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**30<sup>th</sup> Annual International BETA Conference 2023**  
**“A Jubilee: The Past, Present and Future of ELT”**  
**9<sup>th</sup>-10<sup>th</sup> September 2023**  
**UNIVERSITY OF NATIONAL AND WORLD ECONOMY**  
**Sofia, Bulgaria**



**Dear BETA Members,**

As we stand at the threshold of BETA's 30<sup>th</sup> jubilee, we are filled with a profound sense of pride and gratitude. For three decades, the Bulgarian English Teachers' Association has been moulding educators' perspectives, cultivating an appreciation for language, literature, and learning. Today, as we gather to celebrate this special occasion, we find ourselves both proud and humbled by the positive change we believe we have brought about and the impact we have collectively made on educators' mindset.

It all started with a vision - a vision to create a community of educators dedicated to the art of teaching English, and to inspire one another through shared knowledge and experiences. Over the years, we have progressed through the dynamic landscape of education, adapting our methodologies to meet the constantly changing needs of our students. We have explored innovative teaching approaches, embraced new technologies, globalization and cultural diversity, while holding on to the timeless values that lie at the heart of education. Together, we believe, we have been a force for positive change, creating generations of lifelong learners and critical thinkers.

We would like to express our sincere gratitude to all those who have supported the Bulgarian English Teachers' Association throughout the years - it is owing to each of you that BETA established itself as a space where ideas flourish and every voice is valued. By commemorating this jubilee anniversary, we celebrate not just the years passed but also the



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years to come. The Bulgarian English Teachers' Association will preserve its role as a torchbearer of progress and inspiration, so that to stay a respected community for educators across the country. Together, let us embark on the next thirty years with enthusiasm and determination, knowing that our collective efforts can make a difference!

Thank you for being part of this remarkable journey. Happy 30<sup>th</sup> anniversary to the Bulgarian English Teachers' Association!

With warm regards,

**BETA Committee**

### **AGM**

The BETA Annual General Meeting will be held in hall 2032a of UNWE, Sofia, on  
9<sup>th</sup> September 2023 from 17:30.

**All BETA members are kindly asked to be present.**

### **Agenda**

1. Committee Annual Reports
2. Financial Annual Report
3. Charter Amendments
4. Matters Arising



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## ABSTRACTS

### PLENARY SPEAKERS

#### ***Maria-Araxi Sachpazian***

Maria-Araxi Sachpazian BA education / RSA dip/tefl (hons) is a practicing EFL Teacher and a Lecturer in the English Studies Department of CITY College the Europe Campus of the University of York and honorary Lecturer of the University of York. She is the owner and Managing Director of Input on Education, a company that provides Academic and Business support services for foreign language schools.

Maria frequently presents at conferences and writes articles related to her special research interests which are materials evaluation and adaptation, digital teaching, and the construction of teacher identity. She has been heavily involved with the running of TESOL Macedonia-Thrace, Northern Greece and she is the current Secretary General of the Board of Trustees of IATEFL.

#### **Plenary talk: *The Future of EFL Classroom: How reflective practitioners empower learners***

What will learning look like in the next few decades? How will these changes impact teacher education and our perceptions of what ‘learning’ and ‘teaching’ are? What are the new roles of teachers as reflective practitioners and how will learners become self-regulated? If you want answers, come to the session!

#### ***Zarina Markova***

Zarina Markova is a language teacher educator at the South West University, Blagoevgrad, where she teaches Language Acquisition and ELT Methodology, supervises teaching practice and conducts state teacher certification examinations. For different periods in her life, she was British Council teacher trainer, member of BETA-IATEFL Committee, BETA’s Official Representative in the SEETA community and academic adviser to the SEETA Small-scale Teacher-led Research Project, and editor of BETA-IATEFL Publications. In all these roles, Zarina has been trying to create conditions for ‘pedagogised’ creativity, i.e. personal and social creativity that can emerge, and be enhanced, in the context of effective and meaningful English language teaching and teacher training.

#### **Plenary talk: *ELT confidence: Friend or foe?***

Research repeatedly confirms that people with high self-confidence are perceived as more knowledgeable, more attractive, more likely to set higher goals for themselves and to stay motivated in the face of difficulty. Findings additionally suggest that teachers with high self-confidence are more enthusiastic to teach, more willing to experiment and more committed to teaching. Do studies of ELT confidence reveal similar results? How do English language teachers build their confidence? Can self-confidence be harmful and self-doubt beneficial? This talk will provide some answers.



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### ***Vanya Katsarska***

Vanya Katsarska is a senior lecturer at the Bulgarian Air Force Academy. She is in charge of planning, delivering and assessing general English and specialized English language courses for BSc cadets and civilian students. She has also been a member of a couple of international groups of ESP teachers, developing and implementing needs-driven ESP courses throughout Europe. Her areas of expertise include curriculum and syllabus development, ESP assessment and aviation English.

### **Plenary talk: *For whom the bell tolls***

We are living in times of big changes and unprecedented challenges in all sectors - from business, industry, healthcare, and politics to academia. Education was not spared the covid-19 pandemic or the national economic crises. Chat GPT and other AI tools have suddenly gone mainstream and nowadays we are wondering if they will disrupt or boost language teaching. Gen Z and Alpha need to be equipped with knowledge, skills, and the right attitudes to be fully capable of participating and contributing to their societies. As a result of this 21 century has brought new challenges to us, EFL teachers. We are now required to teach not only the English language but also the skills of the 21 century.

The talk will address the 21st century skills and how language teachers could teach them. Furthermore, the talk will provide an insight into the roles relevant to today's English language teachers.

Cooperation in education becomes more vital than ever. That is why BETA conference is an important event. It gathers a vibrant community of enterprising educators from different countries. During these two days we will discuss various methods and tools that promote a successful and effective EFL learning and we will share EFL research and projects. Together we may find solutions to some pressing issues.

However, teaching EFL is not only finding the right method or technique. Use your own unique power to make students think who they might become. Use your own strengths to help them make the best of their own strengths. You feel great because then you touch your students' lives and they touch yours. The future of our children, teenagers and young adults is in the hands, brains and hearts of their teachers. So, don't ask for whom the bell tolls. It tolls for thee.



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## **SPEAKERS**

**Aglika Dobрева**

**Konstantin Preslavsky University of Shumen**

*Talk*

*Teaching at tertiary level, Teaching adults*

***English as a Lingua Franca in the ULL***

The presentation focuses on the use of English as a Lingua Franca in the context of ULL (urban linguistic landscape) in commercial areas of Bulgarian cities. Examples of the use of English and other language combinations have been provided and analyzed with an emphasis on the probable reasons why English has been chosen as a language of communication in public spaces. Types of different Language combinations, dominance of certain language(s) and some linguistic errors have been analyzed, too.

**Alla Lytvynenko**

**Municipal Educational Institution "Dnipro Specialized School № 144 with Profound Study of Hebrew, Jewish History, Jewish Traditions" of Dnipro City Council (Ukraine)**

*Talk*

*Teaching at secondary level, Teaching at tertiary level, Teaching adults, Teacher training*

***Engage your students with Jamboard***

This presentation will focus on the ways Google Jamboard can be used in ESL classroom. Are your learners creative? Are they fans of learning collaboratively? Are they fond of thinking critically? Are your learners crazy about communication? Give your learners a great opportunity! Use Jamboard in your teaching! Using Jamboard will definitely motivate and engage your students. It's a great tool for developing 21st century skills and personal competencies of your learners. Google Jamboard can be used at any lesson stage, at home or in the classroom, online or offline. Dive in and have fun!

**Anna Gębka-Suska**

**IATEFL-Poland Treasurer**

*Talk*

*Teaching at primary level, Teaching at secondary level*

***MAY YOU TEACH YOUR OWN CHILDREN! - What can teachers learn by teaching English to their own kids?***

In this deeply personal talk the presenter will share her successful process of teaching English as a foreign language to her own children, who have now become proficient speakers of the language. Authentic recordings and short videos will illustrate how their language skills developed over the years. The speaker will also discuss how the entire experience contributed to her own growth as a language teacher.



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**Boyka Petkova**

**Medical University - Sofia**

*Talk*

*Teaching at tertiary level*

***The application of the direct method during a lesson of Medical English***

The direct method is one of the best methods of teaching medical English at the Medical University of Sofia. Through it the foreign students learn the English language more easily. In this presentation are shown the characteristics and traits of this method, its applications and a practical lesson of Medical English.

**Charlotte Smith**

**British Council**

*Talk*

*Teaching at secondary level, Teaching adults*

***Developing Learner Autonomy with Artificial Intelligence***

In a busy world, learners are increasingly looking towards using technology to help develop their language skills in a time and space convenient for them. This talk will explore how we can help them to use the latest digital tools to facilitate and consolidate learning outside of the classroom.

**Dennis Newson**

**Formerly (now retired) Osnabrück University Germany**

*Talk*

*Teacher training*

***Reflections on having taught TEFL for over 50 years. (Sharing is caring).***

I'm an 87-year-old Englishman who taught TEFL at various levels in 5 countries from 1961 to my retirement in 2000 and beyond including talks /workshops at conferences in 7 or 8 countries remains sharing, and in my presentation I wish to offer some insights and recommendations applicable to TEFL gathered from a long career.

**Dilyan Gatev**

**University of National and World Economy, Sofia**

*Talk*

*Teaching at tertiary level*

***Differences between ESP and EGP according to students and lecturers***

The presentation aims to outline some major differences between English for specific purposes and English for general purposes according to first-year students of economics (and management) taught in English at UNWE – Sofia, Bulgaria, and business English lecturers at





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the same academic institution. On the basis of the presented survey results, some inferences can be drawn, which, if taken into consideration, could lead to the enhancement of ESP teaching and learning.

**Efren Serra**

**U.S. Fulbright Bulgaria English Teaching Assistant**

*Talk*

*Teaching at secondary level, Teaching adults*

***Techniques on adapting materials for developing the speaking skill***

Although the skill of speaking is necessary for attaining basic interpersonal communicative skills (BICS), most traditional second language acquisition programs base their pedagogy and curriculums on lexis and grammar of the written form and phonology/phonetics. The purpose of this presentation is to demonstrate how to effectively adapt content-specific materials for developing the speaking skill at community colleges with adult students who are interested in pursuing a career in the wine industry as a sommelier. Courses for becoming a sommelier or a server in the wine industry are traditionally offered at community colleges under the culinary arts and hospitality management programs, but not typically in conjunction with ESL department course offerings. This presentation demonstrates how adapted readings of a Sommelier prep course can be turned into authentic dialogues in action for developing the speaking skill.

**Ekaterina Popkova**

**MGIMO University, Russia**

*Talk*

*Teaching at tertiary level*

***Approaches to assessing EFL students' teamwork***

With collaborative work gaining more ground in EFL studies, the need for its assessment has become more salient. However, the task frequently causes concerns among EFL professionals, being complicated by the number of participants and the necessity to assess not only the final product but also each student's contribution to it. The talk introduces approaches to assessment of teamwork in tertiary settings and the speaker's experience in utilising them.

**Elona Kolaj**

**ELTA Albania President**

*Talk*

*Teaching at secondary level, Teaching at tertiary level, Teaching adults*

***The new pedagogic approach of foreign language teaching***

The aim of the presentation is to present recent trends in foreign languages teaching with a special focus on the approaches which help to improve the quality of learning, and motivate the learner to be more independent, responsible and more collaborative. English Language



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Teachers prepare and encourage students in a rapidly changing world and motivate through creative teaching and pedagogy. Language is closely linked to culture and in our interactions with others, we use language not only to refer to or represent our socio-cultural worlds. It is also the central means by which we bring our cultural worlds into existence, maintain them, and shape them for our own purposes. Creative teachers tend to promote thinking skills with their students while teaching the content. Teachers ought to attempt to promote critical thinking at every stage of learning, since critical thinking represents a powerful resource and it motivates learners to acquire new knowledge or skills. The new pedagogic approaches aim at allowing learners to develop greater flexibility and awareness on communicative, linguistic, and learning levels needs.

**Evi Karydi**

**DramActivate (teaching EFL through drama and storytelling)**

*Workshop*

*Teaching at primary level, teaching at secondary level, Teaching adults*

***DramActivate: Embodied Storytelling for Language Classrooms***

As language teachers we struggle to get our students physically and emotionally engaged in the language. This workshop is a hands-on drama experience of practical tasks you can use with your own students to help them build fluency and confidence. You will focus on embodied storytelling through activities that you could adapt to use in your own classroom.

**Gabi Čakš**

**VIZ II. OŠ Rogaška Slatina, Slovenia**

*Workshop*

*Teaching at secondary level*

***ADD SOME MORE - Extracurricular activities in English***

The following presentation within the workshop provides practical activities and suggestions how to motivate students to learn and be active during the English lessons and in projects. I will present some extra curricular activities that engage talented students for upgrading their knowledge and use of English lessons. Many practical activities are presented. The audience will have the opportunity to get to know these activities and they will get new ideas how to make English lessons fun, engaging and meaningful.

**Gabriela Nedelkoska**

**AUE-FON, Macedonia**

*Talk*

*Teaching at tertiary level, Teaching adults*

***The role of learners' gender in VLS use***

A significant amount of research has been directed towards showing that independent and self-aware learners employ numerous vocabulary learning strategies, signalling a positive effect on





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their linguistic abilities and by extension their lexicon. Individual learner characteristics have been extensively associated with learning outcomes. This paper emphasizes the role of learner's gender showing that female learners are prone to using metacognitive, cognitive, memory and determination strategies more frequently than male learners.

**Gabriela Nedelkoska**

**AUE-FON, Macedonia**

*Talk*

*Teaching at tertiary level, Teaching adults*

***Teachers' role as instructors and facilitators in the use of VLS***

Interpreted from learner-centered model perspective, this paper suggests that learners' perception about vocabulary learning strategies is vital, however only if adequately guided and motivated, indicating that teachers' role should not be neglected at all. The statistical results showed that frequency, as well as variety of VLS are indeed responsible for learners' sizeable vocabulary, however less favoured and time-consuming memory and cognitive strategies should be elicited as more directly effective.

**Galya Vezirova**

**University of Veliko Tarnovo; SU "Emiliyan Stanev" - Veliko Tarnovo**

*Workshop*

*Teaching at secondary level*

***Differentiated grammar instruction in the EFL classroom***

What are the challenges for teaching grammar in the 21st-century EFL classroom? Why is differentiated grammar instruction important? How can teachers differentiate grammar tasks in the EFL class? In this workshop, we will discuss the answers to these and other similar questions based on the experience of teaching English to secondary school learners at a Bulgarian school. Participants will also leave with practical ideas and activities for differentiated grammar instruction.

**Georgi Dimitrov**

**University of National and World Economy, Sofia**

*Talk*

*Teaching at tertiary level*

***Foreign language teaching from the point of view of language contact***

When it comes to foreign language teaching, what is inevitable, apart from the plethora of methods, is language contact. In my opinion, awareness of language contact on the part of the teacher is without doubt necessary irrespective of learners' level and needs. An example that I have encountered is [spɔ:k] for 'spoke' where language contact between Bulgarian and English is clearly illustrated. Since diphthongs are not typical of Bulgarian, this particular learner replaces the second element of the diphthong in 'spoke' by lengthening the first element, which could be termed compensatory lengthening. The example also serves as proof that the speaker



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knows on some abstract level that the vowel in this monosyllabic word requires two X positions (in the parlance of the X-bar theory according to which two X positions are assigned to long vowels and diphthongs), and behaves accordingly by producing a long vowel. This modest paper adduces further examples which bring to the fore awareness of language contact in the above specified context.

**Grenville Yeo**

**SOL**

*Talk*

*Teaching at secondary level, Teaching at tertiary level*

***Linking classrooms across borders through English***

The pandemic resulted in teachers and students being connected through the internet with a lot of teaching and learning on-line. For most it was a new and difficult period involving quite a lot of work, although not everyone disliked every aspect of it.

Nick Bilbrough's "Hands Up Project" started before the pandemic and linked schools in Gaza with the rest of the World through ZOOM. SOL has watched this closely and realised what possibilities it has to link two classrooms in any two different countries together in ENGLISH! This presentation will share some of the ideas generated as well as to how this could be offered more widely to teachers interested in having such a link with a school in another country. It is a perfect way of sharing one language!!!

**Irina Ivanova**

**Konstantin Preslavsky University of Shumen**

*Talk*

*Teaching at tertiary level, Teacher training*

***What matters in teaching: trainees' evaluation of key aspects of professional expertise***

The talk looks into trainee-teachers' assessment of the relevance of key concepts related to teacher's professional expertise. The discussion is based on a survey conducted among 26 MA teacher trainees after the completion of their school-based internship. Five main areas are focused on, including familiarity with the context of teaching, learners and the mentor; activities, techniques and interaction patterns; key concepts in teaching, and trainees' personal abilities in teaching.

**Ivana Juríková**

**The Slovak Chamber of English Language Teachers, Bratislava, Slovakia**

*Talk*

*Teaching at secondary level*

***Generation Z – Factors contributing to the development of foreign language anxiety***

Foreign language anxiety (FLA), a situation-specific type of anxiety, is one of the most significant barriers to progress in foreign language learning. It occurs in learners of all age categories; however, individuals during adolescence are at a greater risk of developing it. In addition to developmental factors, relevant characteristics of Generation Z can also be



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considered factors contributing markedly to FLA. Drawing on theoretical and empirical research, the present article discusses these factors to help teachers better understand their adolescent learners and adapt language teaching to their needs.

**Jenny Dooley**

**Express Publishing**

*Talk*

*Teaching at secondary level, Teaching at tertiary level*

***Getting the Message Across: Mediation in the EFL Classroom***

Mediation is an essential element of everyday communication in today's ever-more pluricultural and plurilingual societies. In an effort to emphasise the crucial role of language in the social perspective, educators are integrating mediation in the language learning process. This presentation will focus on the purpose, the activities and strategies of mediation as well as its practical application in the EFL classroom, helping learners and teachers build connections and improve communication through the co-construction of meaning.

**Jenny Dooley**

**Express Publishing**

**(promotional)**

*Talk*

***Teaching in the past or teaching in the present? Creating a culture of effective communication in the language classroom***

What exactly does it mean to be a teacher in the 21st century? How do you know whether you have embraced the latest skills required to educate students in the modern world? Are your values reflected in all of your instructional materials, both within and outside the classroom? Are you armed with the appropriate information to facilitate communication? Are there easily accessible tools and meaningful activities to boost your learners' confidence? Effective communication skills are vital for success, as they foster student growth and future learning while creating a secure learning environment.

**Jožica Nuč**

**VIZ II. OŠ Rogaška Slatina, Slovenia**

*Workshop*

*Teaching at primary level, Teaching at secondary level*

***To write or not to write!***

Why is it that so often when we announce a writing activity a groan goes up from the class? Writing can be difficult to learn, and even more difficult to teach. In my workshop I am going to share some practical tips for boosting your students' writing motivation. There are several practices that you can put in place to make writing really enjoyable for your students and you as well.



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**Krum Sotirov**

**Democratic Education, Varna**

*Teaching at secondary level, Teaching at tertiary level, Teaching adults, Teacher training*

***Breaking bad? Should street language be taught at school***

Kids learn from the Internet bad words, but do they know what they mean? Parents are (like always have been) embarrassed to talk about sex, yet curse words are taboo. Politically correct expressions. Right! but what “bad words” are they replacing. The US Army veteran and art therapist Krum Sotirov proposes to teach in English class all the parts of the language, including: slang, baby talk, medical jargon and sex education.

**Larisa Guzun**

**META (Moldovan English Teachers' Association)**

*Workshop*

*Teacher training*

***Creating and Adjusting the Lessons Content to Students' needs***

The nowadays challenges and difficulties the educational systems worldwide are facing, are an opportunity for educators to change teaching approaches for achieving greater outcomes and for responding to students' needs. Despite the use of the term ‘CLIL’ in educational institutions worldwide, oftentimes the teachers are not yet aware of the fact that Content Based learning can be a more efficient approach for educating the future generation. This proposed session offers the participants the possibility to explore different approaches for creating and adjusting the curriculum content to the students' needs and interests. The examples used within the session will be for teachers of English mainly. The session would help the teachers participating in the workshop, explore and develop different task-based exercises for their students, using a recent article that is of high interest for the students. By the end of the workshop, the participants will gather a set of exercises that can be practised in class, with students of different

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**Lina Yanbastieva-Petrova**

**Yoan Ekzarh Balgarski Secondary School, Shumen**

*Workshop*

*Teaching at primary level, Teaching at secondary level*

***Using mozaBook in the English language classroom***

The mozaBook software contains thematic tools, whose fundamental aim is to increase the effectiveness of the work in the classroom, to help students deepen and practise the knowledge they acquire and to be a means of impressive illustration. The workshop aims at presenting some of the key mozaBook features and how they can be integrated in the ESL classroom. A tip for attendees: Having a laptop is desirable.

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**Maria Metodieva**

**K**

*Talk*

*Teaching at secondary level*

***Opportunities and challenges in teaching EFL at upper-secondary level***

The presentation discusses a major issue which Bulgarian foreign language teachers are facing with the implementation of the new education policy as of 2016 and the new curriculum at Upper Secondary Education in Sofia, on the one hand, on the challenges in the 21st-century English language classroom posed by these changes, and, on the other, presents opportunities how to meet these challenges successfully.

**Maria-Araxi Sachpazian**

**TESOL Macedonia-Thrace, Northern Greece**

*Talk*

*Teaching at secondary level, Teacher training*

***The Future of EFL Classroom: How reflective practitioners empower learners***

What will learning look like in the next few decades? How will these changes impact teacher education and our perceptions of what ‘learning’ and ‘teaching’ are? What are the new roles of teachers as reflective practitioners and how will learners become self-regulated? If you want answers, come to the session!

**Marija Mijušković**

**University of Montenegro, ELTAM Montenegro**

*Teaching at tertiary level*

***The Influence of Implementing Role-Play as a Teaching Technique on the Development of Speaking Skills in University ESP Courses***

This study explores the influence of implementing role-play as a teaching technique in university ESP courses focusing on developing speaking skills. The study, conducted in a university ESP course with third-year students of English language and literature, focused on tracking the improvement of speaking skills using the role-play technique. It discusses the significance of role-play in developing speaking skills, especially in the context of the particular way language is used in different professions.

**Mariya Neykova**

**New Bulgarian University**

*Talk*

*Teaching adults*

***Persuasive Communication in English Language Teaching: Challenges and Perspectives***

Persuasive communication is an inherent part of our lives. As such, it is studied and practiced in the process of English language learning at all levels of language proficiency. In a more concrete context, persuasive communication is a very important aspect of business



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communication, which makes it indispensable for teaching English for specific purposes in spheres like tourism, administration and management. The process is challenging but also a rewarding one.

**Marta Bujakowska**

**IATEFL**

*Workshop*

*Teaching at secondary level*

***Do we want obedient or critically thinking students?***

Giving quick opinions is our protection against the world. As we now know it makes more evil than good. With a few practical examples we will work on how to encourage our students to ask questions in order to think more critically and avoid jumping to conclusions and building opinions too soon. As for language teachers it will give us inspiration to introduce more conversations into our classes.

**Maya Boicheva**

**University of National and World Economy, Sofia**

*Talk*

*Teaching at tertiary level*

***Potentialities of using travel writing as a resource in the ESP classroom***

Drawing on genre theory and the increasing genre-blending in media texts, the paper highlights the phenomenon of digitally induced re-medialization in travel writing. This evolutionary development in travel writing reestablishes the presence of authentic immediate accounts of travel experiences in daily human communication – a pool in which language learners enthusiastically immerse themselves via the new media. Taking social constructivism as its second vector, the paper discusses travel writing as a mediatized resource for making sense of the world while simultaneously blurring the social structures underlying the communicative act of travel writing. A discussion of recently published travelogues about Bulgaria focuses on the construction of heritage and enhances awareness of the instrumentality of genres.

**Reneta Stoimenova**

**Ekzarh Yosif Foreign Language School in Razgrad**

*Talk*

*Teaching at secondary level*

***Publishing Wikipedia***

Writing articles for the English Wikipedia is a challenging task, but it can nevertheless be applied to pedagogical purposes in extracurricular clubs at school with the more advanced students of English. The writing activity I am going to present is based on my experience with 12th graders at the foreign language school in Razgrad including the process of research of information, provision of authentic sources of reference, and taking photos of local





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historical and cultural landmarks to create a limited number of articles to be published in Wikipedia complying to its rules and standards of publication.

**Sonja Haakonsen**

**Veliko Tarnovo University**

*Talk*

*Teaching at tertiary level, Teaching at secondary level*

***Free writing as a teaching tool***

When affective filters and student anxiety over performance is high, practical classroom solutions can be mystifying. By examining both the internal (Krashen, 1988; 1987) and external factors (Lightbrown & Spada, 2013) that might impact student speaking and writing development in the language classroom, the instructional activity of free writing is examined as a possible solution to some of these issues. The paper concludes with suggestions for implementation in the classroom.

**Svetlana Dimitrova-Gyuzeleva**

**New Bulgarian University**

*Talk*

*Teaching adults*

***Learning English through Literature – The Synergy between Cognition and Emotion***

For adult students at advanced level of proficiency literature provides a rich source of authentic language material which can help in enhancing learners' communicative skills and intercultural competence. Literary texts provoke a more personal response, thus engaging learners emotionally and motivating them to actively participate in classroom activities. This presentation aims at highlighting the benefits for university students of using literary texts to boost their language acquisition and communicative competence.

**Svetlana Zuvic**

**ELTA Serbia**

*Workshop*

*Teaching at primary level, Teaching at secondary level, Teacher training*

***How to make positive classroom noise with young learners?***

Noise with young learners can cause teachers' burnout and make classroom management more challenging for EFL/ESL teachers worldwide. Raising voice is never a good solution, but what are possible solutions? We will try to list some reasons why and when young learners make noise and what noise is desirable. The central part of the workshop will be dedicated to transforming the negative noise into the positive one.

**Sviatlana Karpava**

**University of Cyprus**

*Talk*

*Teaching at tertiary level, Teacher training*



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### ***Development of 21st century skills in EFL classrooms***

Transversal competencies (TCs) are interdisciplinary skills that are essential to be developed by students in any area of education. Soft skills or 21st century skills are indispensable for success in their personal and professional lives, to be responsible citizens and face various challenges in our modern globalized world (UNESCO, 2013; UNICEF, 2019). According to CEFR for Pluralistic Approaches to Languages and Cultures (Council of Europe, 2001, 2012, 2018), TCs should be addressed in teaching and learning of foreign languages, with a special focus on language and communication, multilingualism and multiculturalism, critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, media and information literacy. This study examined the views of future EFL teachers in Cyprus regarding TCs and whether EFL teachers should focus on transversal skills while teaching in EFL classes. Among the most vital TCs are critical thinking, creativity, communicative skills, ability to learn independently or critically evaluate information and media content. Such activities as presentations, taking discussions, debates and role plays can be useful in TCs development.

**Sylvia Velikova**

**University of Veliko Tarnovo (Bulgaria); FIPLV (International Federation of Language Teacher Associations)**

*Workshop*

*Teaching at secondary level*

### ***Differentiated grammar instruction in the EFL classroom***

What are the challenges for teaching grammar in the 21st-century EFL classroom? Why is differentiated grammar instruction important? How can teachers differentiate grammar tasks in the EFL class? In this workshop, we will discuss the answers to these and other similar questions based on the experience of teaching English to secondary school learners at a Bulgarian school. Participants will also leave with practical ideas and activities for differentiated grammar instruction.

**Sylvie Dolakova**

**ATECR (Association of the Teachers of English of the Czech Republic)**

*Workshop*

*Teaching at primary level*

### ***Let's Play, Let's Move!***

Teaching English to (very) young learners can be quite efficient if we set the goal together with some movement, excitement, and an appealing point. ACTION GAMES, clapping games and other rhythmical activities will not only make children eager to participate; they will also practise their listening and speaking skills, vocabulary, phrases, grammar, concentration, memory, and fair-play. The children immerse in the theme of games and forget completely they are using a foreign language.



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**Sylvie Dolakova**

**ATECR (Association of the Teachers of English of the Czech Republic)**

*Workshop*

*Teaching at primary level*

***Grammar in communication, communication through grammar***

An important task for a teacher is to make their students talk, spontaneously, confidently, and in a grammatically correct way. Killing two birds with one stone - we can call so teaching grammar through communication. It's hard to say what the main goal is; whether it is adopting grammar structures, or practising speaking skills. We will explore how we can offer the teenagers the activities in which they practise both.

**Valentina Kikerkova**

**Independent**

*Talk*

*Teaching at primary level*

***Teaching culture to young learners***

Learners of any foreign language are interested along with the learning of language to learn some cultural points. In my opinion this should be introduced with the beginning of learning the language. Young learners are fascinated to learn about other cultures. This can be done through introducing popular holidays. Students can be taught about the diversity of the world. It is a way to fight against the prejudices and racism.

**Vanya Katsarska**

**Bulgarian Air Force Academy**

*Talk*

*Teaching at tertiary level*

***Cleared for take-off: from authentic tasks to communicative classroom activities***

One of the primary functions of English for Specific Purposes (ESP) is to prepare graduates for professional success. Unfortunately, ESP language is often taught in isolation and there is no strong connection between the real world professional tasks and the classroom learning tasks. This presentation will focus on a change of perspectives and the adoption of a methodology which addresses authentic communicative needs and a professional competence-based approach. The presentation will be structured as an interactive hands-on session. The audience will be offered to participate in some sample learning tasks which demonstrate how students need to focus on the meaning of the language, engage their speaking skills, rely on their professional competence, engage their intercultural and interactive competence in order to complete the tasks efficiently and successfully. The presentation will comprise a warm-up game which trains paraphrasing and giving definitions; a chair flight which practices the aviation phraseology; and the instructions to a mini-meeting which helps students improve their listening comprehension, their fluency and



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accuracy, their interactive and critical thinking skills. These aviation activities can be tailored to the specific needs of most ESP teachers.

**Zarina Markova**

**South West University, Blagoevgrad**

*Talk*

*Teaching at secondary level, Teaching at tertiary level, Teaching adults*

***Creative writing in the English language classroom***

There have been voices that creative writing should be a key component in language teaching for a number of reasons: from enabling learners to acquire new vocabulary and sentence structures through mastering the English essay to expressing their own originality while communicating their thoughts. In this interactive workshop, we will look at a number of creative writing activities which can help learners develop confidence and an interest in writing.

**Zhenya Tellalova**

**Yoan Ekzarh Balgarski Secondary School, Shumen**

*Workshop*

*Teaching at primary level, Teaching at secondary level*

***Using mozaBook in the English language classroom***

The mozaBook software contains thematic tools, whose fundamental aim is to increase the effectiveness of the work in the classroom, to help students deepen and practise the knowledge they acquire and to be a means of impressive illustration. The workshop aims at presenting some of the key mozaBook features and how they can be integrated in the ESL classroom. A tip for attendees: Having a laptop is desirable.



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## PROGRAMME

### 30<sup>th</sup> Annual International BETA Conference 2023 “A Jubilee: The Past, Present and Future of ELT”

**Day 1: Saturday 9<sup>th</sup> September 2023**

Time	Room 1	Room 2	Room 3	Room 4
8.30 – 9.30	<b>Foyer: On-site registration</b>			
9.30 – 10.00	<b>Hall: Opening ceremony</b>			
10.00 – 10.50 Hall	<b>Plenary: Maria Schahpazian, TESOL Macedonia Thrace, IATEFL</b> The Future of EFL Classroom: How reflective practitioners empower learners			
<b>Concurrent sessions</b> 11.00 – 11.30	<b>Svetlana Zuvic</b> ELTA Serbia <b>Workshop:</b> How to make positive classroom noise with Young Learners?	<b>Aglika Dobрева</b> Shumen University English as a Lingua Franca in the ULL	<b>Svetlana Dimitrova</b> NBU Learning English through Literature – The Synergy between Cognition and Emotion	
11.30 – 11.45	<b>Foyer: Coffee break sponsored by Express Publishing</b>			
<b>Concurrent sessions</b> 11.50 – 12.20	<b>Sviatlana Karpava</b> University of Cyprus Development of 21st century skills in EFL classrooms	<b>Silvie Dolakova</b> ATECR Czech Republic <b>Workshop:</b> Let's Play, Let's Move!	<b>Larisa Guzun</b> META Moldova <b>Workshop:</b> Creating and Adjusting the Lessons Content to Students' needs	<b>Prosveta Publishing Group</b> <b>Cvetelena Taralova &amp; Desislava Petkova</b>  TEACH ENGLISH DIFFERENTLY: Planning a foreign language lesson for secondary school students for secondary school students
<b>Concurrent sessions</b> 12.30 – 13.00	<b>Jožica Nuč</b> VIZ II. OŠ Rogaška Slatina, Slovenia <b>Workshop:</b> To write or not to write!	<b>Maria Mijušković</b> ELTAM Montenegro The Influence of Implementing Role-Play as a Teaching	<b>Charlotte Smith</b> British Council Developing Learner Autonomy with Artificial Intelligence	



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		Technique on the Development of Speaking Skills in University ESP Courses		
13.00 – 13.45	Lunch break			
13.45 – 14.35 Hall	Plenary: Zarina Markova, South West University ELT confidence: Friend or foe?			
Concurrent sessions 14.40 – 15.10	Room 1	Room 2	Room 3	
	Grenville Yeo SOL Linking classrooms across borders through English	Evi Karydi DramActivate Workshop: <i>DramActivate: Embodied Storytelling for Language Classrooms</i>	Elona Kolaj ELTA Albania The new pedagogic approach of foreign language teaching	
Concurrent sessions 15.15 – 15.45	Gabi Čakš VIZ II. OŠ Rogaška Slatina, Slovenia Workshop: ADD SOME MORE- Extracurricular activities in English	Krum Sotirov Democratic Education, Varna Breaking bad? Should street language be taught at school	Maria Schahpazian TESOL Macedonia Thrace Do adults know best? The maze of motivating the adult learners.	
15.45 – 16.00	Foyer: Coffee break			
Concurrent sessions 16.00 – 16.30	Gabriela Nedelkoska AUE - FON Teachers' role as instructors and facilitators in the use of VLS	Dennis Newson Formerly (now retired) Osnabrück University Germany Reflections on having taught TEFL for over 50 years (Sharing is caring)	Vanya Katsarska BAFA Cleared for take-off: from authentic tasks to communicative classroom activities	
Concurrent sessions 16.40 – 17.10	Marta Bujakowska IATEFL, IATEFL-Poland Workshop: Do we want obedient or critically thinking students?	Ivana Juríková SCELT Slovakia Generation Z – Factors contributing to the development of foreign language anxiety	Ekaterina Popkova MGIMO University, Russia Approaches to assessing EFL students' teamwork	





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17.30 – 18.30	<b>Room 1: AGM</b>
18.30 – 20.00 Foyer	<b>Conference cocktail</b> <b>Raffle draw</b>

**Day 2: Sunday 10<sup>th</sup> September 2023**

Time	Room 1	Room 2	Room 3
9.00 – 10.00	<b>Foyer: On-site registration</b>		
10.00 – 10.50 Hall	<b>Plenary: Vanya Katsarska, Bulgarian Air Force Academy</b> For whom the bell tolls		
<b>Concurrent sessions</b> 11.00 – 11.30	<b>Sylvie Dolakova</b> <b>ATECR Czech Republic</b> <b>Workshop:</b> Grammar in communication, communication through grammar	<b>Zarina Markova</b> <b>SWU</b> Creative writing in the English language classroom	<b>Anna Gębka-Suska</b> <b>IATEFL-Poland</b> May you teach your own children! – What can teachers learn by teaching English to their own kids?
11.30 - 11.50	<b>Foyer: Coffee break</b>		
<b>Concurrent sessions</b> 11.50 – 12.20	<b>Jenny Dooley</b> <b>Express Publishing</b> Getting the Message Across: Mediation in the EFL Classroom	<b>Lina Yanbastieva-Petrova + Zhenya Tellalova</b> <b>Yoan Ekzarh</b> <b>Balgarski Secondary School, Shumen</b> <b>Workshop:</b> Using mozaBook in the English language classroom	<b>Sonja Haakonsen</b> <b>VTU</b> Free writing as a teaching tool
<b>Concurrent sessions</b> 12.30 – 13.00	<b>Jenny Dooley</b> <b>Express Publishing (promotional)</b> Teaching in the past or teaching in the present? Creating a culture of effective communication in the language classroom	<b>Lina Yanbastieva-Petrova + Zhenya Tellalova</b> <b>Yoan Ekzarh</b> <b>Balgarski Secondary School, Shumen</b> <b>Workshop:</b> Using mozaBook in the English language classroom	<b>Gabriela Nedelkoska</b> <b>AUE - FON</b> The role of learners' gender in Vocabulary Learning Systems (VLS) Use
13.00 – 14.00	<b>Lunch break</b>		



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<b>Concurrent sessions</b> <b>14.00 – 14.30</b>	<b>Maria Metodieva</b> <b>Klett, 2 ELS “Thomas Jefferson”, Sofia</b> Opportunities and challenges in teaching EFL at upper-secondary level	<b>Irina Ivanova</b> <b>Shumen University</b> What matters in teaching: trainees’ evaluation of key aspects of professional expertise	<b>Efren Serra</b> <b>U.S. Fulbright Bulgaria English Teaching Assistant</b> Techniques on adapting materials for developing the speaking skill
<b>Concurrent sessions</b> <b>14.40 – 15.10</b>	<b>Maya Boicheva</b> <b>UNWE</b> Potentialities of using travel writing as a resource in the ESP classroom	<b>Mariya Neykova</b> <b>NBU</b> Persuasive Communication in English Language Teaching: Challenges and Perspectives	<b>Sylvia Velikova</b> <b>VTU, FIPLV</b> <b>Galya Vezirova</b> <b>VTU, SU “E. Stanev” Veliko Tarnovo</b> <b>Workshop</b> Differentiated grammar instruction in the EFL classroom
<b>15.10-15.40</b>	<b>Foyer: Coffee break</b>		
<b>Concurrent sessions</b> <b>15.40 – 16.10</b>	<b>Valentina Kikerkova</b> <b>Independent</b> Teaching culture to young learners	<b>Dilyan Gatev</b> <b>UNWE</b> Differences between ESP and EGP according to students and lecturers	<b>Alla Litvinenko</b> <b>Municipal Educational Institution, Dnipro</b> Engage your students with Jamboard
<b>16.20 – 16.50</b>	<b>Georgi Dimitrov</b> <b>UNWE</b> Foreign language teaching from the point of view of language contact	<b>Reneta Stoimenova</b> <b>Ekzarh Yosif Foreign Language School, Razgrad</b> Publishing Wikipedia	<b>Boyka Petkova</b> <b>Medical University-Sofia</b> The application of the direct method during a lesson of Medical English
<b>16.50 – 17.10</b>	<b>Hall: Closing ceremony &amp; presentation of certificates</b>		

**MATERIALS EXHIBITION: FOYER, both conference days**



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**Dear BETA conference participants and members,**

**Language is the foundation of culture and culture is the canvas of history, so we hope to prepare the canvas of the education of the future together with you.**

**We are looking forward to seeing you in Shumen next year.**

**BETA Committee**



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# LATEST & TRENDY

## THE FLIBETS: PRE A1



## WORD GAMES AND PUZZLES: PRE A1-A2



## iWONDER: PRE A1-A2+



## #ENGLISH: A1-B1



## 4MINDS: A1-C1/C2



## THE ART OF WRITING: B2-C2



## GRAMMAR & VOCABULARY BOOSTER: B2-C2



## NOCN: B1-C2



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