla, BiH. From September 2014 to May 2015, she taught in the high school in Tuzla. As of 2015 most of her teaching career has taken place online. She has taught kindergarten, elementary, junior high, and high school students. She has also worked as a teacher trainer. However, most of her experience has been at the primary/secondary level.

Her articles have appeared in a number of web sites, including STUDOMAT (BiH), but she also contributes articles about ESL/EFL to EFL Magazine (Japan).

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

My Way to Successful Teaching

Slavica Jocković, English language teacher at Primary School

„Heroj Radmila Šišković“, Smederevska Palanka

Key words: successful teaching, fun, creativity, techniques, dedication, future, tips, empathy, setting rules, motivation

Abstract: Teaching a foreign language may be fun. There are several important ideas that have to be considered: creativity, multiple intelligences, dedication, empathy and the awareness that we teach children for the future which is unpredictable.

Dear colleagues,

I would like to share some ideas that have made my job as a teacher enjoyable and successful. I am thankful for some of them to some of the great names in the field of TEFL whose seminars I have attended or whose books or articles I have read.

Teaching may be compared to many life situations and described in many ways but the one that I like most goes like this: „If you want to build a ship, don't drum up people to collect wood, rather teach them to long for the endless immensity of the sea.“

In my opinion, connection between the teacher and the students is of great importance. If there is hope, if students can trust their teachers then learning is to happen. This connection is not some artificial bond, it is a true, long prepared and principle postulated relationship.

English classes need to be fun and memorable. „Tell me and I forget, teach me and I remember, involve me and I learn.“ (Benjamin Franklin) The difference between short and long term memory has to do with how we felt at certain classes. We as teachers do not teach children just our subject, or the curriculum, we teach them life skills, such as empathy, social skills. Effective teaching can be described as a combination of several principles that we have to bear in mind:

- 1) Setting routines, students feel safe in predictable situations. Consistency is one of the keys to successful teaching. Routines can vary from singing a Greeting song at the beginning of the class, to a breathing technique which helps students relax and get into the right mood for learning. Depending on the age of the students, we can agree

on different ways of warming up activities, from listening to music to students' reports on some interesting information or news they might have come across recently...

- 2) Mistakes are a way of learning; they guide students to the correct answer. Everybody is afraid of making a mistake, so very often children would rather stay silent than make other people comment on their possibly wrong answer. We as teachers should encourage them to participate, to take part in the process of learning, playing with language is a good way to overcome the fear of making a mistake.
- 3) Catering for different styles of learning, as well as for multiple intelligences. Bringing visuals, arealia, changing the dynamic of the class is of vital importance. We must always bear in mind that in our classroom there are as many types of learners as there are students. Some are fast finishers, some are introspective types, there are often students who need motion and to be on the go, others like to work on their own, at their own pace. With a variety of activities we are on a good way to meet the needs of most of our students. A well prepared lesson is the key to satisfying our students' interests and learning styles.
- 4) Setting rules
Rules should be made by students themselves, and they should be affirmative and motivating. I keep them written on the wall so that they are visible all the time, and students subconsciously acquire them and stick to them.
- 5) Fostering creativity and critical thinking as pillars of education for postmillennials. Traditional school has made creativity less important. Children are taught out of it. We as teachers must be aware that we teach children for the future which is unpredictable, so if we teach them to be creative, they might come out with something original. There is a nice quotation by Jonas Salk „If all the insects were to disappear from the Earth, within 50 years all life on Earth would end. If all human beings disappeared from the Earth, within 50 years all forms of life would flourish“.
- 6) Having fun – children like to play, adults like to play too, it makes our classes memorable and children enjoy them
- 7) „Deploying big guns“ – using good students as helpers
Delegating is a life skill, and one of our main tasks is to make students responsible and ready to share
- 8) Giving students freedom to choose and decide what they are going to learn, especially when they learn new vocabulary. We as teachers are just motivators, instructors, advisers and cooperators.

- 9) Never give up on them, we must bear in mind that „English is tough stuff“, that many of them are there because they have to, but still we have to find the way
- 10) Begin and end up classes on a high note ☺ I usually end my classes with a game, or by students' giving their feedback. Before leaving the classroom they have to somehow make a statement, and it makes my classes memorable and fun.

As a spice for my classes, I would add up using poetry, limericks, six-word memoirs, haiku poetry, riddles, games...They all arouse children's curiosity, attention and involvement. Both the teacher and the students should enjoy themselves in classes or they'll be bored.

Smiles on children's faces, comments that they're sorry the class is over, respect they show after they have finished school, bring a smile on my face and the feeling that being a foreign language teacher is one of the most beautiful jobs.

Slavica Jocković is an English language teacher at Primary School „Heroj Radmila Šišković“, Smederevska Palanka. She graduated at Belgrade University, Faculty of Philology in 1996. She teaches young learners as well as teenagers. She has been a teacher for 22 years, and likes her job. Her students have taken part in Republic competitions several times, some of them are English teachers too. Slavica's special interest is writing essays in English. She is a mother of two daughters. She loves nature, healthy food and reading. Slavica likes to learn, she attends seminars, webinars, and other kinds of professional development.

How to become a successful fashion designer

A task-based lesson plan

Vicky Papageorgiou, ESL/EAP instructor

Keywords : fashion designer, successful, creativity, eye for detail, visualization skills, drawing skills, task-based lesson

Task based Lesson Plan

Objectives :

1. To read for gist
 2. To read for detail
 3. To keep short notes
 4. To paraphrase
 5. Give reasons for their choices and/or justify their opinions
 6. To ask questions
-

Preparation

1. For this class you need photographs of various successful professionals, among them several fashion designers (Handout #1)
2. A short text the teacher has prepared about the amazing career of her favourite designer (Handout #2).
3. You also need the text 'How to become a famous fashion designer' (Handout #3)
4. Set of comprehension questions
5. A4 paper and markers

Pre-task warmer

Aim: To prepare students for the task, to engage their attention. (5'-10')

Tell the students that you are going to show them photos of various well known people (designers, businessmen, models, scientists, ,etc.) Ask them what links these people together , but don't correct them at this stage (i.e. respond to the meaning of what they say, not the form). Allow time for three or four suggestions..

Ask them who these people are and elicit that they are all successful . Ask, 'Why are they successful , do you think?' (Handout #1)

The teacher introduces the theme by handing students a copy of a short text she has written about a designer whose career he/she considers amazing. She invites the students to read the handout (#2)

The teacher will invite one or two students to suggest some qualities a successful designer might have, drawing from their own knowledge and experience.. Allow more comments and suggestions from the class, but don't tell them if they are right or wrong in their guesses. Explain that they will find this out later.

Task

Aim: For students to discuss some of the ways a famous designer can become successful. (15')

Students gather into pairs and prepare questions to conduct a survey to find the qualities that make a fashion designer successful. Pairs are then grouped into fours to try out their questions and take notes of the answers. They present the answers in the group. The teacher monitors the interaction and checks production without correcting at this stage.

Planning

Aim: For students to prepare questions based on the short paragraphs (15')

Students are asked to read the text (Handout # 3), in which several qualities of a successful designer are presented. The teacher checks comprehension through some questions. With this new piece of information, students return to their survey gathered into pairs different from those at the beginning of the class, to refine their questions. This time, the teacher stands by to offer language advice if necessary.

Posters

Aim: For students to present their posters . (20')

Re-arrange the group and make two teams. Ask them to make two posters, 'How to become a successful fashion designer' based on the text they read and put the ideas in the order of importance according to the information that each team paraphrased, of course. Provide them with A4 paper and markers. SWBAT use the materials that they have just read to create a new type of text (poster); have some free speaking practice while preparing the poster. The students are allowed to include qualities that were not mentioned in the text but they consider important.

Put the 2 posters on the wall and the teams to swap and to read the posters. SWBAT share their ideas; have extended speaking practice to discuss the materials.

Language focus

Aim: To raise students' awareness about the target language. (15')

Students examine handout # 3 with a view to finding language related to the notions of describing professionals and presenting qualities. The board is now used to elicit their findings in two columns: adjectives and verbs (the 2 modal verbs and the synonymous phrases).

ANALYSIS

Adjectives

Interpersonal
Creative
Artistic
Innate
Flattering
Innovative
Competitive

Verb forms

Need to
Must have
It also requires
It is essential

- Choose two or three of the adjectives and then ask them to find synonyms/antonyms where possible.
- Then, sentences from your text which include the modal verbs need to, must have and write them on the board. Focus on the negatives too.
- Explain the rules of form for them
- Now show also a synonymous verb : *requires* and *is essential* and give examples

Language practice

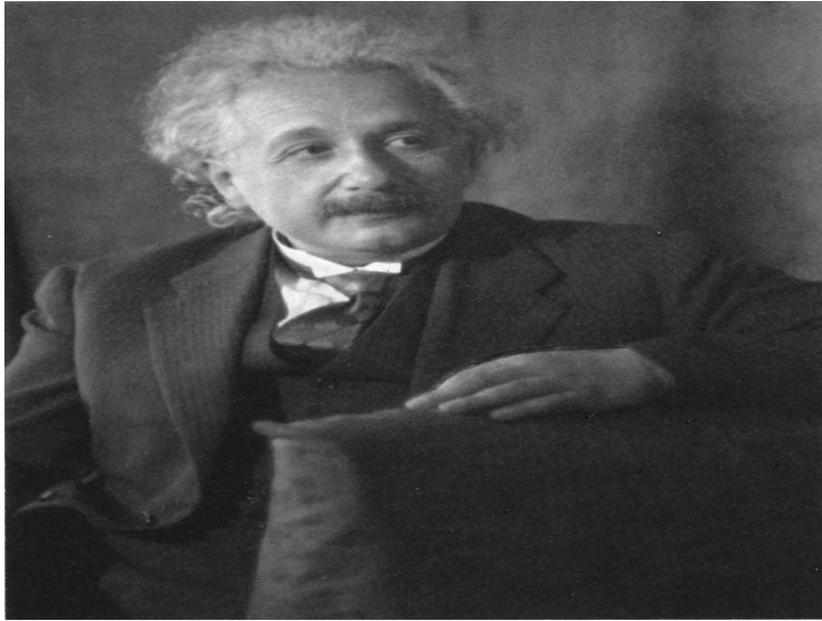
Aim: To give the students some restricted written practice in the target language.

If you feel that your class needs some restricted practice in the grammar, ask them to do one more exercise on the target language.

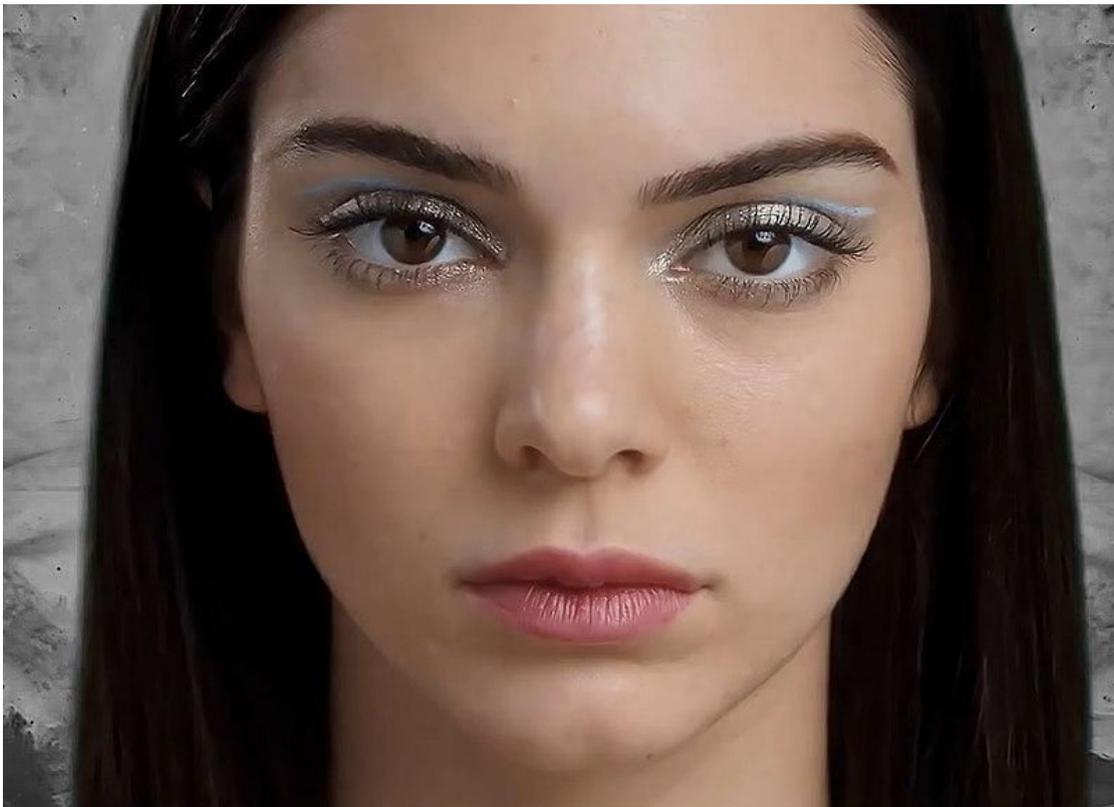
.....

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HANDOUT #1



https://commons.wikimedia.org/wiki/File:Albert_Einstein._by_Doris_Ulmann.jpg



https://commons.wikimedia.org/wiki/File:Kendall_face_2016.jpg



https://commons.wikimedia.org/wiki/File:Mark_Zuckerberg_founder_Facebook_and_Jet_Li_famous_martial_arts_star.jpg



https://commons.wikimedia.org/wiki/File:Vivienne_Westwood_by_Mattia_Passeri.jpg



[https://commons.wikimedia.org/wiki/File:Nelson_Mandela-2008_\(edit\)_cropped\).jpg](https://commons.wikimedia.org/wiki/File:Nelson_Mandela-2008_(edit)_cropped).jpg)

HANDOUT #2

Five times Alexander McQueen made history in fashion

The great fashion maestro Alexander McQueen passed away eight years ago today. Born in Lewisham, London, McQueen quickly rose to fame with his talent and exquisite eye.

By Lim Li Ying

Alexander McQueen may have been big on theatrical effects, but his work was not without substance. He was in the vanguard of British fashion in the early days, along with headlining names that are well known these days in the fashion field, such as make-up mogul Pat McGrath, fellow designer John Galliano, and fashion stylist Katy England. When he committed suicide in 2010, the world lamented the loss of a major talent.

Today, in honour of his memory, we look back on five of his most unforgettable moments in fashion.

1. By and large, fashion was a medium of expression for McQueen, whose creations have always explored polarising themes such as life and death, man and machine. His collections and showmanship always pushed the limits, cajoled, and shocked the fashion realm. From catwalk shows staged in the fringes of London to subversive designs, a gothic Victorianism always ran through the veins of his collections.
2. Succeeding John Galliano at Givenchy, McQueen's famously provocative catwalk style showed through even before his own eponymous fashion house was conceived – one of which included double amputee Aimee Mullins modelling his collection on exquisite, carved wooden prosthetic legs.
3. EYE, McQueen's first runway show in New York, became the talk of town with pre-show rumours that models would be suspended from the Brooklyn Bridge. Staged at the out-of-the-way Pier 94 Warehouse with models seemingly afloat upon a pond of daggers, coupled with an extreme weather alert, this show no doubt left a deep impression of what McQueen continued to offer.
4. Mainstream fashion could not get enough of McQueen, as his influences ran rife throughout the '90s and early 2000s. The skull printed scarves were all the rage – celebrities were in love too. From Nicole Richie to Johnny Depp, the skull prints became a hallmark fashion motif throughout the noughties.
5. Remember the '90s when Britney Spears had her jeans slung low, really low? Well, McQueen's "bumster" collection, which debuted in autumn/winter 1995, featured many pieces that go so far as the crotch, with the top of the bum showing without a hint of shame. The enfant terrible was quoted describing this look as his effort *"to elongate the body ... not just show the bum. To me, that part of the body – not so much the buttocks, but the bottom of the spine – that's the most erotic part of anyone's body, man or woman"*.
<https://www.scmp.com/magazines/style/fashion-beauty/article/2136262/5-times-alexander-mcqueen-made-history-fashion>



https://commons.wikimedia.org/wiki/File:Alexander_McQueen_by_FashionWirePress.jpg

HANDOUT #3

How to Become a Successful Fashion Designer

BY PENNY LORETTO, Updated October 29, 2018

Want to know how to become a successful fashion designer? If you've spent your formative years watching "Project Runway," reading Vogue magazine and visiting fashion blogs, you're likely harboring a desire to follow in the footsteps of fashion icons like Versace. But do you actually have what it takes to make it in the field?

Highly Creative & Artistic

Are you known for being artistic? Do you have a unique sense of personal style or appreciate the fine arts, music and dance? An innate sense of creativity is extremely important in the fashion world. Together, artistry and imagination can give you the instincts necessary to turn raw materials into a beautiful finished product.

Strong Drawing Skills

Do you like to draw? If so, that's good news because you're going to need this skill as you pursue being a fashion designer. Strong drawing skills are a must in fashion, as designers need to be able to take a concept and get it down on paper.

Good Eye for Detail

Fashion designers need not only the ability to draw but also a good eye for detail. For example, how do you envision the pleats falling on a skirt or a blouse cinching at the waist? What about ruching, ruffles or embroidery? It is often the detail that makes a product unique, so this skill cannot be overlooked, even if you're great at visualizing and drawing.

Understanding Texture, Color, and Fabric

Design requires a good sense of texture, color, and fabric. For example, you'll need to know whether a garment would work best in silk chiffon or another material. You'll also need to know which combinations of colors will be most flattering on a piece of clothing. It is these differences that make a design stand out.

Strong Visualization Skills

Prior to the drawing phase, a good designer must have strong visualization skills. This enables her to translate ideas onto paper, so that her colleagues have a sense of the look she's aiming for as they work toward a finished product.

Excellent Communication & Interpersonal Skills

Designing footwear, clothing, and accessories requires collaboration with colleagues. It also requires strong people skills. This not only helps designers encourage their teams but also enables them to effectively share their vision with colleagues.

A Good Sense for Business

A thorough understanding of the business world, including finance, sales, and marketing, is essential to becoming successful in the world of fashion. Creativity is the essence of fashion, but without a good understanding of business, it is difficult to sustain a fashion brand and make it profitable.

A Competitive Spirit

To create innovative designs, a competitive spirit is necessary. You don't want to lag behind the competition or follow their lead. You want to be a trendsetter, and having a thorough understanding of the economy and the fashion industry will keep your ideas fresh.

Ability to Work Well With a Team

A strong sense of collaboration and camaraderie between departments at a fashion house allows creativity to flourish and contributes to its overall success.

Interest in Current Fashion Trends

You'll need to know whether everyone is wearing skinny jeans, boyfriend jeans or something else entirely. Knowing what's on trend will let you know what the public is buying and what designers are creating.

Wrapping Up

Now that you've reviewed this list, ask yourself if you think you have what it takes to be a designer. You may excel in some areas but need work in others. Don't let that discourage you. Enroll in a fashion institute or take classes at a two- or four-year college to brush up on the skills you have and develop the ones you need to be a fashion designer.

<https://www.thebalancecareers.com/how-to-be-successful-as-a-fashion-designer-1986464>

A Review of “Pride and Prejudice” by Jane Austen

**written by Ksenija Puretić, School of Pharmacy and Physiotherapy, Class 2a,
Belgrade, Teacher**

Keywords: novel, relationship, arrogance, class difference, pride, love

Pride and Prejudice is a romantic novel written by Jane Austen in 1813. It is set primarily in the county of Hertfordshire, about 50 miles outside of London. The story centers on the Bennet family, particularly Elizabeth, and her turbulent relationship with Fitzwilliam Darcy, a rich aristocratic landowner.

William and Elizabeth’s relationship starts quite differently. Elizabeth is twenty years old, lively, and witty. However, she is stubborn, has a tendency to judge people based on first impressions, and is full of prejudice. Mr. Darcy is portrayed as wealthy and extremely intelligent, but he often comes out as rude, arrogant, and prideful. He refuses to dance with Elizabeth at the ball, stating that she is not pretty enough to tempt him. However, she doesn’t take any offence to this but finds it rather amusing and jokes about the statement with her friends. After Jane gets ill while staying at the Bingley’s state, Elizabeth immediately heads towards Netherfield. The concern for her sister and the strength of her character impress Mr. Darcy. Therefore, he becomes obsessed with her. Despite his fear of being attracted to someone who is economically inferior, he is fascinated by her uncensored wit and is captivated by her beautiful eyes and kind personality. Shortly after returning home, the Bennet girls encounter military officers stationed in a nearby town. Among them is the charming George Wickham. There is a mutual attraction between Elizabeth and Wickham, and he informs her that he and Darcy used to be friends up until William cruelly denied him his inheritance. A few days later the Bennett family is told that Charles Bingley will be hosting a ball at Netherfield. Elizabeth notices that Wickham is absent and can’t help but blame that on Darcy. She reluctantly accepts his invitation to dance at the ball, not understanding why he would ask her. However, Mr. Darcy’s captivation by Elizabeth’s charm and intelligence only grows stronger as he starts purposely meeting her during her daily walks through the nearby gardens. One day he professes his love for her and proposes to her saying that he wants to marry her despite her low family connections. Elizabeth is shocked by his arrogance as she refuses his offer, accusing him of betraying Wickham. Darcy, feeling angry

and heartbroken, acknowledges the charges without seeming remorse or explanation and then quickly leaves. The next morning, Darcy finds Elizabeth on one of her walks. He delivers a letter, hoping that it answers all of her questions. In this letter, he informs Elizabeth that Wickham is a liar and that he had presented his case falsely. He discloses that the real cause of their disagreement was the young officer's attempt to elope with his 15-year-old sister, Georgiana, as an attempt to gain possession of her fortune. As all of this is revealed, Elizabeth begins feeling horrible and guilty for all the awful and dire things she said to William. He informs her that his affection towards her has not altered and that he still cares for her. This leaves Elizabeth feeling touched as she reveals that she has had a change of heart. He proposes to her again, except this time Elizabeth happily accepts. Darcy apologizes for emphasizing on their class difference and being too proud, while Elizabeth admits that she was wrong to judge Darcy prematurely.

In this novel, Jane Austin uses clever wordplay and the title of the book to describe the two main characters. She portrays Darcy's character as "pride" considering he is very fond of himself and often comes out as arrogant and self-centered. Elizabeth represents "prejudice" as she is quick to judge people and jumps to conclusions. This novel does a great job of describing two completely different personalities and how they overcame their social and class differences and learned how to communicate and respect each other.

Ksenija Puretić is a 16-year-old student that attends the School of Pharmacy and Physiotherapy. She often participates in English competitions and loves writing essays and research papers. She is interested in reading, writing, watching movies, and hanging out with her friends. When she is not doing any of those, she loves to watch football games with her dad.

Manipulating Beauty through Magic

Lana Popović, “Wicked Like a Wildfire”

by **Teodora Petković**, class 3c, Mathematical Grammar School, Belgrade

When a great idea meets an even greater vocabulary, the result is guaranteed to leave you longing for more. But when that vocabulary belongs to a woman who has stated she subsists on cake, eyeliner and aerial yoga, that result is now not only breathtakingly mesmerizing, but relatable and in moments funny as well. Yale and Boston University student Lana Popović was originally born in Serbia but spent her childhood in Montenegro. It is where her debut novels take place. *Wicked Like a Wildfire*, followed by *Fierce Like a Firestorm*, while having fantastic visual potential on your shelf, may even surpass the beauty that are the books themselves. But, alas, the saying is not to judge a book by its cover, so we'll do just that.

This is a story about love – the love which was unevenly distributed between two twin sisters, forbiddance of falling in love, and the love of life. This is about a single mother who spent most of her time in her café, putting a piece of her soul into every pastry she made, who lived in hiding because of a dangerous power she and her children possessed. Each had their own gleam; *‘a unique way of manipulating beauty through magic’* as the writer nicely described it. They were different, and as we all know, people do not usually treat people normally in those situations. Another idea that was nicely explained in the series was acceptance – or lack of thereof!

Our main protagonist, aside from the visible racial difference, tends to look at life from the hedonistic point of view, unlike her twin sister. Although some could argue this book promotes underage drinking and smoking, it just tends to show levels of diversity between their lifestyles. One is a hopeless romantic that everyone loves; the other one is almost a cast out who wants to leave the small town she ‘wasted’ her childhood in. Their mother, who unsurprisingly favorites Malina (the good child) over Iris (the troubled one), and has less strict relationship with her. And in their peak of self-awareness at the

age of 17, their offbeat interests battle the wish to stay together. But, after a rather sudden disappearance of their beloved mother, they get themselves into a tangled thread of lies and a fight between life and death.

All in all, for lovers of fantasy young adult books, this is a must read. Vivid descriptions that can leave you hungry for travelling to our border neighbour country, or for a stop at the nearest bakery. With its slow narrative, we get a good insight into poisoned family relations, complex thoughts and hard transitions. It is not a book for everyone, but for those do not demanding to see the plot in the picture at all cost, this could be their next favorite read.

Student: **Teodora Petković**, 3c

School: Mathematical Grammar School

English teacher: Mirjana Savić Obradović

June 2019, Belgrade



17th ELTA Conference - a group of Mathematical Grammar School students

(from left to right: Andjela Despotović, Irina Đanković, Jelena Ivančić, Mr Mike Shreeve, Andrej Veličkov, Aleksa Sotirov)



Students of Mathematical Grammar School, Belgrade

(Andrej Veličkov, Aleksa Sotirov, Jelena Ivančić, Irina Đanković, Anđela Despotović)

May 2019, Belgrade

Fahrenheit 451 – book review

**by Milena Nedeljković, class 3c, Mathematical Grammar School,
Belgrade**

This book by Ray Bradbury represents a futuristic dystopia where people are overwhelmed by all kinds of outside stimuli and discouraged from independent thought in order to make everyone satisfied yet easily controllable. This is being achieved mostly through the education system which tends to create a society of clones and eliminate ones who might be a threat to this vision.

The story follows a fireman breaking free from the bonds of this world. We discover that firemen no longer extinguish fires – they do the complete opposite, and the goal is burning books. Books, as the only bits of free thought left, need to be destroyed and forgotten. They are bad, not only for encouraging thinking and questioning of everything in life, but also for triggering emotions, especially sorrow and pain – the biggest threats to an individual.

An acquaintance with a girl and a simple question – “Are you happy?” – pushes the fireman over the edge and he starts reading the books he secretly kept for years. His life shifts upside down as he, for the first time ever, seriously questions himself, people around him, the authority and their agenda.

Unlike my expectations, despite the tragedies it depicts, the book is written in an optimistic tone which persists until the very end. It is also a reminder and a warning to us, as we can, mostly because of the popular culture and globalization, recognize some of those principles shaping our everyday lives as well as our future, more and more each day.

Student: **Milena Nedeljković**, 3c

School: Mathematical Grammar School

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June 2019, Belgrade

AN UNFORGETTABLE TRIP TO UKRAINE

by Jelena Ivančić, class 3d, Mathematical Grammar School, Belgrade

In April 2019 I participated in the 8th European Girls' Mathematical Olympiad (EGMO 2019), held in Kyiv, Ukraine.

We arrived on April 7th early in the morning, still exhausted from the competition that had ended the day before. I had not had enough time to rest and get used to going on another one and yet we were there, standing in the middle of an empty airport, waiting for our guide to take us to the hotel.

My first impression of the country was not as I had expected it to be. I have always imagined Ukraine as a strong and rich country, obviously being totally unaware of its current situation. I was disappointed, tired, and just wanted to go back home. I almost lost hope for the city, but it only took one day tour to make me change my mind.

I was amazed and stunned by its various sculptures and monuments as well as by the fact that the buildings were built in between historic and modern style that suits the city so well. I found out the rich culture I was looking for, and the stories I heard from the local people about their history and fight for freedom have made me appreciate Kyiv even more.

Also, having in mind their economic situation, the organisation of the Olympiad was perfect, and the effort they had put into it was amazing.

I was happy that I won the competition, although I had expected I would, but the thing that moved me so much, and that will remain in my heart is the way Ukraine people treated me/us – so friendly and in a warm way!

Student : Jelena Ivančić, 3d

School: Mathematical Grammar School

Teacher: Mirjana Savić Obradović

June 2019, Belgrade

P.S. Jelena Ivančić won the Gold Medal at EGMO 2019.

<https://www.egmo.org>

UPCOMING EVENTS

1) 28th IATEFL POLAND CONFERENCE

Date: 20th -22nd September 2019

Place: Faculty for Social Sciences, Gdansk, Poland

For more information: <https://iatefl.org.pl/en/>

2) 29th IATEFL Hungary Conference IATEFL HUNGARY

Date: 4th and 5th October 2019

Place: Budapest, Hungary

For more information: <https://www.iatefl.hu/node/623>

3) THE IMAGE CONFERENCE

Date: 5th and 6th October 2019

Place: Erasmushogeschool, Brussels, Belgium

For more information: <http://theimageconference.org/>

4) 7th ELT MALTA CONFERENCE

Date: Pre-conference event: 11th October Conference: 12th -13th October 2019

Place: Intercontinental Malta, St. George's Bay, St. Julian's, Malta

For more information: <https://eltcouncil.gov.mt/en/Pages/7th-ELT-Malta-Conference.aspx>

5) ALTE 54th Conference Day

Date: 8th Novembre 2019

Place: University of Ljubljana, Ljubljana, Slovenia

For more information: <https://www.alte.org/event-3490883>

6) TESOL Italy 44th National Convention

Date: 15th and 16th Novembre 2019

Place: Piazza Oderico da Pordenone, Rome, Italy

For more information:

<http://tesolitaly.org/new/conventions/convention-2019>

7) 19th International INGED ELT Conference

Date: 14th, 15th and 16th Novembre

Place: Atilim University, Ankara, Turkey

For more Information: <https://inged.org.tr/>

8) TESOL France 38th Annual International Colloquium

Date: 29th Novembre and 1st Decembre 2019

Place: Skema Business School, Lille, France

For more information: <https://www.tesol-france.org/en/pages/154/colloquium-2019.html>

9) 27th Annual International Conference TESOL Macedonia-Thrace

Date: 22nd and 23rd February 2020

Place: Thessaloniki, Greece

For more information: <https://www.tesolmt.gr/2019/>

10) 40th TESOL Greece Annual International Convention

Date: 2nd and 3rd March 2020

Place: Athens, Greece

For more Information: <https://tesolgreece.org/event/302/>

11) TESOL Spain 43rd Annual national Convention

Date: 6th to 8th March 2020

Place: Facultad de Filologia, Salamanca, Spain

For more information: <http://www.tesol-spain.org/en/pages/1/convention-2020.html>

12) 27th International IATEFL Slovenia Conference

Date: 12th to 15th March, 2020

Place: Terme Vivat, Slovenia

For more information: <https://www.iatefl.si/next-conference/>

13) TESOL 2020 International Convention and English Language Expo

Date: 31 March – 3 April 2020

Place: Denver, Colorado, USA

For more information: <https://www.tesol.org/convention-2020>

13) 54th International IATEFL Conference and Exhibition

Date: 18th to 21st April 2020

Place: Manchester Central Convention Complex, Manchester, UK

For more information: <https://conference.iatefl.org/>

14) International HUPE Conference

Date: 24th to 26th April 2020

Place: Valamar Diamant Hotel, Poreč, Croatia

For more information: <https://10times.com/international-hupe-conference>

15) 34th Annual APPI Conference

Date: 8th to 10th May 2020

Place: Altice Forum Braga, Braga, Portugal

For more information:

<https://www.appi.pt/events/34th-annual-appi-conference-teacher-learner-agency-may-8-10-2020-altice-forum-braga-braga-portugal/>



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