



The 10th National Conference / the 4th International Conference

ELTAM Days 2025

EDUCATION AS THE PASSPORT TO THE FUTURE

PROGRAM

May 9-10, 2025, at the Faculty of Philology in Nikšić

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DAY 1
Friday, May 9, 2025

08:00 – 09:00	Registration			60
09:00 – 09:30	Welcoming words and introduction to the Conference	Ms. Dragana Radoman , President of the English Language Teachers’ Association of Montenegro	Amphitheater	30
		HE Judy Rising Reinke , U.S. Ambassador to Montenegro		
		Ms. Dragana Ćetković , General Director of the Directorate for Higher Education and Student Standards in the Ministry of Education, Science, and Innovation		
		Ms. Sarah Pilbeam , Deputy Head of Mission at the British Embassy Podgorica		
		Mr. Igor Lakić , Dean of the Faculty of Philology, Nikšić		
		ELTAM “10 YEARS IN REVIEW” video (2015-2025)		

Ms. Zorka Radonjić, Vice President of the English Language Teachers’ Association of Montenegro is facilitating the official opening.

DAY 1
Friday, May 9, 2025

Faculty of Philology – Nikšić

Time	Faculty of Philology – Nikšić					
09:40 – 10:30	Plenary session 1	<p style="text-align: center;">Neil J Anderson U.S. English Language Specialist</p> <p style="text-align: center;"><i>Creating an Engaging and Rigorous Learning Environment Through the Integration of Language Skills</i></p>			Amphitheater	50 min
Time	Activity	Speaker	Topic	Room	min	
10:40 – 11:25	Workshop 1.1.	<p style="text-align: center;">Phil Ball <i>British Council</i></p>	CLIL: The 3 Dimensions of Content	Amphitheater	45	
10:40 – 11:25	Workshop 1.2.	<p style="text-align: center;">Frances Westbrook Ivana Banković <i>State Department's Regional English Language Office (RELO)</i></p>	Creating Comics to Think Critically	Ceremonial hall	45	
10:40 – 11:25	Workshop 1.3.	<p style="text-align: center;">Elvira Hodžić Azra Muhedinović <i>Tuzla</i></p>	Picture of me	Room 123	45	
10:40 – 11:25	Workshop 1.4.	<p style="text-align: center;">Albina Hoti <i>Kosovo</i></p>	Teaching English language and literature in the era of AI	Room 124	45	
11:25 – 11:45		Coffee break			20	

11:45 – 12:15	Talk 1.1.	Sanja Čonjagić <i>SOL</i> <i>ELTA Serbia</i>	Think Globally, Act Locally and Cooperate Regionally	Amphitheater	30
11:45 – 12:15	Talk 1.2.	Rob Howard <i>IATEFL Poland</i>	THE 'Y' IN HYPE: AI vs. A-why	Ceremonial Hall	30
11:45 – 12:15	Talk 1.3.	Lidija Lazarević Jelena Bogičević Sanja Radusinović	Multilingual competence through the ESP	Room 123	30
11:45 – 12:15	Talk 1.4.	Danny Canas <i>UKIM</i>	Beyond the Classroom: An Interdisciplinary Approach to Language Learning for the 21st Century	Room 124	30
11:45 – 12:15	Talk 1.5.	Daniela Kupi <i>ELTA Albania</i>	Language Learning in Content and Language Integrated Learning	Room 216	30
12:25- 13:10	Workshop 2.1.	Nađa Vujanović Marija Vukićević	Resources for Implementation of Microteaching in Raising Resilience in ESL Classroom	Amphitheater	45
12:25- 13:10	Workshop 2.2.	Neil J Anderson U.S. English Language Specialist	Teaching Reading in the Age of AI	Ceremonial Hall	45
12:25- 13:10	Workshop 2.3.	Alenka Tratnik <i>IATEFL Slovenia</i>	<i>Card games and activities for dynamic learning</i>	Room 123	45

12:25-13:10	Workshop 2.4.	Anita Jokić <i>HUPE Croatia</i>	<i>The Tie That Binds: How the Carpathia Saved the Titanic</i>	Room 216	45
13:20 – 14:10	Plenary session 2	Phil Ball <i>British Council</i>	<i>What is CLIL and what can it offer to both teachers and learners?</i>	Amphitheater	50
14:10 – 15:00	Lunch break at students' canteen of students' dormitory "Braća Vučinić" – ground floor (on the left)				50
15:00 – 15:45	Closed Meeting of Partner Associations – meeting room at the premises of students' dormitory "Braća Vučinić"				45
15:00 – 15:45	Workshop 3.1.	Grant Kempton <i>Pearson</i>	<i>WHAT IS A STORY?</i>	Amphitheater	45
15:00 – 15:45	Workshop 3.2.	Susan Holman <i>U. S. English Language Fellow</i>	Comic Relief: Boosting ESL Skills Through Comics	Ceremonial hall	45
15:00 – 15:45	Workshop 3.3.	Gordana Milić Vojo Mrvaljević	Brain Adventures!	Room 123	45
15:00 – 15:45	Workshop 3.4	Milica Cerović	Fostering students'/ teachers' resilience	Room 216	45
15:45 – 16:05	Coffee break				20

16:05 – 16:35	Demo 1.1.	Mirjana Peković Aleksandra Trebješanin	Learn and Play: Part two	Amphitheater	30
16:05 – 16:35	Demo 1.2.	Đultena Bećirović	Telling story through play	Ceremonial hall	30
16:05 – 16:35	Demo 1.3.	Marina Marković	Eddies of words	Room 123	30
16:05 – 16:35	Demo 1.4.	Bojana Đukić	Wheel of Fortune	Room 216	30
16:45 – 17:35	Plenary session 3	Marija Mijušković University of Montenegro, Faculty of Philology - Nikšić <i>Social and Emotional Learning in the English Language Classroom: Education as a Pathway to the Future</i>		Amphitheater	50
19:00	Susan Holman (Director) <i>U. S. English Language Fellow</i>	"Thrills, Twists, and Treachery: A double feature "Misfortune" by Mark Harvey Levine "The Curse of the Ravenwood Diamond" by the UCG players (optional)		Amphitheater	

DAY 2
Saturday, May 10, 2025

8:20 – 9:00 **Registration** **40 min**

Time	Faculty of Philology – Nikšić			
09:00 – 09:50	Plenary session 4	<p>Catherine Jeanneau</p> <p>European Centre for Modern Languages in cooperation with Bureau for Education Services of Montenegro</p> <p><i>Digital technology and real-world tasks: empowering language learners to act as digital citizens and social agents</i></p>	Amphitheater	50 min



Time	Activity	Speaker	Topic	Room	min
10:00 – 10:45	Workshop 4.1.	<p>Catherine Jeanneau</p> <p>ECML</p>	<p><i>Designing real-world tasks to develop digital literacy and digital citizenship in the language classroom</i></p>	Amphitheater	45
10:00 – 10:45	Workshop 4.2.	<p>Matthew Gleason</p> <p><i>English Language Fellow, Prizren Kosovo Ushkin Hoti University Prizren</i></p>	<p>Power Up Your Classroom: Memory, Learning, and Effective Teaching Practices</p>	Ceremonial hall	45
10:00 – 10:45	Workshop 4.3.	<p>Milka Cerović</p> <p>Ivana Dašić</p> <p><i>ELTAM</i></p>	<p>Teaching Green: E-Practicum on Environmental Sustainability</p>	Room 123	45
10:00 – 10:45	Workshop 4.4.	<p>Slavka Lakčević</p> <p>Katrina Berišaj</p>	<p>Bridging Cultures: Teamwork in Student Exchange</p>	Room 124	45

10:00 - 10:45	Workshop 4.5.	Ljiljana Ščekić <i>ELTA Serbia</i>	Engaging English: Adaptable Activities for Dynamic Classrooms	Room 216	45
10:45 – 11:05		Coffee Break			20
11:05 – 11:50	Workshop 5.1.	Catherine Jeanneau ECML	<i>Designing real-world tasks to develop digital literacy and digital citizenship in the language classroom</i>	Amphitheater	45
11:05 – 11:50	Workshop 5.2.	Rob Howard <i>IATEFL Poland</i>	The Power of Intelligent Instruction Workshop	Ceremonial hall	45
11:05 – 11:50	Workshop 5.3.	Ivana Milošević <i>ELTA Serbia</i> <i>Data Status</i>	Teaching Like Nature: Unlocking Innovative Strategies for Language Learning	Room 123	45
11:05 – 11:50	Workshop 5.4.	Zorka Radonjić Ivana Radulović <i>ELTAM</i>	Emoji-O-Meter	Room 216	45
12:00 – 12:30	Demo 3.1.	Jelena Spasić <i>ELTA Serbia</i>	<i>Let`s have fun – energizers, fillers, warm-ups!</i>	Amphitheater	30
12:00 – 12:30	Demo 3.2.	Ane Ferri <i>PU Language Centre Ferriland</i> <i>ELTAM</i>	<i>Play to Slay: Games in high school today</i>	Ceremonial hall	30

12:00 – 12:30	Demo 3.3.	Nataša Stanojević <i>ELTAM</i>	<i>Let's bloom in the Escape room!</i>	Room 123	30
12:00 – 12:30	Demo 3.4.	Mirjana Đukanović	A voyage to the unknown	Room 124	30
12:40 – 13:10	Talk 2.1.	Dragiša Vukotić	Communicative Language Teaching	Amphitheater	30
12:40 – 13:10	Talk 2.2.	Erika Steiger Conrad Salisbury Robert Henry <i>Peace Corps</i>	Writing as a Key to the Future	Ceremonial hall	30
12:40 – 13:10	Talk 2.3.	Milica Radenović	English without borders	Room 123	30
12:40 – 13:10	Talk 2.4.	Nina Srdanović	Trauma Informed Care and Teaching	Room 124	30
12:40 – 13:10	Talk 2.5.	Sanja Milović	Unlocking New Paths in the Writing Journey	Room 216	30

13:20 – 14:10	Plenary session 5	Grant Kempton Pearson	<i>Are We There Yet? Will We Ever Be There?</i>	Amphitheater	50
14:10 – 15:00		Lunch break at students' canteen of students' dormitory "Braća Vučinić" – ground floor (on the left)			50
15:00 – 15:45		<i>Closed Meeting of Partner Associations – meeting room at the premises of students' dormitory "Braća Vučinić"</i>			45
15:00 – 15:30	Talk 3.1.	Tanja Đonlaga Natalija Savičević Mrvaljević	Formative Assessment Tips and Tricks	Ceremonial hall	30
15:00 – 15:30	Talk 3.2.	Aleksandra Mišurović	Education as the Passport to the Future Through Theatre: The Power of School Plays in ESL Learning	Room 123	30
15:00 – 15:30	Talk 3.3.	Ana Radošević Edita Softić	Listening comprehension is the passport to speaking a second language	Room 124	30
15:00 – 15:30	Talk 3.4	Ekaterina Surkova <i>Freelance English teacher – Russia</i>	Low-prep activities for vocabulary revision and recycling using AI	Room 216	30
15:30 – 15:50		Coffee break			20
15:50 – 16:50		Presenting the results of ELTAM Needs Analysis Raffle, evaluation and closing remarks		Amphitheater	60

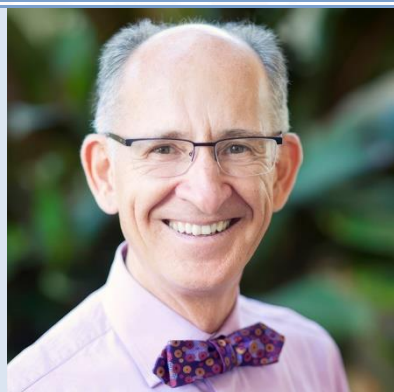
ELTAM Days 2025 PROGRAM

PLENARY SESSIONS, WORKSHOPS, TALKS & DEMO CLASSES

DAY 1

Friday, May 9, 2025

09:40 – 10:30	Plenary Session 1	Amphitheater
Time	50 min	
Presenter	Neil J Anderson, U.S. English Language Specialist	



Dr. Neil J Anderson, U.S. English Language Specialist

Professor Anderson's research interests include second language reading, language learner strategies, learner self-assessment, motivation in language teaching and learning, and ELT leadership development.

He is the author or co-editor of over 50 books, book chapters, and journal articles. His publications include three teacher education texts in the area of second language reading: *Exploring second language reading: Issues and strategies* (1999, Heinle/Thomson, 2nd edition is in progress), *Practical English language teaching: Reading* (2008, McGraw Hill) and *L2 reading research and instruction: Crossing the boundaries* (2009, The University of Michigan Press). He is the co-editor with Christine Coombe, Lauren Stephensen, and Mary Lou McCloskey of *Leadership in English language teaching and learning* (2008, The University of Michigan Press). In addition, he is the author of an EFL reading series *ACTIVE skills for reading*, 3rd edition (2013, National Geographic Learning/Cengage).

Professor Anderson served as President of Teachers of English to Speakers of Other Languages, Inc. from 2001-2002. He was also a member of the Board of Trustees of The International Research Foundation (TIRF) from 2002-2008, serving as the President of the Board from 2004-2006. He has been a Fulbright Teaching and Research Scholar in Costa Rica (2002-2003) and in Guatemala (2009-2010). Professor Anderson is the 2014 recipient of the prestigious James Alatis Service Award to TESOL.

PS1: Creating an Engaging and Rigorous Learning Environment Through the Integration of Language Skills

Education as the passport to the future requires creating a classroom learning environment that is both engaging and rigorous. Creating this environment requires careful planning by both classroom teachers and materials developers. A curriculum that appropriately integrates all language skills is essential to establishing a positive learning environment.

Opportunities and challenges exist in language skill integration. The opportunities include creating more natural connections among listening, speaking, reading, writing, grammar, and vocabulary instruction. The challenges include the lack of depth in skill development.

This plenary session presents three language curricular options for skill integration. These curricular options contribute to an engaging and rigorous classroom learning experience that promotes education with an eye to the future.

10:40 – 11:25	Workshops 1.1. Amphitheater	<i>W1: CLIL: The 3 Dimensions of Content</i>
Time	45 min	<p>What is ‘content’, and what is ‘language’? CLIL helps us to look more carefully at these two notions. Subject teachers need support in identifying the key language in their learning sequences, so that they can then make it more salient and visible to their learners, and language teachers need to consider the nature of ‘content’ – namely what it is, how it behaves, and how it can be supported methodologically. This practical workshop will illustrate the notion of the three dimensions of content in CLIL, namely conceptual, procedural and linguistic. This framework encourages both subject and language teachers to think of their lessons in these three-dimensional terms and to ‘adjust the volume’ of a task according to the demands that it makes. This helps CLIL teachers to prioritize any one of the three dimensions, at any point of a lesson or a sequence.</p>
Presenter	<p>Phil Ball <i>British Council</i></p>	

10:40 – 11:25	Workshops 1.2. – Ceremonial hall	<i>W1: Creating Comics to Think Critically</i>
Time	45 min	<p>Combining the written word with even the simplest doodles can be a powerful tool for students learning English. Comics can be used to tell stories, explain processes, and provide information. The aim of this workshop is to explore insights, strategies, and practical applications for making comics in any EFL classroom to improve both language skills and critical thinking abilities.</p>
Presenters	<p>Ivana Banković Frances Westbrook <i>State Department’s Regional English Language Office (RELO)</i></p>	

10:40 – 11:25	Workshops 1.3. – Room 123	<i>W1: Picture of me</i>
Time	45 min	<p>We all often ask ourselves "Who am I?", "What am I like?", "What do I know?", "What can I do?", etc. These questions are especially relevant during growing up and are influenced by our being in various social environments, especially our families and schools. Learning about our students, understanding their background, their needs, desires, dreams is an important part of teaching. Teenagers search for themselves, trying to understand who they are and what they want to be. All in all, it contributes to their understanding of themselves and their environment. English language teachers need to provide opportunities for students to reflect on and express themselves.</p>
Presenters	<p>Elvira Hodžić Azra Muhedinović <i>Tuzla</i></p>	

10:40 – 11:25	Workshops 1.4. - Room 124	<i>W1: Teaching English language and literature in the era of AI</i>
Time	45 min	<p>As teachers we very often conduct lessons from our position at the center of the room. And usually we have the entire class partaking in one activity. Not so with learning stations. Every group of students will be doing something different at a different location in the room. So why turning? Because we'll be turning the learning over to the students, and participants will be turning (rotating) through the stations. Four outcomes of this practical workshop will be that teachers (1) learn how to set up stations, (2) see how to manage them for a maximally learner-centered lesson, (3) discover how a small amount of materials can work for an entire class, and (4) experience themselves new activities to incorporate directly into their classes.</p>
Presenter	<p>Albina Hoti <i>Kosovo</i></p>	

11:45 - 12:15	Talks 1.1. - Amphitheater	<i>T1: Think Globally, Act Locally and Cooperate Regionally</i>
Time	30 min	<p>This presentation highlights the critical need for networking and sharing concerns in the field of ELT to address future challenges. It emphasizes the interconnectedness of global trends in language education with local practices, advocating for a collaborative approach. By thinking globally, educators can stay informed about evolving methodologies, technologies, and pedagogical trends. Acting locally involves implementing these insights into their teaching contexts, ensuring relevance and effectiveness. However, the key lies in regional cooperation, which allows for a more nuanced understanding of shared challenges and the development of context-specific solutions.</p> <p>This presentation also announces a forthcoming Regional Teachers SOL Retreats, which will be held in Serbia and North Macedonia providing a platform for educators to engage in dialogue, share best practices, and build a supportive network.</p> <p>Such events are crucial for fostering a sense of community among ELT professionals, encouraging ongoing professional development and ultimately enhancing the quality of ELT regionally. Through this holistic approach, the presentation aims to inspire educators to collaborate, innovate, and adapt in response to the ever changing landscape of ELT.</p>
Presenter	<p>Sanja Čonjagić</p> <p><i>SOL</i></p> <p><i>ELTA Serbia</i></p>	

11:45 - 12:15	Talks 1.2. - Ceremonial hall	<i>T1: THE 'Y' IN HYPE: AI vs. A-why</i>
Time	30 min	<p>In an era where AI is transforming the landscape of education, EFL teachers are navigating a world of rapid technological innovation. However, as artificial intelligence (AI) continues to advance, it raises a critical question: is it truly the future of language learning, or is it merely part of the latest hype? In this 30-minute session, we will delve into the powerful capabilities of AI in the EFL classroom and examine the "why" behind its increasing prominence. Through insightful discussions and real-world examples, we will explore both the promises and the potential pitfalls of incorporating AI tools into language learning. Teachers will walk away with a clearer understanding of when AI can enhance teaching, when it may fall short, and how to leverage these technologies meaningfully, ensuring that we don't just chase the buzz but thoughtfully consider the "why" behind the integration of AI in EFL education.</p>
Presenter	<p>Rob Howard</p> <p><i>IATEFL Poland</i></p>	

11:45 - 12:15	Talks 1.3. - Room 123	<i>T1: Multilingual competence through the ESP</i>
Time	30 min	<p>Professional development is our reality and something that every teacher should accept and cover all their working aspects with. Multilingual competence through the ESP is one of the programs approved by the National Council for Education. (05/3-01-011/24-533/6, 12 February 2024). The main objective of the program is implementing the subject in schools as an independent curriculum and preparing foreign language teachers for the challenges of a new teaching approach.</p> <p>Materials and Methods: Through a PPTx the authors will present the key aspects of the program.</p> <p>The following will be shown:</p> <ul style="list-style-type: none"> - Why this program and who supported and approved it? - What does this program include? - Four steps leading to an efficiently carried out program. <p>Results and Discussions: Attendants will get the basic information about content and methods of implementing the program. They will also have a chance to ask more about it.</p> <p>Target group: English language teachers in secondary vocational schools as well as everyone interested in the topic.</p>
Presenters	Lidija Lazarević Jelena Bogičević Sanja Radusinović	

11:45 - 12:15	Talks 1.4. - Room 124	<i>T1: Beyond the Classroom: An Interdisciplinary Approach to Language Learning for the 21st Century</i>
Time	30 min	<p>In today's rapidly evolving world, language learning must go beyond grammar and vocabulary to equip students with real-world skills. This presentation introduces an innovative, interdisciplinary approach that integrates multiple subjects such as science, math, business, leadership, and more into a cohesive learning experience, fostering critical thinking, problem-solving, collaboration, and creativity. By immersing students in English-based, skills-driven lessons, this method enhances fluency while preparing them for the demands of the future. Designed as a complement to traditional education, it encourages students to apply what they learn in school to solve complex, real-world challenges. As the first of its kind in Montenegro, this approach reshapes language learning by bridging disciplines, developing essential skills, and empowering the next generation.</p>
Presenter	Danny Canas <i>UKIM</i>	

11:45 – 12:15	Talks 1.5. – Room 216	<i>T1: Language Learning in Content and Language Integrated Learning</i>
Time	30 min	<p>One of the most effective and contemporary strategies in education today is Content and Language Integrated Learning (CLIL). This presentation will explore the innovative approach of CLIL, which integrates the learning of academic content with the acquisition of a second language. It will provide an in-depth look at how CLIL operates, focusing on how different subjects can be taught in a foreign language, fostering both subject knowledge and language proficiency simultaneously. However, it will also address the challenges associated with CLIL, such as language proficiency issues, teacher expertise, and resource limitations.</p> <p>Participants will gain insights into practical strategies and interactive activities that can be used in the classroom to engage students and support their learning. These will include methods like group presentations, debates, role-plays, and educational games, all designed to make content and language learning more dynamic and effective. Ultimately, the session aims to equip educators with the tools to implement CLIL successfully, enhancing their students' linguistic and academic development and preparing them for the globalized world of the future.</p>
Presenter	Daniela Kupi <i>ELTA Albania</i>	

12:25 – 13:10	Workshops 2.1. - Amphitheater	<i>W2: Resources for Implementation of Microteaching in Raising Resilience in ESL Classroom</i>
Time	45 min	<p>The workshop consists of several dynamic and useful classroom activities related to the topic of Trauma Informed Care which could be rather helpful for fostering students' wellbeing and resilience. These could strengthen teamwork and build trust and understanding amongst teachers and students.</p>
Presenters	Nađa Vujanović Marija Vukićević	

12:25 – 13:10	Workshops 2.2. – Ceremonial hall	<i>W2: Teaching Reading in the Age of AI</i>
Time	45 min	<p>This workshop focuses on appropriate uses of Artificial Intelligence (AI) in the creation of classroom reading materials to improve reading proficiency. We will (1) summarize the pros and cons of using Chat GPT in the classroom, (2) design a reading passage and comprehension questions using Chat GPT 3.5 and edit the passage with ER Central's Online Graded Text Editor, and (3) critique the activity to determine if you could use it on your own in the future.</p>
Presenters	Neil J Anderson <i>U.S. English Language Fellow</i>	

12:25 – 13:10	Workshops 2.3. – Room 123	<i>W2: Card games and activities for dynamic learning</i>
Time	45 min	Card games and activities bring fun and dynamism into the classroom, and create an enjoyable and engaging learning environment for practicing different skills. In this workshop, I will introduce you to a range of card activities and games (puzzles, word games, riddles, brain teasers, quizzes, writing a poem, finishing a story, giving a reason etc.) that you can use at different stages of the lesson or when you want to give your students a break from other activities. Participants will be able to take part in the activities/games and discuss the benefits and possible uses with their students.
Presenter	Alenka Tratnik <i>IATEFL Slovenia</i>	

12:25 – 13:10	Workshops 2.4. – Room 124	<i>W2: The Tie That Binds: How the Carpathia Saved the Titanic</i>
Time	45 min	Discover the incredible story of the Titanic and Carpathia through a multidisciplinary classroom project! Combine well-chosen authentic materials with research, critical thinking, modern technology, history, social sciences, music and interesting tasks. Dive into the geography behind the fateful voyage, uncovering the role of the Carpathia in the rescue. The students expand their vocabulary, show their creativity and mindfulness.
Presenter	Anita Jokić <i>HUPE Croatia</i>	

13:20 - 14:10	Plenary Session 2	Amphitheater
Time	50 min	
Presenter	Philip Ball , <i>British Council</i>	



Phil Ball

British Council

Phil Ball is based in San Sebastián in Spain. He is the author of the book 'Putting CLIL into Practice' (OUP 2016) and his CLIL textbook series for the Basque curriculum was nominated for the ELTONS Innovation Award in London. He is module leader on the MA CLIL degree for Chichester University in England and his work has included consultancy projects in Slovakia, Brazil, the Czech Republic, Austria, Japan and Qatar.

He has been involved in several European-based CLIL projects, and has written a wide variety of CLIL-based textbooks for the Basque and Spanish social science and English language programmes. He designed the 'CLIL Essentials' online course for the British Council and works at the University of the Basque Country (UPV) training lecturers to deliver their subjects through English. He also works with vocational teachers at the University of Vienna and on the OTA masterclasses at Oxford University.

He has authored various CLIL-based articles and is currently working on digital language materials for the French and English CLIL programmes in the Basque Country.

PS2: What is CLIL and what can it offer to both teachers and learners?

Content and Language Integrated Learning (CLIL), often described as a 'new approach' to education, is actually celebrating its 30th birthday this year. It has transformed the educational systems of several countries whilst in others it has had a smaller but positive influence. Originally 'invented' as an approach to support students who were learning subject content in a foreign language (L2), it now interests language teachers too. The two core features of CLIL are:

- supporting language awareness in content classes
- supporting content awareness in language classes

CLIL prioritises the conceptual content, and language 'comes along for the ride'. It also helps us to remember that language, in its social and academic usage, extends right across the curriculum. Students spend the school day using different subject-based discourse (Geography, Maths, History etc) in their native language. This is not necessarily easy. So why do we neglect 'content' in our language classes? CLIL helps students to talk and write about real issues, issues which also impact on their other school subjects. Research suggests that they not only prefer this type of approach but that they also benefit from it both linguistically and cognitively. It is also a useful approach for teachers who wish to further their own professional development.

This talk will demonstrate why CLIL is a good choice to help develop a competence-based curriculum for the 21st century

15:00 – 15:45	Workshop 3.1. - Amphitheater	<i>W3: WHAT IS A STORY?</i>
Time	45 min	Language learning has to be about communication and the most common way we communicate is through stories. In fact, we are telling stories all the time, not just in the classroom. This session will highlight the importance of storytelling and how you can use them with any age and at any levels of learning.
Presenter	Grant Kempton <i>Pearson</i>	

15:00 – 15:45	Workshop 3.2. – Ceremonial hall	<i>W3: Comic Relief: Boosting ESL Skills Through Comics</i>
Time	45 min	Comics offer a vibrant, visual approach to teaching English as a Second Language (ESL), engaging learners while enhancing vocabulary, grammar, and storytelling skills. This 45-minute interactive workshop equips ESL educators with practical strategies to integrate comics into their classrooms, fostering creativity and language proficiency across diverse proficiency levels. Participants will explore the pedagogical benefits of comics, brainstorm lesson ideas through a hands-on group activity, and discuss adaptable applications— from dialogue practice to cultural exploration. No prior experience or technology is required during the session, ensuring accessibility for all. The workshop concludes with a brief introduction to a free online comic-creation tool as a takeaway resource for further exploration. Attendees will leave with actionable techniques to make language learning dynamic and fun, aligning with innovative teaching trends. Ideal for ESL teachers seeking fresh, student-centered methods.
Presenter	Susan Holman <i>U. S. English Language Fellow</i>	

15:00 – 15:45	Workshop 3.3. – Room 123	<i>W3: Brain Adventures!</i>
Time	45 min	Successful communication, critical and creative thinking and collaboration are essential life skills that students should develop in the classroom. Along with engaging and thought-provoking activities that foster these essential skills, the workshop includes an activity designed to promote the effective integration of technology and digital tools in language education. The activities, suitable for both primary and secondary school environments, truly represent “brain adventures” with titles such as Brain Teasers, Adventure Island and Be Careful! It’s Up to You! These dynamic exercises will inspire students to speak up, think critically, and cooperate as they navigate challenges, solve problems, and complete their assignments—turning learning into an exciting and interactive experience.
Presenters	Gordana Milić Vojo Mrvaljević	

15:00 – 15:45	Workshop 3.4. – Room 216	<i>W3: Fostering students'/ teachers' resilience</i>
Time	45 min	The workshop consists of several useful activities on the topic of Trauma Informed Care and Social Emotional Learning. The aim of this workshop is to foster students' resilience that can reduce the effects of Adverse Childhood Experiences (ACEs) that can harm a child's development. The workshop is also dedicated to promoting teachers' self-care, well-being and mindfulness because teachers' well-being has a profound impact on students.
Presenter	Milica Cerović	

16:05 – 16:35	Demo class 1.1. - Amphitheater	<i>DC1: Learn and Play: Part two</i>
Time	30 min	This year, we're taking things to the next level! Once again, we're diving into the exciting world of games in the English classroom - because learning doesn't have to be boring! Games not only make lessons more dynamic and fun but also help students stay engaged, develop critical thinking skills, and improve their language proficiency in a natural way. And let's be honest - who doesn't love to play? We've prepared a selection of creative and practical games which are designed to inspire, challenge, and motivate both teachers and students. Join us for a fresh perspective on teaching English, where learning becomes an adventure!
Presenters	Mirjana Peković Aleksandra Trebješanin	

16:05 – 16:35	Demo class 1.2. – Ceremonial hall	<i>DC2: Telling story through play</i>
Time	30 min	Story time is an important activity for children in very early age. It doesn't just support language acquisition, it can spark their imagination and creativity, boost their listening skills, improve concentration and encourage a love of reading and listening to stories. Storytelling is such a powerful tool in early childhood education, fostering language development, creativity and social-emotional skills. Small kids enjoy hearing the same phrases or stories multiple times. They learn the best when they can move and engage physically. It is also important use simple visual aids, it is easier for them to understand and remember the text when they can see and touch. It is never too early to start reading.
Presenter	Đultena Bećirović	

16:05 – 16:35	Demo class 1.3. – Room 123	<i>DC1: Eddies of words</i>
Time	30 min	The focus of this demo class will be on the field of lexicology, as the part of linguistics, providing some motivational resource material and stimulating ideas for learning by means of word games which help teenage students to actively take part in the lesson in the relaxing learning environment. Let's emphasize the power of words and unlock imagination together in order to teach, motivate and amuse with an immense pleasure!
Presenter	Marina Marković	

16:05 – 16:35	Demo class 1.4. – Room 216	<i>DC1: Wheel of Fortune</i>
Time	30 min	My demo class is about making reading comprehension more interesting and engaging. Wheel of Fortune is actually a paper wheel with letters that have numeric equivalents. This simple yet effective tool can be used for many different purposes in the teaching process for both younger and older students. I will be sharing my experience using it through a text called “Famous friends” about Sherlock Holmes and Dr. Watson. I will start with a guessing game (practicing modals: Could it be, Can it be, it must be...), then I’ll provide a wheel of fortune for every participant which will help them complete the text. Also, I will share my ideas for using the wheel for younger students.
Presenter	Bojana Đukić	

*“Anyone who stops learning is old, whether at twenty or eighty.
Anyone who keeps learning stays young.”*

Henry Ford

16:45 - 17:35	Plenary Session 3	Amphitheater
Time	50 min	
Presenter	Marija Mijušković, University of Montenegro, Faculty of Philology - Nikšić	



Dr. Marija Mijušković

University of Montenegro / Faculty of Philology - Nikšić

Dr. Marija Mijušković is an assistant professor in the Department of English Language and Literature at the University of Montenegro in Nikšić. She obtained both her master's and doctoral degrees, with theses focused on the methodology of teaching foreign languages. She completed her studies at the Faculty of Philology at the University of Belgrade and the Faculty of Philosophy at the University of Montenegro, respectively.

Dr. Mijušković has participated in many national and international conferences, seminars, and workshops on foreign language teaching methodology and applied linguistics. She has also been a guest lecturer at several prestigious universities across Europe.

Her primary research interests lie in English language teaching methodology, particularly emphasising differentiated instruction across all English language learning levels, including general foreign language acquisition and language skills. Her research focuses on the methodology of teaching English for Specific Purposes (ESP). She has conducted extensive studies on developing reading skills, while her most recent work centres on writing skills and their role within the Montenegrin education system, with a specific emphasis on differentiated instruction. Dr. Mijušković frequently contributes to esteemed academic journals, where she publishes her research findings

PS3: Social and Emotional Learning in the English Language Classroom: Education as a Pathway to the Future

Modern education goes beyond a purely academic emphasis and increasingly recognizes the importance of nurturing students' social and emotional skills. This plenary talk will highlight SEL implementation in master's and doctoral programmes for future educators and through seminars and workshops designed for teacher professional development. We will explore specific techniques and resources that can assist English language teachers in integrating social-emotional learning (SEL) approaches into their practice, transforming language learning into an experience that fosters students' personal and professional growth.

The conference theme, "Education as the Passport to the Future," encourages us to explore how teaching that emphasizes cognitive and emotional development can empower students to navigate the challenges of a globalized world effectively. We aim to assist them in becoming confident, empathetic, and competent communicators in English.

DAY 2

Saturday, May 10, 2025

09:00 – 9:50	Plenary Session 4	Amphitheater
Time	50 min	
Presenter	Catherine Jeanneau, <i>European Centre for Modern Languages</i>	



Catherine Jeanneau

ECML

Catherine JEANNEAU currently works as Coordinator of the Language Learning Hub at the University of Limerick. The centre implements a learner support strategy and provides customized services outside of formal classroom time to learners engaged in formal and informal language learning. She is also delivering pre- and in-service training to language teachers in the field of digital technology and language teaching and learning. Her research interests include second language acquisition, technology and language learning, particularly digital literacy, digital citizenship, online communication as well as learner autonomy and has published several articles and book chapters in this domain. She was recently involved in two European projects on these themes, one with the ECML (e-lang citizen ECML e-lang citizen project team) and one Erasmus+ project called Lingu@num: Erasmus + Lingu@num project.

PS4: Digital technology and real-world tasks: empowering language learners to act as digital citizens and social agents

The language classroom offers many opportunities to enable learners to develop their digital literacy and to act as digital citizens, in line with some of objectives promoted by major international organisations involved in education, including the Council of Europe (Caws et al., 2021; Ollivier et al., 2021).

In this session, we will first examine these opportunities and review some research in this field in an attempt to establish what digital literacy and digital citizenship mean, particularly in the context of language teaching and learning.

We will then explore concrete pedagogical possibilities for implementing these objectives through a socio-interactional approach based on real-world tasks that enable learners to experience authentic communication and social action beyond the walls of the classroom.

Finally, we will briefly present these tasks, which enable learners to become language users and adopt a new posture and reflect on the skills they require to carry out these tasks.

10:00 – 10:45	Workshops 4.1. - Amphitheater	<i>W4: Designing real-world tasks to develop digital literacy and digital citizenship in the language classroom</i>
Time	45 min	<p>In this workshop, we will explore avenues for the implementation of Digital Citizenship Education in task-based language education. Based on the work carried out both by two projects (e-lang citizen, a project run at the European Centre for Modern languages, https://www.ecml.at/elangcitizen, and an Erasmus+ project, Lingu@num, http://www.linguanum.eu), we will share concrete examples of ‘Real World Tasks’. We will discuss how they can be carried out by learners on open participative websites, such as travel guides (WikiVoyage), online encyclopaedias (Wikipedia), forums (Reddit), catalogues of audiobooks (Librivox), etc.</p> <p>We will discuss with participants how these tasks can be implemented to get learners to experience authentic communication and engage in social actions as citizens beyond the classroom walls. We will finally examine how learners can develop both their language skills and their digital citizenship/literacy while completing these tasks.</p> <p>By the end of the workshop, participants will have learned how to develop and implement real-world tasks suitable and adapted to their own teaching or language support context.</p>
Presenter	Catherine Jeanneau <i>ECML</i>	

10:00 – 10:45	Workshops 4.2. – Ceremonial hall	<i>W4: Power Up Your Classroom: Memory, Learning, and Effective Teaching Practices</i>
Time	45 min	<p>Effective teaching requires a deep understanding of memory and its pivotal role in knowledge retention. This workshop will explore the fascinating intersection of learning, memory, and teaching, aiming to empower educators with practical tools, strategies, and activities to enhance student learning outcomes that result in long-term memory transference, retention, and retrieval. Participants will be guided through a series of activities that explore key concepts related to memory, such as attention- sustaining activities, mnemonics for grammar practice and vocabulary building, and depth of processing techniques to facilitate multisensory learning experiences. In the end, participants will walk away with a plethora of “Use on Monday” activities to supercharge their classrooms with engaging, learning-rich experiences. Together, let’s power up the learning in our classroom and unlock students’ learning potential by exploring memory techniques, learning strategies, and pedagogical practices and applications that align with our brain’s natural learning processes. By equipping educators with strategies that focus on long-term memory transference, retention, and retrieval, this workshop aims to foster lasting educational impact and empower students with the skills and knowledge they need for lifelong learning success.</p>
Presenter	Matthew Gleason <i>English Language Fellow, Prizren Kosovo</i> <i>Ushkin Hoti University Prizren</i>	

10:00 – 10:45	Workshops 4.3. - Room 123	<i>W4: Teaching Green: E-Practicum on Environmental Sustainability</i>
Time	45 min	Teaching Green: E-Practicum on Environmental Sustainability was developed as part of the project Education as the Passport to the Future, implemented by the English Language Teachers' Association of Montenegro ELTAM with support from the U.S. Embassy in Podgorica. This E-Practicum includes ten workshop plans focused on Sustainable Development, an essential cross-curricular theme in English teachers' annual plans. It equips educators with the knowledge, skills, and resources to effectively incorporate environmental concepts into their classrooms. Designed to be simple and interactive, the activities ensure an engaging experience. This workshop will introduce teachers to this publication and its practical classroom applications.
Presenters	Milka Cerović Ivana Dašić <i>ELTAM</i>	

10:00 – 10:45	Workshops 4.4. - Room 124	<i>W4: Bridging Cultures: Teamwork in Student Exchange</i>
Time	45 min	Student exchange programs offer a unique opportunity to experience new cultures, develop global perspectives, and build lifelong connections. However, adapting to a new environment requires strong teamwork, communication, and collaboration. This workshop is designed specifically for secondary school teachers to explore how teamwork plays a crucial role in overcoming and navigating challenges, and making the most of their exchange experience. Through interactive activities like the LEGO Game and Group Chaos Game, participants will engage in hands-on experiences that emphasize the importance of teamwork, adaptability, and problem-solving. These activities will help them develop communication skills and learn how to work effectively in international teams. Additionally, we will outline the key steps for applying to the student exchange program in Montenegro, connecting Western Balkans countries.
Presenters	Slavka Lakčević Katrina Berišaj	

10:00 – 10:45	Workshops 4.5. - Room 216	<i>W4: Engaging English: Adaptable Activities for Dynamic Classrooms</i>
Time	45 min	This presentation showcases a collection of adaptable and engaging activities designed to invigorate English language lessons. The activities presented span a range of skills and can be easily modified to suit specific learning objectives and class sizes. The presentation emphasizes the versatility of the activities, highlighting their potential for fostering creativity, critical thinking, and collaborative learning within the English language classroom. Attendees will leave with adaptable strategies ready to implement in their own teaching contexts.
Presenter	Ljiljana Ščekić <i>ELTA Serbia</i>	

11:05 - 11:50	Workshops 5.1. - Amphitheater	<i>W5: Designing real-world tasks to develop digital literacy and digital citizenship in the language classroom</i>
Time	45 min	<p>In this workshop, we will explore avenues for the implementation of Digital Citizenship Education in task-based language education. Based on the work carried out both by two projects (e-lang citizen, a project run at the European Centre for Modern languages, https://www.ecml.at/elangcitizen, and an Erasmus+ project, Lingu@num, http://www.linguanum.eu), we will share concrete examples of 'Real World Tasks'. We will discuss how they can be carried out by learners on open participative websites, such as travel guides (WikiVoyage), online encyclopaedias (Wikipedia), forums (Reddit), catalogues of audiobooks (Librivox), etc.</p> <p>We will discuss with participants how these tasks can be implemented to get learners to experience authentic communication and engage in social actions as citizens beyond the classroom walls. We will finally examine how learners can develop both their language skills and their digital citizenship/literacy while completing these tasks.</p> <p>By the end of the workshop, participants will have learned how to develop and implement real-world tasks suitable and adapted to their own teaching or language support context.</p>
Presenter	Catherine Jeanneau <i>ECML</i>	

11:05 - 11:50	Workshops 5.2 - Ceremonial hall	<i>W5: The Power of Intelligent Instruction Workshop</i>
Time	45 min	<p>The workshop aims to equip educators and instructional designers with practical strategies and tools to enhance their instructional practices, fostering an environment where students can thrive and achieve their full potential.</p> <p>Participants will gain insight into the profound impact that clear, concise, and well-structured instructions have on student comprehension, engagement, and performance. The workshop will introduce participants to principles and techniques that enable them to create activities that are aligned with students' cognitive processes, critical thinking, and diverse needs. Through several hands-on activities, participants will develop effective communication skills to deliver instructions in a manner that is easily understandable by students. They will explore various strategies, such as using visual aids, providing examples, and employing interactive methods, to facilitate effective instruction delivery. The workshop will emphasize the importance of modeling and will learn how to craft instructions that promote critical thinking, problem-solving, and collaboration among students.</p>
Presenter	Rob Howard <i>IATEFL Poland</i>	

11:05 – 11:50	Workshops 5.3. - Room 123	<i>W5: Teaching Like Nature: Unlocking Innovative Strategies for Language Learning</i>
Time	45 min	<p>In this session, we will explore the concept of teaching "like nature" by drawing inspiration from natural processes and systems to unlock innovative strategies for language learning. Just as nature thrives through adaptation, interconnection, and growth, so too can our teaching methods evolve to create dynamic, student-centered environments. We will demonstrate how biomimicry—mimicking nature's solutions—can be applied to lesson design, classroom management, and language acquisition, offering participants practical tools to foster creativity, engagement, and critical thinking. By integrating these natural principles with BFF and World Watchers, we can create an environment where learners thrive and connect with language in more meaningful ways.</p> <p>Join us as we explore how embracing nature's wisdom can transform your approach to language teaching.</p>
Presenter	Ivana Milošević <i>ELTA Serbia</i> <i>Data Status</i>	

11:05 – 11:50	Workshops 5.4. - Room 216	<i>W5: Emoji-O-Meter</i>
Time	45 min	<p>In this workshop we focus on learning how to use simple but effective tools of communication in your everyday classroom. Emoji are perfect visuals which can spice up your teaching practice and develop your students' vocabulary, grammar and therefore productive skills. Teaching with things dear and known to students makes one's work easier, interesting and fun.</p>
Presenters	Zorka Radonjić Ivana Radulović <i>ELTAM</i>	

12:00 – 12:30	Demo class 2.1. - Amphitheater	<i>DC2: Let's have fun - energizers, fillers, warm-ups!</i>
Time	30 min	<p>We all know that effective English language teaching goes beyond textbooks. It requires a dynamic and responsive classroom environment where students are engaged from the start and their energy levels are kept high throughout the lesson. So, how do we do that? Well, one way is to use warm-ups, fillers, and energizers. In this demo lesson, we will try out some of the practical activities that not only enhance student motivation, build confidence and improve language retention but also allow us to relax and have fun. The activities are simple and adaptable to various proficiency levels, so whether you teach young learners or teenagers you will find something useful for your lessons.</p>
Presenter	Jelena Spasić <i>ELTA Serbia</i>	

12:00 – 12:30	Demo class 2.2. – Ceremonial hall	<i>DC2: Play to Slay: Games in high school today</i>
Time	30 min	<p>Teachers often complain that workshops on games in education focus only on younger learners. Most activities are designed for primary school, leaving high school teachers without practical and interesting solutions. There's a common belief that teenagers don't enjoy games and playful learning. The goal of this demo lesson is to challenge that idea. High school students do love to play-when the games are relevant to life, meaningful and well-designed. Games are highly adaptable: they can be used to reinforce learned materials or introduce new concepts in an engaging way. Beyond that, games create a safe space for trial and error, boost engagement, motivation and encourage collaboration. They make learning memorable by connecting it to experience rather than rote memorization. Let's rethink how we use games in high school-because the right game doesn't just engage students, it transforms the learning process.</p>
Presenter	<p>Ane Ferri</p> <p><i>PU Language Centre Ferriland</i> <i>ELTAM</i></p>	

12:00 – 12:30	Demo class 2.3. – Room 123	<i>DC2: Let's bloom in the Escape room!</i>
Time	30 min	<p>This demo class will try to motivate and inspire participants to engage students in creating teaching resources together. In this way, students can produce activities they fully enjoy, building team and leadership skills, critical thinking, language acquisition, social interaction, etc. Escape rooms often use visual, auditory and kinesthetic elements, catering to various learning styles and enhancing language retention. Completing an escape room can boost students' confidence in their language skills, as they see the tangible results of their efforts.</p>
Presenter	<p>Nataša Stanojević</p> <p><i>ELTAM</i></p>	

12:00 – 12:30	Demo class 2.4. – Room 124	<i>DC2: A voyage to the unknown</i>
Time	30 min	<p>This presentation will offer many activities teachers can do with their students, that are connected with the topic of the story "The Earth Explorer" in the fifth grade. The activities were done as a part of a two months' project work. The students were asked to write about, draw and even make (craft activity), the facts about Fizz's planet, to use their imagination and creativity compared to the facts they learn about the Earth in the book. At the end of the school year the students presented their work to other classes, practicing their speaking skills and made a class wall display. A quiz about Fizz's visit to our planet was great activity for the competition.</p>
Presenter	<p>Mirjana Đukanović</p>	


12:40 - 13:10	Talk 2.1. - Amphitheater	<i>T2: Communicative Language Teaching</i>
Time	30 min	The presentation gives an insight into Communicative Language Teaching (CLT), focusing on the reasons for its emergence, as well as its basic theoretical considerations. Hence, the following issues have been addressed: the main features of CLT, communicative practice activities that are used in the classroom, and the current status of this approach.
Presenter	Dragiša Vukotić	

12:40 - 13:10	Talk 2.2. - Ceremonial hall	<i>T2: Writing as a Key to the Future</i>
Time	30 min	One of the few things we can be certain of about the future is that it will be unpredictable. Today's students must be prepared to adapt to whatever situations they might face. The critical thinking skills of creativity, analysis, and complex communication will be among the most important abilities they will need, and all of these can be developed through different types of writing. Three Peace Corps Volunteers from the USA, who have been working with English teachers in Montenegro for the past two years, will share their experiences teaching all kinds of writing to students here, from academic essays to imaginative stories to poetry. They will discuss what has worked and what hasn't. Come ask them questions. They are looking forward to discussing their work with you!
Presenters	Erika Steiger Conrad Salisbury Robert Henry <i>Peace Corps</i>	

12:40 - 13:10	Talk 2.3. - Room 123	<i>T2: English without borders</i>
Time	30 min	Teaching Visually Impaired and Blind Students: Challenges, Support, and Lessons Learned In this talk, I will share my experience teaching visually impaired and blind students, a journey that has transformed my approach to education. Alongside my colleague, I adapted lessons to be more accessible, utilizing resources and support from the American Corner in Podgorica. I will discuss the challenges we faced, from adjusting materials to ensuring student engagement, and how we overcame these obstacles with creativity and perseverance. This experience has been invaluable, teaching us a new perspective on making education accessible for all. I will reflect on what I would do differently now and offer practical advice for educators looking to work with visually impaired students. Most importantly, I want to emphasize how rewarding and enriching this journey has been.
Presenter	Milica Radenović <i>ELTAM</i>	

12:40 – 13:10	Talk 2.4. – Room 124	<i>T2: Trauma Informed Care and Teaching</i>
Time	30 min	This comprehensive approach to student well-being includes understanding trauma which can significantly enhance the school environment for everyone involved. By recognizing the signs of trauma and responding appropriately, educators can create safer, more supportive learning environments that foster resilience and recovery. By integrating trauma-informed care, schools can become sanctuaries of healing and growth, where every individual feels understood, supported and empowered to succeed.
Presenter	Nina Srdanović	

12:40 – 13:10	Talk 2.5. – Room 216	<i>T2: Unlocking New Paths in the Writing Journey</i>
Time	30 min	Writing is often regarded as one of the most challenging language skills, requiring the ability to organize ideas, use appropriate vocabulary, and apply correct grammar and paragraph structure. For foreign language learners, an additional hurdle is the need to translate ideas from their native language into the target language. This complexity makes it difficult for students to produce well-structured, readable texts. To address these challenges, reading short stories can play a vital role in exposing students to different writing styles and structures. Additionally, learning various writing techniques tailored to each type of essay helps students improve their writing proficiency. By combining these strategies, students can develop a deeper understanding of writing and enhance their ability to produce cohesive and compelling text. At this conference, I will present alternative techniques I use in teaching students how to write essays. These approaches go beyond traditional methods, focusing on creative and interactive strategies that foster deeper engagement and improve writing outcomes. By incorporating storytelling, collaborative writing activities, and varied instructional techniques, I aim to help students not only develop their writing skills but also enjoy the process of crafting well-organized, persuasive, and thoughtful essays.
Presenter	Sanja Milović	

13:20 - 14:10	Plenary Session 5	Amphitheater
Time	50 min	
Presenter	Grant Kempton, Pearson	
	<p>Grant Kempton <i>PEARSON</i></p> <p>Grant Kempton has been involved in ELT for more than 38 years. During that time, he has been a teacher, tester, curriculum coordinator, school director and teacher trainer. From 2000-2006 he was a global teacher trainer and travelled the world training teachers. He received his MA in ELT from Reading University and wrote course books for Pearson. In his current post, he works with governments and large educational organisations to craft solutions for language learners. He also has two teenage girls, both of whom act as advisers to him on what is 'in' with their age-groups. Little help it does him....</p>	

PS5: Are We There Yet? Will We Ever Be There?

Before the pandemic I would have told you that there are far too many presentations on motivation that cover the same old ground. However, post-pandemic we are now living in a new world; more digital, less human, more uncertain.... A world our K12 students seem unequipped for and one that provides new, steeper challenges for teachers. This plenary will focus on why we need to rethink the way we approach the issue of confidence, both in teachers and students, and how we can create learning journeys that maximise student potential.

15:00 – 15:30	Talk 3.1. – Ceremonial hall	<i>T3: Formative Assessment Tips and Tricks</i>
Time	30 min	<p>We all agree that assessment and evaluation are one of the most challenging aspects in both teaching and learning, especially nowadays. Apart from being addressed to all four language skills, assessment should also be formative and summative, continuous, effective and inclusive for various learning styles and levels of proficiency, incorporating digital tools. This talk offers applicable, handy and entertaining classroom activities for both primary and secondary school students, promoting critical thinking, creativity, collaboration among EFL students as well as empowering students to take responsibility for their own learning and progress. Those activities can be assessed in and off the classroom, such as both physical and e-portfolio, PPT, school projects and so forth.</p>
Presenters	Tanja Đonlaga Natalija Savićević Mrvaljević	

15:00 – 15:30	Talk 3.2. – Room 123	<i>T3: Education as the Passport to the Future Through Theatre: The Power of School Plays in ESL Learning</i>
Time	30 min	<p>Education is the passport to the future, and theatre serves as a bridge between classroom learning and real-world success in English as a Second Language (ESL) education. This presentation explores how staging 45 minutes plays like "Peter Pan" and "Frozen" immerses students (age 10-14) in language learning, improving pronunciation, fluency, and confidence through contextual learning.</p> <p>Practical strategies include role-based casting to match students' language abilities, script adaptation for accessibility, and rehearsal techniques that emphasize pronunciation and expression. Using music, movement, and visuals enhances comprehension, while peer coaching builds teamwork. Beyond language skills, theatre fosters public speaking, adaptability, and problem-solving, preparing students for future challenges.</p> <p>Educators will be provided with actionable methods to integrate theatre into ESL learning, transforming it into an engaging, immersive experience. By embracing creative expression, this presentation will show how to equip students with the confidence and communication skills needed to navigate a globalized world.</p>
Presenter	Aleksandra Mišurović	

15:00 – 15:30	Talk 3.3. – Room 124	<i>T3: Listening comprehension is the passport to speaking a second language</i>
Time	30 min	<p>Teaching English as a second language (ESL) is very important in today's interconnected world. It provides children with the language skills needed for academic success, global communication, and future career opportunities. Mastering English early helps children build cognitive abilities, fosters cultural understanding and strengthens connections with people from different backgrounds. Listening comprehension plays a key role in this process, enabling students to understand spoken language and respond effectively. Listening is the easiest skill to practice frequently because most people can listen effortlessly, all day long, especially if they are watching movies, series, or YouTube videos.</p> <p>However, to make listening easier in the classroom, teachers should be creative. In order to improve listening skills in young students, teachers can include stories, games, and interactive apps in their classes. However, older students can practice it on their own, through podcasts, audiobooks, and conversations. Innovative methods such as gamification and real-world materials further enrich the learning experience. By combining creativity, technology, and interactive approaches, ESL teaching can foster a dynamic and motivating environment that supports language development and empowers students to thrive in a globalized world.</p>
Presenters	Ana Radošević Edita Softić	

15:00 – 15:30	Talk 3.4. – Room 216	<i>T3: Low-prep activities for vocabulary revision and recycling using AI</i>
Time	30 min	<p>Effective language learning relies on spaced repetition, retrieval practice, and meaningful recycling of content. In this talk I will explore how we can apply these principles to create low-prep tasks for revision and recycling of vocabulary so that a teacher can maximize learning while minimizing their workload. We'll also look at how AI can generate customized revision activities, tailoring them to students' needs. By doing this teacher can boost their students' engagement and ensure long-term retention of the material. My talk is for teachers who would like to explore innovative ways to enhance their lessons, thus making AI their ally, not a competitor.</p>
Presenter	Ekaterina Surkova <i>Freelance English teacher – Russia</i>	

With the kind support of our partner organizations/institutions conference participants will receive symbolic rewards during the raffle:

- U.S. Embassy in Podgorica
- Regional English Language Office Belgrade (RELO)
 - Publishing house “Pearson”, Belgrade
- European Center for Modern Languages Graz
 - American Corner Podgorica
 - British Council
 - SOL – Sharing One Language
 - Bookstore “Strana knjiga”, Nikšić
- Bookstore “Educational Centre”, Podgorica
 - International school “Waves”, Budva
 - Data Status – Serbia
- Institute for Textbooks and Teaching Aids in Podgorica
 - Students’ dormitory “Braća Vučinić“, Nikšić
 - PETEX – Souvenirs Podgorica
 - Tourist Organization, Nikšić