

TESOL

MACEDONIA THRACE
NORTHERN GREECE

e-bulletin

ELT *easier*

February 2018

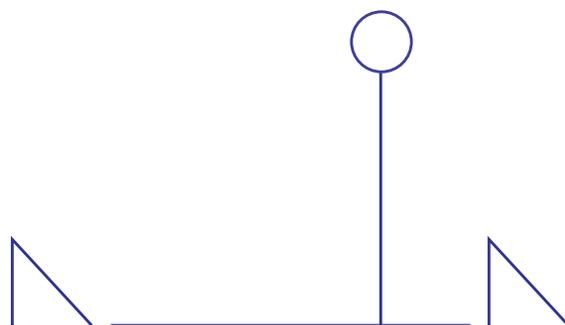
Issue 65



Associate **IATEFL** member

25TH JUBILEE
INTERNATIONAL
CONFERENCE

"Overcoming Obstacles
Shaping the Future"





EDITORIAL TEAM

Great to have you here!

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CELEBRATING
25
years

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A view from the chair

Editorial, February 2018

By Maria-Araxi Sachpazian
Chairperson



Our dear members,

How time flies! Here we are a few days before our 25th Jubilee Conference and just a breath away from this board's resignation. The feelings are as always bitter-sweet, especially for those of us who prefer saying "hello" to saying "goodbye".

A lot has been done in the two years this current board has been running TESOL Macedonia-Thrace, Northern Greece and there is a lot of room for improvement. One of our major goals, putting TESOL MTh on the European ELT map, has been achieved. This year announcements for our conference appeared in *Voices* and last year (April 2017) we published a short article on our conference in the IATEFL Associate's Section of *Voices*. It would be a major omission on our part not to thank the amazing and always inspiring IATEFL Associate's Coordinator **Dr Lou McLaughlin** for her support and encouragement. As Executive Director of EAQUALS, Dr McLaughlin was the key person behind the EAQUALS Speaker sponsorship for **Dr Deniz Kurtoglu-Eken**. We appreciate this very much and consider ourselves lucky to be hosting such a renowned speaker.

The rest of our plenary speakers are also a great addition to the history of TESOL MTh. **Dr Luke Prodromou** is a founding member and an honorary member of our association, while **Ms Agapi Dendaki** is a much-loved trainer. **Mr Ron Morrain**, who took on the pre-conference event with a unique kind of enthusiasm, is an old friend of our association and enthusiastic presenter. We have been looking for an opportunity to invite him since we first took on. Last but not least, **Mr. Michael Robbs**, ex-chair of TESOL Greece is a presenter gifted with a unique sense of humour as well as the ability to give content while inspiring the audience. We feel blessed to be hosts to such great speakers. We also feel that we need to thank all the speakers of the concurrent sessions and all our keynote speakers in all **7 events** we organized since the last conference (two of them web-based). One more goal we had set for ourselves was extroversion and branching out into different event formats. We believe that this too has been achieved and with your help, more will be done.

How can you help TESOL MTh? For one thing, be there! Please, get your money's worth by participating in the events. Secondly, dare to stand up and stand out by standing for the board. Most members feel that it will take too much of their time and it is too much of a burden. I will not lie to you, serving on the board is not about having our pictures taken and posted on FB. This is just the cherry on top. The important work is not seen but if it shared, then all of us can work miracles as well as enjoy the quality of our lies. During the AGM, if you feel you cannot run for the board, at least be there and vote so that you can choose the best to represent you.

A **view** from the chair

“

We also feel that we need to thank all the speakers of the concurrent sessions and all our keynote speakers in all 7 events we organized since the last conference

”

Another way you can help TESOL MTh is by spreading the word on social media, by getting your colleagues from work to join and creating a group to get the group rate. Finally, please visit our exhibition. The publishers and exam boards, the associations and reciprocal partners who are participating, support TESOL MTh in a very substantial way. By visiting the exhibition, we ensure that sponsors will be by our side. This year, apart from the publishers who have been by our side all these years (**Burlington Books, Cengage Learning , Express Publishing and Pinewood school**) we are also welcoming (in alphabetical order) **Europalso, Grivas Publications and Hillside Press**. We thank them all for their generosity and their moral support. Finally, a great big thanks goes to our Reciprocal Partners (again in alphabetical order) **ELT NEWS, International Publishers and DES and PALSO Northern Greece**. Without them, we wouldn't have been able to publicise the work of our association.

Since this may well be my last editorial, I would like to thank the entire board for their hard work and all of you for your support, your presence at the TESOL events and wish all of you happy, creative teaching days and productive networking. Let us all stay in TESOL united.

It's been an honour serving on this board!

Maria Sachpazian





25TH JUBILEE INTERNATIONAL CONFERENCE

"Overcoming Obstacles
Shaping the Future"



PLENARY SPEAKERS



Deniz
Kurtoğlu Eken



Luke
Prodromou



Michael
Robbs



Agapi
Dendaki



Ron
Morrain

Anatolia College Thessaloniki
(Macedonia Hall)

February 23-25, 2018



TESOL MACEDONIA-THRACE, NORTHERN GREECE 25TH JUBILEE INTERNATIONAL CONFERENCE
“OVERCOMING OBSTACLES, SHAPING THE FUTURE” - 23RD-25TH FEBRUARY 2018
MACEDONIA HALL ANATOLIA COLLEGE , THESSALONIKI, GREECE

FRIDAY 23rd FEBRUARY 2018

Starting time: 20:00 sharp
Pre-Conference Plenary Ron Morrain
Leading Learners to Higher Level Thinking

SATURDAY 24th FEBRUARY 2018

09:15-10:15 **REGISTRATION (continuing throughout the weekend)**

Room (1)	Room (2)	Room (3)	Room (4)	Room (5)	Room (6)	Room (7)
Julia Tanner-Bogia	Penny Ur	Marjorie Rosenberg	Lilika Couri	Marina Mattheoudaki	Jane Willis	Diane Larsen-Freeman

10:30-11:00 **OPENING CEREMONY**

11:00-12:00
PLENARY with Dr. Deniz Kurtoğlu Eken
A road map for CPD: the EAQUALS Teacher Training and Development Framework
Sponsored by EAQUALS

12:15-13:00	10 creative ways to teach English Aphrodite Gkiouri (Greece) 45' (WS)	The use of Fairy Tales in Language Teaching David Gibson (Greece) 45' (WS)	Reflection: a noble way to develop our teaching - selves Vasiliki Lismani (Greece) Representative for TESOL GREECE 45' (WS)	Learning tools for captivating learners Ana Tripkovic 45' (WS)	Promoting Creativity in the classroom. Helen Dalakas (Greece) 45' (WS)	Dream it. Be it. – The Power of the Human Brain in Education Dina Dobrou (Greece) 45' (WS)	
13:15-13:45	English Language Learners with learning Differences: Who are they? Alexandra Valtzidou (Greece) 30' (T)	Keep calm & Keep Reading! Dr.Kyriaki Koukouraki (Representative of TESOL MTH) 30' (T)	Motivating Students for Success: The Growth Mindset Tassos Katsaris, MSc Vivi Kamari Representatives of Grivas Publications	Fun with Curious George! A quasiexperimental study on grammar teaching for young EFL learners Danae Tsapikidou (Greece) 30' (T)	Is the future of Education in Gamification? Where did «Pokemon Go»? Eftychis Kantarakis (Greece) 30' (T)	The power of play: Developing language through play. Iraklis Velissaridis Representative of Express Publishing	Difficult topics made easy with film. Margarita Kosior (Poland/Greece) 30' (T)

13:45-14:30 **LUNCH BREAK**

PLENARY with Dr Luke Prodromou <i>Top Ten Secrets of Effective Teaching</i>							
	Room (1) Julia Tanner-Bogia	Room (2) Penny Ur	Room (3) Marjorie Rosenberg	Room (4) Lilika Couri	Room (5) Marina Mattheoudaki	Room (6) Jane Willis	Room (7) Diane Larsen-Freeman
14:30-15:30							
15:45-16:30	<i>Exploring school effectiveness through school developmental practices</i> Dr. Deniz Kurtoğlu Eken <i>Plenary speaker follow-up session</i>	<i>Bringing out the best in students through engaging learning experiences</i> Paschalia Patramani <i>(Greece) 45' (WS)</i>	<i>Shadow Theatre in ELT</i> Tatjana Jurišić <i>Representative of ELTA Serbia</i> 45' (WS)	<i>TEFL: Fast Food or Gourmet Gastronomy? Food for Thought!</i> Joan Macphail & Angeliki Apostolidou <i>(Greece) 45' (WS)</i>	<i>Read ON: How to spark Interest in Reading</i> Bobby Zlatkov <i>(Bulgaria)</i> 45' (WS)	<i>School Debates: Mind against mind! The Ultimate Challenge for FL Learners</i> Asimonia Featham <i>Representative of QLS (Greece)</i> 45' (WS)	<i>Learner Voices: The ears peeled project</i> Christina Chorianopoulou <i>(Greece)</i> 45' (WS)
16:40-17:10	<i>Practical Application of Game-Based Learning/ Play. Learn. Grow.</i> Erëza Mehmeti <i>(Kosovo)</i> 30' (T)	<i>Turn your EFL Classroom into an Escape room.</i> Angeliki Voreopoulou <i>(Greece)</i> 30' (T)	<i>Keeping out of touch: Critical Thinking and Digital information</i> Andrew Wilcox <i>(Greece)</i> 30' (T)			<i>The 3C's to EAP Success: Overcoming College-Bound, Student Obstacles</i> Stella Asderi, Georgia Nenopoulou, Nicola Kondoyiannis-Zannis <i>(Greece) 30' (T)</i>	<i>Proven Results of an Ambitious Extensive Reading Programme.</i> Cory Koby <i>(Japan)</i> 30' (T)
17:15-17:45	COFFEE BREAK						
18:00-18:45	<i>Team Building inside and outside the classroom</i> Danny Singh <i>(Italy)</i> 45' (WS)	<i>Jigsaw teaching in demanding situations</i> Agapi Dendaki <i>Pre-Plenary Session</i>	<i>Let's Ice-Break</i> Rina Krasniqi <i>(Kosovo)</i> 45' (WS)	<i>Human Rights Education: Activities for the EFL Classroom</i> Despina Kalaitzidou <i>(Greece)</i> 45' (WS)	<i>NOCN EXAMS - An Essential Insight to Techniques for successful candidates</i> Anita Klimi <i>(Greece) 45' Representative of PALSO Northern Greece</i>	<i>Is the Shoe perhaps on the wrong foot? Dyslexia and Reading problems</i> Olga Christodoulou <i>(Greece)</i> 45' (WS)	

19:30-22:00

Social

Programme

Performance by Luke & Friends of “Ladies in Love & Marriage”

Buffet Sponsored by



«What has TESOL MTH given me»: Short presentations by members, board members and ex-board members & 25-year TESOL MTH cake cutting

Many thanks to our reciprocal partners

ELTNEWS



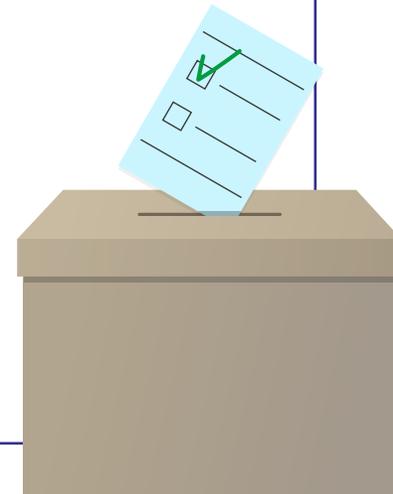
Inspiring Excellence

ANNUAL GENERAL MEETING 2018

SUNDAY 25th FEBRUARY 2018, at 15:00 TSIPOS Auditorium on the ground floor

- Report by chair on 2017-18
- Fiscal Report
- Resignation of current board and Elections

BE THERE TO VOTE!





TESOL MACEDONIA-THRACE, NORTHERN GREECE 25TH JUBILEE INTERNATIONAL CONFERENCE
“OVERCOMING OBSTACLES, SHAPING THE FUTURE” - 23RD-25TH FEBRUARY 2018
MACEDONIA HALL ANATOLIA COLLEGE , THESSALONIKI, GREECE

SUNDAY 25RD FEBRUARY 2018

09:30-10:30

REGISTRATION (continuing throughout the weekend)

10:30-11:30

PLENARY SESSION with Ms. Agapi Dendaki
Turning obstacles to opportunities in a state primary school classroom

Room (1)

Julia Tanner-Bogia

Room (2)

Penny Ur

Room (3)

Marjorie Rosenberg

Room (4)

Lilika Couri

Room (5)

Marina Mattheoudaki

Room (6)

Jane Willis

Room (7)

Diane Larsen-Freeman

11:45-12:30

Creativity has classroom boredom for breakfast.
Dimitris Primalis
 (Greece)
 45' (WS)

Transforming Textbook language practice activities into meaningful Pedagogical Tasks.
Vasilis Ploumis, Eleni Kastrani, Katerina Morou, Vasiliki Shajaku, Maria Karagianni
 (Greece) 45' (WS)

How to be a sustainable teacher
Michael Robbs
 (UK)
 45' (WS)
Pre-plenary session

Vocational guidance for teens and the role of foreign languages and the ESB exams for personal growth and success.
Stella Floras
Representative of Europalso Society
 (Greece) 45'

A tired teacher: A journey out of burnout.
Theodora Papapanagiotou
 (Greece)
 45' (WS)

Classroom Crimes and Court Cases
Despina Karamitsou
 (Greece)
 45' (WS)

Read to me! Reading aloud is allowed.
Jean Linehan
 (Serbia)
 45' (WS)

12:30-13:00

BREAK & TIME TO VISIT OUR BOOK EXHIBITION

13:00-13:30

Teaching Young Learners in Greece - Obstacles and Practical Solutions
Maria Gourmou
 (Greece)
 30' (T)

Injecting Values in the Education of Young Learners.
Jeanie Iskos
 (Greece)
 30' (T)

Sowing the Seeds to Success - Creating Motivated Young Learners
Eftychis Kantarakis
Representative of Cengage Learning

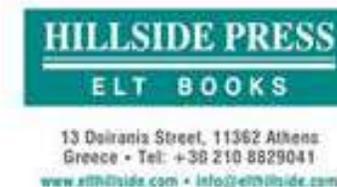
UK-Based Summer Schools: teaching multi-cultural mixed-ability classes.
Eirini Triantafyllidou
 (Greece) 30' (WS)

Global Projects - Shaping a Connected World.
Effe Kyrikakis & Theodora Bogiou
 (Greece) 30' (T)

Building Literacy with synthetic phonics using online tools for class.
Zoi Tsiviltidou
 (Greece) 30' (T)

Designing a storybased syllabus.
Effrosyni Bisiri
 (Greece)
 30' (T)

13:30-14:30	LUNCH BREAK & TIME TO VISIT THE EXHIBITION
14:30-16:30	ANNUAL GENERAL MEETING (& ELECTIONS FOR THE BOARD 2018-2020) Report by chair on 2017-18 Fiscal Report Resignation of current board and Elections
16:30-17:00	COFFEE BREAK SPONSORED BY Pinewood American International School 
17:00-18:00	PLENARY SESSION with Michael Robbs <i>Sustainable English Teaching</i>
18:00-18:30	Announcement of Election Results & Closing Remarks

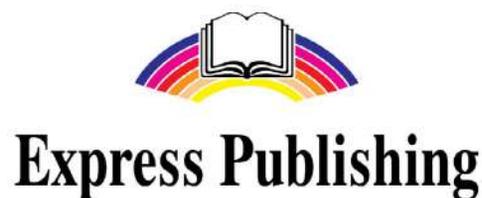


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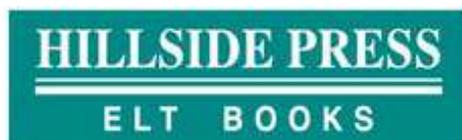
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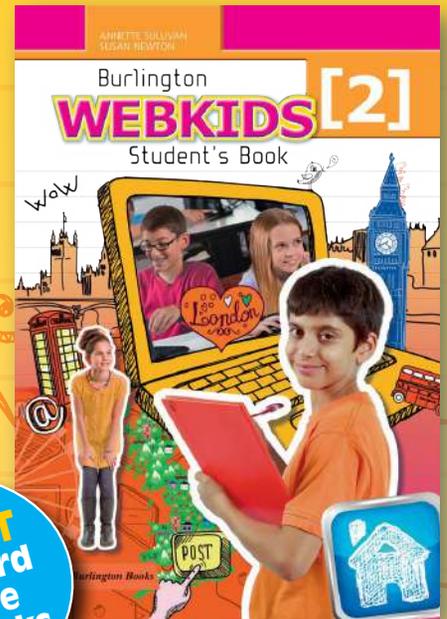
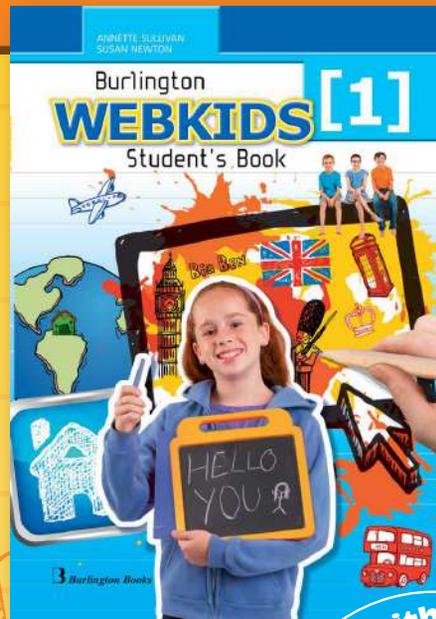


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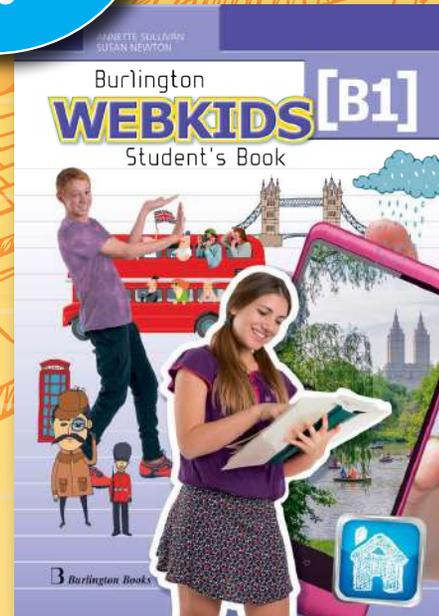
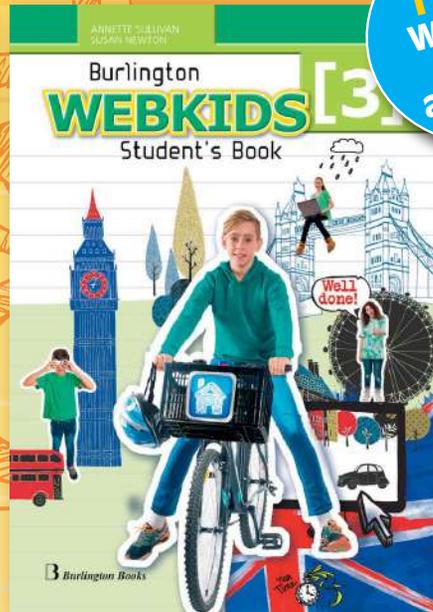
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PLENARY SPEAKER INTERVIEWS



Interviewed by
Maria Theologidou



- ▶ **Dr. Deniz Kurtoglu Eken**
- ▶ **Dr. Luke Prodromou**
- ▶ **Michael Robbs**
- ▶ **Agapi Dendaki**
- ▶ **Ron Morrain**

● Interview with Deniz Kurtoglu Eken



Hello!

BIO

Deniz Kurtoglu Eken (PhD) works as an instructor and as Projects, Development and Research Coordinator at Sabanci University, School of Languages (a Project Partner of Eaquals) where she also worked as the director of the school for 10 years until September 2012. Over the years, she has been involved in teaching, curriculum development, qualitative research studies, teacher and trainer training and development, including formal training courses with UCLES, the British Council in Turkey and in the UK, the U.S. Embassy, the Turkish Ministry of Education and with different schools and universities in Turkey. Dr. Kurtoglu Eken has designed and directed

1 Your plenary session will focus on CPD and the ways it can be promoted through the Eaquals Framework for Language Teacher Training & Development. How has the CPD landscape in ELT changed over the last 10 years?

It's not easy to answer this question in a few words, but let me try. I believe that over the last 10 years – in fact maybe a little longer than that – we have gained much greater awareness and knowledge of what constitutes greater effectiveness in teaching, how learning is not confined to classroom spaces, how learning styles and strategies may not be as easy to define or categorize as we once thought, alternative approaches to curriculum design and the assessment of learning, tools that can help us improve the effectiveness of our school practices and a wide range of CPD resources for our further professional growth.

These developments are based on a variety of factors such as the advances in the World Wide Web and other influential advances in technology, research studies in the area of cognitive science and their implications for learning, and also importantly, developments in quality management and quality assurance in education and of course in our field of language teaching and learning.

An excellent research study I can refer to here is a recent UNESCO publication by the International Institute for Educational Planning in 2017. It is based on a large scale international survey report by Martin and Parikh discussing the developments and drivers in quality management in higher education. I wish I could go into more detail but of course this would be beyond the scope of this interview. One important finding, however, was the high priority given to academic quality in the overall policy of higher education institutions worldwide yet at the same time gaps due to resources constraints that pose a problem in some regions.

This is where the role of international associations such as Evaluation and Accreditation of Quality Language Services (Eaquals) becomes much more important in helping us address those gaps and challenges by providing guidance and support to teaching institutions and individuals across the

formal trainer training courses at private Turkish universities as well as the SLTEP and provided consultancy and training for many institutions on a wide range of topics. She has publications in teaching methodology, qualitative research, teacher and trainer training and development, school effectiveness and development which are also her main areas of interest. Dr. Kurtoglu Eken has also represented Eaquals at international events in Europe. For information on her professional activities, presentations and publications, please visit her website at: <http://myweb.sabanciuniv.edu/kurtoglueken/>

world with a view to fostering excellence in language education. The Eaquals Framework for Language Teacher Training and Development (Eaquals TDFRAM) which I will be focusing on in my plenary session is a perfect example of how such guidance and support is provided in the area of CPD.

2 In your follow-up session you will explore different strategies through which schools can achieve greater effectiveness. How important is it for schools to adapt to the changing ELT environment and what is one way of doing so?

Well, we all need to keep abreast of the developments in our field but also beyond, in terms of other developments in the world that may affect the work we do and that we can usefully learn from. Earlier I referred to the developments in technology, cognitive science, quality management, etc. So, it is of course very important for schools to learn about the developments in our own and other relevant fields so that we are in an informed position and with richer perspectives to adapt, to make changes and to grow further.

I believe that one of the key ways of achieving this is to have a learning-oriented and research-oriented mindset both at an institutional and individual level. And such a mind-set gradually becomes embedded in a school's practices to the extent that it becomes a natural and inseparable part of it; we can give classroom research and formative feedback as an example to this kind of mindset. Another aspect of having a learning and research-oriented mindset is to explore beyond the field, as I've just mentioned. There is a wealth of resources that we can make use of and learn from in other educational fields or areas such as educational psychology, social services, lifelong learning, neuroscience, etc. For example the Appreciative Inquiry Resource Pack designed by the Scottish Social Services Council a few years ago contains very useful ideas we can incorporate into our school practices and CPD activities.

3 Based on your extensive experience in academia, how do you believe higher education can best prepare teachers for the demands of the 21st century?

A challenge indeed... Based on what I have shared with you and considering the increasing demands on teachers throughout the world, I suppose one of the most important aspects of teacher preparation is an investment in teachers' personal development and well-being alongside their professional development. This is

especially important today with our ever increasing workloads and decreasing opportunities for face-to-face communication. In fact I believe that we cannot have true professional development without personal development; we need environments which offer opportunities for individual support and guidance as well as recognition and use of the knowledge, skills and expertise – or even talents – individuals may have in other areas.

Another principle that we can incorporate into teacher preparation programs and CPD is the idea of quality over quantity – be it in classroom teaching or in professional development – helping teachers to prioritize quality in their work over quantity by helping them to be better equipped with skills and strategies to exploit materials and tasks; prioritize educational technology to incorporate in their teaching and other professional work; carry out advanced and scholarly research to be able to identify the most useful and relevant sources for a given purpose, etc.

Two others that come to mind is what I already mentioned in response to an earlier question, exploring outside or beyond the field of language teaching and adopting a learning and research-oriented mindset. There are many other aspects as well I'm sure, but these are the ones I think I would prioritize.

4 This is a year of celebration for TESOL MTH as it marks our 25th Convention. How do Conferences make a difference in our ELT world?

Congratulations! Very exciting indeed!

Conferences are wonderful opportunities for sharing professional experiences, networking, socializing and of course having a bit of fun! As you know, we now also have online conferences and webinars to allow for greater participation of ELT professionals from around the world, greatly appreciated particularly by participants who do not have the time or resources to attend a regular conference event. Conferences are also great in terms of giving us options to choose from when there are concurrent sessions; you can choose the ones you feel are most relevant to your needs or interests and

if you are attending as a group from the same institution you can all go to different ones so that you can share the ideas with each other later. In cases where you feel you're missing out on a session, you might have the opportunity to access the session materials later through an online platform or the conference proceedings.

I would, however, like to add that what really makes a 'difference' is the individual's approach and attitude as a learning professional rather than only the event itself. What I mean is that the more open and receptive you are as an individual participating in a conference, the more positive an effect it might have on you and what you get out of it. Even in cases where we might think or feel, "Oh, I've heard that one before," it is important to try and stay focused. Why? Well, even if you've heard something before or even used it, it is most probably someone else presenting it this time and even if it's the same person, neither the person nor you yourself are the same persons you were at the time you first presented it or heard about it. Hope it doesn't sound confusing and that I've made my point clear; basically I'm saying that we might be in for a pleasant surprise!

Thank you.

Eaquals is the leading professional association for language education throughout the world

Eaquals is an international non-profit membership association. Founded in 1991, we are independent of any commercial group and exist solely to serve the interests of language learners and the language education profession.

Eaquals members – organisations and institutions involved in the teaching and learning of all languages – pursue the highest standards.

Fostering excellence in language education across the world

Our mission:

To foster excellence in language education across the world by providing guidance and support to teaching institutions and individuals.

Our aims:

- To improve the experience of language learners by developing quality standards for the teaching of modern languages
- To deliver accreditation against these standards for providers of language education
- To develop practical resources, and offer training and support for those working in the field of modern languages

Our values:

- To serve the interests of language learners worldwide
- To promote all languages and cultures
- To foster international cooperation and understanding
- To encourage personal and professional development
- To uphold openness and transparency
- To support fair dealing and professional service

Eaquals works to raise standards in all aspects of language education

We are expert in international accreditation, quality assurance, training and standardisation and we conduct research and create practical resources to develop language teaching and learning throughout the world.

Our conferences and professional events provide an international forum for the exchange and development of expertise in our field.

Our main activities:

- Developing practical resources
- Working for the public benefit
- Delivering accreditation services
- Providing consultancy and training
- Organising international conferences and meetings

Eaquals International Conference 2018: It's for everyone!

26 – 28 April 2018 in Prague, Czech Republic at the Corinthia Hotel Prague

Our annual conference is open to all language education professionals – both Eaquals members and non-members are welcome. The 3-day event offers a rich and stimulating programme of professional development for centre owners and directors as well as academic staff.

Eaquals

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www.eaquals.org



● Interview with Luke Prodromou



BIO

Luke Prodromou graduated from Bristol University and has an MA in Shakespeare Studies (Birmingham University) a Diploma in Teaching English (Leeds University) and a Ph.D (Nottingham University). Luke is a founder member of Disabled Access Friendly Campaign for which he wrote - and performed, with D. Gibson - the 'Wheelchair Sketch'; he now performs with the English Language Theatre.

1 Your plenary session will focus on the secrets of good teachers. How do you define good teaching and what are the 5 most important qualities good teachers should have?

I've been searching for the secrets of good teachers all my teaching life and I've discovered they are a bit like Cavafy's Ithaca: the secret is in the search itself rather than the outcome. I'll explain. First of all, I'm not sure if it's possible to come up with a simple definition of good teaching, let alone to reveal the secrets of good teachers. Can we pluck the heart of their mystery? What we can do is look at a variety of teaching situations and initiate the process of exploring why some teachers seem to get results more than other teachers. The more I think about this question, the more I've seen and read about teachers at work, the more the concept of 'complexity' seems to fit the bill. I mean complexity in the technical sense which is a way of approaching systems in a non-linear way, emphasizing the interconnections and interactions between different parts of the system. While there is a great deal of uncertainty as to what makes an expert teacher because contexts are so varied, nevertheless, there are some underlying rules to behaviour within the classroom - if we see the classroom as one such complex system. I think we can identify - or 'define' to use your term - what causes certain effects: if we do X in class Y will (likely) follow, all things being equal. I'd rather not list 5 - or any number of 'important qualities', as you call them, at this stage - in my plenary, I'll describe a journey in search of ten such qualities or underlying rules in the system of foreign language education - but I do think we should insist that it is the journey that matters, it is the questioning of what we do and why we do it that is the road to effective teaching. We never really reach Ithaca or, if we do, we have to start on a new journey in search of new Ithacas, after we've had a good rest, of course, and given Penelope a cuddle. Or two.

2 Based on your great experience in both drama in the classroom and teacher training, how do you think drama can become a tool for both teachers and learners?

Drama and teaching have a few important things in common. Both actors and teachers need to get attention and keep it. Once they've got it, they need to make what they say and do memorable. Actors aim to touch the feelings or raise the awareness of the audience about certain issues. They may just aim to provide entertainment or aesthetic pleasure but whatever the particular aim they won't do it if they don't use the tools at their disposal appropriately.

Actors, then, make use of voice, body language and space to convey messages. Teachers, like actors, use language (in our case, we also teach language) and they too need to use these same resources to make that language stick, to make it memorable. These resources (voice, body language etc) are also important in creating that elusive quality of 'presence' – that strange ability to get yourself noticed, to engage people's attention. In effective teaching, it's not just qualifications but qualities that count, and presence is the most complex of all communicative qualities. Drama skills, on the interpersonal and intrapersonal level, can help teachers to find their inner voice or 'presence', the ability to be present in the moment and to make others be present and to listen attentively. What about students? Can drama be of any help in the arduous process of second language acquisition? I think so; drama highlights the essential role of what we might call co-operative interaction. You can't do drama on your own and you can't learn language on your own. Communicating means working with others, in a spirit of collaboration. You have to listen and respond; it is through such interaction that the language takes shape. The successful accomplishment of a dramatic text can only be managed by working responsibly and responsively with others. Being a good learner - in a classroom situation at least - involves comparable interactive skills, skills in active listening and the ability to respond appropriately.

3 As a very successful materials' writer, what is one principle of materials' writing that you feel should always be a priority when designing ELT materials?

Horses for courses, to coin a phrase. Language materials, whether traditional coursebooks or latterday digital resources, should be appropriate to the purpose, which means they should match the needs and wants of the learners. Needs and wants are not the same thing, as you know; but the only rule (as we were saying with the question of good teaching – there are no simple rules) is to look at the context and shape your material to the constraints of that context. You have to look honestly at what will work in a particular situation, keep your eye closely on the ball – on needs and wants - and try and create materials that engage the learner and lead to language acquisition. It's a lot more complex than that... (complexity again, you see) because there are diverse stakeholders and diverse demands of a coursebook – some of these factors are sometimes in conflict and may even contradict each other. And one factor, like cost, design or 'methodological correctness' - following a trendy but inappropriate methodology, may put a spanner in the whole works.

4 This is a year of celebration for TESOL MTH as it marks our 25th Convention. How do Conferences make a difference in our ELT world?

ELT Conferences are so many Ithacas. See above. Once you've reached one, you have to find another one. Conferences are one way of continuing to explore teaching and learning. At the end of the day, after the first 25 conferences, you need to take a deep breath and set off on the long road to the next 25. The search and research continues.

Sat. 24/2
at 7:30 p.m.



Ladies in Love & Marriage

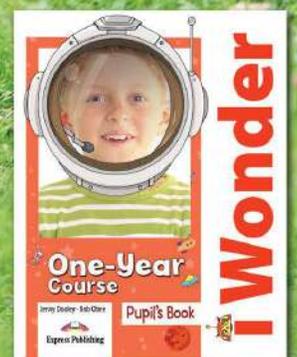
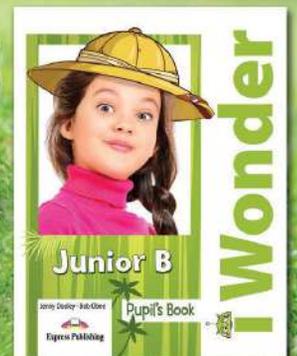
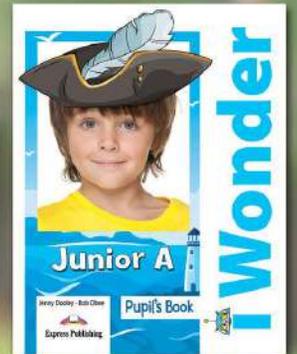
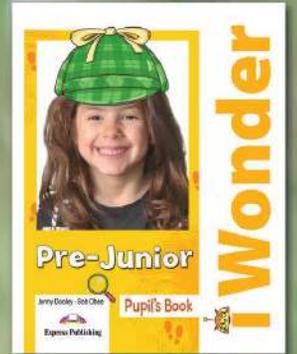
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● Interview with Michael Robbs



BIO

Michael Robbs is from Britain and has lived and worked in Greece for 25 years as an English teacher, Business English coach, cross cultural trainer and teacher trainer for the Hellenic American Union. He has given numerous presentations around the world on human – computer interaction, project management, teaching teachers to draw, psychology for language teachers and professional innovation.

1 Your plenary session will focus on sustainable teaching and the ways it can be realised in the ELT classroom. What are the main principles behind sustainable teaching?

Sustainable teaching means sustaining energy, motivation and enthusiasm in teachers, students and stakeholders. It's about the short term (this month), the long term (this academic year) and the really long term (the future of education)! It assumes that we often lose sight of these futures because of the immediate demands on our time as teachers; essays need grading, tests need marking, parents need meeting and directors of studies need consulting, and all by tomorrow, if not yesterday! So the central idea of sustainable teaching is that it is possible to ensure these futures through a few changes to our approach. These change are small, but have a big impact, going beyond the classroom, pollinating the minds of all involved with ideas of a different way of doing business. A few examples might be; outlining your vision and purpose for teaching English explicitly to the students and parents; creating memorable moments in the classroom by celebrating the 20th essay completed, or the 100th lesson attended; and inviting guest speakers to visit the class to talk in English about their job, life, experience etc, thus providing role models of successful language learners.

2 In your follow-up session you will explore the role of motivation in the ELT classroom. How important is motivation in language teaching?

It's all about motivation! In education, motivation has at least two dimensions; that of the teacher and that of the students. In terms of the former, we teach best something that we are interested in and enthusiastic about, and this enthusiasm is often contagious. How many times have you opened the course book to prepare and your heart sank as you realised you had to teach the passive voice again?! How much enthusiasm can a teacher possibly have when we repeat the same things year after year!

Without motivation our work is bound to be 'less than perfect'. And a teacher's motivation is more than simply 'getting paid'. It needs to be a higher, nobler purpose that resonates with you personally.

Similarly, students who aren't motivated by an intrinsic purpose are never going to do very well. How many times have you remembered something because you appreciated the value in it? And vice versa, forgotten something quickly as it seems unrelated to your life. Few teenagers truly appreciate the value of exam certificates except through the pressure adults put on them. However, give them an immediate and concrete reason to learn and they'll engage with it. This could be as varied as understanding a computer game, chatting with a foreign peer on line, reading about their hobby in English, or even emulating their beloved teacher (rare, I know!).

3 Based on your extensive experience as a teacher trainer, what are the qualities a new teacher should be equipped with?

I believe in one quality above all in great teachers, both new and old: **listening**. As a new teacher, the best source of training is the student, and if you listen closely enough, you'll understand what works and what doesn't. A further part of listening is paying attention to their feedback, and really attending to the needs and aspirations students have concerning learning English. So build up your listening skills by being 100% present when students talk, pausing before replying, avoiding interrupting, and modelling the behaviour of a good communicator.

The other quality I believe in is **professionalism** and all that goes with this term. New teachers must be punctual, prepared, polite and organised. They must dress the part, and reflect a professional demeanour in their teaching practices by keeping up to date with the language and innovations in teaching practices.

4 This is a year of celebration for TESOL MTH as it marks our 25th Convention. How do Conferences make a difference in our ELT world?

They make a huge difference! They provide us with an

opportunity to network professionally, as well as catch up with old friends! The presentations provide two vital functions; reminding us that what we are doing is right, or encouraging us to try something new. They are also a celebration of our profession, a time when we stand proudly together as educators and remind ourselves of the vital role we play in society. Congratulations TESOL MTH!

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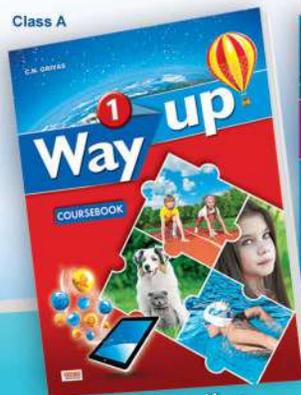
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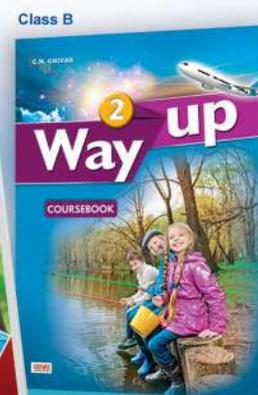


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● Interview with Agapi Dendaki



BIO

Agapi Dendaki has studied English Literature (B.A.), Special Education (M.Ed.) and Counselling (M.Ed.). She has had many years of experience in teaching English in both the private and the public sector, most of them in state primary schools. She has also designed and run career development seminars and programmes for teachers and Special Education professionals.

1 Your plenary session will focus on the ways state school teachers can overcome obstacles in their classroom. What are some of the greatest challenges Greek school teachers are facing?

No doubt, the greatest challenge for state school teachers is that they are usually faced with large groups in their classrooms. Any foreign language teacher can understand what it means to have a group of 20 or 25 children and try to teach them effectively. This can easily become the source of a number of other challenges such as classroom management and of course responding meaningfully to student diversity. Apart from the individual differences in the student's profiles, there is also a substantial percentage of children with special educational needs. Differences are intensified in the English language classroom, since most of the students rely on private lessons or private institutions for their foreign language education, which results in vast differences among students as regards their language level and their motivation. Another big issue to think about is the limitation built into the infrastructure of schools, as well as the predetermined syllabi and centrally prescribed textbooks.

2 In your follow-up session you will present practical activities for large groups. What's some advice you'd offer to teachers dealing with large groups?

The goal is to create a well-functioning community, so the first thing I would say is to get to know your students and do your best in that direction: know who they are, their strengths and weaknesses, their fears and aspirations and, to the extent possible, their personal circumstances. It is also important to show that you love your job, that you enjoy teaching them and you want to offer them a meaningful learning experience. Above all, make it clear that you genuinely care about them. This is the best way to deal with problems of time and classroom management that so frequently come up when teaching large groups. Of course, differentiated instruction is sine qua non in a diverse classroom.

Sometimes you may even have to use individualized instruction to support certain students. You have to be flexible. Students, classes, conditions may differ from day to day and you have to be alert. Avoid routine. And keep developing as a teacher, since education and training never stops. As for teaching strategies, techniques and ideas, in this digital era, there is no shortage of them and they are all easily accessible.

3 Based on your extensive experience in public education, how do you think state school teachers can effectively cater to the needs of their students?

Would it be too theoretical if I said that it all comes down to how teachers see education and their role in education? It's always a question of attitude.

I like that metaphor of a lorry driver carrying gravel to a building site. To him it's just an ordinary task, with a starting point, a road journey and a delivery point. He may be a good or a bad worker, but in either case he does not care about the gravel itself and he doesn't mind if he loses some on the way, and neither do his superiors. How different would his (and everyone else's) attitude be if he were carrying diamonds or gold bars? In that case, words like responsibility, care, safety, precision and accountability, would take on a completely different meaning.

What I mean is that we teachers work with children who are much more valuable than diamonds or gold bars. We have to take care of each and every one of them, especially if they are experiencing learning or other difficulties as there is always the possibility that we might be catalysts for their development in those formative years, sometimes even their only chance depending on their personal circumstances. In other words, we are responsible for children and we cannot afford to lose any one of them.

4 This is a year of celebration for TESOL MTH as it marks our 25th Convention. How do Conferences make a difference in our ELT world?

Seminars and training courses make a difference by

helping teachers make an impact on the world. Big conferences like this help us realize that we are part of a worldwide community and as we get together we do not only hear different voices from various parts of the world, but we also renew and reinforce our initial decision to try and make a difference. It's always a pleasure to see new teachers joining our community and it's even more of a pleasure to see old teachers persisting in their wish to never stop sharing their experience and educating themselves and one another.



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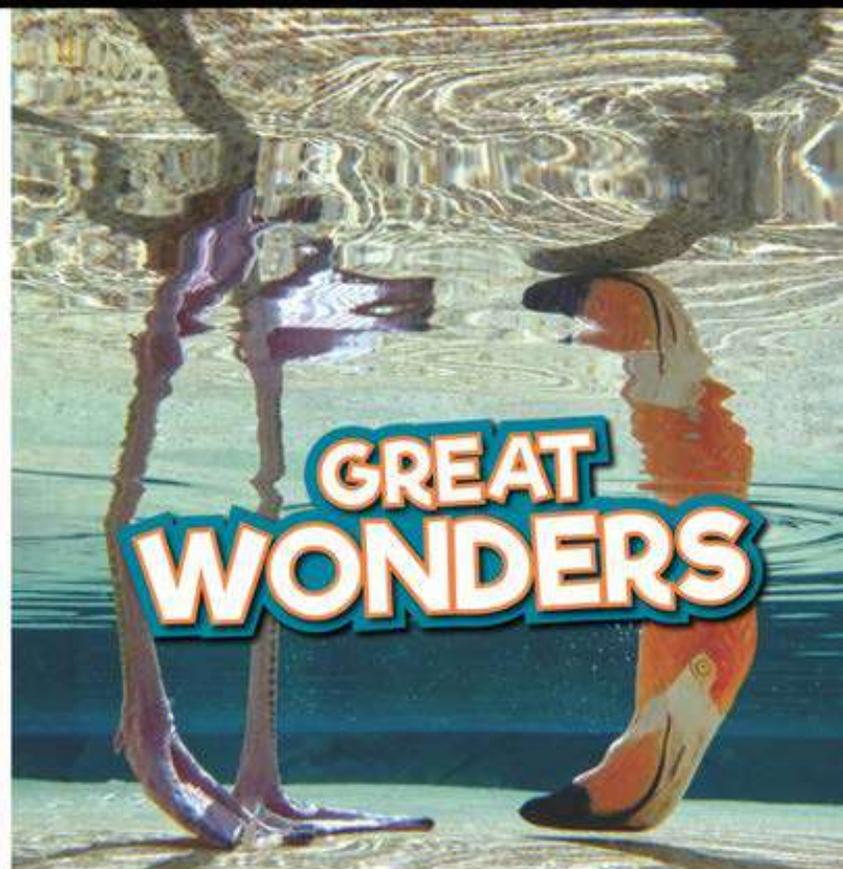
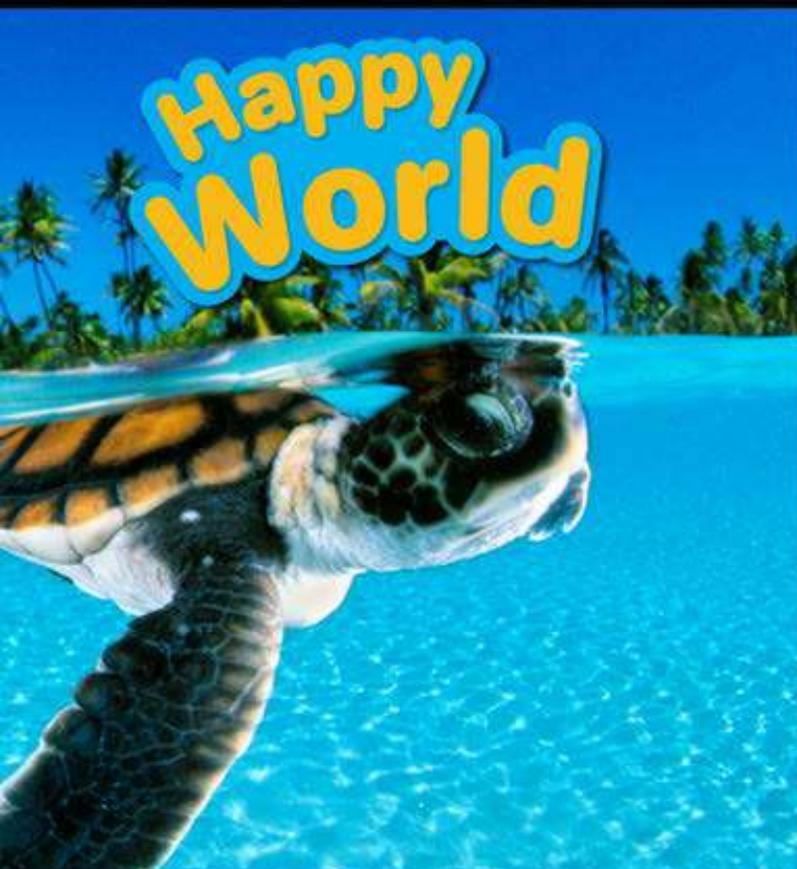
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● Interview with Ron Morrain



BIO

Ron Morrain is an American and is currently living and working in Germany. He is co-founder and Managing Director of The Language Learning Center - Germany. He has been active in HRD as a manager and consultant for over 30 years. He has worked with Fortune 500 and DAX companies on projects in New York, San Francisco, Washington D.C., Mexico City, Hong Kong, London, Geneva, and major cities throughout Germany. He speaks three languages fluently (English, German, and Spanish), with some French and Hebrew. He has a B.Ed. in ESL from St. Edwards University (Austin, Texas), an MBA with a concentration in HRM / HRD from San Francisco State University, and a PhD in Organizational Psychology from University College London.

Hello!

1 Which aspect of mind mapping will your session mostly focus on?

One of the biggest misconceptions about my workshops, which I always have to debunk at the beginning, is that I am going to teach teachers how to mind map. So, I must say that this is not true. My workshops are about L2 Ego Development, Cognitive Grammar, and methodology, in particular Task-based Learning and Project-based Learning. In addition, I cover classroom management and how RMMs (**Ready-made Mind Maps**) can facilitate and drive a learning cycle. It is important to mention the fact that the role teachers play in the classroom changes when using RMMs, and many teachers feel uncomfortable giving up control. The modern classroom, together with modern L2 learners, calls for a change on how we approach L2 learning and teaching. RMMs can help teachers make the necessary changes needed to meet the demands of the modern classroom and the 21st century learner.

2 What is one way teachers can exploit the potential of RMMs (Ready-made Mind Maps) as a teaching tool?

Most teachers know how to use a course book. And, many teachers know how to implement an activity in class to get learners involved. But, course books can be very text heavy and have activities that do not lead learners to higher levels of thinking and problem solving. On the other hand, students need to have a clear overview of what they are doing and understand why they are doing something. This leads to the question “Are my lessons meaningful to my students?” RMMs can be the solution. They are actually lesson plans in disguise, and provide a clear overview for students to follow throughout the learning cycle. The added profit is that teachers have a built-in way to ensure that students are creating products which activate the passive and active skills they need to successfully acquire a L2 with ease. They also support skills like collaborative learning, teamwork, technology integration, and curation (research). These are just

He has held management and lecturing positions at the International School of Management (Dortmund, Germany), Euro-Business-College and University (Düsseldorf, Germany), Cologne Business School (Cologne, Germany), and the University Südwestfalen (Hagen, Germany).

He is currently very active in the Human Resource Development department of the University Duisburg-Essen, where he is responsible for staff development programs i.e. planning, implementation, and assessment of language training and EMI Coaching. (English as a Medium of Instruction) His active schedule also includes corporate training, executive coaching, and teacher training throughout Europe.

a few of the advantages teachers can exploit when using RMMs as a tool in their classrooms.

3 Based on your extensive experience in Human Resources, what are the most essential skills teachers should possess in the 21st century?

What a great question! In the modern world, teachers are expected to have many skills in order to successfully motivate learners to carry out challenging tasks. It is probably easier to list them.

- Observation skills – teachers need to pay close

attention to what is happening in their classroom. They need to know how to steer and manipulate the learning dynamics.

- Organisation skills– teachers should know how to organise a classroom and create a positive learning environment. They also need to help their students to get organised.
- Classroom Management - teachers should know how to manage a learning cycle from beginning to end. They need to have everything ready to go so that their learners can successfully and effectively complete a learning cycle.
- Communication skills – teachers need to have polished communication skills, after all they are the models for their students.
- Feedback Skills – teachers need to know how and when to give feedback. Learners need feedback because they need to know what they are doing right, and what they are doing wrong. They also need a teacher who can create a strategy for them to improve.
- Assessment skills – teachers need to know how to objectively assess the products their students are creating. I am always surprised how many teachers lack this skill.
- Problem solving skills – problems always arise in a group learning situation. Teachers need to be aware of the dynamics in a classroom, and jump in as soon as possible to solve any problem which may rear its ugly head.
- Technology skills – Need I explain?

4 How has your background in Human Resources influenced the decisions you've made as a teacher?

My experience as a HR manager, for a very large international company, has given me the skills I needed to make the cross-over to becoming a full-time teacher/trainer, and a manager in the education sector. The skills I mentioned above are the very skills I could immediately transfer over to my first teaching job. These skills gave me a huge advantage from the get-go, and have influenced the way I operate in the world of education. I am a manager first, a teacher second. Good teachers are good managers first.

5 This is a year of celebration for TESOL MTH as it marks our 25th Convention. How do Conferences make a difference in our ELT world?

Simply put – the ELT world would be pretty sad without conferences. An ELT conference is where teachers go to get recharged and acknowledged. Teachers need to be with other teachers to exchange ideas, and simply socialize. Conferences are fun and entertaining, but most importantly educational. I have met some of the most wonderful people at conferences, who are doing some fantastic things in the world of education. They have motivated and inspired me to become a better teacher. Conferences help teachers find themselves.



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Tesol Macedonia-Thrace, Northern Greece was honoured to host the February 2018 issue (ISSN 1755-9715), of the free online magazine published by Pilgrims.

The issue was compiled in conjunction with Humanising Language Teaching editor, Ms. Hania Kryszewska and it featured many Greek ELT professionals who agreed to work under a rather tight deadline.

”

We thank them all and we invite you to visit the website and see the current issue of HLT, hosted by your own Teachers' Association.

<http://www.hltmag.co.uk/feb18/index.htm>

Humanising Language Teaching



TESOL MTH - PIE CUTTING EVENT REPORT

Report by Cathy Salonikidis

What better way to start the new year than by hearing Dimitris Tzouris's highly engaging talk, entitled "Take Your Digital Life Back" at New York College, downtown Thessaloniki, Sunday, January 28, as part of the TESOL Macedonia -Thrace Vasilopita Cutting Event.

Intrigued by the title as well as by his personal motto, "I have an online life but I live offline," I was curious to hear how he would convince his audience that technology was only meant to enhance our lives if used wisely.

Naturally, for Mr. Tzouris, who is an Instructional Technologist and a Computer Science teacher at Anatolia College as well as an advisor on Social Media and Learning Technologies at the International Consortium of Academic Libraries (AMICAL), making sense of technology and its effect on our lives might seem easy.

However, does everybody understand how technology and the behavioral shift it has caused affect our wellbeing and our ability to think ?

I wonder, since technology has caused so many radical changes in the way we work and live. Indeed, technology has made us even more dependent on the mobile devices which keep us connected to the world and have brought a vast body of knowledge to our fingertips.

As a response to our question, Mr. Tzouris clearly presented ways to better allocate our time and attention while focusing on meaningful work by giving us some challenges to follow as part of our assigned homework.

Priority was given to the next three challenges in order to make better use of technology:

Day 1: Put phones in a bag when we are at a social or family event

Day2: No photo taking

Day 3: Find our favorite app and delete it completely for a day



Apart from explaining why it is not advisable to be connected all the time to our devices, Mr. Tzouris suggested that we turn off all notifications and leave only the important ones in order to monitor our phone use. It is highly recommended that we do this, since according to Gloria Mark, Professor of Informatics at the University of California, we need 23 minutes and 15 seconds to recover from an interruption, even if the distraction is only a minute. Has anyone ever thought of this?

Dimitris continued by providing us with some helpful tips and useful tools on how we can live a happier and more successful life by adding certain apps like Bliss for making positive psychology a new habit and Streaks for enforcing good habits like exercise and reading. Additionally, the



apps **Rescue Time**, **Unblock Origin** and **F.lux** will help you get better results from your computer. Last but not least, if you are looking for inner peace, meditation is a good technique for overcoming distraction, avoiding anxiety and finding success. To learn basic meditation techniques, our speaker suggested some apps like Headspace, Insight Timer and Stop and Breathe.

Mr. Tzouris ended his talk by reminding us to watch the three amazing videos presented by **Manoush Zomorodi** (manoushz.com), **Tristan Harris** (timewellspent.io) and **Andy Puddicombe** (author and co-founder of *Headspace*) in order to gain a new perspective and to experience a greater sense of focus and clarity in our lives. As Mr. Tzouris brought his presentation to an end, he emphasized that each one of us has the power to set clear goals for meaningful technology use and to regain control of our lives.

It was a pleasure to have Mr. Tzouris as our first speaker for the New Year 2018, and we are very grateful to him for his highly informative and lively presentation.



LUCKY COIN WINNER

An interview with Julie Carter

What are you planning to do this year to promote your CPD?

I've been thinking a lot about standardized testing and how the way it's done here is often contrary to actual language learning, especially with teenagers. With that in mind I'd like to explore ways of teaching language without focusing specifically on exam tasks but at the same time get students to a level where they can take an exam if they want to. Kind of 'underground exam teaching'! I'm also looking into gradually branching out into online teaching and material design. I'll let you know how it goes!



What is your number 1 teaching priority for 2018?

To get through to the end of this school year so that I can focus on the ideas I mentioned above. Oh, and to get my current students through the exams!!

As a TESOL MTH ambassador, how do you plan to spread the good word about TESOL?

By reposting on social media and informing colleagues about TESOL MTH's activities.

As a TESOL MTH ambassador, how do you plan to spread the good word about TESOL?

Health, Wealth (spiritual and monetary) and Happiness. We're only here once, enjoy it!

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- Seminars, workshops and presentations with speakers from all over Europe. Special guest speakers Gavin Dudeney and John Protopapadakis
- Foreign Language School Owners' Discussion Groups on Sunday, 11 March 2018 in Thessaloniki & Sunday, 18 March 2018 in Athens
- New books, software, teaching materials & examinations in English, French, German, Italian, Russian and Spanish



www.facebook.com/IPExhibitions

Download the detailed programme from:

www.ip-exhibitions.eu

or write for a free copy to: International Publishers, Chariton 5, Paleo Faliro 17564



DES

Dietschi Educational Services



SUNDAY, 11 MARCH 2018, 18.00-21.00
THE MET HOTEL, THESSALONIKI

SATURDAY, 17 MARCH 2018, 18.00-21.00
DIVANI CARAVEL HOTEL, ATHENS

LEARNING IN HAND - MOBILE DEVICES: THE TOOLS STUDENTS LOVE TO USE

In this highly-practical workshop we will look at what mobile and handheld learning really are, and how they can easily be implemented in any classroom. We start by defining mobile learning and considering the pros and cons of a mobile approach in education, before moving on to consider how mobile devices might be successfully integrated into our daily teaching in a principled way. This active workshop features a number of practical teaching ideas as well as tools and apps which are immediately applicable in any context, with any level of learner.

Provided Certification of Attendance

Participation Fee € 40 - Early Bird until 27th February: € 30



Gavin Dudeney

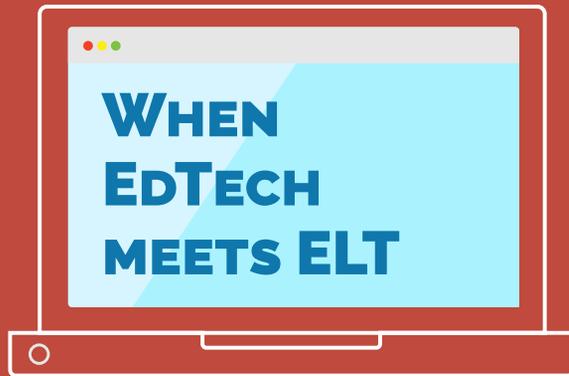
Gavin is Director of Technology for The Consultants-E - working in online training and consultancy in EdTech - and also module leader (MATALL) on the NILE / University of Chichester MAPDLE (MA in Professional Development for Language Education). A former Honorary Secretary and Chair of EICOM at IATEFL (the International Association of Teachers of English as a Foreign Language), he now serves on the International House Trust Board. A regular keynote speaker at conferences worldwide, Gavin is author of (among others) The Internet & The Language Classroom, How To Teach English with Technology, Digital Literacies and Going Mobile.

Since the number of participants is limited please book your seat as early as possible at: www.des.org.gr

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by Dimitris Tzouris



About me

 dimitrios.me

Learning agent. Part-time teacher, full-time learner. Instructional Technologist at Anatolia High School and the American College of Thessaloniki. Computer Science teacher at Anatolia Elementary School. Advisor on Social Media and Learning Technologies at the American International Consortium of Academic Libraries (AMICAL). Member of the Global Education Conference leadership team. Reviews for EDUCAUSE. Founder of Global Game Jam Thessaloniki. Social Media Manager at TEDxThessaloniki.

Take your digital life back

Our relationship with technology is becoming a hot topic in 2018. On January 28, I talked about it at the TESOL MTh pie cutting event, but there is probably another article about the event in the same ELTeaser issue, so I won't write more in this column.

Right here, I would like to focus on a few specific tips and



tools that I talked about and would like to suggest as a primer in taking out digital lives back.

Know your use

"The only people who refer to their customers as users are drug dealers and technology companies." [Manoush Zomorodi nailed it at TED 2017](#). She talked about how getting bored (or being idle) can lead to our most brilliant ideas, which is the topic of her book [Bored and Brilliant: How Spacing Out Can Unlock Your Most Productive & Creative Self](#). Starting with finding out how much time you spend using your smartphone is important. You first have to monitor a behaviour before you attempt to change it. Apps like [Moment](#) for iOS and [Offtime](#) for

Android are essential.



Set boundaries

When it comes to personal or family technology use, purpose and boundaries are crucial. Anya Kamenetz's book [The Art of Screen Time: How Your Family Can Balance Digital Media and Real Life](#) is an important read on the topic. One of the very first rules that grown ups should enforce not just on their kids, but on themselves too, is no technology in the bedroom and no screen time at least for an hour before bedtime. You can charge your phone in a different room and use a plain alarm clock (if you really need one). Most of us won't be able to abide by the no-screen-time-before-bedtime rule though, but don't worry. There is an app for that. I am writing this at 11:30pm and I still haven't finished. I'm using an app on my computer called [f.lux](#), which is filtering out the blue light emitted by the LED display. This blue light tricks our brains into thinking it is still daytime by blocking melatonin, the sleep hormone. (If you don't believe me, read Matthew Walker's exceptional book, [Why We Sleep: Unlocking the Power of Sleep and Dreams](#)). If you are not a graphic designer or a photo artist you won't really mind the red tint on your screen, so make sure to download and install the app. On your Android phone, you can use a similar app called [Twilight](#). On iOS 10 and later, there is an option called Night Shift that does the same thing.



Get notified by humans, not machines

My last piece of advice comes from Tristan Harris, the former Design Ethicist at Google, who left to start Time Well Spent, a movement dedicated to reversing the digital attention crisis and realigning technology with humanity's best interests. The movement has now evolved to the [Center for Humane Technology](#). Harris urges us not to let phones and app design hijack our attention and notifications are a key aspect of our experience with these devices. Always remember to disable all app notifications on your phone, apart from the ones from messaging apps. Don't let algorithms keep trying to lure you back into apps. Only allow humans to be able to reach you, unless you really want to focus on meaningful work. In that case, your only option is to go into flight mode.

You can find my presentation slides here: speakerdeck.com/tzouris/take-your-digital-life-back

Members' Articles

TESOL

Macedonia Thrace
Northern Greece
Members

are invited to submit articles for
publication in the e-bulletin.

Contact our editor, Maria Theologidou
at tesolmtbulletin@gmail.com

submit
articles for
publication



TESOL Macedonia-Thrace members are invited to submit articles for publication in the e-bulletin. Many people have expressed an interest in reading articles which present practical tips or deal with classroom problems-rather than those which are overly-theoretical. Contributors should refer explicitly to sources of ideas and these should be accurately cited and correctly referenced. Otherwise, they could be less academic and more creative and experience-based. Also, if you have the ability to create comic strips,

you may wish to contribute to the e-bulletin.

The editors reserve the right to negotiate with contributors on recommended changes to articles, but undertake not to publish unless the writer is satisfied with the final version. It is the responsibility of the authors of the article to ensure that copyright, plagiarism, and libel laws have been respected.

The views expressed in the articles do not necessarily reflect the views of the Executive Board of TESOL Macedonia Thrace, Northern Greece.

Student Corner

Just send in your articles to

tesolmtbulletin@gmail.com

and let TESOL's publishing
team do the rest!

**Are you a student of
methodology?
Then, this is for you!**

TESOL Macedonia-Thrace is all about English teaching, practical ideas for the classroom, new ideas, innovative ideas and why not those old but trusted ones. Are you studying methodology as part of your course at University? Are you doing your Celta or Delta? Why not send those reports/projects/articles you've been writing and have them published in our e-bulletin?

What's in it for you?

Well, first of all, it's a way to make use of what you've been writing throughout your course instead of filing them away never to see the light of day again! Other teachers-experienced or not-can benefit from what you write.

**Take your first steps in being
published.**

All the big names in EFL started with writing for their local TAs and still do.

Use it in your C.V.

Employers are always on the lookout for those who are willing to walk the extra mile. It doesn't have to be 2000 words on Krashen's Input Hypothesis or Chomsky's Transformational Grammar or your 30.000 word dissertation. That little task you wrote on vocab games will do just fine!



Dates to remember



-  23/02 - 25/02, 25th TESOL Macedonia Thrace Annual International Conference, Overcoming Obstacles, Shaping the Future, Anatolia College (Macedonia Hall), Thessaloniki, Greece
-  03/03 - 04/03, 39th TESOL Greece Annual International Convention, Be Creative and Inspire, Deree - The American College of Greece, Athens, Greece
-  9/03 - 11/03, 41st TESOL-SPAIN Convention, “The Heart in the Art of Teaching: Weaving language, culture and communities,” Spain
-  10/04 - 13/04, 52nd Annual International IATEFL Conference and Exhibition, Brighton, UK



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