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Hrvatsko udruženje profesora engleskog jezika  
Croatian Association of Teachers of English

# NEWSLETTER

HUPE Newsletter No. 4 • June 2014





# NEW BUILDING BLOCKS 1-4

Students' Books, Workbooks and Teacher's Books for the primary school, grades 1-4



digital format • new content • new listening material • CLIL

# New Building Bridges 5-8

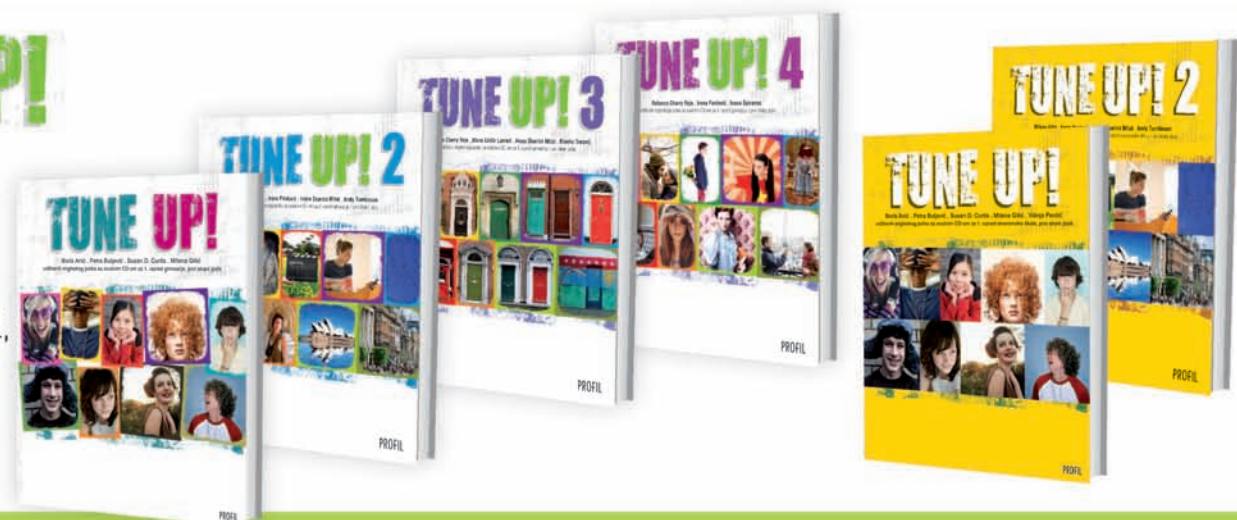
Students' Books, Workbooks and Teacher's Books for the primary school, grades 5-8



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PROFIL



# FROM HUPE BRANCHES

## The fifth Osijek Branch HUPE meeting in 2013/2014

Sara Salatić, the president  
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On 29th March 2014 twenty-five people gathered for the fifth time in this school year at the HUPE meeting at Isusovačka klasična gimnazija in Osijek.

In the first part of the meeting professors Ksenija Benčina and Tatjana Klobučar ran a very informative workshop "Frankly, my dear ...". Our lecturers made us aware of the fact that in theory there are different ways of categorising discourse markers. Most importantly they presented a set of practical speaking activities they do with their students to encourage them to use such phrases.

In the second part of the meeting our colleague Marijana Matorić gave a talk on the topic "Assigned reading to read or not to read". In her talk our lecturer made us familiar with her best practice examples, which were really motivating. She also made the effort to bring a pile of books she uses in her teaching and even baked three types of muffins since these are, of course, a perfect match with a good book. And that was not all, each participant also got a present - a picture book "My pen friend Ronnie". What more could one wish for?

## The sixth Osijek Branch HUPE meeting in 2013/2014

The sixth and the last Osijek Branch meeting in 2013/ 2014 took place on 17th May 2014 at The Faculty of Humanities and Social Sciences in Osijek. Despite the bad weather, 17 HUPE members gathered to hear the talk "Of *Black Swans* and *White Elephants*: A Cognitive Approach to Teaching Figurative Expressions in EFL Classes" given by dr.sc. Draženka Molnar.

Our speaker played with **colourful expressions** and **presented different ways of teaching them in order to, as she says, encourage our students to use English more confidently and imaginatively**. All the attendees agreed that they didn't notice how quickly the time flew, which was no surprise considering the fact that it was an interesting, informative and interactive talk.

After the talk our members were informed about the 22nd Annual HUPE Conference held in Opatija, 25th-27th April 2014, and in the end we also looked back at what we did in our HUPE Branch during this school year.

We thank you all for joining us at our branch meetings and hope to see you next year!



## SLAVONSKI BROD HUPE BRANCH, THE SECOND MEETING

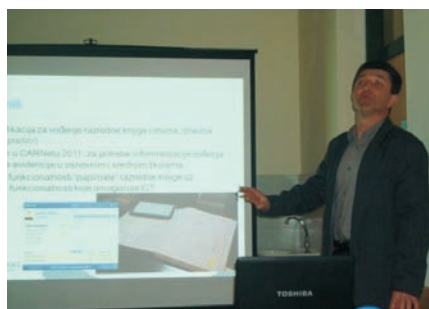
**Mirta Kos Kolobaric, the president**  
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The second Slavonski Brod HUPE Branch meeting was held on March 21, 2014 at Secondary School of Economics. The meeting was attended by 17 teachers.

**Maja Jukić** from OUP Zagreb ran a workshop *Using videos in the classroom*. All of us enjoyed taking part in various activities from pretending to be 7 years old to making dialogues to match the scenes in the video. The ideas Maja shared with us could be easily adapted to any video which is used in the classroom.

Our following speaker was **Ivana Cindrić**, PhD, from the Faculty of Teacher Education, University of Zagreb. She held an interactive lecture on *Assessment and Self-Assessment*. The lecture focused on various methods of assessing our students' knowledge and we had the opportunity to freshen up our own knowledge of various types of written tests. A lively discussion arose on how students' knowledge can be assessed as objectively as possible. The underlying idea behind the lecture was that students should be encouraged to conduct self-assessment of their own knowledge and in that way critically detect what they can or can not do well in a foreign language, as well as to see what they should do in order to improve the weaker points.

The third guest at our meeting was **Tomislav Ćosić** from Industrial-Crafts School, Slavonski Brod. Mr Ćosić introduced an interesting novelty to us *E-dnevnik* in a very vivid and user-friendly way. We were able to identify numerous benefits of E-dnevnik and see how it could help teachers in their administrative work.



## 4th HUPE branch meeting was held in Solin on 22 May 2014

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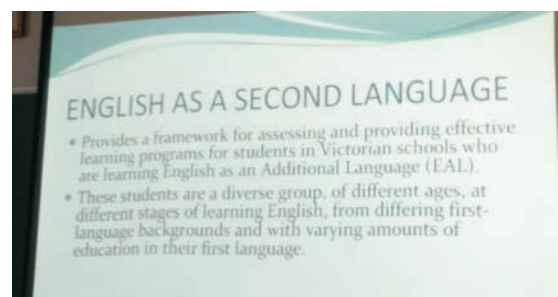
Our guest was Mr Robert Cetincic who presented a lecture on how Australia assesses students who come from a non English speaking background. He showed some practical examples how they assess students that we can use in our teaching environment. It was interesting to find out that teachers create their own curriculum which means that the ministry of education sets





the goals but it is up to the teachers how they will achieve those goals. In Australian schools teachers are motivated to support each other and learn from each other by giving presentations which is how they evaluate teachers' work too.

Mr Robert Cetincic promised to talk about teachers' evaluation next time he visits us. We are all looking forward to meeting him again.



## The Fifth HUPE Zadar Branch Meeting

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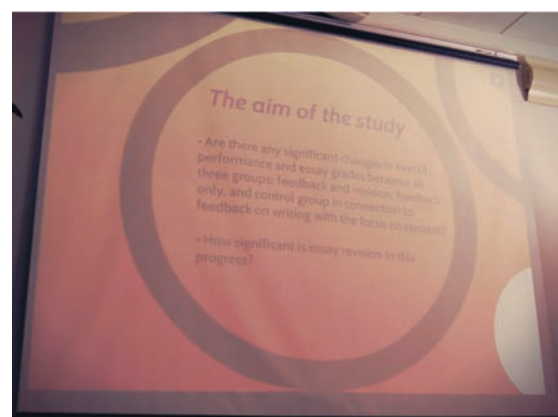
The fifth HUPE Zadar branch meeting took place on **Saturday, 31 May, 2014 (10 a.m.)** at the Zadar City Library. I am pleased to report that the meeting was attended by 17 colleagues and students from the English Language and Literature Department at the University of Zadar. After a short review of the 22<sup>nd</sup> Annual HUPE Conference, Anamarija Štulina and Marijana Birtić Vučić, lecturers at the Centre for Foreign Languages (University of Zadar), presented the results of their research in a talk entitled *Feedback in Essay Writing*.

Feedback in second language writing is an important issue in learning and teaching practices. However, whether or not to use feedback in instruction is not the only criterion for success. Feedback focus, form, and other characteristics of feedback are also crucial. The lecturers decided to carry out an experimental research among 115 undergraduate (first-year) students enrolled in eight classes of English for Academic Purposes (EAP) at the Centre for Foreign Languages, at the University of Zadar, and verify the feedback benefits in order to subsequently redesign the academic programme, and focus on process writing. Specifically, the study aims at answering whether feedback on writing with focus on content can help students improve their performance in essay writing and to what extent; and how significant essay revision is in this progress. The results suggested that all three groups improved in overall performance of the writing process but that one group in particular (feedback-and-revision group) showed a statistically significant improvement.

I wish to thank all the colleagues who joined our meetings throughout the year!

Thank you for your invaluable support, time and friendship!

See you next year!



## Zagreb branch

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**The second HUPE Branch Zagreb meeting** was held on 7 March 2014, from 7 p.m. - 9 p.m. at British Council, Palmotićeva 30. The meeting was attended by 28 teachers who pretty much filled the room. Our hosts at the British Council prepared a lovely goodie bag for each attendee.

Arjana Blažić, our colleague from IX. Gimnazija, delivered a talk on Online Testing Tools. She presented many online testing tools which can be found on various web pages that can help us to create our own interactive quizzes, puzzles and games for testing student knowledge and measuring student progress. Arjana shared with us only a small part of her knowledge and experience with 2,0 web tools. Most of us were impressed by the number of online testing tools and their diversity.

Marina Hadžiomerović, our colleague from OŠ Medvedgrad ran a workshop ***Wake up, take up, build up, shape up***. Marina became an expert on using songs in the classroom and she presented many songs which can be used to create good atmosphere in the classroom. Marina named them

Self-confidence boost and feel good songs. As a true professional and a real music lover she brought with her the guitar and treated us to a couple of live performances.

Hupe members were also informed about discounts on books, dictionaries, teacher's resources at Školska knjiga and Algoritam bookshops.





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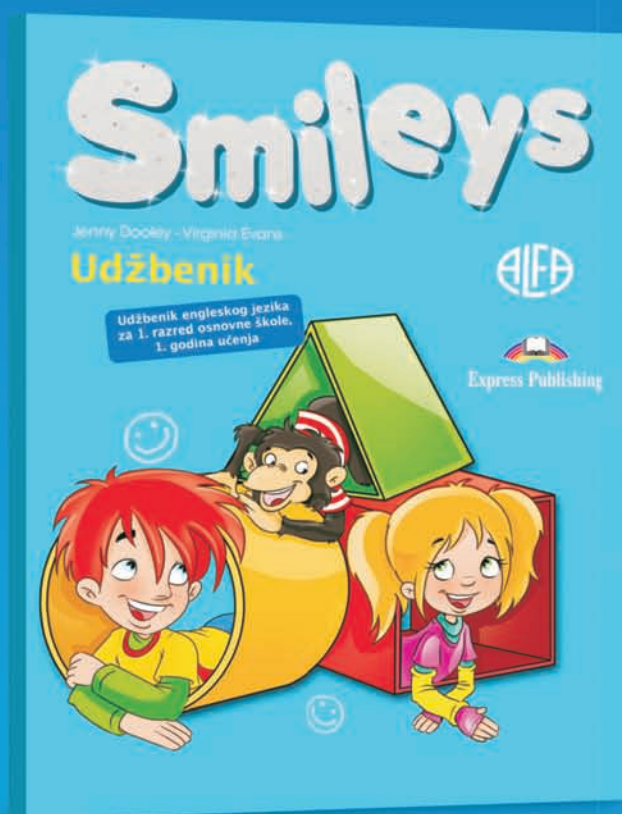
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# Interview with Olinka Breka

by Lidija Branilović, HUPE Newsletter editor

**OLINKA BREKA** is a lecturer, teacher trainer and textbook writer. She does seminars and workshops for teachers of English in Croatia and abroad. For the last fourteen years she has been teaching technical English at the Faculty of Mechanical Engineering and Naval Architecture, University of Zagreb. Besides ESP her interest include intercultural learning and teaching, integrating language skills in EFL classroom, classroom dynamics. Recently her research has focused on the development of intercultural competence in EFL classroom, teacher development, textbook evaluation and the effective use of communicative and intercultural tasks. She loves travelling, reading books, dancing and singing.

**1. This is your first talk at the HUPE Conference. What is your opinion about inviting Croatian teachers to have plenary talks at the International conferences in Croatia?**

Having Croatian teachers as plenary speakers at the Hupe conferences is a very good idea. Firstly, since these conferences are, basically, about sharing ideas and experiences, Croatian teachers can give an insider's view that will be of great value to their colleagues. Secondly, quite a lot of Croatian teachers are involved in scientific research, carried out in Croatian schools, so that they can present findings that will give us an insight into the state-of-the-art FL teaching and learning in Croatia. Finally, there's the issue of native vs. non-native speakers. We all know that native speakers are always in a much better position, just by being native speakers. So, having non-native plenary speakers is a good self-esteem boost for all Croatian teachers.

**2. As the author of primary school textbooks and a teacher at the Faculty of Mechanical Engineering and Naval Architecture, which one of these jobs do you like better: writing or teaching? And, working with younger students or the older ones?**

It is hard to say. Writing EFL textbooks and other teaching materials and teaching itself are closely related. I'd say they are complementary activities. My teaching is based on my beliefs about what language is and how it should be taught. The same goes for the textbook writing. The ideas implemented in my textbooks are rooted in my classroom practice and research. So, I can only say that I enjoy both teaching and textbook writing. They are both immensely rewarding. Perhaps by writing textbooks you can reach a wider range of people, both learners and teachers. Having a chance to touch on the lives of so many people and being a part in their development gives you a great satisfaction. At the same time, it means an enormous responsibility. So, textbook writing makes me a better teacher. Who do I like to teach better: younger learners or my ESP students? I really do not know. I love teaching, no matter what age group it is. What does matter, however, is that the learning process is meaningful, relevant, engaging, effective, creative and fun to students.

**3. What is your opinion of today's (changing) world in the means of communication and language?**

We live in the times of great and fast changes. Every era gives FL learning a new dimension. Today, this new dimension is definitely intercultural competence (IC). To be more specific, we all need to learn how to manage changes and we all need to learn how to deal with differences and diversity. That's why our mission is to cater for the need of developing empathy, critical cultural awareness and self awareness because they can help us and our students to open up towards otherness. I used the term 'mission' on purpose since I do believe that teachers have a mission. However, to accomplish it they need to be interculturally competent themselves. They need to become FL&IC teachers. There is another thing we should not forget. Actually, it is one of the most striking features of the modern world. That is modern technology. Modern technology has to be incorporated in the FL classroom because it can enhance FL learning and teaching. However, I don't think that technology should be dominant. The most relevant form of communication, in my opinion, is still, and will always be, F2F student-student communication as well as F2F teacher-student(s) communication.



**4. *We have all agreed that culture is really the identity. How can we get intercultural competence by using language?***

Language is much more than transfer of information. It is a symbol of identity. Language shapes our reality and, at the same time, it mirrors it. Therefore, it can not and should not be separated from its social and cultural contexts. Through learning a foreign language we get access to different ways of perceiving the world. Actually, we learn about the members of other cultures, their beliefs, values and norms, articulated through the language they speak. However, in order to understand a foreign culture and language you need to refer to your own culture. The thing is that by learning about 'the other' we become aware of 'us', of our own culture, our own background and experiences. That is a broader educational aim that we should have in mind. It is the goal of helping our students to acquire and develop knowledge, skills and attitudes that will enable them to understand their own community as well as those of others. To achieve this, we should teach our students how to observe, notice, collect information about different cultures, and finally, how to analyse and interpret information, so that they can understand it and act accordingly. It is very important to help our students to realize how enriching getting in contact with different cultures might be.

**5. *Do you find culture parts of English textbooks in Croatian schools useful and why?***

There is a lot of culture in English textbooks, and that is great. However, it seems to me that it mostly relates to the civilization elements, allowing students to gain mostly background knowledge. Knowledge **is** one of the components of intercultural competence, and, it is important for our students to gain factual knowledge about the target cultures as well as the world cultures in general. But in order to teach our students how to communicate effectively in a multicultural world, we need to help them to develop their intercultural awareness, which is mostly related to the lower case 'c' culture. This has also to do with the tasks we set in the FL classroom. Intercultural tasks should combine cultural exploration and linguistic development. As mentioned before, intercultural tasks involve observation, noticing, discussion, interpretation, analysis and, definitely, reflection time. Intercultural tasks should promote learner autonomy, which means our students should be actively involved in collecting information and processing it. There is another thing I'd like to point out. Culture is a dynamic phenomenon, which means that it constantly changes. As a result, culture-related materials can fast become outdated or even obsolete. We all know that textbooks do not get revised that frequently. That's why teachers need to be able to adapt materials and set tasks that will foster the development of intercultural competence of their students.

**6. *Do you think students from other European countries should be learning about Croatian culture / identity? Can you provide such an example?***

Definitely. We have many different identities because we belong to different social groups. Today we don't only belong to our family, school, community, and nation. We all belong to the world. So, we need to help our students to become aware of their world and European identity. That's why I believe that students from other countries should be learning about Croatia and its culture as well as about any other country in the world. Today's world is a big jigsaw puzzle. To get a big picture, we need to learn about the pieces that form a whole.

**7. *I liked it a lot when you said in your talk that all the teachers are actors, but there are many roles they can take. What's your favourite role as a teacher and why?***

We **are** a sort of actors, aren't we? Moran (2001) defines eleven roles that we can take on in FL&IC teaching and learning. Let me list them all. Teachers can act as a source, a resource, an elicitor, an arbiter, a coach, a guide, a model, a co-researcher, a listener, a witness, and a co-learner. All of these roles are relevant and we take them all on from time to time and in some specific segments of the teaching and learning process. I definitely love the role of a listener, an active listener. It is extremely important to show your students that you are really interested in what they are saying. Show them that you are listening to hear. Being a guide is also very rewarding. You lead students through a process of negotiating meaning by asking good and relevant questions, helping them to find out the meaning for themselves. The role of a source of information is not that important as it used to be. What is more important is to help students to understand and interpret the information. So, I like the role of an arbiter, too. The most important thing about FL teaching, though, is to show your students that you do care. Be understanding and supportive. Show empathy. Be an authority, not in a negative sense, of course, but with the knowledge you have and share, decisions you make and how you act in the classroom. Students need a firm figure they can trust and rely on.

***Thank you very much for your time, and HUPE hopes to see you next year! ☺***



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