



VOICE UP!

ELTAM
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Dear readers,

With great pleasure we present the second issue of ELTAM's newsletter *Voice Up!* Again, our aim is to give you more information about news in English language teaching in our country and abroad, to show you opportunities for continuing professional development and offer more ideas from teachers around Montenegro you can implement in your own classrooms.

This issue starts with upcoming events: the launching of English Access Microscholarship Program in Podgorica and announcement for Annual Christmas Event.

We decided to present reports from different conferences as well. You can read about experiences of our teachers at the second national conference ELTAM Day 2016, conferences in Slovenia, Albania, Bulgaria, Poland and MITESOL conference in Michigan.

The second part of the newsletter is devoted to continuing professional development and personal teachers' experiences. You will see that we are offered various opportunities for professional development and it is up to us to grab and use them.

Finally, in the third section you can read how project and community-service learning are examples of excellent techniques in the classroom.

Here are also three lesson plans, examples of good practice, which are the result of regional trainings for teachers Shaping the Way We Teach English, financially supported by the U.S. Embassy Podgorica. These lesson plans were presented at the Second National Conference for Teachers of English ELTAM Day 2016.

We would like to thank all of you who shared your experiences and participated in creation of this newsletter! We invite all English language teachers to send their articles and share experiences with others.

Enjoy reading,
ELTAM editorial team

UPCOMING EVENTS

ACCESSPODGORICA

ELTAM

ENGLISH LANGUAGE TEACHERS' ASSOCIATION
M O N T E N E G R O



English Access Microscholarship Program Podgorica, implemented by English Language Teachers' Association of Montenegro ELTAM and financially supported by the U.S. Department of State through the U.S. Embassy Podgorica, is going to be launched on December 2, 2016.

ELTAM
ENGLISH LANGUAGE TEACHERS' ASSOCIATION
M O N T E N E G R O

Annual Christmas Event

Date: December 23, 2016

Time: 2 pm

*Venue: Zavod za školstvo
Podgorica*



CONFERENCE REPORTS



Silvija Marnikovic
Elementary school "Marko Nukulovic" Ulcinj

The Second National ELT Conference - ELTAM Day 2016

The second national conference for teachers of English organized by the English Language Teachers' Association of Montenegro ELTAM was financially supported by the U.S. Embassy Podgorica and supported by the Faculty of Philology Niksic, Ministry of Education, Bureau for Education Services of Montenegro, British Council and SOL (Sharing One Language).

The conference was in the spirit of promotion and exchange of experience of the application of modern teaching methods and techniques that encourage creativity and innovation.

To provide the conference participants with a better insight into the practical use of various types of approach in foreign language teaching, conference organizers have invited eminent language professionals and lecturers, from the country and abroad, to the conference plenary sessions and workshops, to share practical examples of good teaching practice.

One of the speakers, Christopher Hastings, English teaching expert from the United States, through his plenary lecture and two workshops, spoke in a very comprehensible and interesting way about current issues and difficulties that EL teachers encounter in their practice, especially those who have just stepped into this profession.

During his lecture on *"Second language teacher motivation: exploring teacher identity and its role in the English language classroom"*, he took us back to the time when we were thinking about our professional orientation, and prompted us to think about what was crucial in choosing teaching.

Motivated and dedicated teachers, said Hastings, their enthusiasm and thirst for knowledge successfully transfer to their students, and as teachers we need to constantly improve ways to stimulate and maintain students' motivation, because "the average teacher explains, a good one tutors, but a great one inspires."

During his workshop Hastings demonstrated some methods for more efficient use of English language speaking skills in a classroom, with special emphasis on the importance of proper application of grammar rules and the use of stories as an attractive and interactive approach to teaching foreign languages.



During her plenary session on continuous professional development of teachers and their competences, Svetlana Kandybovich, representative of the British Council, spoke about the types and ways of successful professional development planning, how to define the professional priorities and specific activities.

Some of the guidelines mentioned during this session may be found in the manual of the British Council on the implementation of the framework for professional development of teachers.



Another representative of the British Council, a renowned lecturer Adrian Tennant, in his interesting and inspirational plenary session "*Language is more than just grammar*" spoke about the scope and types of approach to learning and the use of a language and its comprehensiveness, depending on the context, genre, social and cultural determinants.



During the workshop "*Just a textbook*" on the use of textbooks in teaching English, Tennant discussed with workshop participants all the features, benefits and restrictions of the use of certain textbooks in lesson planning and teaching, as well as the preferred alternatives in order to enrich and modernize the teaching process.

Igor Lakić, professor of Linguistics and English at the Faculty of Philology in Nisic, at the plenary session "*Critical approach to "old" and "new" trends in teaching English as a foreign language*", spoke about the critical approach to some 'modern and less modern' trends in teaching English as a foreign language.



As for English language teaching methodology, it was especially interesting to learn about some research based data on advantages and disadvantages of certain lexical and grammatical approaches to modern language teaching, with particular emphasis on teaching and testing grammar, vocabulary and translation skills. After a comprehensive analysis of the given data and its comparison with our own teaching and learning experience, one cannot help but conclude that there should be no division into "outdated" and "modern"

models of teaching a foreign language, only their good or less successful application in practice.

In a characteristic atmosphere of dynamic interaction with participants and abundance of interesting details on British culture and modern British social trends, during his two sessions, Mark discussed with teachers on cultural identity and specificity, affinity and differences, global trends and current affairs, as well as possibilities of the use of such thematic materials in English lesson planning in order to motivate students to study a foreign language through learning about the culture it derives from.



Three of them: Marija Vukićević from primary school "Stefan Mitrov Ljubiša" Budva, Tatjana Kujović from primary school "Kekec" Sutomore, Denisa Dacić, and Selma Nokić from secondary school "30th September" Rozaje and Nerma Dobričanin from secondary vocational school in Rozaje, presented their experience and reflection on the lessons they held.

In addition to valuable prizes provided by sponsors of the conference, participants left the conference enriched with the new knowledge and experience that will serve them in their mission of spreading knowledge and the zest for learning.

Some of the presentations from the conference can be found at:

<http://eltam.me/online/conference-presentations/>

Dragana Radoman and Milka Cerović, English teachers and members of ELTAM Board, in one of the conference workshops presented their experience and the results of the seminars titled "*Shaping the Way We Teach English: The Landscape of English Language Teaching*", which were held in Bijelo Polje and Tivat. After attending seminars, teachers were asked to plan and do a lesson in which they would implement topics and teaching techniques discussed during the training.





Zorka Radonjic
Vice president of ELTAM

One Child, One Teacher, One Book & One Pen Can Change The World-14th ELTA Conference, Serbia

Lots of things have changed since I started going to conferences. Truly, a single step is enough to change things if a person is willing. There are always things to be taught and learnt. Such was my experience with the 14th ELTA Conference in Belgrade.

I was the representative from Montenegro, along with two other ELTAM members. In the end when we summed up our impressions, we agreed that it was utterly fulfilling and overwhelming- not only because of the warm welcome and new friendly people, but also because of the rich programme, full of plenaries and workshops. The programme which included many famous ELT names gave us tremendous insight and left deep impact on us and definitely influenced our teaching and perception.

Teachers spoke about diversity and ways of accepting it. They have not stopped there- they went on talking about how to adapt it too. We were each told to *join our head, heart and hands when teaching and not blindly hold on grammar when doing so.*

As Helen Curtain said - Our learners need a comprehensive input in order to have them interested in learning a language.

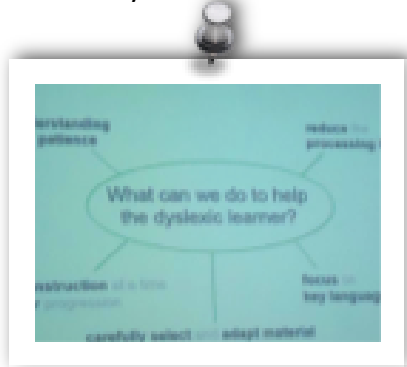


They need something meaningful and interesting. Thus, join the cognitive, affective and psychomotor domains and embark on the teaching journey. We can change the world, as Helen said, one learner at a time.

However, her plenaries were not the only reason which made the Belgrade conference superb. There were so many workshops on how to link, develop and support English Language Teaching professionals worldwide; or how to create a curriculum that is deep and rich. Furthermore, we talked about how to use technology in the classroom, videos, images, silent movies, etc.

Finally, we talked about the Internet, how to use it with both young and adult learners, and if we were digital natives or digital immigrants. In addition, we talked about a CPD that works and helps; and what it feels like to teach international students.

However, the most important topic and plenary was on how to reach every student in the classroom and deal with dyslexia when teaching English. Jon Hird spoke about it and gave a thorough insight on dyslexia and its characteristics. Our basic training doesn't provide us with knowledge, let alone with the practice to reach and understand dyslexic learners.



He emphasized the presence of this need, which we shouldn't deny and what to do in the classroom, and most of all how to teach dyslexic learners a language. He also presented how to use games in the classroom to teach grammar and vocabulary.

There were many workshops showing us how to make teaching fun and interest our students, even how to overcome problems. Ms Dragana Radoman and I had the pleasure to present at the conference and our workshop was on how to overcome conflict and reach the mutual understanding through teaching games.



Using animal words and their descriptions, what they represent and how we see them, our students realize the relations among themselves. When given a task to complete together in a group, like drawing a beach full of people while the other students have to draw the town in the sunset, they face the situation where they have to come to an agreement and finish the task.

They realize which conflict style they are and how they are used to dealing with the conflicts and problems. It is always fun watching them cooperate and come to mutual understanding.



The days in Belgrade were sunny and warm, and we enjoyed spending our time with fellow teachers, both in Singidunum, and walking down the streets of Belgrade. It's always great fun to talk and share experiences with people who understand you and learn many things from each other, not only what worked for them or us in the classroom. There is something about conferences that makes teachers move and go on and doesn't let anyone be stuck in the routine. So let's change the world. All it takes is one teacher to start.



Zeljko Kostic
High school “Braca Selic” Kolasin

The 25th BETA IATEFL Annual International Conference, Bulgaria

The conference was held from 3th to 5th June 2016 at Paisii Hilendarski University of Plovdiv. The program was rich in events. The first day was dedicated to a Pre-Conference Event entitled CLIL with Young Learners and co-organized in association with Keith Kelly’s Anglia School, Plovdiv.

The main conference topic was Teaching and Learning English: from No Tech to High Tech. How to Motivate Learners? There was a panel discussion with a title To Motivate Learners, You need Motivated Teachers. What Motivates You?, in which a high motivated teachers took part. As usual, the British Council Bulgaria Event was held and focused on How We Motivate Teens and How We Might so it was moderated by Christopher Holmes.

The Embassy of the United States in Sofia provided a travel grant to 20 EFL educators from under-resourced areas to attend the conference. On our behalf, BETA granted admission to these delegates for half fee (30 instead of 60 BGN).

There were more than 50 presentations: plenary sessions, workshops, talks, forums dedicated to

teaching young learners and teenagers; teaching ESP; teacher education and development; bilingual education; literature, media & cultural studies in ELT; global issues; content and language integrated learning; blended learning; applied linguistics; research; testing, evaluation and assessment.

The plenary speakers:

- Christian Ludwig, PH Karlsruhe, Germany, IATEFL. Official Representative: Using Digital Tools in the EFL Classroom to Develop Learner Autonomy;
- Sandie Mourao, Nova University, Lisbon, NILE, who gave two plenary sessions: Pictures, Words and the Gaps Between – a No Tech Resource for the Classroom for the main event and Making the Impossible Possible – Play in English for the CLIL with Young Learners PCE;
- Irina Perianova, University of National and World Economy: For Humanistic Linguistics – FLT, Culture, Discourse;

➤ Zhivka Ilieva, Dobrich College, Shumen University: CLIL or an Integrative Approach to Teaching English to Young Learners at the PCE

The concurrent sessions, workshops and talks were organized simultaneously in 7 rooms. It would take a lot of space to mention all of the topics.

The lecturers were: Sandie Mourao, Lyubov Dombeva, Stoyan Faldjiyski, Alexandra Zaparucha, Stefka Kitanova, Keith Kelly, Carmelina Maurizio, Zhivka Ilieva, Martin Jelinek, Kristina Laova, Patrick Painter, Mark Andrews, Tatiana Sildus, Hanaa Khamis, Christian Ludwig, Desislava Petkova, Georgi Salamanov, Pragasit Sitthitikul, Syana Harizanova, Cemile Dogan, Inna Fomina, Raya Malinova, Todor Todorov, Dimitra Christopoulou, Zarina Markova, Olga Skliar, Violeta, Karastateva, , Bobby Zlatkov, Mariana Gotseva, Sylvie Dolakova, Simona Bali, Maya Kyulevchieva, Roza Zhussupova, Iliana Doykova, Esmā Asuman Eray, Boyka Petkova, Tzvetanka Panova, Tanya Ivanova, Svetla Mavrodieva, Marina Samalieva, Albena Stefanova, Desislava Terzieva.

Aside from the conference, the city of Plovdiv is beautiful and it is considered as the oldest town in Europe having endless number of sights and landmarks like Plovdiv Old Town, Plovdiv Roman Theatre, Church of St. Konstantin & Elena, Armenian Apostolic Orthodox Holy Church and the like. I would like to thank Paisii Hilendarski University of Plovdiv, and the Board of BETA for the organization, hospitality welcome reception, and certificates.



The lectures were interesting and useful getting new ideas, suggestions and experiences. The conference itself was a good opportunity to meet colleagues from all over the world and to exchange ideas. Generally it was well organised apart from one weak point. Namely, the Amphitheatre that was provided for plenary sessions was not acoustic enough i.e. the recording was bad and we had difficulties to hear the lectures.



Silvija Marnikovic
Elementary school “Marko Nukulovic” Ulcinj

MITESOL Conference – with diversity in mind

During my stay in the US as a Fulbright scholar, I welcome every opportunity to meet teachers and language-teaching professionals. Conferences are certainly one of those save-the-date professional development events.

I attended MITESOL (Michigan TESOL) conference, held at the University of Michigan-Flint. This year’s theme was “The Changing Faces of Diversity”. As the MITESOL Board explained, the inspiration for this title was the fact that *“we live in a world where the definition of diversity is expanding. We need to acknowledge and address the growing diversity in U.S. classroom by encouraging the development and use of differentiated teaching strategies to meet the needs of each student”*.

Furthermore, *“TESOL professionals serve students of diverse ethnicities, nationalities, religions and languages. Our students come to us with varied life experience, viewpoints and backgrounds”*.

Conference sessions (51), workshops (4), poster presentations (6) and key note speakers (2) were addressing aspects of diversity, focusing mostly on the following: socio-economic and educational background, age, gender,

residence status, learning styles, personality, learning and physical disabilities and challenges, academic ability, sexual orientation, appearance etc.



Conference presenters from 28 educational institutions in Michigan shared their professional experiences on how they educate, motivate, celebrate and research diverse populations in their classrooms and communities.

The character and the general setting of the MITESOL Conference was less formal and very hospitable, not burdened by formal speeches and sessions, leaving thus enough space between the presentation sessions for interactions, visiting publishers’ exhibit area, refreshments and entertainment.

Even though there were many sessions, I will mention only those I attended and found particularly inspiring, useful and innovative.

- ✓ ***Making Thinking Visible with English Learners***: on how creating a classroom culture of thinking through instructional practices allowing ELs to find a voice.
- ✓ ***Finding Balance - Principled Use of L1 in Teaching Beginners*** : the presenter briefly outlined arguments for and against the use of L1 in teaching adult beginners and presented five principles for utilizing L1 effectively.
- ✓ ***Pre-service teachers and ESL students in a university-based conversation partner project***: on benefits of establishing a conversation partner program on campus. The presenters' research indicated that such program may improve L2 proficiency, enrich teaching skills of pre-service teachers, raise cultural sensitivity, and integrate diverse populations into the school community.
- ✓ ***"I Am Malala": A Multimedia Curriculum of Diversity and Integrated Literacy***: "I Am Malala Young Readers Edition" serves as the basis of a multimedia curriculum that opens discussions of diversity, women's and girls' rights, and the power of education to change the world.
- ✓ ***Cultural Intelligence in the Classroom***: CQ education is vital for ESL teachers, but can help with other relationships too! It is knowledge of other cultures and helps smooth communication with people from around the world.
- ✓ ***The Power of Diversity in a Complex World***: on what diversity contributes to in a classroom but an organization as well, and how to effectively manage its benefits – resilience and innovation.
- ✓ ***Promoting Academic Integrity Among English Language Learners***: the presenters shared the results of their research on plagiarism. They explored reasons international students may struggle with academic honesty and offered practical advice on how educators can empower their students to meet expectations of academic honesty.
- ✓ ***Curriculum and Materials Design for Learners with Diverse Goals- Insights and Strategies***: This panel presents an approach to designing and delivering a community-based curriculum for adult ELLs with diverse learning goals, developing a coherent, learner-centered curriculum.
- ✓ ***Teaching Transgender in a Multi-Lingual/Culture Classroom***: One of the primary questions the presenter attempted to answer was the nature of the teacher/student relationship before her transition and after. She also discussed the unique experiences of a Transgender English instructor in the classroom.
- ✓ ***Zero-prep Activities for Reading and Writing within Diverse Classrooms***: this session was about fun reading-writing activities which require (almost) no prep! They help students actively participate and master details, and they can be adapted to students of varied abilities.
- ✓ ***Inter-language pragmatics***: on how to help students preserve their cultural identity and 'save the face' in a second language environment

environment, which means – knowing the appropriate things to say in a particular moment.

✓ **Challenge the Status Quo:** Practical Ideas to Add Diversity to Classrooms: presenters shared instructional activities that tap diverse learning styles, personalities, and backgrounds, including culture kits, case studies, and digital storytelling.

✓ **TED in the 21st Century Communication Classroom:** on how TED Talks are used to develop 21st century skills, including critical thinking, collaboration, and visual literacy. Presenters showed how speaking, pronunciation, and presentation skills, inspired by TED speakers, prepare learners to become powerful communicators.

✓ **Engage and Empower Students with Humor:** the presenters shared ways to use humor in any ESL classroom, in order to help students gain cultural knowledge and improve language skills while deepening a sense of connection and belonging to their adopted environment.

Screencast projects: the session was focused on various free technology tools used to create screencasts.

The most valuable benefits from the conferences like this one are acquaintances and connections made with the potential of some future cooperation. I met colleague teachers from U.S., China, Korea, Brazil, Germany, Check Republic, Saudi Arabia, Spain.

Having located Montenegro on a map, and showed them ELTAM Facebook page, the speech usually shifted to a session we found interesting and our teaching experience in general.



After the conference, my colleagues from EMU (Eastern Michigan University) and I decided to take a walk downtown Flint, a Northern Michigan town, the host of the MITESOL Conference. I found it very colorful, spacious, uncrowded, and still recovering from some past wounds.



Zeljko Kostic
High school “Braca Selic” Kolasin

1st Regional Conference - 'Making Teaching Count', ELTA Albania

The 1st Regional Conference of the English language teachers was organized on 20 November 2015 at the University of Vlore sponsored by ELTA (English Language Teachers Association) from Albania and thanks to Britannica ELT and KETNET KOSOVO.

Teachers from this region, including myself, were brought together in Vlore by this two day long conference. In other words the conference was attended by over 100 teachers from Albania and the region.

Under the comprehensive topic 'Making teaching count' the sessions provided the participants with the ways and techniques such as mixed ability classes, teaching grammar through short stories, teaching writing through blogging, teaching debate, using riddles and word games, integrating all three modes of communication in English lessons, using current events in the classroom etc. necessary for teachers in order to update their teaching skills and improve students' involvement and collaboration.

The teachers learned many practical tools to use in their classrooms and they were encouraged and helped to embrace innovative methods and build

teacher confidence important for building student independence and freedom.



A wide range of researchers, scholars and educators spoke in the conference workshops and plenary sessions where they were introduced and discussed their findings, i.e. their own personal teaching experience. The participants had the opportunity to be well-informed about a variety of techniques and methods which enrich their teaching experience.

I was honored to be a participant of the conference where speakers such as Fannie Daou, Daniela Clarke, Mark Andrews, Charles Warner, Cristin Bleess, Fitire Sulejmani, Elsa Sheqi, Vasso Dimopoulou, etc. offered different and useful teaching methods, techniques and attitudes.



Gordana Vukovic
ELTAM Board member

The 24th Annual Conference in Royal Capital City of Kraków, Poland

I had the opportunity to visit Kraków in warm and moody September. It was the 24th annual conference held in the cradle of European culture. The city is a seat of the Royal family with a magnificent castle which faces the wide Vistula river on one side and the old square on the other. The Queen Regina of Poland was keen on education and her idea was to establish the University, Collegium Maius.

Since she died very young, her husband Vladislavs Jagello continued her endeavor. One of the oldest Universities in Europe was a living place and a learning space for many prominent minds of the time like Nicolaus Copernicus, Saint John Cantius, Pope John Paul II, and Nobel laureates Ivo Andric and Wisława Szymborska. It is still open for lectures, meetings and conferences.

The first day of the conference I went to the Jagiellonian University by bus accompanied by a Polish University English teacher who gave me information on faculties that we were passing by. We saw faculties of Japanese language and culture, Swedish, Humanities, and Faculty of Engineering with a huge steam train locomotive in front of it.

We were heading to the pre-conference event and I was delighted that both of us had chosen to attend drama and psychology.

Those were ice-breaking, relaxing and stimulative three hours of nothing but activities, role plays with puppets, stories made on the spot through movement and live pictures and an excellent way of introducing participants to each other.

The rest of the day was much easier to me as a newbie of such a venue. We attended one lecture after another, various workshops, and we met thousands of kind, fun and friendly people - some of them hard to forget, like Joanna Watson, Tracey Sinclair and Marta Bujakowska.



Regular speakers at IATEFL events were there too. Bethany Cagnol, TESOL France, was talking about some highly unusual and quirky ideas for the classroom. Those were from encouraging text messaging to sitting on tables, or using water guns, making video clips and short movies and placing students in different environments other than classroom and all the ideas that can be used with higher education students.



Joris De Roy came up with British humour and how it influences the way in which we use language. He introduced possible approaches to cultural aspects of language learning. Peter Whiley was a presenter in the role of Anne Robinson of a quiz 'The Weakest Link' based on the TV programme where the sponsors were from the SOL organization with a unique prize – a free English language course in Devon and in Kraków.

Julia Alivertis, TESOL Greece, held a workshop based on poetry and its various usages inside and outside the classroom. We discussed and wrote poetry and it was my pleasure to write poems together with a famous American writer, lecturer and a teacher J.J. Wilson.

Cozy atmosphere in the modern surroundings of the University was

spiced up with books and teaching materials from many publishers exhibited on 43 stands out of which the Macmillan's one drew our attention the most. There we could pretend to be Mad Hatters from Wonderland and take funny pictures with huge hats on our heads.

During the event on Saturday, a Happy Hour took place, but as for me those three days were days of pure happiness and joy. This is an excellent way of exchanging ideas, and a tool for sharing information and experiences, which is why I wholeheartedly recommend Montenegrin teachers not to miss any event of such kind.





CONTINUING PROFESSIONAL DEVELOPMENT



Milka Cerovic
ELTAM Board member

Study of the U.S. Institute for Secondary Educators

During six weeks of my stay at the Global Institute for Secondary Educators at University of Illinois at Urbana-Champaign I had extraordinary chance to live and experience the American dream thanks to U.S. Department of State and U.S. Embassy in Podgorica which nominated me as the candidate for this unique and competitive scholarship.

This program gathered 20 teachers (English language teachers, History and Geography teachers, Social studies teachers, teachers of economics) from 18 different countries around the world: Argentina, Belarus, Brazil, Cameroon, Chad, Cote d'Ivoire, France, Georgia, Greece, India, Israel, Lebanon, Montenegro, Nepal, New Zealand, Papua New Guinea, Uganda and Vietnam. Our stay in the USA was planned in the best possible way and to all details thanks to amazing four members of SUSI staff.

Our first question upon arriving to the USA was: "What is the American Dream? What are our perceptions about it?" We had six weeks to understand it through seminars, panel discussions, pedagogy workshops, films, study trips, meetings with city council members, public defenders, judges, people from the local community, host/friendship families, teachers, high school students.

The approach of looking at the American Dream was thematic and structured



around four sub-themes: the creation of an American character for the new nation, the place of education, especially civic education, in a pluralistic society, the struggle for racial, gender, and social equality and the place of social and political conflict in securing democratic ideals.

All the panels and discussions were extremely useful for me because they shaped my knowledge about the American culture and the American Dream.

On one hand historians presented historical facts, movements and ideas that influenced the American culture. On the other hand the significance of laws and regulations was also emphasized.



We visited numerous places around the USA all with the same aim: to learn through experience. Some of the places are: University of Illinois Child Development Laboratory, used for the training of future teachers and educational research; Urbana high school, Illinois Public Media (WILL) station that broadcasts more than 40 hours of PBS educational programs for children and young adults; Cahokia Mounds, a State Park and UNESCO World Heritage where traits of the American character can be found in well-organized system, prosperity and wealth in which Native Americans used to live in this area; the Gateway Arch in St. Louis, Illinois State Capitol, Abraham Lincoln's home, Lincoln's Museum and Presidential library and his Tomb in Springfield.

In Texas we experienced American individualism, determination and ingenuity. It was interesting to find out that it's the only state where smoking is banned in many places, but where the carrying of arms is allowed. Fort Worth Sundance Square, Stockyards National Historic District, Marshall Creek Ranch and horse riding made me feel like being in the western movie.



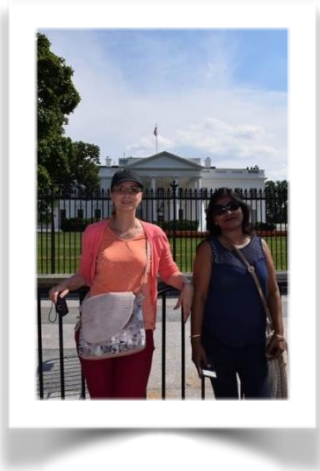
In Austin we saw another two major political institutions: the Lyndon B. Johnson Presidential Library, which includes exhibits about Vietnam war, Civil Rights and Social Justice, and Texas Capitol building where six flags (of France, Spain, Mexico, Texas, Confederacy and the USA) pave the floor of the entrance of the building, recalling the turbulent history of this U.S. state. We spent one day digging into the history and modern issues in San Antonio as well. The Alamo, the symbol of Texan struggle for independence, Market Square, the largest Mexican market in the U.S., and cruising along the San Antonio river embodied different aspects of American identity.

Chicago, New York and Washington D.C, symbols of skyscrapers, power and capitalism, had amazing impression on me.

We visited the Statue of Liberty, Ellis Island – where people all around the world were arriving seeking for better life and where I found sample of Montenegrin money “perper”, watched the Broadway musical The Color Purple which followed up on our exploration of African American struggles and gender and racial dynamics in America and Yankees baseball game playing against San Francisco Giants. We had Historic Harlem walking tour, multi-ethnic eating tour through Chinatown, Little Italy,

Jewish community, Mexican community - all these places and events provoked in me admiration and gratitude to be able to be there and learn about “many Americas”.

And finally Washington D.C. graduation, more useful information and more sightseeing: presentation at Department of Education about education mission, results and struggles; meeting with Program Officer and her colleagues at the Department of State where we learned about program selection process and a wider network of alumni and where they opened us the opportunity for further cooperation with American institutions; U.S. Capitol tour, visiting the Memorials (Washington Monument, Lincoln Memorial, Jefferson Memorial, World War II memorial, etc.) and the National Mall.



Listening to lectures, field trips and workshops shaped my knowledge about the American character, but interactions and meetings with individual Americans offered personal experience of American culture and different perspectives. Rodeo, picnics with community members, friendship and host families, celebration of the 4th July in a host family with my dear Greek friend and the librarian Kathleen, watching the parade, visiting mosque and discussion with people of Islam religion in America, faith weekend and sermon at the Jewish temple and tour to the Amish community were a real life experience

of open mindedness and willingness to share culture with others.

This program was not only learning about America and its dream. Having spent six weeks with teachers from various countries I learned a lot about them and their cultures. Teaching around the World were fifteen minute blocks at the start of most mornings where we presented about our countries and our education systems. So I learned how education systems in Georgia and Belarus are very similar to ours, how teachers in Cameroon struggle with huge numbers of students in their classrooms, how Argentinians adore football and argue with Brazilians who better player is: Maradona or Messi, what traditional food is in Israel and India.

Likewise, my colleagues learned about the beauty of our country and our education system. At potluck dinner we all enjoyed various world cuisines, where traditional Montenegrin meal priganice found its place as well.

After six weeks of incredible experience I came back to Montenegro with new ideas and rich knowledge, ready to share it with my colleagues and students. My plans are to apply new pedagogical approaches I found out important for my teaching context in my own classroom as well as to incorporate certain content we discussed over the course into curriculum for my regular classes and Access Program classes. To include new techniques into my training sessions for teachers is also the part of my plan for using what I've learned and experienced during the course. Publishing articles in ELTAM's newsletter, ELTAM website and newsletter of Bureau for Education Services will be excellent opportunities to share my experience with English language teachers from Montenegro and to encourage them to apply for this or similar programs.



Kristina Sebek
ELTAM Board member, SOL coordinator

SOL – Interactive educational approach



Some years ago I was roaming on my professional-development road alone—we didn't have our teachers' association yet - finding ways of meeting with colleagues from other countries, exchanging ideas and sharing every-day classroom situations, when I bumped, totally accidentally, on a SOL sign at ELTA conference in Belgrade.

I had never heard of them before, yet they were not a young organization. But what caught my eye was a reasonably low price of their courses in England and an older guy talking leisurely to young female colleagues who seemed interested in what he was saying. As I am not different than other women, I stopped by to hear what was all about and the rest is history.

So, before I start writing about Montenegrin experience with SOL and its trainers, let me just remind you what SOL stands for. It is not just **Share One Language** (and that would be English, of course). It is also **Speaking, Observing and Listening** – key skills practised in our (SOL) programmes.

So, before I start writing about Montenegrin experience with SOL and its trainers, let me just remind you what

SOL stands for. It is not just **Share One Language** (and that would be English, of course). It is also **Speaking, Observing and Listening** – key skills practised in our (SOL) programmes.

Our focus is on verbal communication, doing things that cannot be done back home, taking full advantage of being in England. Each programme is student-centred and provides a strong cultural experience as well as developing their confidence in using English in real situations. And then, there is no better way than visits to historical places and of natural beauty, meeting and talking to local people and time in the host families which is the cornerstone of any SOL programme.

SOL has been in Montenegro for two years now and this spring we visited schools in Podgorica, Kotor and Budva.

Our host teachers were lovely ladies from vocational schools "Sergije Stanić", "Mirko Vešović" and grammar school "Slobodan Škerović" in Podgorica, "Maritime school" in Kotor and primary school "Stefan Mitrov Ljubiša" in Budva.

Here is what teacher Marija Vukićević writes about our trainer's visit:

Our school hosted our dear friend and professor Mark Andrews on May 8th this year. We met him at the yearly conference of ELTAM, where he promised to visit us. My students had been looking forward to his arrival ever since. His decision to get here with his family by train turned out to be a quite adventure. The group of about 50 students waited for his arrival despite the fact that there was a long delay and stoppage on their way from Petrovac to Budva due to the road works which could not be anticipated. However, when he appeared at the entrance, the students knew something great was about to happen. Though I had prepared a word of introduction to present our guest, it was not needed, so I could relax and enjoy the show alongside my students.. He was touched by the warm welcome, the posters our students had prepared to make the scene to mark their appreciation and the number of students who waited for him.



flags of his country which was about to vote for Brexit, the subtextual messages sublimed in the look and design of our passports, the relation between two countries, towns, etc.) were not of students' interest before but nonetheless they were eager to offer a feedback and participate the conversation. Honestly, this looked more like a friendly chat than a lesson where everyone came out richer for one unique experience. Some of the students asked for his contact information and later he sent them thanks for the effort put forth in making this event happen. Hopefully, that will not be the only opportunity to host such a wonderful person in our school while according to our students, they would like to make it tradition and obligatory event for the school.



The students were animated through the sets of clips which professor had prepared during his visit to Montenegro in which Ronan, „the little seal“, his son, was the main actor.

Some of the issues that Andrews pointed out (the political and economical background related to the



SOL also offers teacher training courses – two in beautiful Devon, close to the Atlantic Ocean and two in central Europe in wonderful locations in Slovakia (Čadca) and in Serbia (Sremski Karlovci). Teachers have described their SOL experience this year in many different ways:

➤ “Life-changing”,

- *“It made me a better person not just a better teacher”.*
- *“I gained so much extra confidence in using English”.*
- *“It completely exceeded my expectations”.*
- *“An unusual and totally different course from any other”.*
- *“The course was inspiring and eye-opening”.*



...“the timeless village where the steep cobbled street tumbles down past gleaming white cottages to the tiny, deep harbour...”; if IF is more than just a conjunction to you, it is going to be a great thing to visit Westward HO! and see where Rudyard Kipling studied.

Also if you’d want to know how it looks like to be one of the knights of the round table and sit next to sir Lancelot and king Arthur, you will find out by visiting Tintagel and enjoy the beauty of undefeatable Celtic Cornwall”.

One more thing, last but not the least important, SOL has a special understanding of both educational and economic circumstances in the region. This is reflected in the pricing of its high quality programmes in England as well as in its commitment to in-country support.

For more details, please contact your coordinator Kristina Šebek at tinasebek@gmail.com.



This year’s winner of a SOL Teacher Training course in Devon at ELTAM conference was Brano Čeranić. We got his letter as well. He wrote about interesting and experienced teacher trainers, friendly and out-going colleagues he worked with and about typical English, host family he stayed with but I will quote only a part of his letter:

“Visits are really special part of this course. So we enjoyed the infinity of the Atlantic Ocean by visiting Woolacombe (where the last preparations for the Normandy expedition took place), Ilfracombe (famous also for Damien Herst’s statue Verity) and Croyde, which is a magical location with superb sandy beaches and spectacular scenery. Then we saw the last shipyard in England in Appledore and the beauty of Clovelly that took our breath away

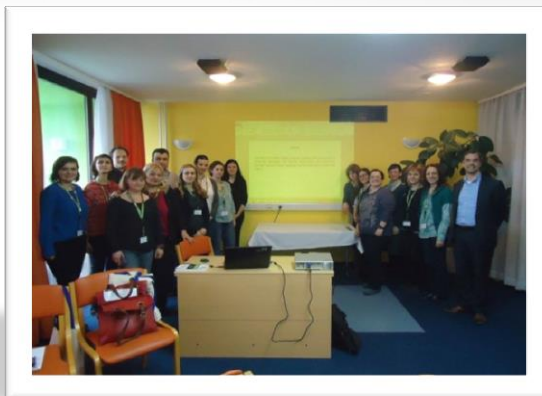
ABELTA – the future of TAs' cooperation in the region by Dragana Stegić IATEFL Slovenia

Those teachers who regularly attend ELT conferences already know that these conferences are much more than just a list of workshops and fancy names. In fact, last year's annual IATEFL: Slovenia Conference saw the initiation of a project which quickly became recognizable among English language teachers in the region.

An idea that we at IATEFL: Slovenia had for quite some time was to bring together representatives from the TAs and brainstorm ideas about where we could go with the project. Since we already met our friends regularly at regional conferences, we thought we might take our friendship to the next level. This was when ABELTA (Alliance of Balkan English Language Teaching Associations) was born.

Last year, thanks to the invaluable help from RELO Budapest and US Embassy Ljubljana, we had the first meeting of representatives from Albania, Bosnia, Croatia, Serbia, Slovenia, Macedonia and Montenegro.

The representatives were chosen based on their TA presidents' suggestions, as being most up to the task and most likely to pass the acquired knowledge back to their organization. It was inspiring to see teachers getting together to talk about the challenges each TA faces in working with members, offering quality service, and trying to survive financially with little or no help from the country's Ministry of Education.



For me personally, it was more proof that the world of ELT operates beyond borders, visas and, as we are sadly witnessing recently, the barbed/razor wires.

As main organizers of the meeting and one of the TAs with the most experience, we offered teachers advice on TA management and events organizing but we all agreed that as teachers, we weren't actually trained to deal with funds, accounting, organizational factors – in short everything that needs to be done within any organization (state funded or not) to operate smoothly.

Since, as teachers, we often lack time and/or energy to focus on different tasks individually, we concluded that having the one place to get together fast and swiftly was, of course, the internet. For the time being, we decided to set up an ABELTA Facebook page where members from regional TAs could get together, share ideas, ask questions, and also post their newsletters for other members to see.

Thanks to the generous support and understanding from RELO Budapest and the US Embassy Ljubljana, we were able to continue the project at this year's conference as well. The meeting was a follow up on what has been worked on last year; a much needed gathering which boosted our cooperation and will hopefully result in future projects that will only strengthen the friendship. This year's invaluable addition to an already connected group were representatives from KETNET, Kosovo.

TAs in the region are facing many challenges but I sincerely hope that this sense of belonging and support from a broader network of ELT in the region will help in overcoming any obstacles. English language has helped us move beyond borders, dialects, visas and politics. It is therefore our duty and responsibility to share this experience with our students. We have much more in common with our neighbours than we sometimes imagine.

ABELTA is still an infant which needs help growing, but with an open heart and an enthusiastic approach, we can witness its growth for many years to come. I warmly invite you to visit our Facebook page and join in sharing ideas and inspiration. Search for ABELTA on Facebook.





Dragana Radoman
ELTAM President



Milka Cerovic
ELTAM Board member

Shaping the Way English is Taught in Montenegro

As part of the project *Shaping the Way English is Taught in Montenegro*, financially supported by the U.S. Embassy Podgorica, English Language Teachers' Association of Montenegro ELTAM held four two-day regional trainings for English language teachers in Bijelo Polje, Tivat, Podgorica and Niksic, the Second National ELT Conference ELTAM DAY 2016 and training for teachers of English Access Microscholarship Program.

Trainings *Shaping the Way We Teach English – The Landscape of English Language Teaching* and *Paths to Success in English Language Teaching* are based on ten-week online course *Shaping the Way We Teach English*, sponsored by the U.S. Department of State and originally developed by dr Elizabeth Hanson-Smith, Jeff Magoto i dr Deborah Healey from American English Institute - University of Oregon. With the consent of authors, English language teachers Dragana Radoman and Milka Cerovic adapted the program and developed it as face to face trainings for teachers. Both of them are approved by in the Catalogue for Professional Development of All Teachers in Montenegro (16 certified hours per training)

with recommendation letters from Public Affairs Office of the U.S. Embassy and ELTAM.

About 120 English language teachers from different parts of Montenegro attended these trainings: 31 teachers from Bijelo Polje, Berane, Plav, Rozaje, Gusinje, Pljevlja, Kolasin and Petnjica, 29 from Tivat, Kotor, Budva, Sutomore, Herceg Novi, 24 teachers from Podgorica, Bar, Ulcinj, Cetinje and 17 teachers from Niksic.

The aim of these trainings was to explore important aspects in teaching English as a foreign language and to point to the ways in which the use of different materials and approaches leads to better language acquisition.



During the two-day trainings and through interactive workshops teachers had the opportunity to discuss the use

and application of authentic materials and realia in order to motivate students to learn English, the importance of work in pairs and groups in order to develop students' more effective communication skills, the significance of developing students' critical and creative thinking as the most important skills of the 21st century, as well as to get acquainted with various techniques for providing feedback to students and assessing their knowledge.

The main idea of the trainings was certainly the practical application of materials and new ideas in the classroom. In order to achieve the objective teachers in small groups or pairs worked on lesson plans, that contained topics discussed during the trainings, which were later implemented in their schools.



Tatjana Kujovic from primary school "Kekec" Sutomore, Denisa Dacic, Selma Nokic from Secondary School "30th September" Rozaje and Nerma Dobricanin from Secondary vocational school in Rozaje, presented their experience on the lessons they held. We plan to publish lesson plans of other teachers as well with the aim of sharing examples of good practices with teachers from all around our country.



All teachers sent their lesson plans which were reviewed and sent back to be implemented with their students. Teachers also sent photos and video recordings from their lessons.

Three lessons were chosen as examples of good practice and they were presented at the Second National Conference for Teachers of English ELTAM Day 2016, held on 7 May 2016 at the Faculty of Philology in Niksic.

Teachers Marija Vukicevic from primary school "Stefan Mitrov Ljubisa" Budva,

Teachers of English Access Microscholarship Program from Podgorica and future teachers of the same program from Rozaje attended one-day training for implementation of this program on October 8, 2016 in American Corner Podgorica.

Teachers expressed great satisfaction with the content and quality of these trainings, as well as their organization. Evaluation sheets they completed at the end of the trainings certify best about the quality and teachers' satisfaction with sessions. Some of their comments were: "Excellent organization, dynamics and devotion."; "The training was great. Similar programs and trainings should be organized in the future."; "It was my pleasure to participate in this training. I hope to take part in the similar one soon."



Dragana Radoman
Elementary schools “Radoje Cizmovic” and
“Milija Nikcevic”, ELTAM President

Action research

European Centre for Modern Languages organized workshop "Action Research Communities for Language Teachers" on 10-11 November 2016 in Graz, Austria. Teachers and educators from more than thirty countries gathered to share experiences from this field and contribute towards quality enhancement in the language classroom through application of action research approaches.

At the beginning of the workshop activities of ECML were presented, as well as their website, which I believe you will find very useful and resourceful for your own teaching practice (www.ecml.at). Through the method of analytic discourse every workshop participant presented typical lesson/session, the way in which we work with our students in order to gain new perceptions of the situation. ECML team presented examples of action researches implemented in practice, as well as techniques and tools necessary for action research planning and implementation. Participants formed smaller teams for planning mutual action researches in their own communities and presented drafts to the whole group. Expect to hear more on the Intercultural competence action research done in cooperation with teachers from Denmark and Austria.

Thanks to Bureau for Education Services of Montenegro, I was given the opportunity to attend the workshop that opened the new perspective on reflecting my own teaching practice and desire to test innovations in the classroom.



TEACHERS TO TEACHERS

Useful tips for your lessons

*The lesson plans in this section are examples of good practice and the result of trainings for teachers Shaping the Way We Teach English, financially supported by the U.S. Embassy Podgorica. These lesson plans were presented at the Second National Conference for Teachers of English ELTAM Day 2016.





Milena Danilovic on behalf of Access Program Niksic team

Project-based and community-service learning

Although the English language hasn't changed a lot since we were taught the language, one very important thing has changed indeed. Modern times deliver numerous new challenges when it comes to the way we teach. The main aim of our teaching, even though composed of various specific goals, can be defined as the aim to inspire our students' desire to develop their English not only in the classroom, but, what is more important, outside of it. We have a lot of opportunities to achieve this aim, but I would emphasize one specific project which was started a year ago and gave us fantastic opportunities towards achieving it.



Twenty-five talented students from Niksic got an extraordinary chance to become part of English Access Microscholarship Program that was launched by ELTAM in December 2015.

This program is funded by the U.S. Department of State and supported by the U.S. Embassy Podgorica. It is a two-year long program of learning the English language and introducing American culture, society and values. The program is completely free of charge for the students who get the scholarship.

Firstly, thanks to the amazing cooperation with the U.S. Embassy Podgorica, American Corner in Podgorica, and Fulbright teaching assistants, our students have had numerous chances to speak to native speakers.

The U.S. Ambassador to Montenegro Margaret Ann Uyehara herself was our guest several times. We also have had the pleasure of Mr B.Bix Aliu, charge D'affairs, Public Affairs Officer Mark Weinberg, Fulbright teaching assistants, a musical band Laura Cortese and the Dance Cards, American marines, the U.S. Army officers and many others. We can say emphatically that our students have had a unique opportunity to develop their fluency.

Among all the things we have done with Access students so far I would choose two which I consider the most influential for our students: project-based and community-service learning. I am convinced that students learn best by applying the knowledge to familiar and useful situations.

The advantages of project-based learning are numerous: focus is on meaning and real communication rather than on form and memorization. It allows for creativity and incorporation of different learning styles and multiple intelligences. It is also a far more motivating and engaging for the students as it requires and develops higher-level thinking skills.



How do we organize project work with Access Program students? Well, first of all, we guide our students to choose the content for the project by eliciting their interests and abilities.

We offer to them a variety of topics which are, in the same time, connected with the curriculum and both with the things they are familiar with and excited about.

Good planning is crucial to any kind of project-based learning. Having chosen the topic, the next task of students is to do the planning of the project together. In this way, they need to cooperate among themselves, to be realistic and plan only the activities they can accomplish, and to become aware of their mutual responsibility for the success of the project.

However, it is not enough to adapt the topics to our students' interests and abilities. They need to know why they are doing it. Students are unmotivated to learn something simply because they will need it later in life. They need something that engages their interests and provokes questioning: a discussion, a field trip, a song, a newspaper article, etc.

Project work gives us the opportunity to use a variety of activities. One of

those is making group presentations on a specific topic. Being aware that they will present their work in front of their fellows, students give great effort to make it successful. By presenting their work, they develop public speaking skills. Access students have a chance to present their work in almost every class.

Besides developing communication through projects, students also develop 21st century skills they will need in life: collaboration, critical thinking, learning to learn, the use of technology or digital literacy, adaptability, self-direction, problem solving, personal and social responsibility, and cultural awareness.

When students present their work to a real audience, they care more about its quality. Students may present the final product to their classmates, schoolmates, their parents or a wider audience through exhibition, performances, plays, debate, PowerPoint presentations, newspaper articles, etc.

Another important step of each project is the way in which students reflect on the things they've done. There are different ways of doing this and some of them are discussions, essays, and summaries

Why is this necessary?

Well, after finishing the project students need to be aware of the things that could have been done better as well as of the things done successfully.

Celebration is essentially the ending of one of our project-based learning units. It can be a party, a trip, or buying something students need. However, it needs to be something that fits students interests and desires and be realistic in the same time. Celebration of accomplishments, no matter how big or small they are, is a crucial part of any good project.



Having successfully accomplished several community service projects with our students we can say that they are extremely useful for developing a variety of skills.

The main advantage is that they take an individual beyond the limits of self. A student engaged in these kinds of projects develops into a mature, empathetic person whose priorities aren't just his/her own interests but also the interests of the community.

Our students learn a lot through these volunteering activities. The main benefits are the feeling of satisfaction when realizing their success and recognizing the change they can make within their community.

Among different community service activities our students did, we proudly allocated one devoted to the elderly people from our town. Students decorated the Day Care Centre for the elderly for Christmas and gave them Christmas cards as presents. The students enjoyed listening to their stories during a visit to this center and interacted with them throughout the service activity.



Some of the projects we have done with Access Program students are: presenting their town in English, presenting Montenegrin national cuisine and writing recipes for traditional meals in English, writing Christmas songs on their own, making leaflets about sports in their country, making collages from natural materials, etc.

What makes project work much more interesting for our students, and, in the same time, beneficiary for the society is when it's combined with community service learning.

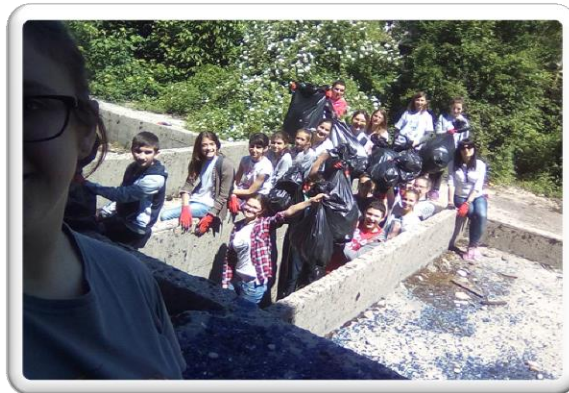
Students also celebrated the International Day of Peace where they designed slogans of peace on doves templates, went to the town square and gave them as a gift to people who walked by. They made cards for children with disabilities in the Day Care Center in Niksic, visited them, and taught them some words in English.

Under the slogan "It's Up To You and Me," students participated in international action "Let's Do It" and cleaned their town. Although they didn't succeed to change the world in one day they succeeded in making a real difference within our small part of the world. Apart from that activity, they also conducted a survey in their schools related to this topic and presented the results to their fellow students.

Through each of these projects we did with our students we implemented innovative methods and techniques. Students developed their creativity through various art crafts. Cards, posters, cartoons, leaflets, collages, songs, and decorations are just some of the things they made.



As English language teachers we do put language skills as our priority. Regarding that, project-based and community service learning are a great opportunity to develop our students' fluency. By doing different kinds of activities related to everyday life, students speak English in ordinary situations. Since they are not corrected for unimportant mistakes, they overcome their fear of making them.



Seeing the constant progress of our students, I can say that we are not only proud but also delighted to be teachers in English Access Microscholarship Program. As well as our students, we also have the opportunity to develop our own language skills, and, what is crucial, our teaching skills. Besides professional development, we have a chance to enjoy every minute of our lessons which is, for us, crucial for our own motivation.

LESSON PLAN 1

A. Students and Setting

Teacher's name: Marija Vukićević

Age of the students: 11/12

Grade: 7th

Previous language: the students have already learned the key words related to the fashion and designing (adjectives, verbs, functional language) and they can make comparison and describe and discuss about given outfit

School: An elementary school "Stefan Mitrov Ljubiša", Budva – a public school.

Number of students in the class: 23

Other notes: The students have English classes four times a week per 45 minutes, but the class varies significantly in their language competence. There are 7 students with lower language competence and since this is the case, it is highly important to carefully select the tasks that they will not find too difficult to accomplish. It's their seventh year of learning English as a second language.

B. Lesson Background

This lesson is the last one related to the fashion subject done in the Module 6, from the student's course book by Kate Wakeman (Discover English 3, Pearson Longman).

The topic has the objective to work further on the usage of the acquired language in practice, to combine all four skills in order to complete the task related to the real life. By now the students have done some describing and they practiced comparison of their own handmade paper models. This extended practice will give them an opportunity to practice purposeful language, to develop critical thinking and to relate to the real life challenge.

The next lesson from the new module will be related to the ways of communication. Thus, this lesson will be connected to that new subject since the students will deal with writing e-mails and submitting application for the public tender bidding.

C. Learning Objectives/Expected Results

The students will be grouped into homogeneous groups of similar knowledge. Therefore, the objectives will be similar but not the same for stronger and weaker learners.

Objectives for the groups of stronger learners: to recognize uniforms from different countries and match them with the pictures, to complete the chart based on style, pattern, color, material and pieces of clothing, to illustrate the chosen design for uniform, to write a letter of application to the Ministry of education, to discuss and present the group's design, to evaluate other group's design.

Objectives for the groups of weaker students: to label the parts of the uniforms, to complete the table with the style, color, material and pattern words, to select the items of clothing for the national uniform, to write a short description of the made design, to read the transcription.

By the end of this lesson, stronger learners will be able to describe the garment, to negotiate about the pros and cons of their designs in comparison to other designs, they will be able to present the work to the group and to answer the additional questions.

Weaker learners will be able to recognize different parts of the garment, to describe shortly the outfit, to read the description and answer the short questions related to their work.

D. Materials and resources

For this class the teacher will provide authentic material: realia pictures and realia parts of the school uniforms from the later cited sources, while the announcement from the ministry of education as well as the descriptions of the uniforms with gaps, will be provided by the teacher and taken from the mentioned course book Discover English 3”– Kate Wakeman

The teacher prepares the evaluation rubrics for oral presentation for each group of students.

The teacher used a number of different realia materials for the lesson combined from the internet sources:

<http://www.activityvillage.co.uk/school-uniform-paper-dolls-boys-clothes>

<http://www.activityvillage.co.uk/school-uniform-paper-dolls-girls-clothes>

<https://conversationallyspeaking.wordpress.com/tag/clothing-vocabulary/>

<http://carmenmariaenglishblog.blogspot.com.es/2015/10/clothing-vocabulary-review-3rd-secondary.html>

<https://www.pinterest.com/pin/371476669237837304/>

<http://www.vogue.com/slideshow/13331206/back-to-school-uniforms-photos/>

<http://aroundtheworldwithsteveandjackie.blogspot.com/2014/09/faces-of-bhutan.html>

<http://ottawacitizen.com/life/style/elmwood-school-weaving-in-history>

https://en.wikipedia.org/wiki/School_uniforms_by_country

E. Procedures and Timing

The stronger students are grouped into 4 – 5 groups of and each group member is assigned the role: a scribe – who will take notes so that everybody in the group can comment and bring conclusion on the given text, a vocabulary monitor – who will compile new words which will be explained by the teacher, and used through the lesson, a time monitor – who will keep a track of the time for each text given, and the student whose role will be to write down the names of the countries on the blackBoard in the given table. If there are less than 4 students in the group, this role might be fulfilled by the scribe.

The group of stronger students do/say . . .

- The students observe the pictures of the different school uniforms set around the classroom. (Handout 1)
- The students are to match the texts (Handouts 2) with the uniforms on the pictures and to write down the name of the countries in the given table on the blackBoard. Each group writes down their choice in the row.

Approximate time needed

3-5 min

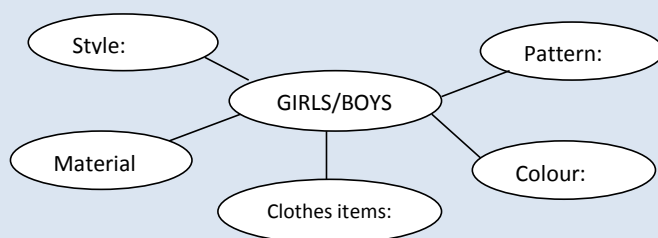
10 min

	p 1	p 2	p 3	p 4	p 5	p 6	p 7	p 8	p 9	p10
g1										
g2	Egl									
g3										
g4										
g5										

Picture 1. The look of the blackBoard (g-group, p-picture)

The group of stronger students do/say . . .**Approximate time needed**

- The students discuss the reasons they decided to match the certain picture with the name of the country, after which, the groups with the most number of correct guesses. The number of the right answers will be added in rubrics for oral presentation when later in lesson. 10 min
- The students listen to the text of the announcement from the Ministry of education (Handout 3) 10 min
- The students discuss the design, colour, pattern and material for the national school uniform. They complete the mind maps for the girls' and for the boys' uniform design. 10 min



Picture 2: Mind map

- The students illustrate the design of the national school uniform. 5 min
- The students show their illustrations to the other groups. 5 min
- The students write an application letter for the Ministry of Education presenting their group's uniform design. 15 min
- The students read the application letter in front of the class. The other groups evaluate individually the oral presentation and visual design of each group. (Handout 4 – oral presentation rubrics. 15 min
- The marks from all groups are summed up and the best project is chosen and awarded by the teacher. 5 min

Two groups of weaker students are formed in the way that the teacher chooses the leaders of the groups and the leaders are to choose the other members of their teams. The leaders are those students who are better at writing and spoken English than the rest of the group.

Each member has his/her role within the group. Thus: a scribe takes out the text for the group to read and translate, the vocabulary monitor looks for the meaning of the unknown words using Handout 6. The time monitor will urge the group to get to the solution within the time limit of each exercise.

The group of weaker students do/say . . .	Approximate time needed
➤ The students observe the pictures of the different school uniforms set around the classroom. (The same task as for the stronger groups)	3-5 min
➤ They are to read the texts that describe pictures (simplified versions in Handout 5) and to match them with the pictures set on the other Board. (The same task as for the stronger groups) While doing that, the students need to look for the words of clothing items in Handout 6 and pattern words learned in the previous lessons.	10 min
➤ The students discuss the reasons they decided to match the certain picture with the name of the country, after which, the groups with the most number of correct guesses. The number of the right answers will be added in rubrics for oral presentation when later in lesson. (The same task as for the stronger groups).	10 min
➤ The students listen to the text of the announcement from the Ministry of education (Handout 3) (The same task as for the stronger groups)	5 min
➤ The students label the parts of the uniforms for the girls and boys given on the worksheet. (Handout 7)	5 min
➤ The students make uniform design cutting the parts of the worksheet and coloring them.	10 min
➤ The students show their made designs to the other groups. (The same task as for the stronger groups)	5 min
➤ The students write a short description of their uniform designs presenting their group's uniform design.	15 min
➤ The students read the description in front of the class.	15 min
➤ The other groups of students evaluate individually the oral presentation and visual design of. The final results are announced by each group.	10 min

F. Learner Feedback/Formative Assessment

The teacher organizes the groups, assigning the roles to each student within the groups. She monitors the work and gives the clear instructions for the activities. The teacher has the role of a source and facilitator.

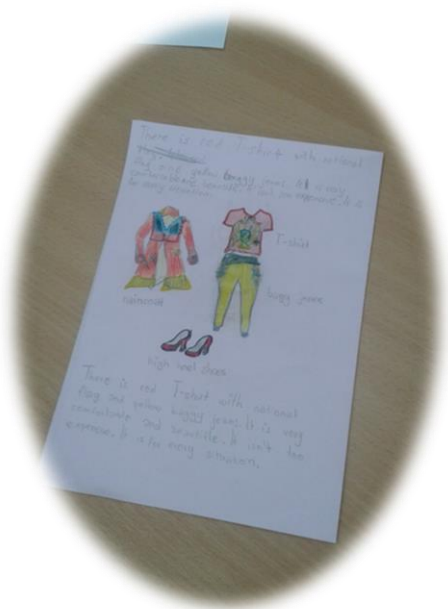
At the end, the students are evaluated by their peers. They are to complete the evaluation rubrics for other groups, prepared by the teacher, sum up the results and share them with the rest of the class. The teacher has her own rubrics for each group and the results are added to the sum of points given by the students. Eventually, the students may discuss the good and bad points of each work and agree on the best one.

G. Reflection

The learners worked for the whole lesson in groups with the assigned roles. The first part of the lesson was based on recapitulation of the language learned in the previous units and the stronger students showed that they understand the key vocabulary, the language structures and that they are able to describe and categorize the given material. Apart from this, they actively participated in discussion and organization of the group's assignment. They developed critical thinking through planning the right design and describing it in an application.

The weaker students were active in matching the clothing items and combining them in the uniform design. They showed interest in describing the presented designs, and created the simple essays on the given subject. They evaluated the other groups and shared their opinion on the work of other groups, too.

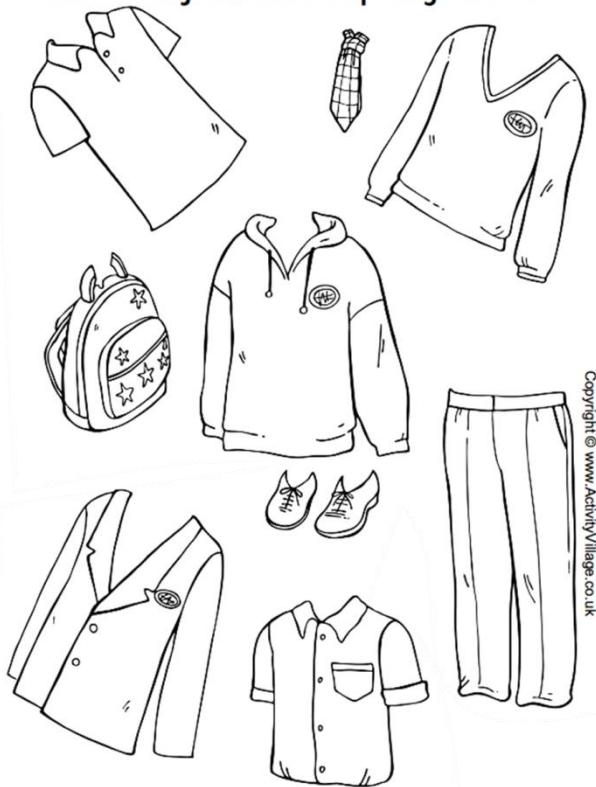
Apart from the realia material taken from the internet sources, the teacher used photo of her own class when she was fourth grader. The description of this photo is intentionally omitted in handouts with the attention to see whether the students will get to the conclusion by themselves. Some hilarious answers came up for this particular photo. Not following the clues from it (ex. they completely disregarded the picture of the former Yugoslavian president on the top of the photo even though they knew a lot about him and Yugoslavia), most of the students did not notice that it was old, so that some groups claimed that the students from this photo come from India or Bhutan. When the teacher told them where the photo comes from and something more about the people from it, they started asking questions and making comparisons between their school time and the teacher's. They compared the teacher from the photo with the their teacher (similar smile and haircut).



Handouts

Handout 1

School Uniform Dress Up Boys Clothes



School Uniform Dress Up Girls Clothes



Handout 2

1. England: The uniform in primary school is often a polo shirt or a shirt and a jumper, with trousers or shorts for boys and skirts or trousers for girls. In some primary schools, in the summer girls are allowed to wear dresses. The uniform in secondary school varies. Normally it is a blazer in the school colors or a white shirt or blouse; a tie, trousers or skirt in black, grey, or blue and black shoes. It could also be a shirt, sweater, and tie or a polo shirt and a sweatshirt. Most British primary and secondary schools require pupils to wear uniforms. Boys wear a white shirt, long grey or black trousers, jumper or sweater with the school logo on, school tie, black shoes. The color is the choice of the schools. Girls wear trousers or skirts as part of their uniform - typically black, grey, navy, or sometimes brown or maroon. During the summer term girls often wear summer school dresses.
2. Japan: Much like the male uniform, the gakuran, the sailor outfit is similar to military-styled naval uniforms. The uniform generally consists of a blouse attached with a sailor-style collar and a pleated skirt. There are seasonal variations for summer and winter: sleeve length and fabric are adjusted accordingly. A ribbon is tied in the front and laced through a loop attached to the blouse. Several variations on the ribbon include neckties, bolo ties, neckerchiefs, and bows. Common colors are navy blue, white, grey, light green and black. Shoes, socks, and other accessories are sometimes included as part of the uniform. The socks are typically navy or white. The shoes are typically brown or black.

Handout 2

3. Bhutan: The school kids are shy but also very interested in talking with us. They wear traditional Bhutanese dress as their school uniform. It is knee length and they wear it over their everyday clothes. The shoes are mostly black and they wear blue navy socks, too.

4. GEMS World Academy Switzerland has opted for a uniform for many reasons. They believe that dressing for school provides young people with a learning opportunity to build self-respect, understand formal and informal social experiences, and contributes to a sense of equality. Students may not wear non-uniform items during school hours.

Only the following school issued items should be worn during the school day:

Primary School (up to and including Grade 5)

School polo shirts for boys and girls- either long or short sleeved;

A school tie for boys and foulard for girls from grades 1 to 5 to be worn on special occasions;

School navy blue skirt or trousers for girls;

School navy blue trousers for boys;

Solid black shoes;

Navy or black socks;

School V-Neck sweater or school zipped cardigan.

Hair should be neat and of discrete color

5. Canada: Students at Elmwood School will wear their school colors with pride thanks to two smart uniforms designed to mark the 100th anniversary of the all-girls' institution in Rockcliffe Park.

Cheryl Boughton, Elmwood's headmistress, says Grade 6 to Grade 12 students will wear the fashionable feminine blazers and new tartan skirts that pay tribute to the school's rich history while looking ahead to the next 100 years. Toronto designer Illyria Pestich designed a dressy uniform for special occasions and one for everyday. The tartan skirts were made in Scotland and recently registered as Elmwood's official tartan.

"Theodora Philpot, the founder of the school, chose the school colors — green and gold — based on her love for a poem by William Wordsworth called 'I Wandered Lonely as a Cloud,'" Boughton says. "The old uniforms did not suit well. I'm very pleased with the new uniforms, which are suitable for all shapes and sizes."

6. Columbia: In Colombia, all students have to wear uniforms in public and private schools. Uniforms in Colombia consist of two sets, one for everyday use and a sport one for physical education. Everyday use uniforms for girls generally include a knee-length skirt, a white T-shirt and a vest over it along with white mid-calf socks, and for the boys the uniform generally is a dark long trousers and a short or long-sleeved shirt. The shoes for both girls and boys are black lace-up shoes (sometimes it may vary for dark blue or red wine shoes depending on the uniform colors) and the shirts usually have the school's symbol at the left side. The sports uniform is a pair of sweatpants, a collar T-shirt and white sports shoes. The designs and the colors of the uniforms depend on the school's colors and the principal's preference.

7. India: Uniforms are compulsory in India in both public and private schools. The boys' uniforms are often made of a light-colored shirt, long trousers usually blue, white or black, and those of the girls are often a shirt and a skirt. Uniform is one of the most important components of school life and is taken very seriously in India. Some institutions also require the use of a tie. Most of the schools, whether public or private, prohibit students to have long or dyed hair.

Handout 2

8. In [Indonesia](#), school uniforms are mandatory for every student. Elementary school students must wear a white short-sleeve shirt with red shorts for male students, and below-knee skirts for females. The school badge is usually put on the right sleeve of a shirt, consist of school's name and location, and some have their own school's logo. Others prefer to wear the school's logo as a label or breast plastic or metal pin. The emblem of OSIS (*Organisasi Siswa Intra Sekolah*), or School's Intern Student Organization, is put on the shirt's left pocket.

9. School uniforms are used in Nigeria. There are programs to give financial help to the most disadvantaged families. In this picture the boys are wearing the uniform in colors of their flag – green and white. It consists of the short sleeved shirt and the shorts. The students are wearing sandals on their feet, usually paired with white socks.

Handout 3

The Ministry of Education of Montenegro

Announces the Competition for the best design of a national school uniform.

The schools should submit their designs with the description of the illustrated design by the end of the month of April.

The uniform design must have these characteristics:

include the color of the national fag,

must be wearable,

not too expensive,

adopted for all circumstances.

The best work will be published and awarded.

Handout 4

My group	Helped other members	Do his/her part of the job	Elicited new ideas	Was willing to participate	Did most of the job	sum of the points
name						
name						
name						
name						

Handout 4

Other groups	right guesses in the 1 st task	best design	presentation	team work	positive attitude	sum of the points
Group 1						
Group 2						
Group 3						
Group 4						
Group 5						
Group 6						

Handout 5

Japan: The boys are wearing grey shorts and sweaters. They are wearing black or white socks and sneakers. The girls are wearing red hats. The uniforms are plain.

Bhutan: Three boys in this photo have purple uniforms. The uniforms are over their clothes. They have black socks and big black shoes.

England: Boys are wearing white shirts, long black trousers, school tie, and solid black shoes. The color is the choice of the schools. Girls are wearing black skirts or trousers, black socks and shoes.

Switzerland: the girls in his photo are wearing navy blue skirt and solid black shoes. They are also wearing V-neck sweater. Their socks are white.

Canada: the students are wearing elegant suits with blue shirts and ties. The girls are wearing blazers, tartan skirts, black socks, and the boys are wearing blazers and long trousers. They have got the symbol of their school on the right side of the blazer.

Columbia: the boys are wearing white t-shirts and blue shorts. It is their sports uniform.

Indonesia: the uniform of this boy's school consists of a white short-sleeve shirt and red shorts. The school badge is on the right pocket of the shirt.

Nigeria: the boys are wearing sandals with white socks on their feet. The uniform is simple, green and white.

India: the girls usually wear shirts and skirts with knee length white socks and black shoes. They have ties and big schoolbags.

Handout 6



LESSON PLAN 2

A. Students and Setting

Teacher's name: Tatjana Kujovic, Elementary school "Kekec", Sutomore

Students of the seventh grade of primary school, 12-13- year-old, who have been studying English for seven years. It is A2 level according to the Common European Framework for Languages.

It is a public primary school, there are twenty-five students in the class and they have four English classes a week. Classes are 45 minutes long. The classroom is equipped only with a blackBoard and a whiteBoard. There is no Internet access. Teachers can use the school projector and connect it to their own laptop in the classroom.

B. Lesson Background

This is the second lesson related to the topic. In the previous lesson students were introduced with the "things at the beach" vocabulary which was the first lesson of the thematic unit 'Our World'. In this lesson students will revise the vocabulary, classify words, do different group tasks and give short presentations. In the following lessons students will read texts about certain environmental issues, learn more vocabulary related to the environment and discuss which things help the environment and which cause problems.

C. Learning Objectives/Expected Results

Students will revise the vocabulary related to the things at the beach and classify the words. They will use the target vocabulary to describe pictures and complete the group tasks. They will propose ideas and create posters. They will develop self-confidence and trust in their own abilities. They will evaluate the work of other students.

D. Materials and resources

- Realia (a crisp packet, a sweet wrapper, a plastic bag, a water bottle, a tin can, a cardboard box and a shell)
- Pictures of clean and dirty beach scenes and of an organized cleaning of the beach from the teacher's private album (given in a separate folder).
- Laptop and projector (for showing pictures)
- 5 poster-size papers
- Magnets (to stick the posters to the Board while presenting)
- Markers
- Papers with written instructions for each group task (attached)
- Sticky notes with roles (for group work)
- Peer assessment sheet (attached)
- Teacher's observation sheet (attached)
- Students' notebooks
- Discover English 3 Student's book, by Kate Wakeman, Pearson Longman, p. 71

E. Procedures and Timing

Students do/say . . .	Approximate time needed						
<ul style="list-style-type: none"> ➤ Students describe the pictures of a clean-up beach, dirty beach and an organised cleaning of the beach they are shown on the screen and answer the questions using as much target vocabulary as possible. (What can you see? What kind of rubbish is there? Why are the beaches dirty? What are the children in the picture doing? Have you ever done something like that?) 	3 min						
<ul style="list-style-type: none"> ➤ Students look at the realia items that the teacher takes out one by one from the cardboard box and they say the words and finally answer which is the odd-one-out (<i>shell</i>). They watch as the teacher demonstrates the phrases <i>drop rubbish</i> and <i>pick up rubbish</i> by using a realia item and repeat in chorus (the phrases are written on the Board). 	2 min						
<ul style="list-style-type: none"> ➤ Students copy the table that the teacher draws on the Board. In pairs according to students' fixed seating they write the words for the things at the beach that they can find in their textbook on page 71 in the correct column. Students then answer which things belong to neither of the categories. 	5 min						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="padding: 5px;">Things on the beach</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">rubbish</td> <td style="padding: 5px;">nature</td> </tr> <tr> <td style="padding: 5px;">plastic bag, etc.</td> <td style="padding: 5px;">sand, seaweed, etc.</td> </tr> </tbody> </table>	Things on the beach		rubbish	nature	plastic bag, etc.	sand, seaweed, etc.	
Things on the beach							
rubbish	nature						
plastic bag, etc.	sand, seaweed, etc.						
<ul style="list-style-type: none"> ➤ Students are divided into five groups of five students based on similar language proficiency. Each group is given a poster size paper, markers, written instructions for the group task and three sticky notes with specific roles (time monitor, leader, reporter) that students need to allocate. Students are told that they all have to participate in the group work, only that some members are given additional roles (they are clearly explained the responsibilities of each role). If students wish they can have more than one reporter for the group depending on the task and their organization. 	2 minutes						
<ul style="list-style-type: none"> ➤ Each group works on a different task that fits the group's proficiency level (Group 1 with the lowest proficiency level and Group 5 with the highest proficiency level) ➤ Group 1: Draw a beach and the following things at the beach: tin can, water bottle, crisp packet, beach umbrella, rubbish bin, cardboard box, seagull, plastic bag, fishing boat, shell. Then write the words to label the things on the beach. ➤ Group 2: Draw four signs and write a message on each sign saying how to keep the beaches clean. ➤ Group 3: Draw pictures and write a dialogue between a seagull and a turtle on a dirty beach. ➤ Group 4: Discuss these topics and write your ideas: 1. Why is it important to clean the beaches/not to leave rubbish at the beach? 2. What should you do when you see someone dropping rubbish? What could you tell them? Make a poster including your most important messages. 	20 min						

E. Procedures and Timing

Students do/say . . .	Approximate time needed
<ul style="list-style-type: none">➤ Group 5: You are organizing a beach clean-up. Make a poster to invite people to join you. Think of the following: the title of the poster, type of rubbish you can find at the beach, why is it important to clean the beach, where to meet and when, a message at the end to encourage people to join you.➤ Students help each other in the process and correct each other's mistakes. As teacher moves around and monitors, students can ask for additional explanation. They are also given prompts regarding the planning and the layout of the poster and positive feedback. Teacher fills out the teacher's observation sheet while monitoring.➤ Before the presentations start, each group is given a peer assessment sheet to evaluate the presentations of other groups and a short oral explanation as to what is being evaluated.	
<ul style="list-style-type: none">➤ Group reporters come to the front and have two minutes to present their group's posters. Students from other groups complete the peer-assessment sheet after the presentation of each group.	10 min
<ul style="list-style-type: none">➤ The students' points are summed up on the Board and teacher's points for each group regarding group collaboration (1 – 4 points based on whether all students participated and contributed to the group work) are also added.	3 min
<ul style="list-style-type: none">➤ Students give their comments and suggestions concerning the presentations and the lesson itself.	

F. Learner Feedback/Formative Assessment

Giving students feedback while they work in pairs/groups is necessary so that they know they are on the right track. Getting students to freely ask for additional explanation and for clarification can help achieve better learner outcomes. In this lesson teacher monitors pair and group activities and provides learner feedback in various ways: encouraging students to participate in pair/group work while completing the teacher's observation sheet, guiding students to self-correct the mistakes, helping students accomplish the task by giving prompts or suggestions and supporting comments.

Students also help each other during pair and group work and correct each other's mistakes. They complete the peer assessment sheet in which they evaluate different aspects of their classmates' work and also offer suggestions and supporting comments.

Presentations will give teacher the insight into the student's organizational and communicative skills and both students' oral and written abilities. Different tasks will also let teacher know if students are able to apply previously learned language structures in a new context.

G. Reflection

In this lesson teacher uses realia and pictures to revise the target vocabulary. Pair work is used for vocabulary practice activity in which students categorize the words and students who didn't get a good grasp of the new target language in the previous lesson can get the support from their partner. Group work in this lesson involves grouping students by similar language proficiency and, apart from language practice, fosters collaboration, development of organizational skills and self-confidence. All activities engage students in creative/critical thinking. In pair work activity students classify the words in two categories - rubbish and nature. Group tasks challenge students on higher cognitive level (except Group 1 which requires only knowledge and comprehension level) so that they have to apply and use their knowledge, analyze and combine ideas to create a poster, and assess and evaluate on a basis of specific criteria. Teacher provides learner feedback while monitoring pair/group work by encouraging self-correction, asking for clarification and completing the observation sheet with remarks about individual students or the whole group work. Students are involved in their own learner feedback by completing peer assessment sheets and helping/correcting each other during pair/group work.

The fact that students can personalize the topic since they live by the sea and have been shown the pictures of their own beach will secure their interest and insure that tasks make more sense to them.

Regarding the time allocated for each activity, teacher also considers the possibility that students may benefit more from being provided more time for group work, in which case it may be better that the first three activities are incorporated in the previous lesson, so that the whole class is dedicated to the group work.



Handouts

Handout 1

Group 1

Draw a beach and the following things on the beach: tin can, water bottle, crisp packet, beach umbrella, rubbish bin, cardboard box, seagull, plastic bag, fishing boat, shells. Then write the words to label the things on the beach.

Group 2

Draw four signs and write a message on each sign saying how to keep the beaches clean.

Group 3

Draw pictures and write a dialogue between a seagull and a turtle on a dirty beach.

Group 4

Discuss these topics and write your ideas.

1. Why is it important to clean the beaches/not to leave rubbish on the beach?
2. What should you do when you see someone dropping rubbish? What could you tell them?
Make a poster including your most important messages.

Group 5

You are organizing a beach clean-up. Make a poster to invite people to join you. Think of the following:

- The title of the poster
- Type of rubbish you can find on the beach
- Why is it important to clean the beach?
- Where to meet? When?
- Write a message at the end to encourage people to join you.

Peer assessment sheet

GROUP: _____					
CRITERIA	4	3	2	1	Score
Content Presentation was interesting and easy to follow.	yes	for the most part	to some extent	no	
Speaking Speakers spoke clearly, fluently, not too fast/too slow and could be heard by all.	yes	for the most part	to some extent	no	
Visuals Visuals are creative, connected to the message and make the presentation more interesting. Letters are large enough.	yes	for the most part	to some extent	no	
Suggestions/comments:					Total

Teacher's observation sheet

GROUP 1	Criteria: Student participated and contributed to the presentation				Remarks
	yes	mostly	to some extent	no	
Name					
1.					
2.					
3.					
4.					
5.					

LESSON PLAN 3

A. Students and Setting

**Teacher's names: Nerma Dobricanin, Secondary vocational school Rozaje
Selma Nokic, Secondary School "30th September" Rozaje
Denisa Dacic, Secondary School "30th September" Rozaje**

The students are 17 to 18 years old, third grade of secondary school attending upper-intermediate level course after finishing intermediate level in second grade. They have been learning English language for 11 years now. This class is specific since we are doing it for the purpose of sample lesson and the students are gathered from both secondary vocational and high school, that is why the class will last for sixty minutes.

These are public secondary schools and there are 25 students in the class. 45-minute-class is held three times a week. The classroom is equipped with a PC with internet connection, a TV that is used to project content directly from the PC, two Boards: a white and a black. There are posters and projects, souvenirs and other authentic material on the walls providing helpful atmosphere for learning the language.

B. Lesson Background

This lesson is beginning of a new module, which consists of 4 to 5 lessons through which the students will be practising usage of both relative and reduced relative clauses (relative pronouns included), as well as practise using delexicalised verbs (make, get, have) and at a final stage they will be able to use them properly in writing a description of a place or a person. Through this whole module they will be learning about different kinds of body art (e.g. tattoos, piercing...), about brands, trademarks and logos. Having practiced all of these, they will be able to develop critical thinking and express opinions through debates and discussions on issues like fashion, trends and so on.

C. Learning Objectives/Expected Results

- To adopt new vocabulary connected to street art (buskers, "live statues", graffiti, pavement drawings, clowns, fireworks, drama groups...).
- To listen to hip-hop music in order to inspire thinking about different styles of music and art that goes with the music and which are related to graffiti (urban music, young people, black culture, the USA, graffiti)
- To raise awareness of graffiti as an art and NOT vandalism and learn about different techniques and kinds of work of art (portraits, self-portraits, pavement drawings, oil painting...)
- To develop critical thinking and be able to use words like masterpiece, vandalism, still life, landscape in order to give their opinion.
- To watch a tutorial video about how graffiti is drawn in order to be competent to make the similar ones and acquire the basic techniques of drawing.
- Having completed all these activities, the students will be able to give their own opinion, which resulted in broadening their minds and views towards art and especially graffiti as an art form, which can be used as a way of delivering strong message that is highly impressive.

D. Materials and resources

TV

Black Board

Course book (New Opportunities Upper intermediate, M. Harris, D. Mower, A. Sikorzynska Longman, page 30 +CD and Exam Activator, B. Hastings, M. Uminska, D. Chandler and K.

Hegedus, Longman, page 124)

Handout 1 (pre-teaching vocabulary from the text)

Handout 2 (the text divided in 5 paragraphs)

Handout 3 (the whole text)

Handout 4 (vocabulary spider gram)

Online tutorial video on YouTube:

<http://www.graffiti sketch soul in bubble letters by east sider-You Tube>

Sample of simple graffiti drawings

Hammer paper and stationary (colour pens, markers, glittering gels, crayons, pencils)

*The source of photos, the video and samples of simple graffiti drawings are downloaded from the internet.

E. Procedures/Timing

Students do/say . . .	Approximate time needed
<i>Before the start of the lesson:</i>	
➤ The students are offered a box containing numbers from 1-5 to pull out from as they enter the classroom. The desks are already numbered (1-5) and there is a numbered label (1-5) in front of each chair that every student is supposed to attach, that will be used at a later stage.	
➤ The students are shown photos of different kinds of street art on the TV (buskers, "live statues", graffiti, pavement drawings, clowns...). The students are at the same time introduced to the new vocabulary of street art and any words that they are unfamiliar with are explained and written on the Board.	5 min
➤ Students listen to sample of music (which is in hip-hop style) and they should guess the style of the music. Students are asked about their associations with the music. Expected answers are: black culture, urban culture, the USA, young people, graffiti. If they do not give expected answer they will be elicited by asking targeted questions such as: "When you hear hip hop music does it remind you of black or white singers?" "Do you associate it with young or middle aged people/ rural or urban culture?" "What kind of art is usually seen in ghettos, subways and so on?"	3 min
➤ Students are given Handout 1 with unfamiliar words from the text to match with the definitions. They are doing the activity in groups and decide on the correct answer. The leaders of the groups are called out to give their answers.	5 min

E. Procedures/Timing

Students do/say . . .	Approximate time needed
<p>➤ Students are given Handout 2 with the text, which is divided in five paragraphs beforehand. Each group reads through its part and summarizes it afterwards.</p> <p>After reading and summarizing their paragraphs, they are asked to form new groups according to the label attached numbers and desk numbers. In newly formed groups there is a host member who does not move since their number corresponds the desk number, and all members with the same label number from the other groups are gathered at the same desk. The host presents their own paragraph to the rest of the newly formed group. Guest members are supposed to take notes on host's presentation. After this they go back to their original groups and every member shares their part in order to form the whole text. In this way each member will actively participate.</p> <p>As a feedback students answer the questions in order to check text comprehension and to see how much information they managed to memorize, reproduce and transfer.</p> <ol style="list-style-type: none">1. Why did New Yorkers consider graffiti the work of vandals?2. Why did graffiti artists suddenly become respectable in NY?3. What influence did music have on popularity of graffiti artists?4. What other kinds of street art are mentioned in the text?5. How do some graffiti artists make money?	18 min
<p>After this, students will be given original text so that they can check the details they may have missed.(Hand-out 3)</p> <p>➤ Students are given handout 4 with drawn spider gram in which they are supposed to write correct word in bubbles connected to works of art. The words are from the text they have already read. This will be used later to help them draw graffiti. They will be doing this activity in pairs or in groups of three. They will be monitored and help will be provided, if necessary.</p>	3 min
<p>➤ Students watch YouTube video so that they will be able to draw graffiti in the next stage. The video is tutorial on how simple graffiti is drawn.</p>	4 min
<p>➤ Students draw graffiti on topic related to "peace, love, tolerance, music..."</p>	
<p>➤ Students are provided with all the necessary materials (paper, color pens, markers, crayons and glittering gels). They are also provided with sample of simple graffiti drawing. The posters are presented to the class by each group respectively, and hung on the wall of the classroom.</p>	20 min
<p>➤ Since this class is devoted to graffiti as a kind of art, students are asked to gather information on body art because this will be the topic of the next class's lesson, as well as relative clauses.</p>	2 min

F. Learner Feedback/Formative Assessment

The formative assessment in its informal character during the learning process in order to modify teaching and learning activities is applied to improve students' attainment. The teacher will provide an explanation for any new words the students may not know and will encourage them to explain them or give literal translation. The teacher will monitor every activity within groups and pairs and support their conversations, provide any help in decision making process as well as with brief comments such as "Good job" or "Great", "I agree" and so on. The teacher will not interrupt the students while they are talking but give some directions and suggestions as a positive feedback.

G. Reflection

In this lesson plan all the authentic material and realia, as well as pair/group work and critical/creative thinking are included.

Presenting the video students realize that graffiti is a form of art which is appreciated all around the world and that the techniques of creating the drawings is a way of creating art as any other form of art expression, such as statuary, painting, fashion, music and so on.

Drawing the graffiti on their own the students perceive that the graffiti is a unique way of transferring the message in recognizable manner. Deciding upon what the draw helps the students develop critical/creative thinking. Pair/group work contributes develop expressing their attitudes freely and without prejudice and without any fear of being mocked by peer friends since they are part of the same team. Consequently, the students will be given positive feedback both from the teacher and friends and be supported in creating and passing through new ideas.

This will also help in raising awareness and broadening their minds and views towards different cultures and create culturally competent individuals.

Handouts

Handout 1

Match the words with their definitions

- | | |
|----------------------|--|
| 1. Menacing | a) an area is in very poor condition |
| 2. Decay | b) unpleasant to look at; ugly |
| 3. Scrawled | c) suggesting the presence of danger; threatening |
| 4. Eyesore | d) an enthusiasm for a particular activity or object which appears suddenly and achieves widespread but short-lived popularity |
| 5. Craze | e) goods to be bought and sold |
| 6. Run-down district | f) write (something) in a hurried, careless way |
| 7. Merchandise | g) the state or process of rotting or decomposition |

Answers: 1-c, 2-g, 3-f, 4-b, 5-d, 6-a, 7-e

AMERICAN GRAFFITI

Until relatively recently, graffiti was considered to be an example of anti-social behavior, the work of vandals. Nowadays, many of those ‘vandals’ are treated as respected artists, and some of them made in the world of business.

“The work of vandals”

New Yorkers used to see graffiti on the walls of poor neighborhoods and subway trains as something menacing and example of urban decay. The scrawled names and slogans were seen as unsightly and aggressive, the work of vandals seeking to express their identities or even make a political point. Up to the 1970s, most New Yorkers hated graffiti, considering it as an eyesore that was illegal and punishable by fines.

“The work of art”

Since those days, graffiti has changed a lot and it is no longer found only in the subway and the poor ghetto areas of the city. Nowadays, it has the status of ‘street art’ and you get graffiti on places you wouldn’t expect to – in advertisements, on clothes, on toys, and even on the Wall Street Journal’s official website! In the early 1980s, there was a real craze for graffiti art and sophisticated Manhattan art world had displays of street art in its galleries. The trend was short-lived – until the arrival of hip-hop music in the late 80s.

“Hip-hop and graffiti”

In her book, *Subway Art*, Martha Cooper says “Graffiti came back with hip-hop music and people are now appreciating it for its style, which they couldn’t back then, because they couldn’t get beyond the vandalism thing. “Hip-hop was originally black ghetto music, sung by young African Americans from the poor, run-down districts of American cities. When it suddenly got to the top of the American music charts, hip-hop culture was spread, bringing graffiti with it.

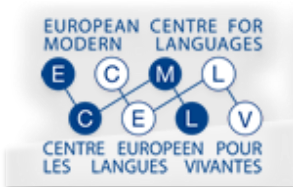
“Kinds of street art”

Other than graffiti, there are also many other kinds of street art. Works of art don’t necessarily need to be drawn on the walls – public pavements can also be used as canvas. British artist, Julian Beever, known as ‘pavement Picasso’, draws his masterpieces on public pavements and his work is no longer considered to be vandalism. His 3D Illusions are perfect from one side, but from the other side the drawing makes no sense. He does 2D drawings, too: portraits, self-portraits and wall murals. Julian uses different techniques for his art, for example collages and oil paintings (both landscapes and still lives).

“Art for people”

Julian’s work shows that you don’t need to work in a studio to be an artist, and that you don’t need a frame for every painting. He firmly believes that art shouldn’t be locked away in galleries, libraries and glossy art books. “My art is for anybody, it’s for people who wouldn’t go into an art gallery. It’s art for the people”. Many of these artists have their own websites devoted only to the world of graffiti. These websites have a “merchandise page” where they sell things with their own original designs all over the world- everything from baseball caps to jo-jos! Leonard McGurr, a street artist for 25 years, went from painting subway trains to designing and marketing graffiti-inspired clothes for young people.

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