

TESOL

GREECE

ΠΛΗΡΩΜΕΝΟ ΤΕΛΟΣ
PORT RAYÉ
Ταχ. Γραφείο
ΟΜΟΝΟΙΑΣ
Αριθμός Άδειας:
408



**PUBLISHED 4 TIMES A YEAR
BY TESOL GREECE
DISTRIBUTED FREE
TO ALL MEMBERS**

NEWSLETTER

No 137 • January-March 2018 TESOL Greece

3 Nikitara, 106 78 Athens, Greece

website: www.tesolgreece.org

ΚΩΔΙΚΟΣ: 1258





35th International Publishers Exhibition

Thessaloniki

The MET Hotel
26th October 48

Sunday 11 March 2018

10.00 - 18.00

Athens

Divani Caravel Hotel
Vas. Alexandrou Ave 2

Saturday 17 March 2018

10.00 - 18.00

Sunday 18 March 2018

10.00 - 18.00

- 30 exhibitors in Thessaloniki - 36 exhibitors in Athens, including all prominent foreign and Greek publishers & all major examination boards
- 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 ECom 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

DES - Dietschi Educational Services

Chariton 5, GR 17564 Paleo Faliro, Tel. +30 211 715 7375
info@des.org.gr | www.des.org.gr

The Study Rooms

Kifissias 10, GR 11526 Athens, Tel. +30 210 771 7000
info@thestudyrooms.gr | www.thestudyrooms.gr



TESOL GREECE NEWSLETTER

Ιδιοκτήτης:
TESOL GREECE

Διεύθυνση:
Νικηταρά 3
106 78, Αθήνα
Τηλ./Fax: 0030 210 7488411
website: www.tesolgreece.org

Εκδότης:
Γιώργος Χατζής

Επιμέλεια Έκδοσης:
Χριστίνα Χωριανοπούλου
Μαρίνα Πανταζή
Έφη Πελεκούδα
Σοφία Νικολέτου
Θεόδωρος Λάλος

Εκτύπωση:
ICC - Νικόλαος Ιωαννίδης
Εμμ. Μπενάκη 36
106 78, Αθήνα
Τηλ: 210 3832117
Fax: 210 3832527
www.icc-printing.gr
e-mail: info@icc-printing.gr

Καλλιτεχνική Επιμέλεια:
Ζωή Ιωαννίδου
zoe@icc-printing.gr

Φωτογραφία εξωφύλλου:
Pexels

Τιμή Τεύχους:
Δωρεάν στα μέλη

Τριμηνιαία Έκδοση

COMMUNICATING

Letter from the Chair	2
Letter from the Editor	3
Christmas Event 2017 “A Merry Tesol Report”, <i>by Eva Panagiotara</i>	4
Nick Interviews Luke on Creativity and Other Matters, <i>by Nick Michelioudakis</i>	5
Taking Development Further: Joint BELTA and TESOL Greece Webinar	7
Taking Development Further: BELTA-EFLtalks-TESOL Greece Event	8
TESOL Greece Events	17
TESOL International Events	18

ELT AROUND THE WORLD

36th TESOL France Annual Colloquium, <i>by Matina Katseli</i>	19
--	----

DEVELOPING

Is There a “Magic Ingredient” to Create Effective Learning? <i>by Loukia Tsaklari & Panayiota Anastasopoulou</i>	20
Get Your Spelling Bee Bags Ready. Bee Creative, <i>by Zafi Mandali</i>	22

SIG PAGES

How NOT to be an Effective Presenter, <i>by Theodore Lalos</i>	25
---	----

AROUND THE BLOGS

Making Meaning: Collective Concept Mapping, <i>by Chrysa Papalazarou</i>	27
TESOL Greece Newsletter Guidelines	32



Letter from the Chair

Dear friends of TESOL Greece,

Only a few days left until the 39th TESOL Greece Annual International Convention. We are very happy to welcome 86 presenters delivering 70 talks and workshops.

It is also with great pleasure that we welcome the University of Athens Strand. 5 presentations by the students –future colleagues– of the Department of English Language and Literature.

Since this is the last issue of the year, one would expect a detailed account of what was achieved this year. Instead, I would like to save that for my report at the AGA and give thanks to:



Maria Makra

Christina Chorianopoulou

Eleni Kampadaki

Matina Katseli

Marina Pantazi

Suzanne Antonaros

Paul Bouniol

Stella Floras

Theresa Portell

Vasiliki Lismani

Evi Kourti

Eva Panagiotara

Maria Chalkiadaki

Efi Pelekouda

Thanasis Papadakis

Mary Ntanasi

and

Antigoni Konstanti

for their hard work, dedication and support throughout this year. I am confident that we will deliver a 39th Convention of the highest standard, conducive to the professional development of our members.

Finally, special thanks go to my mom and my sister, for their support and particularly for their patience and for covering for me at the school so many times during this busy year.

See you all at the Convention

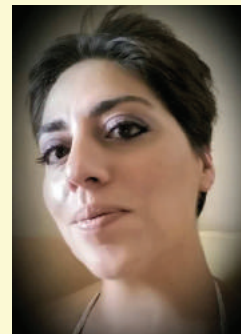
Georgios Chatzis
TESOL Greece Chair

Letter from the Editor

Dear TESOL Greece members,

It has been a remarkable TESOL year, filled with activity, initiative and the ever growing family spirit we always experience and try to spread forward.

As time draws closer to our **39th Annual International Convention**, the Editorial team celebrates **Creativity** with the latest issue of our Newsletter!



In our **Communicating** section, **Eva Panagiotara** reports on our high-spirited **Christmas Event** and **Nick Michelioudakis** brings us the second part of his interview with **Luke Prodromou**, one of the plenary speakers of our **39th Annual International Convention**. You can also browse through the **Preliminary Programme** of the **Convention**, have a taste of the first joint **BELTA**, **EFL Talks** and **TESOL Greece** webinars and get information on **International Events** as well.

In **ELT Around the World**, **Matina Katseli** reports on the **36th TESOL France Annual Colloquium** and in the **Developing** section, **Panayiota Anastasopoulou** and **Loukia Tsaklari** wonder “**Is there a Magic Ingredient to Create Effective Learning?**” and **Zafi Mandali** invites you to “**Get Your Spelling Bee Bags Ready: Bee Creative**”.

Our **SIG** section hosts **Theodore Lalos** and his intriguing advice on “**How Not to Be an Effective Presenter**” and in **Around the Blogs**, **Chrysa Papalazarou** invites everyone into the world of “**Making Meaning: Collective Concept Mapping**”.

We are looking forward to welcoming all of you at **Deree - The American College of Greece**, on **3rd-4th March** to enjoy a powerful, developmental and educational event, which will bring together ELT professionals from all over Greece and the world! “**Be Creative and Inspire!**”



On behalf of the Editorial Team,

Christina Chorianopoulou
TESOL Greece Newsletter Editor 2017-2018



Christmas Event 2017 “A Merry Tesol Report”

by Eva Panagiotara



It was the most wonderful time of the day! A beautiful Christmas Sunday evening had just started... TESOL elves were ready to spread the Tesol spirit. The presents were ready, followed by the magical sound of the Yuletide carols. On December 17th, at the superb location of the British Council, the magnificent Christmas adventure was on its way to engage all the attendants of the event. Of course it was an honor to have the stands of «Το χαμόγελο του παιδιού», «Ηλιαχτίδα-Κιβωτός του κόσμου», «ΑΡΧΕΛΩΝ» and «NO SLAVERY-Education for social justice».

Lilian Stathi, the first speaker had a very shiny energy and, if you noticed, you would even say it glowed. All of the other attendants were amazed by her creative Christmas activities which never let the teachers have doubts about their effectiveness in an EFL classroom. Among these activities, spelling ladders grabbed the teachers' attention, while the stand-up ones entertained them a lot. In this way, the students can make sense of how words are spelled through very entertaining and creative activities that can have amazing effects to both teachers and students. So we didn't really care whether it was “HO HO HO” or “HOW HOW HOW” or “HEW HEW HEW”... We had so much fun that we paid attention to the spelling patterns and the corresponding sound of various lexical items without even realizing it.

But the festive and creative TESOL spirit hadn't gone yet. It was constantly being spread all around the place with the second speaker, Mr. Eftichis Kantarakis, and his special and extraordinarily creative Christmas activities. He managed to problematize the audience and engage them in a different perception of Christmas.

Who is in fact the ideal role-model for our students? Is Santa Claus a role-model, when he's moving from chimney to chimney with his reindeer-slaves and drinking whiskey with cookies? What about famous singers like Justin Bieber or Miley Cyrus? Are they really good role-models? All these questions, despite their unanswered nature, were answered through the speaker's incredible ability to give a “heavy-metal” sense to the whole Christmas atmosphere. The thing is that role-models can be everywhere, but in case you can't find one.. YOU can be the role-model of yourself.

Theodore Lalos then took us on a mission: Could we save Christmas? Under his incredible Escape-Master instruction, we formed teams and began following clues and maps, solving riddles and putting our skills to the test. Not only did we learn many new activities to use with our learners, but we also experienced how 21st Century Skills can be cultivated in our classrooms, which ever theme we decide to work on. Above all, we had a wonderful time, we managed to save Christmas and received a sweet reward for our accomplishment!

Eva Panagiotara holds a B.A. in English Language and Literature. She has been teaching in a Private Language Institute since she was 19. She has been involved in various projects that include web 2.0 tools in teaching the young EFL learners. She also works as a dance teacher and a camp leader in the summer. She loves seminars and she is a fluent speaker of French.

Eva Panagiotara holds a B.A. in English Language and Literature. She has been teaching in a Private Language Institute since she was 19. She has been involved in various projects that include web 2.0 tools in teaching the young EFL learners. She also works as a dance teacher and a camp leader in the summer. She loves seminars and she is a fluent speaker of French.





Είναι εύκολο!
να αγοράσετε τα βιβλία της Burlington Books

e-Shop www.BurlingtonBooks.gr

Τηλέφωνο 210 97 90 900

Δωρεάν αποστολή για 3 ή περισσότερα βιβλία! και σε βιβλιοπωλεία σε όλη την Ελλάδα



Nick Interviews Luke on Creativity and Other Matters (part 2)

by Nick Michelioudakis



N. Michelioudakis

Nick: ...[OK – we are back again with Luke, and this time we want to widen our perspective a little... You will notice that the pace is faster here, and it becomes faster still towards the end] OK Luke, we have talked

about creativity quite a bit and I am sure our readers have gained many valuable insights. Now - what about change? What *one* change would you like to see in the way things are done in the ELT classroom?

Luke: Mm. Just one? One only? I would replace formal testing with a portfolio approach, with a strong element of continual assessment .You know the kind of thing: students collect samples of their work throughout the year. And they can include a variety of items, written and spoken, from classroom work or from the real world. The process of growth over the year can be captured in this manner and encourages learners to keep trying as there are no real mistakes only steps in learning. The product element can include tasks set by the teacher and, at the end of the year, the best work of the candidate or student, is chosen.

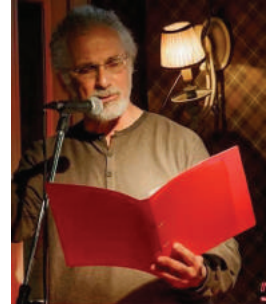
Nick: Why do you think this approach is so important?

Luke: Above all, because we get away from the problem of putting all our eggs in one basket – a sit- down exam at the end of the year under stressful conditions, which often distorts the students’ real potential. It’s fairer, it’s more educational. And the washback effect, the impact of testing on teaching, becomes positive, not negative, as it is now.

Nick: Let’s try to be a little positive, then. You have been in the field for more than 5 years, right? (Just joking...) What would you say has been the most positive development during all this time?

Luke: Tough one. Apart from the portfolio idea and

computer-based language testing—for all the reasons we’ve discussed in this interview - I think the most important positive development has been the rise of the so-called ‘non-native speaker’ as the equal of the ‘native-speaker’ within the critical framework of ELF –



L. Prodromou

English as a Lingua Franca . My Ph.D thesis was on English as a Lingua Franca and I explored the issues there in detail, but overall I think the debate focusing on the respective roles of the native and non-native speaker has been a healthy one, even if we haven’t yet reached a consensus on the implications of the debate.

Nick: NESTS and NNESTS.

Luke: Yes, or my preferred term, L1 and L2-users of English.

Nick: What about the teacher? What one tip would you give teachers so they can develop as professionals and individuals?

Luke: Another challenging question. This is like *Desert Island Discs* but I’m only allowed one piece of music! In that case, I would go for Presence: I would say to teachers: find out what it is and how to get some of it. It’s the best tip for a teacher because it’s an umbrella term which includes many qualities and behaviours which will help teachers grow as teachers and as...’ordinary people’! For example: the role of rapport, voice and body language, interaction.... these are crucial to effective teaching and can all be subsumed under the mega-quality of Presence.

Nick: What do you think is the greatest mistake we make in the way we teach our students?

Luke: Lack of rapport, lack of interaction.

Nick: OK – something that I have noticed is that all





too often we focus on telling people how to do things. I am fed up with gurus going on about their brilliant ideas; we learn best by examining what we have done wrong. What has been your greatest mistake?

Luke: Mishandling discipline problems. For example, losing my temper with a misbehaving student.

Nick: If you could only recommend ONE book to our colleagues, which title would you choose?

Luke: *Once Upon a Time* by John Morgan and Mario Rinvolutri (or any other of the treasure troves of practical ideas for the classroom produced by Rinvolutri). But if the teacher can be an effective storyteller half the battle is over. I'm still learning. Aun aprendo.

Nick: Circumstances aside, what would you say is the trait of yours which has helped you make your contribution to our field?

Luke: Enthusiasm for language teaching as educational practice.

Nick: That's two or three traits, but never mind; 'This idea must die'. Which idea would that be in our field?

Luke: That grammar is a bad thing. It's not. Grammar - with vocabulary - are the heart and soul of a language.

Nick: What should we be worried about? In the field of education, that is...

Luke: We should be worried about the market taking over education. We must not allow the 'business' of educating people to become a business where money-makers shape what happens in our classrooms.

Nick: Some ideas are dangerous. What is YOUR dangerous idea?

Luke: That the mother-tongue is useful in the classroom. The mother-tongue is an important factor in language learning but can be dangerously abused.

Nick: 'This will change everything'. What is this?

Luke: Digital technology

Nick: What have you changed your mind about? Why?

Luke: Digital technology. I can't decide whether

it's good or bad. I keep changing my mind about it, because one day I see the magic and the transformative power of digital technology and the next day I see the pernicious anti-educational anti-humanistic side of it. And the financial agenda side...I can't make up my mind. Perhaps a creative schizophrenia is the best state to find oneself in as far as the digital revolution is concerned. The jury is still out.

Nick: What question(s) do you ask yourself?

Luke: Why am I doing this? How can I continue to do it better? And is this what I want to do? Is it time for a change? How can I do something really creative?

Nick: Well Luke, thank you very much for your time. It has been a great pleasure talking with you (but then – it always is...).

[A brief acknowledgment here: perceptive readers may notice that many of the questions I have asked are ones posed by 'The Edge' organisation. Here is its motto: "To arrive at the edge of the world's knowledge, seek out the most complex and sophisticated minds, put them in a room together, and have them ask each other the questions they are asking themselves."

I would love to see something like this happen in our own ELT world. And if I had a say in such things, Luke would have a permanent seat in that room.]

Luke Prodromou is a freelance teacher, trainer, author and performer, based in Greece. He has a BA (Bristol University), MA in Shakespeare Studies, (Birmingham University), A Postgraduate Diploma in TEFL (Leeds University). His Phd, in Idiomaticity in English as a Lingua Franca, from Nottingham University, was published by Continuum (2010). His theatre group, Luke-and-friends, thrives on collaboration with ELT colleagues.

Nick Michelioudakis has worked as a teacher, examiner and trainer for many years. He believes that to revitalise ELT we need to draw on insights from such disciplines as Marketing, Management and Social Psychology. He is particularly interested in student motivation and humour (he has his own YouTube channel – 'Comedy for ELT'). You can visit his blog at www.michelioudakis.org.

DES

Dietschi Educational Services

Taking Development Further: Joint BELTA and TESOL Greece Webinar



belta with **TESOL** GREECE

John Arnold **Nik Peachey** **Judy Boyle** **Dina Tsagari** **Zafi Mandali** **Chryssanthe Sotiriou**

Differentiation - Blended Learning, Digital Tools - Materials Design & Creativity, The NO Project, Assessment Literacy, Drama - the feeling of words , A digital journey on space vocabulary and future tenses

Sundays with belta
belta with **TESOL** GREECE 26 Nov, 2017
 17:55 CET



How to Improve EFL Teachers' Assessment Literacy: a European-Funded Project

This presentation will provide details and examples of the Teachers' Assessment Literacy Enhancement project (TALE), which aims to establish a sustainable Language Assessment training infrastructure and has produced freely-available innovative online support materials. It will highlight its contribution to the development of an assessment culture in Europe and beyond.


Sundays with belta
belta with **TESOL** GREECE 26 Nov, 2017
 16:35 CET



Digital Tools Materials Design & Creativity

Tools are Fundamental to our culture and development as a society. There is an implicit link between the tools we use and what they enable us to create. In this presentation I would like to look at how we can combine elements of creativity with digital tools to create task and materials that enable our students to develop their linguistic and digital skills.

Sundays with belta
belta with **TESOL** GREECE 26 Nov, 2017
 16:10 CET



Differentiation through Blended Learning

Responding to the needs of all the learners in our classrooms focuses on three areas of differentiation: content, process and product. In addition, blended learning offers the students a modern, engaged approach that seamlessly crosses into their reality. This session will look at one specific model that crosses blended learning with differentiation, allowing for all students to engage with the material. We look at tools that enhance differentiation, allowing us to respond to the needs of our students while allowing them to have unique, personal learning experiences.

Sundays with belta
belta with **TESOL** GREECE 26 Nov, 2017
 18:20 CET




Houston we don't have a problem!!!!

A digital journey on space vocabulary and future tenses.

A webinar which allows an escape from the two-dimensional world of conventional paper-based educational process by using appealing electronic tools like mind maps, online quizzes or games, QR codes and digital educational platforms. Practical solutions and a lesson plan to increase motivation, promote Collaborative learning so that student engagement becomes more effective. Space is the limit!!!!

Sundays with belta
belta with **TESOL** GREECE 26 Nov, 2017
 17:25 CET



Unlocking the feeling of words

Words have properties and create emotions through their sounds. There are different ways to encourage students to play with words, dramatise them and personalize their relationships with them. One can remember words by constructing them visually, auditorily and kinaesthetically. This helps concentration, attention to detail and memory. Some words stimulate memories, evoke feelings and bring associations. How do we adopt study skills which stimulate our sensory or cognitive pathways and train the brain to take notice of the feelings words convey?

Sundays with belta
belta with **TESOL** GREECE 26 Nov, 2017
 17:00 CET



The NO Project: Education for Social Justice

'You can be anyone, anywhere, doing anything. It's nothing personal - it's just business.'

The Perfect Victim, a spoken-word poem by a 16-year old in Spain. She's right - traffickers target youth for profit. This session features remarkable actions by ELT teachers and students globally, in collaboration with **The NO Project**.





Examination Dates
Europalso: Saturday, 2 June 2018
ESB: Sunday, 3 June 2018

All four levels (B1, B2, C1, C2)

- recognized by ASEP
- recommended by UCAS

Taking Development Further: BELTA-EFLtalks-TESOL Greece Event

EFLtalks **FREE** *10 in 10's from Europe*



belta **Andrew Walkley**
Keynote speaker

TESOL 
GREECE

Sunday, January 21st, 2018, 12pm to 3pm CET
(11:00 to 14:00 UTC)*

Co-organized by John Arnold (BELTA) & Christina Chorianopoulou (TESOL GREECE)

Rob Howard 
host

<http://www.timeanddate.com/worldclock/fixedtime.html?msg=EFLtalks+-+BELTA&iso=20180114T12&pl=48&ah=5>

A superb online event hosted by
BELTA Belgium, EFLtalks and TESOL Greece.
You can have a taste here! <http://bit.ly/2Cp55ZX>



HEAD OFFICE

3 Irodotou St. 193 00 - P.O.Box 72 - Attiki, Greece
Tel.: +30 210.55.73.470, Fax: +30 210.55.74.086
<http://www.grivas.gr> • e-mail: info@grivas.gr

39th TESOL 
GREECE

ANNUAL
INTERNATIONAL
CONVENTION

3-4 MARCH, 2018

BE CREATIVE AND INSPIRE !

PLENARY SPEAKERS

KIERAN DONAGHY

NICKY HOCKLY

LUKE PRODRIMOU

JOAN KANG SHIN

HOSTED BY


Deree
School of Graduate
and Professional
Education



6 GRAVIAS ST. AG. PARASKEVI
ATHENS

WITH THE SUPPORT OF


Michigan State University
English Language Examinations

GOLD SPONSORS


Burlington Books
The PUBLISHER that CARES


EUROPALSO

PLENARY PRESENTATIONS SPONSORED BY


Deportivo Publishing
Quality Learning Material


Express Publishing


NATIONAL
GEOGRAPHIC
LEARNING


NEW YORK COLLEGE
EUROPEAN & AMERICAN EDUCATION

TESOL Greece, 3 Nikitara St. Athens, 10678. Tel: 2107488411 www.tesolgreece.org

39th TESOL Greece Annual International Convention

“Be Creative and Inspire!”

DEREE – The American College of Greece
Gravias 6, Ag. Paraskevi 153 42

Saturday

09:00 – 10:00 Registration (Ongoing)

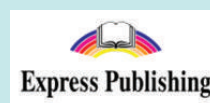
10:00 – 10:10 Opening Remarks (Pierce Theatre)

Exhibition opens 11:00

10:10 – 11:00

Plenary Presentation (Pierce Theatre)

Sponsored by Express Publishing



Nicky Hockly

“Remixing Creativity”

Professional Presentations

11:20 – 12:05 (DEREE College)

6th Auditorium LT SIG	7th Auditorium	607	609 YL SIG	701 TDR SIG	703 AL SIG
Dr Kosmas Vlachos <i>Being Creative in the Writing Classroom</i>	Marina Pantazi <i>To Write or Not to Write with a Pencil? That Is the Question!</i>	Cathy Salonikidis <i>A.R.T. : A.rt R.ecreating T.eaching</i>	Henry Uwem Tyron <i>Implications of Weaving SEL into ELT Classes – A Case Study</i>	Dr Paschalia Patsala Vicky Papachristou <i>Reconnecting with Society: A Creative EFL Case-Study</i>	Stella Spyridaki <i>Single Mothers Learning English Enter a Life Changing Course</i>

Professional Presentations

12:20 – 13:05 (DEREE College)

6th Auditorium LT SIG	7th Auditorium	609 YL SIG	701 TDR SIG	703 AL SIG
John Arnold <i>Promoting Differentiation Through Technology</i>	Dr Evdokia Karavas <i>The Integrated Foreign Languages Curriculum: Implications for Teachers</i>	Ekaterina Stashevskaya <i>Fine Tuning Your Coursebook: Creative Use of Songs and Chants</i>	Syeda Saima Bukhari <i>Developing Life Skills Competencies in ESL/EFL Learners</i>	Visjna Fara <i>‘Little-c’ Linguistic Creativity – an Ingredient to Spice up VL Activities</i>

13:05 – 14:00 Lunch Break - Exhibition Hall (Deipnosofistirion)

Professional Presentations

14:00 – 14:45 (DEREE College)

6th Auditorium LT SIG	7th Auditorium UoA Strand	607	609 YL SIG	701 TDR SIG	703 AL SIG
Luis Cabrera <i>Pronounce it Right! Pronunciation Assessment in TEFL</i>	Evanthia Andrianaki Ioanna Antonatou <i>Personality, Motivation and Cognitive Style in the Greek EFL Classroom</i>	Dr Todd Squires <i>Maximizing Vocabulary Acquisition through Classroom Activities</i>	Aphrodite Gkiouri <i>Fun Grammar Games</i>	Dr Ron Morraine <i>Leading Learners to Creativity - A workshop on Using RMMs</i>	Melpomeni Ilkos <i>Flipping the Class? It Does Work!</i>

	Christina Athanasiadi Vassiliki Vita <i>Video Games: Acquiring Vocabulary in English as L2</i>				
Professional Presentations 15:00 – 15:45 (DEREE College)					
6th Auditorium LT SIG	7th Auditorium UoA Strand	607	609 YL SIG	701 TDR SIG	703 AL SIG
David Read Dr Nicholas Murgatroyd <i>Corpus tools:</i> <i>Practical Techniques for the EAP Classroom</i>	Kleanthi Dagoula Vassilios Ioannis Koutroumpas <i>Homework and Effects on EFL Development: the Case of Vocabulary at Intermediate Level</i>	Chrysa Papalazarou <i>Art and Creative Thinking Development</i>	Eman EL Difrawy <i>Integrating Global Issues in the Creative English Language Classroom</i>	Vassiliki Mandalou <i>Autism Speaks on Poetry in Motion: Creating Miracles</i>	Dr Adam Murray <i>Perceived Difficulty of Listening Materials</i>
	Eleni Andreopoulou Alexandros Theodoropoulos <i>Artistic Talent and Creative Thinking in Children with Learning Disabilities</i>				
16:10 – 17:00 Plenary Presentation (Pierce Theatre) Sponsored by Deportivo Publishing  Luke Prodromou “Principles and Practical Tips for Making Exam Classes Creative”					
Professional Presentations 17:30 – 18:15 (DEREE College)					
6th Auditorium LT SIG	7th Auditorium UoA Strand	607 DL SIG	609 YL SIG	701 TDR SIG	703 AL SIG
Alexandros Vouyouklis <i>Create Games and Make Waves in Your Class. A Beginner's Introduction</i>	Antonia Vasilopoulou Elpiniki Kapelaki <i>EFL Assessment and Feedback: Teachers' and Learners' Perspective</i>	Dr Linda Manney <i>Engaging Multicultural Learners: Literature with Ethical Conflicts</i>	Stefania Ballotto <i>Creative Creativity</i>	Armine Shahverdyan Anna Kurghinyan <i>Developing IB ATL Self-Management and Social Skills</i>	Theodore Lalos <i>Escape Master: The New Breed of Educator</i>
Professional Presentations 18:30 – 19:15 (DEREE College)					
6th Auditorium LT SIG	7th Auditorium	607 DL SIG	609 YL SIG	701 TDR SIG	703 AL SIG
Helena Galani <i>Responding to challenges in ELT through Creativity in Virtual Worlds</i>	Dr Anastasia Georgountzou Natasha Tsantila <i>Enhancing EFL learners' listening skills in the 21st century</i>	Cory Koby <i>Proven Results of an Ambitious Extensive Reading Program</i>	Ioanna Ntaidou <i>Be Creative Using Gamified Activities to Teach Speaking</i>	Theodora Papapanagiotou <i>A Tired Teacher: a Journey out of Burnout</i>	Lilika Couri <i>The Challenges of Non-EFL CLIL Teachers - The Creativity of EFL</i>



Professional Presentations 19:30 – 20:15 (DEREE College)

6th Auditorium LT SIG	7th Auditorium	607 DL SIG	609 YL SIG	701 TDR SIG
Dimitris Primalis <i>Creativity Has Classroom Boredom for Breakfast</i>	Efi Tzouri Dimitra Christopoulou Emmanuel Kontovas <i>Let's Talk about Life Skills</i>	David Gibson <i>The Use of Fairy Tales in Language Teaching</i>	Margarita Kosior Despina Sarantidou <i>Designing Teaching Materials to Confront Modern-Day Slavery</i>	Dr Theodora Papadopoulou <i>Building Resilience in Teachers</i>

20:15 - 22:30 Convention Party - Exhibition Hall (Deipnosofistirion)

Sunday

09:00 - 10:00 Registration (Ongoing)

10:10 – 11:00

Plenary Presentation (Pierce Theatre)
Sponsored by National Geographic Learning



Dr Joan Kang Shin

“Are You a 21st Century Teacher?”

Professional Presentations 11:20 – 12:05 (DEREE College)


6th Auditorium LT SIG	7th Auditorium	607 DL SIG	609 YL SIG	701 TDR SIG	703 AL SIG
Julia Alivertis Vicky Chionopoulou Eftichis Kantarakis <i>Do Androids Dream of Electric Sheep? – Digital Empathy in ELT</i>	Vicky Papageorgiou <i>Project Work is Fun!</i>	Anna Fiona Monnas Cliff Parry <i>What is “Storytelling”?</i>	Tijana Nestic Ristic <i>Magic Quilt and Other Amazing(ly) Simple Ideas</i>	Maria Davou <i>Bringing Innovation in ELT education</i>	Irene Rousta <i>Bringing English and Art together Both in and Outside the Classroom!</i>

Professional Presentations 12:20 – 13:05 (DEREE College)

6th Auditorium LT SIG	7th Auditorium	607	609 YL SIG	701 TDR SIG	703 AL SIG
Georgios Kormpas <i>Disruptive Technology: Should Technology Be Used in Classroom?</i>	Dr Dimitris Maroulis <i>The Neuroscience of Creativity: Mapping the Maze</i>	Lilian Stathi <i>Phonological Awareness - the Power of Sounds</i>	Katerina Mantadaki <i>Making the Right Noise!</i>	Dr Sylvia Karastathi <i>Adapting Museum Education Resources for Language Learning</i>	George Tsioumanis Christina Anifadi <i>TEDEd Clubs: Celebrating Teenage Learners' Ideas</i>

13:05 - 14:00 Lunch Break -Exhibition Hall (Deipnosofistirion)		
Commercial presentations (DEREE College)		
14:10-15:10	6th Auditorium	<p>EXPRESS PUBLISHING</p> <p>Celebrating 30 Years of Innovation and Excellence!</p> <p>I Wonder: The Amazing New Course for Primary Learners! on Screen C2: the Ideal Choice for All C2 Level Exams! Right On! 1-4: the Right Course for the 21st Century Learners!</p> <p>Katerina Mantadaki Senior Teacher Trainer</p>
Commercial presentations (DEREE College)		
14:10-15:10	7th Auditorium	<p>DEREE – The American College of Greece</p> <p>The MA in TESOL at Deree - The American College of Greece</p>
14:10-15:10	Arts Auditorium	<p>EUROPALSO - ESB</p> <p>Educational Benefits the Self-Development Skills That Derive from the EUROPALSO Assessment Tests</p> <p>Stella Floras</p> <p>How to Succeed in ESB. Every Student Benefits</p> <p>Jane Collins</p>
14:10-15:10	607	<p>GRIVAS PUBLICATIONS</p> <p>You Can Help Your Students Reach Their Full Potential! Instil the Right Mindset - Make Your Lesson the Life-Changing Experience They Deserve</p> <p>Tassos Katsaris, MSc University of Stirling, UK, Educational Consultant Vivi Kamari, Marketing & Promotion Manager</p>
14:10-14:35	608	<p>DEPORTIVO PUBLISHING</p> <p>The New Course That Defines and Illustrate the Skills, Knowledge, Expertise and Support Systems That Students Need to Succeed in Work, Life, and Citizenship.</p> <p>Areti Varlokosta Educational Consultant</p>
14:10-14:35	609	<p>HAMILTON HOUSE</p> <p>English Download - an Exciting New Course for Teenagers and Young Adults</p> <p>Tery LemaniS</p>
14:45-15:10	609	<p>YORK PRESS</p> <p>Get talking! Get motivated! Get ready!</p> <p>Yiannis Spyropoulos, Deputy Manager, RSA dipl.</p>
14:10-14:35	701	<p>ETC</p> <p><i>Innovation & Expertise</i></p> <p>Suzanne Antonaros - Lilika Couri Teacher Educators, EFL School Management Consultants</p>
14:45-15:10	701	<p>GAMELISH CARD GAMES</p> <p>Happy Families, Happy Students - Great Games for Your Class</p> <p>Talila Kaiser</p>



14:10-14:35	702	BURLINGTON BOOKS Here Comes Jet for Junior A and Junior B! Jet, the New Superhero from Burlington Books, will Bring Joy, Action and Motivation to Your Junior Classes and Provide Creative Opportunities to Teach Values and Develop Children’s 21st-Century Life Skills. Christina Bakopoulou, Managing Director			
14:45-15:10	702	LANGUAGE CENTRE, CYPRUS UNIVERSITY OF TECHNOLOGY Interested in Using Technologies in Language Learning? the Online MA in CALL is for You Elena Papa			
14:10-14:35	703	NATIONAL GEOGRAPHIC LEARNING GREECE Happy World 1 & 2 and Great Wonders 1 - 4. The Next Generation of Coursebooks from NatGeo Eftychis Kantarakis RSA Dip. Teacher Trainer			
14:45-15:10	703	QLS QUALITY IN LANGUAGE SERVICES <i>QLS Debate Festival</i> Georgia Papas			
15:30 - 17:00 Annual General Assembly (Pierce Theatre)					
17:00 - 17:50 Plenary Presentation (Pierce Theatre) Kieran Donaghy Sponsored by New York College  <i>“Try Talking in My Shoes: Empathy in Language Teaching”</i>					
Professional Presentations 18:15 - 19:00 (DEREE College)					
6th Auditorium LT SIG	7th Auditorium	607	609 YL SIG	701 TDR SIG	703 YL SIG
Jake Delatolas-Saveris <i>Motivational Strategies in the EFL Classroom</i>	Zafi Mandali Gianna Gkioni <i>The EFL Show</i>	Georgina Trimi <i>No Prep Games with Scraps of Paper</i>	Spyridoula Matatsi Cliff Parry <i>Flying with the Whole Child beyond... the Language Learning Land!</i>	Dr Jane Mandalios <i>“Involve me, and I Learn”: Students Become the Teacher</i>	Mandy Pistikou <i>Inspiring Young Learners with Learning Disabilities in Private Sessions</i>
Professional Presentations 19:15 - 20:00 (DEREE College)					
6th Auditorium LT SIG	7th Auditorium	607	609 YL SIG	701 TDR SIG	
Effie Kyrikakis <i>Global Projects – A Magic Window to the World</i>	Androniki Kouvdou <i>Assessing Communicative oral Skills in the Multicultural EFL class</i>	Eleni Kladi Cliff Parry <i>A Story of Motivation</i>	Aikaterini Kantourou <i>Neuro-linguistic Programming for Low Achievers : a Success Story</i>	Padraig O’Suilleabhain <i>Exploiting YouTube for Speaking Activities</i>	
20:15 Exhibition Hall (Deipnosofistirion)					

The English Language Theatre Presents:

“Ladies in Love and Marriage: from Byron to Wilde”

Performed by:

*Lilika Couri, Zafi Mandali, Agape Dendaki, Anna Papadaki, Vicky Saran, Eftychis Kantarakis,
Cliff Parry, Luke Prodromou, Efi Tzouri, Michael Robbs.*

Index of Abbreviations:

UoA Strand: University of Athens Strand. Department of English Language and Literature 20 minute Student presentations

LT SIG: Presentations related to the **L**earning **T**echnologies **S**pecial Interest Group

YL SIG: Presentations related to the Young Learners SIG

DL SIG: Presentations related to the **D**rama & **L**iterature SIG

TDR SIG: Presentations related to the **T**eacher **D**evelopment and **R**esearch SIG

AL SIG: Presentations related to the **A**dult **L**earners SIG

ANNUAL CONVENTION IN MARCH

IMPORTANT ANNOUNCEMENT TO ALL MEMBERS

**Due to certain changes in the Greek law re. professional associations,
the following information will be needed for your registration during the convention:**

- 1. Your A.Φ.Μ. & ΔΟΥ (For Greek Citizens)**
- 2. Your Greek ID number, or Passport number (for foreign citizens)**

This information will be needed for the member’s card you fill out and for the receipt you will receive for the fees you pay.

The TESOL Greece Board and the Organizing Committee thank you.

Membership Fees

Membership fee:	€50
OAEA card holders membership fee:	€30
University Students membership fee:	€25

TESOL Greece General Assembly

The TESOL Greece Annual General Assembly will initially take place on Sunday, February 25th, 2018 (the week before the Convention) at 15:30 pm in the Pierce Theater at **DEREE — The American College of Greece** Gravias 6, Ag. Paraskevi 153 42. **If this meeting is not quorate, the General Assembly will take place at 15:30 pm on Sunday, March 4th, 2018 (same time, venue and place during the Convention).**

AGENDA: • Chairperson’s Report, General Secretary’s Report, Treasurer’s Report, Oversight Committee’s Report, Newsletter Editor’s Report
• Any Other Business • Nominations and Elections of:

- Three (3) Board of Directors members (3-year tenure)
- Four (4) Alternate members (1-year tenure)
- Three (3) Oversight Committee Members (2-year tenure)
- One (1) Alternate Oversight Committee Member (2-year tenure)

All current members are eligible to vote and to run for election to the Board.

[A Greek ID or passport and a valid TG ID are required in order to vote.](#)

Only members who are present may be elected. Members may nominate themselves or colleagues who are members. If you wish to nominate yourself, or someone else, you can write on a piece of paper and submit it to the Registration Desk prior to the Assembly:

“I would like to nominate _____ for the TESOL Greece Board of Directors”



Grant and Scholarship Opportunities

Eleftherios Kormpas Annual Membership Grants

This year **10 Eleftherios Kormpas Membership Grants** are going to be given to 10 attendees of the 39th TESOL Greece Annual International Convention "Be Creative and Inspire!"

The *Eleftherios Kormpas Membership Grant* is to attend the TESOL Greece International Convention and become a full member of the association for one calendar year.

Any TESOL Greece Member, lapsed, non-member or potential member may apply for the *Eleftherios Kormpas Membership Grant*.

The Membership Grant is twofold:

1. Supports (valid, at the time of application) OAEΔ card holders. Up to ten applicants will be accepted per year at the time of the convention (30€ fees).
2. Supports regular members. Up to five applicants will be accepted per year at the time of the convention (50€ fees).

Steps for the Membership Grant:

1. Interested individuals (members and non-members) email TG at tesolgreece@gmail.com to express their interest **by February 16th**.
2. OAEΔ holders, along with their email of interest, need to attach a scanned copy of their valid OAEΔ Card. If the OAEΔ Card is invalid or not attached, the application is invalid.
3. Regular members: they send their email of interest.
4. TG Executive Secretary keeps track of the interested applicants by date and time the e-mail has been sent. All successful and unsuccessful applicants will be notified about their status prior to the convention.
5. The first 10 (valid) OAEΔ card holders are awarded the Eleftherios Kormpas Membership Grant.
6. The first 5 regular members are awarded the Eleftherios Kormpas Membership Grant.

*** Stipulations of the Grant ***

1. This is not a cash Membership Grant, and cannot be refunded, the recipients need to come to the TG convention to claim their Membership Grant. They need to have with them the email from the Executive secretary and a form of ID. If the recipient of the Grant fails to attend the convention, they will not be given the Grant. The applicant may apply for the Grant the next year.

A person who has been awarded the Grant cannot apply for another for the next 3 years.

Maricelle Meyer Scholarship

In fond remembrance of Ms. Maricelle Meyer, the Maricelle Meyer Scholarship is awarded each year at the TESOL Greece Convention.

The €400 scholarship has been designated to provide financial support for one TESOL Greece member to attend a professional training course of his/her choosing. The scholarship is not a cash award; it will be paid by TESOL Greece directly to the selected training programme.

Who can apply?

All TESOL Greece members in good standing, who have not won the Scholarship within the last three (3) years, may apply during the convention at the registration desk. Ask for the relevant form, which you will need to fill out, at the registration desk. A drawing will be held at the General Assembly during the Convention (Sunday 4th, 15:30, at the Pierce Theater). **You must be present at the General Assembly to win. A person who has been awarded the Scholarship cannot apply for the next three years.**

IMPORTANT NOTE

***This preliminary programme is correct at time of going to press.
Presentation times may change between now and the Convention.
Please visit the Convention website regularly for the latest information.***
<https://39tesolgreece.weebly.com/>



TESOL Greece Events

Big SIG Day & Start-of-the-Year Event

Date: **Sunday, September 24th 2017**

Theme: *"The Amazing Teacher"*

Plenary Speakers: Christina Bakopoulou -

Dr Christina Giannikas

Adult Learners SIG: Theodore Lalos -

Susan Stetson-Tiligadas

Drama & Literature SIG: Zafi Mandali -

Sofia Sempepou

Learning Technologies SIG: Dimitris Primalis -

Christos Sotiropoulos

Young Learners SIG: David Gibson - Spyridoula

Matatsi, Evangelia Stathi, Theodora Toumanidis.

Venue: New York College

Address: 286 Thessalonikis St. Kallithea 177 78

Map: <https://goo.gl/D7QLV2>

Colloquium on Young Learners & Teenagers - with the support of IATEFL YLTSIG

Date: **Saturday, October 21st and Sunday, October 22nd 2017**

Theme: *"Innovations in ELT for Children and Teenagers"*

Plenary Speakers: Katherine Bilborough,

Jo Budden, Eleni Livaniou, Mark Osborne

Venue: Deree - The American College of Greece

Address: 6 Gravias St, Aghia Paraskevi, 153 42, Athens

Map: <https://goo.gl/1uvSdp>

Christmas Event

Date: **Sunday, December 17th 2017**

Theme: *"Have yourself a Merry TESOL Christmas!"*

Speakers: Evangelia Stathi,

Eftichis Kantarakis

Venue: British Council

Address: 17 Kolonaki Square, 106 73, Athens

Map: <https://goo.gl/2O5M1v>

TESOL Greece Pitta cutting & 16th Annual TESOL Greece-HAEF Event

Date: **Sunday, February 4th 2018**

Theme: *"Empowering Students through Engaging Practices"*

Plenary Speaker: Kallina Basli

Speakers: Katerina Mantadaki, Jane Mandalios,

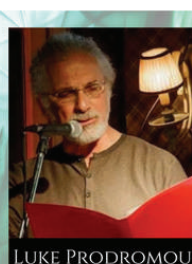
Valia Gkotsi & Ioanna Georgakopoulou,

Venue: Hellenic American Educational Foundation (HAEF)



Address: 15 Stephanou Delta Street, 154 52

Map: <https://goo.gl/k7LD1N>

39th  BE CREATIVE AND INSPIRE! 3-4 MARCH 2018
ANNUAL INTERNATIONAL CONVENTION



GOLD SPONSORS  THE PUBLISHER  EUROPALSO  PLENARY PRESENTATIONS SPONSORED BY  Express Publishing  NEW YORK COLLEGE 

HOSTED BY
Deree
School of Graduate and Professional Education

6 GRAVIAS ST.
AG.PARASKEVI
ATHENS
WITH THE SUPPORT OF

Michigan State University
English Language Examinations



TESOL International Events

February 2018

- **1-2 (Asia)** The Second International Conference on Current Issues of Languages, Dialects and Linguistics, Iran. Email info@pahi.ir.
- **1-2 (Asia)** The Fourth National Conference on English Studies, “Teaching and Learning, Literature, Translation,” Iran. Email info@pahi.ir.

March 2018

- **3 (North America)** CATESOL Los Angeles Regional Conference, “Breaking Barriers by Promoting Advocacy,” California, USA. Email laregionalconferencechair@gmail.com.
- **9-11 (Europe)** 41st TESOL-SPAIN Convention, “The Heart in the Art of Teaching: Weaving language, culture and communities,” Spain. Email convention2018@tesol-spain.org.
- **10 (North America)** Volunteer Literacy Tutor Conference 2018, “Equity through Literacy,” Portland, Oregon, USA. Email delpha@portlandliteracy.org.

- **21-23 (North America)** Language Assessment Research Conference (LARC), “Validation Research in Language Assessment: Contributions from Methods in Applied Linguistics,” Iowa, USA. Email ngokturk@iastate.edu.

April 2018

- **8-11 (North America)** Clute International Conference on Education, DC, USA. Email Justin@cluteinstitute.com.
- **9-10 (Europe)** Categories and Units in Language and Linguistics, CULL, Poland. Email cull-walbrzych@hotmail.com.
- **21-22 (Asia)** Qatar University Foundation Program 3rd Annual International Conference, “ELT in Arabia: Changing Needs & Emerging Trends,” Qatar. Email okon@qu.edu.qa.

May 2018

- **3-4 (Europe)** 13th METU International ELT Convention, “Teaching Beyond Boundaries,” Turkey. Email elt2018@metu.edu.tr.



Books are the only things you can buy that make you richer!

You Buy, We Donate!
With every online purchase of Readers you support

Express Publishing

Follow us:    

Eshop: www.expresspublishing.co.uk



ENGLISH DOWNLOAD

The best-selling multi-level course taking students from Pre-A1 to C2 level

<http://eshop.hamiltonhousepublishers.com>

HAMILTON HOUSE
ENGLISH LANGUAGE TEACHING

Tel: +302109626166

36th TESOL France Annual Colloquium

Sunday, 17th November 2017

by *Matina Katseli*



In Paris, the city of light, the **36th TESOL France Annual Colloquium** was held, attracting speakers and delegates from all over the world. The **TESOL Greece** contingent could not be missing from such an ELT event

and made its presence obvious from the very first day of the **Colloquium**.

Upon my arrival what impressed me while entering the registration area was the peace and quiet that characterized both the help desk and the premises. Then, it dawned on me! Everybody must have rushed to attend the first plenary speaker, **Marjorie Rosenberg**, Past President of Iatefl. I decided to follow their example, and there I was in Room Thevenin, listening to her encouraging us to embrace the differences in our classroom. Another exciting journey in the ELT world was about to start!



The next day **Julietta Schoenman** kicked off with a presentation on **Global Issues** that definitely got the audience

thinking about how we could change our learners' consumer habits to help do away with injustice in the clothes industry.

Then, **Stephen Ryan** followed with his plenary talk on how knowledge of psychology can help both language teachers and learners. After a rather prolonged lunch break, which offered plenty of room for networking, **Angelos Bollas** in his workshop showed us how using engaging materials affectively can help us develop our learners' critical thinking and high order cognitive skills. During the next slot I was found attending **Helen Cherry's** presentation dealing with the application of coaching techniques in the field of

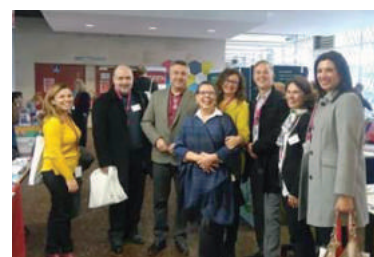
Business English. All the above, warmed us up for **Julia Aliverti's** workshop on empathy and the expression of feelings in the ELT classroom. Lot's of tears there. One of the most touching workshops Julia has ever carried out! The day ended with a touch of **Paris by Night**. We were all spoilt for choice!

On Sunday, the last day of the **Colloquium**, **Eftychis Kantarakis** and **Vicky Chionopoulou** explored how we can use **TED Talks** to teach the skills, but equally importantly, the linguistic features such as vocabulary and grammar that hide beneath them. Last but not least, **Spyridoula Kokkali** presented **The Healthy Little Eaters Movement**, while in the main amphitheatre, Julia Aliverti was taking part in the panel discussion and being awarded the first prize for Poetry Writing.

What an honour for **TESOL Greece!** What an end to a rewarding conference!

We should extend our thanks to **Csilla Jaray-Benn**, the President, as well as the rest of the team of the **TESOL France Bureau** for the warm hospitality and congratulate them on a very successful international and intercontinental ELT event! We are all looking forward to seeing some of the renowned speakers and newly acquired friends again at the **TESOL Greece Convention**, on **March 3rd-4th**.

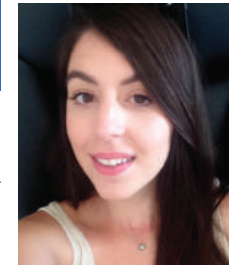
Matina Katseli has been a member of TESOL Greece since 1989, when she established her foreign language school and started teaching English and French. In 1992 she graduated from the Department of English Language and Literature, (University of Athens) After obtaining her BA she learnt Italian and German and recently acquired her CELTA. She considers TESOL Greece her family and she will do her best to see this family grow.





Is There a “Magic Ingredient” to Create Effective Learning?

by Loukia Tsaklari & Panayiota Anastasopoulou



Nowadays, as teachers we are usually overwhelmed with giving students the best materials, delivering the best lesson by utilizing the most “fashionable” teaching approach and even incorporating technology to our students’ advantage. However, we neglect to see things the other way round. To see learning and teaching through children’s eyes. So, there are times that we end up wondering: “Why don’t kids learn and lose their initial enthusiasm no matter how good our lessons are? Is there any “magic ingredient” to create effective learning?”

But if we step back for a while, we will realize that one of the things that we usually neglect is the impact and influence of the teacher in the learning process. The value of establishing strong RELATIONSHIPS, and the importance of showing more understanding towards our students’ needs are crucial factors that we usually either downplay or take for granted. However, it is worth mentioning all of them. Pierson (2013, 1:49), a distinguished educator, reminds us: “You know, kids don’t learn from people they don’t like”. And by recalling our own learning experience, we will realize that what always comes to mind is only those people who invested their time to build a strong relationship with us and who, with their personality, affected, influenced and inspired our learning and boosted our progress. James Comer also says that “no significant learning can occur without a significant relationship” (as cited in Pierson, 2013, 1:09). Thus, building a strong, real bond with our students and not a superficial one is of crucial importance.

Moreover, Scrivener (2005, p. 109) points out that inside the classroom, we eventually “teach the students, not the lesson” no matter how sophisticatedly planned and well-prepared our lesson is. And we don’t just teach English, we have human beings in our hands during their formative years and through English we have to cultivate their minds and develop their personalities as well.

Therefore, human relationships should constitute the driver, the intrinsic motivator in the students’ learning world. For this reason - and in accordance

with Pierson (2013) - we have to:

- Boost students’ confidence and self-esteem;
- Nurture a feeling of togetherness;
- Teach them how to believe in themselves.

Moreover, we should share our personal experiences and should not be afraid to show our weaknesses as well. Positive and healthy relationships are built on love, understanding, patience, affection and rely on clear communication so as to help learners overcome their emotional obstacles. Otherwise, intentions, goals and ambitions are lost on the way. We should teach and provide them with the social and emotional skills they need to thrive.

Thus, we have to invest our time and make an effort to establish a strong rapport and include students’ needs and interests in the teaching/learning process. We need to make them better people, not just better students (Ballaine, 2017). Students, as Freire (1970) says, are not “containers of knowledge” (p.163). They should be exposed to English not only for educational and instructional purposes but also to develop positive attitudes towards language and learning and become efficient users as adults (Nikolov, 2009).

Pierson (2013, 6:53) also states that “teaching and learning should bring joy [...] kids should not be afraid to take risks” and express their own opinion. They should be urged to connect learning with their real life situations and emotions, and build on what they have learnt so far and on what they can do (Nikolov, 2009).

So, what is the magic ingredient to creating an effective learning experience for our students? How can we engage them and trigger their interest and curiosity to learn English? All of this actually lies in something so simple and innate to all humans - something that we all have a need for in our lives. And that is *meaningful relationships*.

However, in the classroom, this goes beyond the transfer of knowledge, and instead involves the creation of a bond of trust and respect between us and our students. So this so-called magic ingredient

is actually a combination of practices that we can all incorporate in our everyday teaching. Here are several of the ones that are worth prioritizing:

1) Let's help our students find their voice and understand that each and every one of them is unique. I am sure that we have all had students who are more introverted and lack the strength and confidence needed to express their opinion during the lesson. Isn't it a shame for these students to be on the sidelines when they too have something to offer to the class? So, this is why we have to **create an environment of equality** – a safe space in which everyone can participate. This can be done by assigning team or pair work, and mixing up the pairs and teams each time. In this way we allow all students to work together and learn from each other. These small workshops can allow us, as teachers, to hear less of our voice and more of our students' voices.

2) Let's **allow students to disagree** with us. If we step out of the comfortable authoritative role of being a teacher, we can build their critical thinking skills through allowing them to question us and help them understand that our true job is to guide them and help them find their passions and strengths, and not to constantly punish them for their mistakes or occasional failures.

3) Along the same lines, let's **welcome feedback** on our teaching – do our students think that there is a more effective way for them to grasp a concept? Maybe that could help make our lessons more engaging and inspiring. This is a great way to give them decision-making power as well, which shows that we respect their opinion, so in turn they can respect us, because *respect and trust are two-way streets*.

4) An important quality to have as teacher, as you all know, is **patience**. Even the weakest or most difficult students can be approached and helped - it just has to be done in a way that suits their needs. I am sure that our jobs would be easier if we had the “perfect” students, but in that case we wouldn't be teaching humans, but robots, and technology has not gone that far yet! A teacher is not someone who teaches only the students who are willing to accept everything without questioning it, or the students who grasp new

concepts right away. Our job is to act as a guiding hand for those who need it more than others– those are the ones who are “screaming” for our attention, but in the least noticeable way.

5) Finally and most importantly, let's give our students the **chance to lead** by assigning them small class management tasks. This world needs leaders, not bosses. Inspirational forces rather than authoritative figures. So let's set an example of what being a leader is all about. This way we can build their self-confidence and allow them to reach for the stars.

So let us end with a quote by Rita Pierson (2013), a devoted teacher of 40 years, who was mentioned earlier and whose words are truly inspiring:

How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid to think and who had a champion? Every child deserves a champion – an adult who insists that they become the best that they can possibly be and will never give up on them (6:56-7:26).

References:

- Ballaine, K. (2017, September 1). *Not just better students, better people*. [Blog post]. Retrieved from: <http://dnaseattle.com/blog/2017/09/not-just-better-students-better-people/>
- Freire, P. (1970). Pedagogy of the oppressed. In I. Marquez (Ed.), *Contemporary Latin American social and political thought: An anthology* (pp. 162-172). Plymouth: Rowman & Littlefield.
- Nikolov, M. (2009). *The age factor and early language learning*. Berlin: De Gruyter Mouton.
- Pierson, R. (2013, May 13). *Every kid needs a champion*. TED Talks. [Video file] Retrieved from: https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion
- Scrivener, J. (2005). *Learning teaching*. Oxford: Macmillan.
- This article is based on the authors' *Pecha Kucha presentation that took place in the TESOL Colloquium on Young Learners on 22nd October 2017*.

Loukia Tsaklari is an MA in TESOL graduate student, Deree – The American College of Greece.

Panayiota Anastasopoulou is an MA in TESOL graduate student, Deree – The American College of Greece.





Get Your Spelling Bee Bags Ready. Bee Creative

by Zafi Mandali



Auto spelling correction is so convenient nowadays when we type on our PCs or iPhones or all the other electronic devices at our fingertips. Does this mean that we have to give up on the skill of correct spelling? Indeed

some wonder why one should bother. I certainly think there are very clear reasons why we should persevere in the matter of correct spelling. For one thing learning the spelling of words trains our memory and helps enormously to store the new vocabulary in deeper levels of the brain. Writing down the word when learning, adds more senses to the learning process and helps storage in the long term memory.

A poor speller starts with the word he wants to use and stops half way through as his memory does not have enough ram to help him with the ending. He will start with “meti” and will not recall the ending and say “meticulous”. When I have weak students I ask how they learn a new word. The answer I get is that they study it; they do not spell it or pronounce it or write it down at the same time. So they only use visual means to record the new word. This is, of course, inadequate. Saying the word, writing it down, picturing it, visualizing its meaning and making examples is much more effective. So I get into the process of showing them how to unlearn deep seated ineffective study methods and how to acquire sound study habits.

One way to turn the spelling practice into a game like activity is to organize the Spelling Bee competition which focuses on the spelling skill. The Spelling Bee game involves a degree of competition which is a healthy thing as long as the stakes are not too high. The game revolves around language items taught. It intrigues the interest of learners, is a welcome break from the usual routine and offers opportunity for meaningful communication between the learners as they process how to play the game. The Spelling Bee makes the children sustain the effort of



learning, gets students them active and excited and rightly so because variety is added to what is often a sterile process of language learning.

Admittedly games are not central to teachers’ repertoire; they are considered a luxury, an add-on for when one has time to kill. We forget that through games one can learn a language and enjoy oneself at the same time. According to W.R.Lee *most language games make learners use the language instead of thinking about learning the correct forms* (1972:2). Whenever a game is to be conducted, the fundamental factors to take into account the number of students to participate, their proficiency level, their cultural context, the timing of it all and the classroom settings. Learners with difficulty feel this is stress inducing and fear that they will underperform, fail and be humiliated. They may feel time is wasted and parents might question the pedagogical value. So we need to explain the rationale behind the game. With the Spelling Bee game for instance, we explain to students that their spelling will improve, their brains will be focused and recall of vocabulary will be facilitated. This explanation will satisfy the most serious students who feel pressured by game time. The games get the students sth to look forward to but watch out for signs of boredom

HOW TO GO ABOUT IT

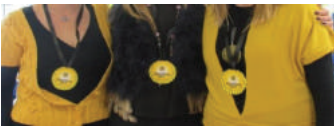
A game is successful because it is based on specific time allocation, has clear relevance to the material and is appropriate to all members of the class. One starts by handing out the word list which the students should know. Of course this relates to the level of the students and the class target to make sure we are making it possible for the students to “make” it and feel accomplished. When students have been given the time needed the teacher proceeds with **phase 2** which is to demonstrate how the game will be held. Demonstrating the procedure involves laying out the rules and it always helps to plan out the easiest possible way to explain the rules. These rules relate to the type of competition the teacher wants



and are illustrated during the in-class simulation practice phase. The students practice at first with two students competing with each other. It is up to the teacher to decide how many words will be spelled by the two individuals contesting. The initial plan could be 10 words and in case of a draw it can be extended until the one who scores more points is declared the winner. Then in **phase 3**, the competition is conducted between 2 groups of the same class. The six best spellers of each class then qualify for **phase 4** which involves the strongest spellers of each class competing with each other. In all phases the teacher plays the role of **THE PRONOUNCER** and two students play the role of **JUDGES**. Judges confirm whether the contestant has spelled the word successfully.

THE RULES

The following rules apply for a competition between two individual students in **phase 1**.

1. The pronouncer (teacher) gives the word to be spelled and speaks slowly and clearly, without distorting the normal pronunciation of the word. His role is to correctly pronounce the word and give a definition or use a sentence example should the speller request it.
2. The speller (student) stands up and listens carefully to the pronouncer and asks for the word to be repeated or defined if he feels uncertain.
3. In this case, the pronouncer grants the request and says the word again or uses it in a sentence to make it reasonably clear to the contestant.
4. The speller has 30 seconds to pronounce the word. 
5. When the speller is sure he/she understands the word, he/she
 - a) pronounces it first,
 - b) then spells it and
 - c) finally says the word again.
 Saying the word again is a signal to the judges that he/she is done with the spelling. Remember the speller pronounces the word before spelling it and after spelling it loudly enough for the judge to hear it. For instance, the pronouncer gives the word “teacher” to the speller. The speller proceeds by saying, “Teacher, t-e-a-c-h-e-r, Teacher.”
6. The judge(s) may disqualify a speller who ignores the rules of the game.
7. The judge(s) announces whether or not the word has been spelled correctly. He has the list

of words and so the case of poor judgement is eliminated.

8. If the spelling is incorrect, the speller loses a point from the game and the judge gives the correct spelling of that word.
9. Then the pronouncer reads a new word. The teacher usually gives 10 words and then moves on to a new pair of spellers.

PHASE 2. After playing the game between two contestants, by which time all students have learnt the rules, the teacher moves on to the next phase. The teacher divides the class in two or three groups depending on the class size and the Spelling Bee competition takes place in class.



A 16 student class can give two groups of 7 and two judges or three groups of five spellers and one judge.

The rules given for **phase 1** are still valid but a small alteration must be made. With younger students you line the groups across each other as the photo indicates. Students check in their seats and receive their number. Numbers could be on labels stuck on their blouses or on ribbons hanging from their necks. The groups sit facing each other. The teacher announces how many rounds the game will have. When all is in place, the Pronouncer starts the first round.

One can make it more playful by placing a desk in between the groups with a bell on top. When the pronouncer says “go”, spellers bearing number 1 get up and shoot forward trying to hit the bell first. Whoever is the fastest striker of the bell, wins the right for his group to go first. When the game starts the spellers who give a correct spelling remains in the game whereas the ones who miss the spelling of one word are removed. Pending members of the same group take their place. When all players have participated, the numbers of the competing groups simply reduce with every wrong spelling. When there are no more spellers to fill in the removed ones, the teacher ends up with a group of, say, 3 on the one side and, let us say, 5 on the other side.



The point is to go on with the game until most contestants slip up and are eventually removed. If one ends up with two spellers, each from the opposing groups, the spelling bee competition goes on until the final winner surfaces. If one gets two or three spellers still on, from one winning team, then there is an internal competition until the very best speller makes it to the end. So in the end one gets the winning team and the **Super Speller** who ends us with a **Certificate of Achievement**.

PHASE 3.

This is the final phase which takes place in the school library or the auditorium and involves two or three different classes of the same level of course.



The rules are as above with a slight alteration. The Bee competition is conducted in rounds. All participants are seated on the stage in a predetermined order or by a random drawing of names. Each speller is given a number to wear around his/her neck during the Bee competition. Participants spell in the order they are seated on the stage. The first round includes all spellers. Each subsequent round will include only those spellers who spelled their word correctly in the previous round.



If one gets groups of six for instance, one knows that these are indeed the six best players of the participating classes. The rest of the class members are observers on the sidelines. The judges are in place holding the list of the actual words which the teacher has set apart to be used. So if you have groups of

six, your first round starts with six spellers who are slowly eliminated as the game goes on. If we have one survivor speller from each team, the duel goes on for the **Super Speller** to emerge. At this level the teacher uses the words reserved for the final round which are the hardest ones. The procedure now goes as follows. When one player misspells a word, the other player must spell that word correctly, plus one more word to be declared the winner. Naturally, the **Super Speller** is the contestant who spells the misspelt word correctly and goes on to correctly spell the new word given.

The spelling bee is an exciting method which gives students a motive for revision, helps them to spot problem areas and enables them to assess their attention to detail in a structured but pleasant environment. So the teacher's **Spelling Bee Bag** will have to include a list of the words the students will have to memorize, decoration items for the place where it will all take place, badges for all spelling bee contestants, certificates of participation, certificates of achievement and a medal for the Super Speller. Needless to add the dominant colours are yellow and black and that forms of recognition like praise, applause and special privileges should be included. Students should get in the habit of appreciating and congratulating each other while at the same time focusing on what the learning outcomes have been.

References:

- Games for Language Learning (2nd ed.) by Andrew Wright, David Betteridge and Michael Buckby. Cambridge University Press.
- www.teachthemenglish.com

Zafi Mandali has been the Director of the Department of English at Ellinogermaniki Agogi for two decades. She has given a number of presentations, published a number of articles and has authored "English Grammar Exerciser" (Books 1 and 2), "Absolute Must in Composition Writing" (Books 1 and 2) and "FCE Training", E.A. Publications. She holds a BA in English Language and Literature, Aristotle University of Thessaloniki and an M.A. in Applied Linguistics, University of Essex. Her soft point is storytelling in education. Email. zafi@ea.gr



macmillan
education

How NOT to be an Effective Presenter

by Theodore Lalos



Have you ever dreamt of presenting at a conference full of teachers and ELT experts? Do you dream of being a great and effective presenter? Well, look no further because now you are going to be given some great pieces of advice on how **NOT** to be one step closer to becoming one!

Step 1: Do **NOT** use attention grabbers.

When setting out your objectives to the audience at the beginning of your presentation, please avoid using arresting statements, facts, quotes, jokes, rhetorical questions, short stories or even a crystal clear statement of your objectives. These means of presenting will capture your listeners' attention and may even apply an interesting touch to your presentation. They may even allow you to smoothly set yourself up and lead into your presentation.

Verdict: Try **NOT** to use them at any cost.

Step 2: Do **NOT** use visual aids.

Visual prompts like PowerPoint presentations, sets of pictures and videos are only for amateurs. Why take the pressure off yourself and get your message across more easily? You are not a novice presenter! But, if you do decide to embellish your presentation with some visual aids, please do use as many as possible. They will grab your audience's attention and nobody will pay attention to what you are saying.

Verdict: Overloading your slides with pictures is a smart move!

Step 3: Do **NOT** be familiarized with the equipment available.

There is nothing worse than a presenter who knows how to operate the equipment needed for their presentation. Do not check if the speakers function properly. What is the point of doing something like that? After all, your audience should be in absolute silence. Then, make sure that your slides are not visible to everybody and use the smallest font size possible. This will definitely keep your audience on their toes.

Verdict: Make your presentation an unfriendly experience for your audience.

Step 4: Do **NOT** take care of your handouts.

You shouldn't care about the format of your handout or how it looks. You are a presenter not a material designer. Do not use a word processor to type your handout, use your pen instead. Give your personal touch to your handout.

So what if your handout is not well structured, organized or logical. This is not your fault. Your audience is made up of adults; they will know how to find their way through it! Also, notice that you can issue your handouts whenever you feel like it. Nobody rushes you. This is Your presentation.

Verdict: Distribute your messy handouts whenever you like.

Step 5: Do **NOT** plan your Presentation!

Who said that you have to spend hundreds of hours planning every stage of your presentation? Or even that you have to script your ideas and rehearse. No! These steps are trivial. When presenting you should sound as natural as possible, therefore you should avoid memorizing the key points you want



your audience to know. Be spontaneous and refer to any key point that crosses your mind while presenting. There is absolutely no need to link your ideas. A good way of presenting is to start with a summary of your main points, then proceed with details regarding your topic and end up greeting your audience and letting them know who you are. Moreover, you should not reveal the purpose and the duration of your presentation, it is supposed to be a TOP secret. Anyway, your audience will understand that they are dismissed when they see you exiting the conference room. Remember not to say goodbye to your audience.

Verdict: Unpreparedness is your best friend.

Step 6: Do **NOT** consider anything about your audience.

Once you've been accepted to present at a conference, you are instantly considered an expert on the matter you have suggested, therefore you don't have to think about what your audience expects to hear or already knows. Just start presenting and if any opposition arises, then ignore your objectors or even ask them rudely to leave the room. You know better; you have been selected to present...not them!

Verdict: Do not take into account your audience's needs.

Step 7: Do **NOT** exceed audience's expectations.

First of all, your audience expects to see somebody who is most likely to be shaking like a leaf, biting their nails and perhaps twiddling their ring or hair. Plus, they expect their presenter to fill the awkward gaps with lots of "Ers". They do not like silence.

Second, you should prowl from one end of the stage to the other. Do not stand still. You need to keep them alert. This is the way.

Third, you should not keep eye contact with your audience; they may feel awkward. But if you decide to do so, please do stare at one person from your audience until they weep out with submission. Belittling others will boost your confidence!

Fourth, who says that your posture imposes any impact on your audience? Nonsense, you should place your hands in your pockets that's their rightful place or even put them behind your back. Do not let them assist you on emphasising the key points of your presentation. They will most probably distract your audience so hide them from their inquisitive look.

Last but not least, you should avoid going to bed early the night before your presentation. You must be tired and lethargic. Do not be enthusiastic about being there; show them that you would prefer to be in your bedroom sleeping tightly. Also, decide on what clothes you will wear at the last minute. Preferably, choose something casual so as to feel comfortable and relaxed. Do not comb your hair. You don't really want to look well-groomed. Finally, do not project your voice when presenting. Let your voice be flat and show to your audience that you are uninterested. You'll definitely win them over!

Verdict: The points listed above are the recipe for your success!

Just remember that first impressions really count so make sure you **DO NOT** follow the steps outlined above.

Theodore Lalos has been an EFL teacher for over five years. He is a TKT, CELTA, Diploma in Teacher Training and Diploma in TESOL holder. He has recently become a Breakout EDU Authorised Trainer and he is passionately interested in CLIL and lessons based on 21st century skills.

etc-----

EDUCATIONAL & TRAINING CONSULTANTS
SUZANNE ANTONAROS – LILIKA COURI
www.etc-seminars.gr

Teacher Development, In-service seminars and EFL School Management Consultancies

*Making Meaning: Collective Concept Mapping

by Chrysa Papalazarou



It was our first day at school after Christmas break and we all looked a bit numb. There was a mixture of sadness that holidays had ended and happiness to see familiar faces again. We were also a bit tired and sleepy after a

two-week period of waking up late. I felt it was important not to overwhelm students right from the get-go at 8:00 am on a Monday morning, but opted for a more open-ended, student-led activity that would encourage creative thinking.



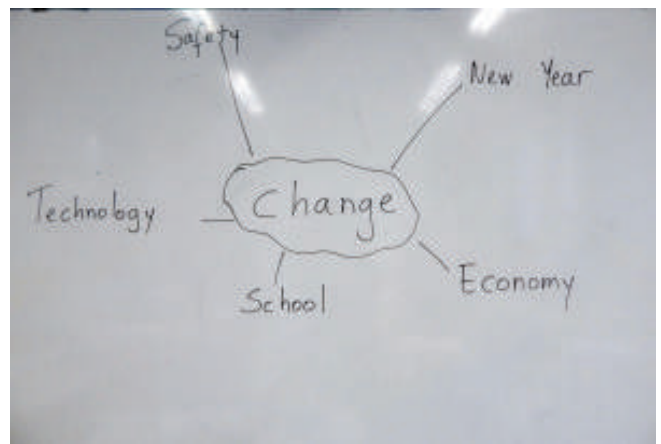
Photo credit: Annabel Lee

This post reflects on how we worked with two groups of sixth graders, mixed-ability A2-English learners, on the concept of “change” by using the thinking routine *Making Meaning*. The aim of the routine is to build collective meaning of words, ideas, concepts or events; a collective concept mapping. It is a new routine I had come across some time ago, but had not given it a try so far. I was a bit cautious not knowing how it was going to work with students. Yet, after having tried routines in my classes for a long time, I trusted in the results they can yield with students and the richness and originality of ideas they can trigger. In any case one can never find out until one tries and cautiousness was outweighed by curiosity and anticipation.

In our case the concept was “change” and it emerged after looking at a visual stimulus. It was a street art piece which read: *Happy New Year. The change starts here.*

We first discussed a bit what it showed and where it could be found. We identified that it was a street art piece, probably on a wall, and that the focus was the concept of change. *Change* was written in the centre of the board. The first step then was to ask students

1. Think of one word that you associate/connect with change. Which word is this?

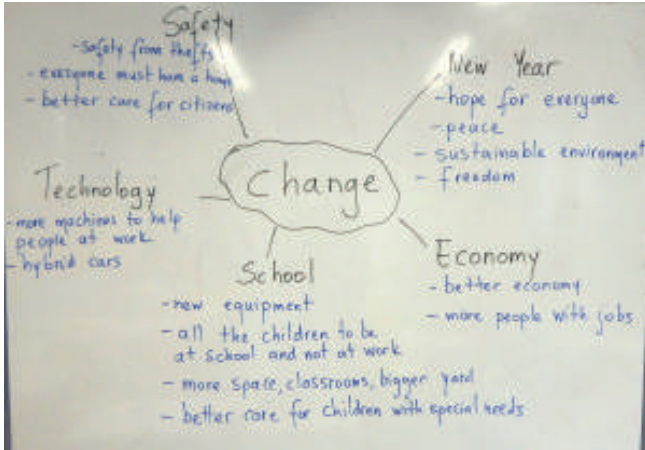


This was done as a whole class brainstorming activity and yielded some first tentative responses. Students came up with the words: New Year, school, safety, technology, economy.

As a second step I asked:

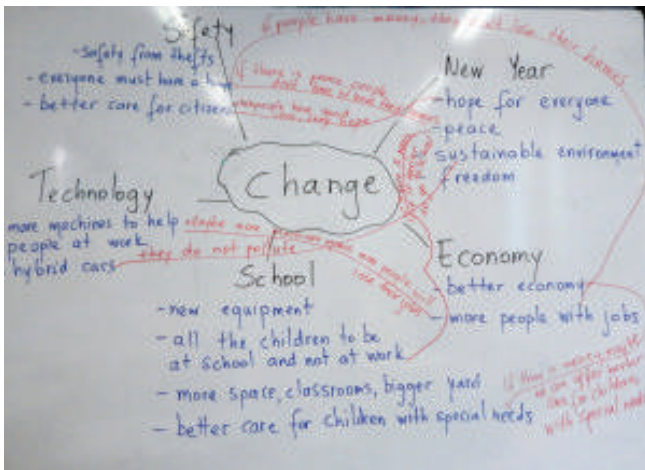
2. Now, can you think and add one more word or phrase under any of these four so as to tell me something more about it?

Students began to warm up and were able to contribute more ideas, there was greater participation and more words and phrases were added under the initial ones.



In the third step I asked them to:

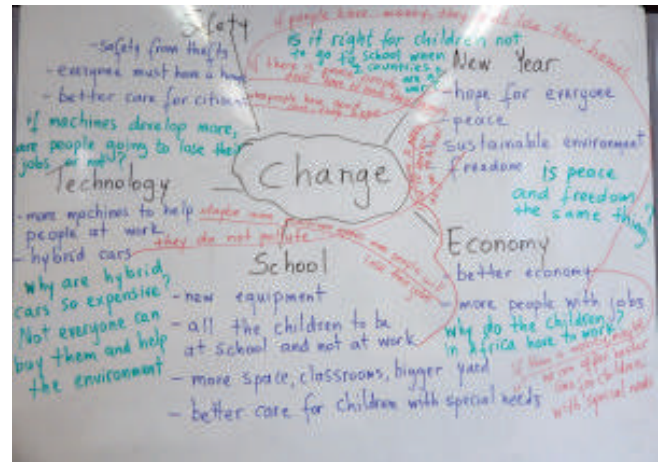
3. Look at all the words and phrases we shared on the board. Can you see any connections? Think and tell me about them.



The third step found me coping with the practical issue of how to draw joining lines between the connections the children found and talked about, and how to write on those lines. It was quite an enjoyable stage as we were all taking notes, trying to accommodate on our concept maps the new information that came up from sharing ideas. It was also a moment that reveals so eloquently that thinking expands in multiple directions, it “does not happen in a linear manner” (Ritchhart et al., 2011).

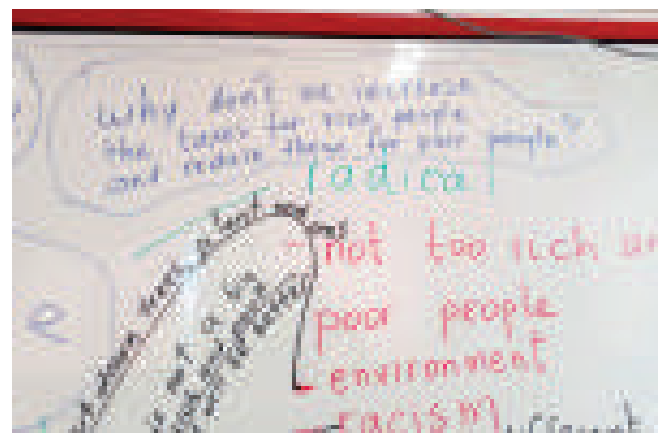
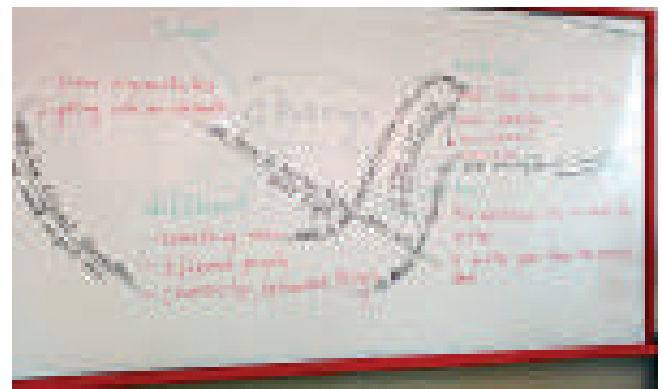
In the fourth step I asked students to look at the collective concept mapping our board was displaying and think and ask any questions about the topics that had emerged:

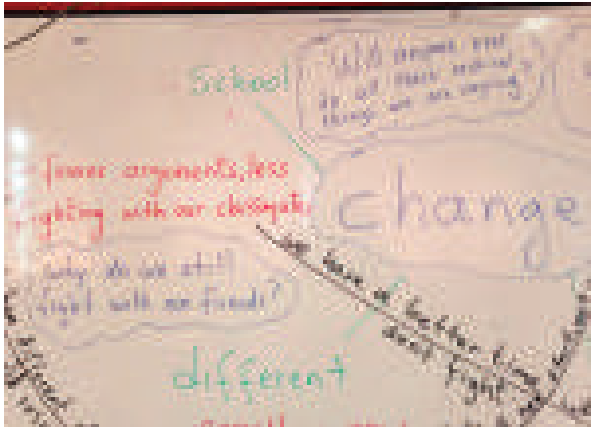
4. Look at all our ideas shared on the board. Do you have any questions to ask about what we discussed?



We ended by adding some interesting questions:

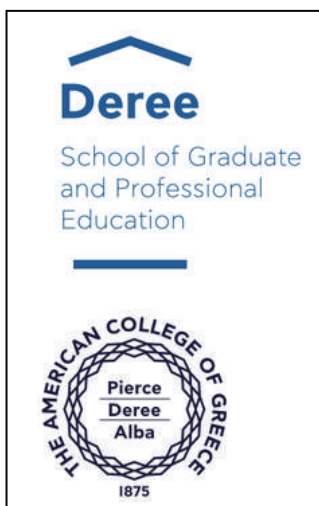
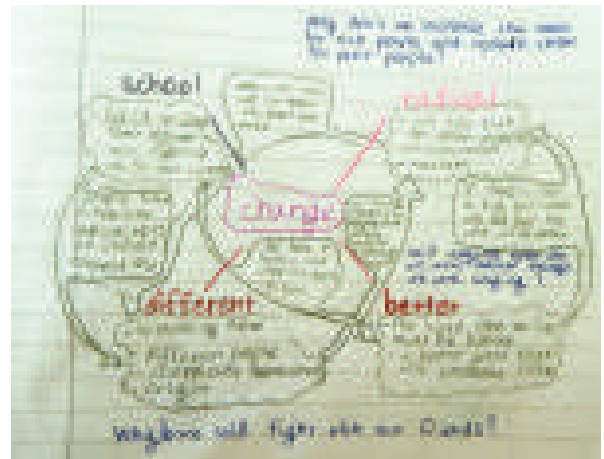
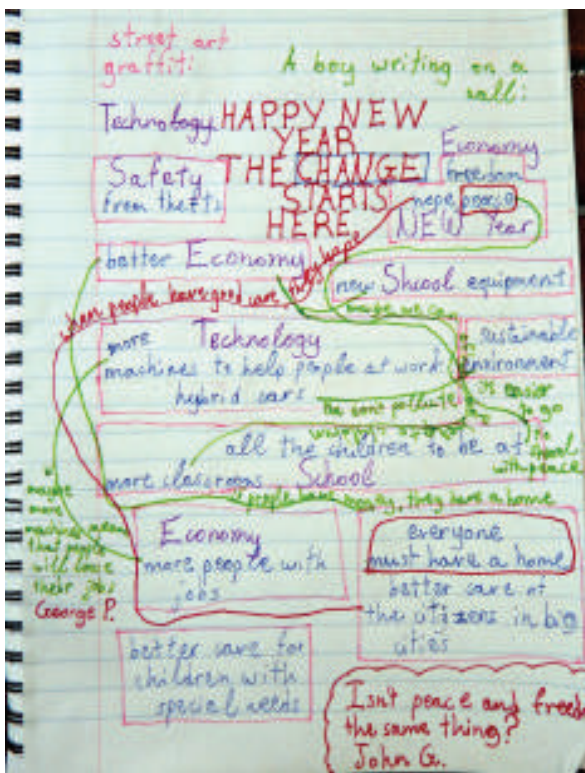
I tried the routine with another class on that same first day at school after Christmas. I did not have the time though to take proper snapshots of our board so here are the few hasty ones I captured:





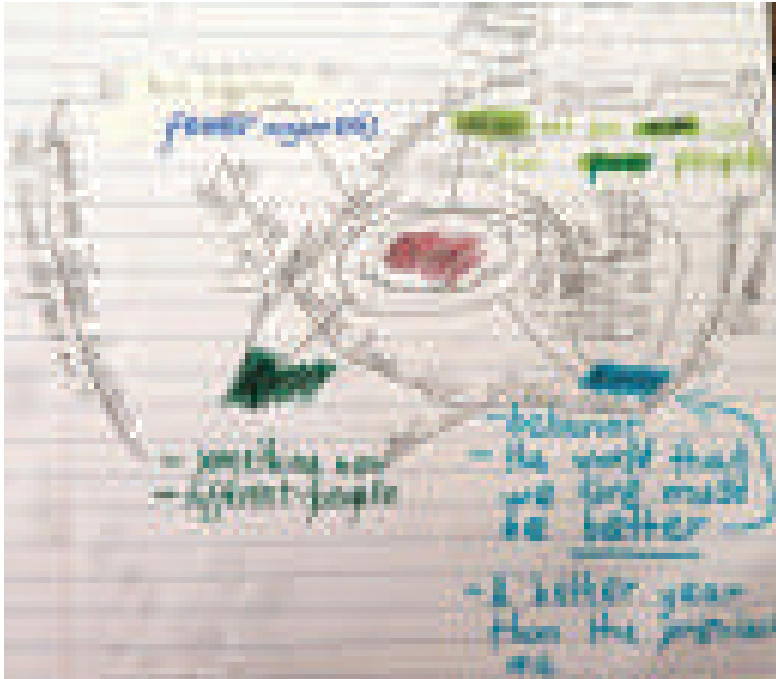
It was funny how on finishing with the four steps, students in both groups began making jokes about this kind of map they had in their notebooks, different for each one since their notes were personalized. Some of them had opted for a full diagram while a few others had opted for a mixture of diagram and listing ideas and questions as I noticed by a quick look at their notebooks. One student said that it was “a map not to find your way, but to get lost”, another added “yes, to get lost in ideas and thoughts”, a third remarked that “it’s a map of all the different, nice ideas we had in our minds” while some others were explaining to their classmates how they were able to navigate themselves in their maps through lines, arrows, colours, boxes and clouds. I told them this was a concept map and the term seemed to stick in their minds.

What kind of map is this?

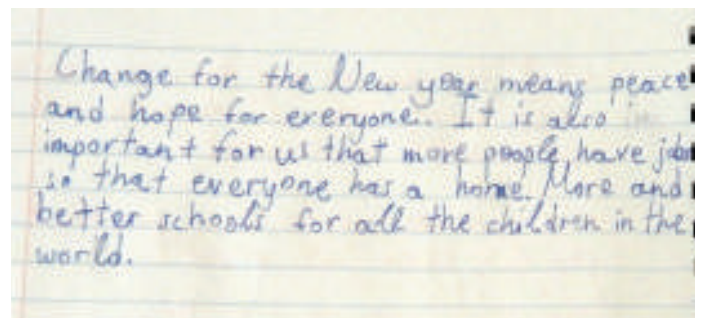




AROUND THE BLOGS

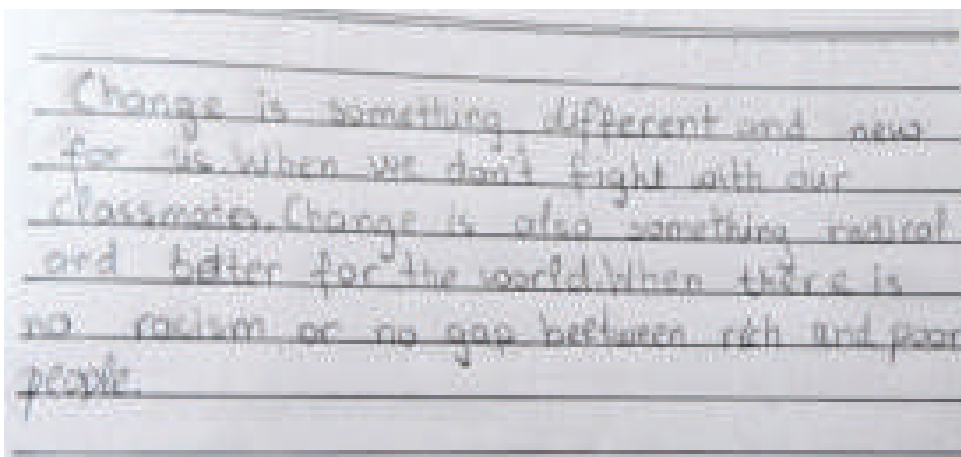


The new language that emerged out of the students' need to express their ideas while working on this routine was: *connect with, associate with, concept map, economy, sustainable, equipment, space, hybrid, citizens, develop, thefts, special needs* (first group) and *connect with, associate with, concept map, radical, gap, reduce, increase, tax, racism, origin, argument* (for the second group).



The proper wrapping up of the Making Meaning routine is that students come up with their own definition of the word, concept, topic being explored. We did not have much time to do this individually as the session was coming to an end so I asked children to hierarchize the most important elements for them and came up with a joint very short piece of writing.





I found it interesting how in both groups the routine facilitated the expression of a diversity of ideas that captured aspects of the issue ranging from the personal/school/local one to the wider “big global picture”. They associated the concept of change not only with themselves, their school, their relationships with classmates, but also with the current state of unemployment in the country, feeling of insecurity, loss of homes and the more global issues related to sustainable environment, gap between rich and poor, racism, injustice, war/peace. Each one of the questions the students asked at the final step lends itself to a new circle of inquiry.

The Making Meaning routine helped smooth our way back into “school mode” and gain some energy after the Christmas-hibernation phase. It reminded me a lot of Chalk Talk, another routine that helps students build understanding

collectively. For some pictures of classroom practice with the Chalk Talk routine you can have a look [here](#) and [here](#).

Hope you have a Happy New Year.

References:

Ritchhart, R. Church, M. and Morrison, K. (2011) *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco: Jossey-Bass.

Chrysa Papalazarou is an English teacher. Her special interest area is artful visual input and thinking development in teaching and learning English.

*This article first appeared on Chrysa’s blog ArtLeast <https://chrysapapalazarou.wordpress.com/>

HILLSIDE PRESS
ELT BOOKS

TESOL Greece Newsletter Article Submission Guidelines

- 1. Content** The TESOL Greece Newsletter aims at promoting development and innovation in the field of ELT methodology and practices.
Since the vast majority of our readership is teachers active in the field of ELT we encourage articles that have both a solid theoretical foundation and give advice and tips on practical matters. We cannot publish articles that aim at self-promotion, commercial promotion of materials or courses even those that are available for free. Submission of an article or any other type of writing does not guarantee publication. You may be asked to redraft your work in collaboration with the editorial team which takes time and your work might be selected for publication in a later issue. Although we prioritize original articles we will consider articles for a reprint (Please check Legal (8) below).
- 2. Writing style.** We encourage contributors to write in a clear and easy to read style as the newsletter is aimed at the novice as well as the more experienced readership.
- 3. Format and Length**
Please use Times New Roman sized 12 fonts with 1.5 spacing.
length is 1,400-1.600 words
Send your text and any photographs as an email attachment to newslettereditor@tesolgreece.org; as a Microsoft Word document. Please do not send PDFs.
- 4. References** should be included at the bottom of your article in the following format; author(s), date of publication, *Title in italic script*, Place of Publication, Publisher or for **electronic** sources:
Author/Editor. Year of publication. *Title in italic script* Place of publication: Publisher.
Available from URL [Accessed date].
- 5. Biography.** Please include a short biographical note of no more than 70 words as well as a recent full face colour photograph of over 500 kb in size.
- 6. Abbreviations and Acronyms.** Please spell these out in full the first time, capitalising the first letters, followed by the acronym in brackets, e.g. Teachers of English to Speakers of Other Languages (TESOL).
- 7. Factual information:** Please make sure that any factual information is correct. Please check your sources and if in doubt it would be better to leave it out. It is not up to the editorial team to check sources therefore the responsibility for any inaccuracies, dishonest or libellous materials lies solely on the writer.
- 8. Legal:** By submitting an article for publication we assume that your article/review has neither been previously published, nor is being considered for publication elsewhere. If that is not the case and you wish us to consider it for a reprint, we need to know where the article was first published and that you have obtained permission for that. The author must also obtain permission for reproducing any photos in their work.
- 9. Deadlines** The TESOL Greece Newsletter is published four times a year in the first week of March, June, September and December. The deadlines for submission for each issue are at the end of the first week of the previous month each issue is published in. E.g. the deadline for the 2015 December issue is November 6th 2015.
- 10.** The editorial team reserves the right to modify or amend these guidelines as needed.

Thank you in advance
The TESOL Greece Editorial Team

DEREE SCHOOL OF GRADUATE AND

PROFESSIONAL EDUCATION

DEREE MASTER'S DEGREE PROGRAM IN:

TESOL

MASTER OF ARTS (MA)

IN TEACHING ENGLISH
TO SPEAKERS
OF OTHER LANGUAGES

- Flexible study & blended approach
- Suitable for working professionals
- Educational technologies & digital innovations
- Optional Trinity College London CertTESOL



Expand yourself!

www.acg.edu/graduate | 210 6009800 ext. 1406

TESOL

GREECE

