



VOICE UP!

ELTAM
Newsletter #3

December, 2017



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Dear readers,

Here's the third issue of ELTAM's newsletter *Voice Up!*. As in the previous issues we want to offer you news in English language teaching in our country and abroad, opportunities for continuing professional development and ideas written by teachers from Montenegro and region you can implement in your classrooms.

We decided to start this newsletter with activities ELTAM has realized during 2017 with the aim to emphasize ELTAM's efforts to offer English language teachers as many opportunities as possible to follow news in ELT and apply them in their teaching practice.

In this issue you will also find out about the 3rd ELTAM annual conference for English Language teachers - ELTAM Day 2017 as well as experiences of our teachers at conferences in Slovenia and Bosnia.

In the section about continuing professional development you will read about experiences of teachers from Montenegro who spent some time abroad, and about courses for teachers and students that SOL (Sharing one language) offers.

The third section is always devoted to useful tips you can try out in the classroom and this time we decided to offer a plenty of activities and lesson plans to you.

Here are also four lesson plans, examples of good practice of teachers from Niksic and Podgorica, which are the result of regional trainings for teachers Shaping the Way We Teach English, financially supported by the U.S. Embassy Podgorica.

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

ELTAM ACTIVITIES IN 2017

- ❖ U.S. Ambassador to Montenegro Margaret Ann Uyehara, together with the English Language Teachers' Association of Montenegro (ELTAM), officially opened a two-year Access Microscholarship Program in Rozaje, Montenegro on October 26, 2017.
- ❖ ELTAM coordinated the activities for celebration of European Day of Languages September 26, 2017 in cooperation with the Bureau for Education Services and German Language Teachers' Association of Montenegro, Italian Language Teachers' Association of Montenegro, Teachers' Association of Russian language and literature of Montenegro and French Language Teachers' Association of Montenegro.
- ❖ U.S. Ambassador to Montenegro Margaret Ann Uyehara, together with the English Language Teachers' Association of Montenegro (ELTAM), officially closed a two-year Access Microscholarship Program in Nikšić, Montenegro on September 15, 2017.
- ❖ In cooperation with the Bureau for Education Services ELTAM organized round table on September 1, 2017. The topic was "The implementation of new English language curriculum in primary schools".
- ❖ The Montenegrin ELTAM team of English teachers Gordana Milic, Vojo Mrvaljevic, Natalija Savicevic Mrvaljevic and Tanja Djonlaga attended the 4th International TETA Conference *Teach the change you want to see* on June 16 and 17, 2017 as well as the 8th Tuzla English Language Teaching Seminar - TELTS 2017 from June 19 to 21, 2017.
- ❖ The 3rd ELTAM Annual Conference for English Language Teaching Professionals ELTAM Day 2017 was held at the Faculty of Philology in Niksic on May 13, 2017. It gathered about 160 language teaching professionals from all levels and different institutions.
- ❖ ELTAM's president Dragana Radoman and board member Milka Cerovic attended and presented at the 24th IATEFL Conference at Terme Topolsica in Slovenia from 9 to 12 March 2017.
- ❖ Eight English language teachers participated in the *Training for trainers* from 9 to 12 February 2017, organized by Bureau for Education Services in Podgorica.
- ❖ The following trainings are licensed and accredited in the Catalogue for professional development of all teachers for 2017/18 and 2018/19:
 1. *Igra – kreativni način učenja engleskog jezika* (br. 25) - autori: Milena Danilović, Milka Cerović
 2. *Izrada plana rada Stručnog aktiva stranih jezika* (br. 26) - autori: Kristina Šebek, Slobodanka Doman
 3. *Oblikovanje načina podučavanja engleskog jezika – Koračajmo stazama uspjeha u podučavanju engleskog jezika* (br. 32) - autori: mr Dragana Radoman, Milka Cerović
 4. *Oblikovanje načina podučavanja engleskog jezika – Raznolikosti u podučavanju engleskog jezika* (br. 33) - autori: mr Dragana Radoman, Milka Cerović
 5. *Produktivne vještine u nastavi stranih jezika* (br. 38) - autori: mr Tanja Đonlaga, Natalija Savićević-Mrvaljević
 6. *Vještine 21. vijeka: Kreativno i kritičko mišljenje u nastavi engleskog jezika* (br. 42) - autor: Milka Cerović

The 3rd ELTAM Annual Conference for English language teachers ELTAM Day 2017

The 3rd ELTAM Annual Conference ELTAM Day 2017 for English Language Teaching Professionals was held at the Faculty of Philology in Niksic on May 13, 2017. It gathered 154 language teaching professionals from all levels and different institutions. The conference was financially supported by the U.S. Embassy Podgorica and was also supported by the Faculty of Philology Niksic, Ministry of Education, Bureau for Education Services, British Council, Pearson and Sharing One Language.



The Conference is licensed and accredited in the Catalogue for professional development of all teachers, and all participants acquired 8 hours of professional development and 0.5 points for higher ranks in our education system.

The participants of the conference were welcomed by Mr Mark Weinberg, former Public Affairs Officer of the U.S. Embassy Podgorica, Ms Vanja Madzgalj, Country Director of the British Council, Dusanka Popovic, Head of the Department for Continuous Professional Development in the Bureau for Education Services and Dragana Radoman, President of the English Language Teachers' Association of Montenegro ELTAM.



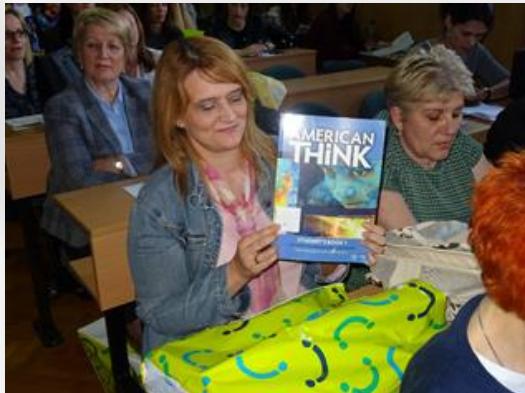
Conference participants enjoyed and learned from distinguished plenary speakers. Ms Jen MacArthur, Regional English Language Officer, talked about the importance of community service learning and engaging students outside the classroom in order to reach curricular objectives; Ms Dusanka Popovic described the upgraded Handbook for Continuing Professional Development for teachers of all subjects in preschool, primary, secondary and TVET schools in Montenegro; Ms Dragana Filipovic from Pearson talked about English and its meaning for other languages and nations; Ms Draginja Jeftic spoke about the characteristics and practices of 21st century learning and teaching.

Ms Milka Cerovic, as representative of ELTAM, pointed out the resources of the European Centre for Modern Languages (ECML).



Apart from plenary sessions, teachers actively participated in numerous workshops: 13 Ways of Using Poetry in the EFL Classroom – Ms Jen MacArthur, RELO; Engage Me and I Learn – Sanja Conagic, SOL; We Are Montenegrins, Innit – Ms Dragana Filipovic, Pearson; Speaking Practice in the ELT Classroom - Tanja Djonlaga and Natalija Savicevic, ELTAM; Effective EFL Activities – Draginja Jeftic, Faculty of Philology; Making Classroom Activities More Learning Rich – Svetlana Kandybovich, British Council; Be Understood-Giving Clear Instructions – Bozidar Bukilic, British Council; Wordless Books Aren't Only for Young Learners - Ms Jen MacArthur, RELO.

Podgorica, Skola Stranih Jezika Waves Budva and fellow teachers provided presents for some of the participants. Teachers Dragana Giljanovic and Edita Zvrko became the lucky winners of two teachers' training courses provided by SOL (Sharing One Language), one in Devon, UK and one in Sremski Karlovci, Serbia.



We would like to emphasize an excellent support of all mentioned stakeholders in ELT world as well as other organizations and individuals participating in activities, schools, teachers and students. The goal of the conference was to enrich and refresh teachers' practice of teaching English as a second or foreign language to students of elementary, secondary schools as well as University students in Montenegro.

During the conference, teachers had the possibility to facilitate knowledge exchange and networking, as well as to promote the mission and goals of continuing learning and development.

Thanks to the financial support of the U.S. Embassy Podgorica, this year ELTAM covered the cost of registration fees and transportation costs for 28 teachers from the following municipalities, further more than 130 km from Niksic: Bijelo Polje, Berane, Mojkovac/Petnjica, Pljevlja, Andrijevica, Plav/Gusinje and Rozaje.



The U.S. Embassy Podgorica, British Council, Pearson Belgrade, Strana Knjiga Niksic, Educational Centre



Natalija Savićević-Mrvaljević
Primary school "Bogdan Kotlica"
Šavnik



Tanja Djonлага
Primary school "Olga Golović" Nikšić

Teach the change you want to see

The Report from the 4th International TETA Conference in Bosanska Krupa

The 4th International TETA Conference – *Teach the change you want to see*, was held on 16th and 17th June 2017 at the Centre for Culture, Education and Information in Bosanska Krupa, Bosnia and Herzegovina. More than 100 participants from 10 countries (The USA, The UK, Slovakia, Hungary, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, F.Y.R. Macedonia and Montenegro) attended the conference. Vojo Mrvaljevic, Tanja Djonлага, Gordana Milic and Natalija Savicevic - Mrvaljevic were the representatives of English Language Teachers' Association of Montenegro (ELTAM).

EFL games for adult learners, various techniques for teaching teens, differentiating instruction to engage all learners, how to write a 100-word paragraph, building effective presentation skills, creating a story based on wordless books, modern applications in teaching English, communicating with digital natives, practical activities for intercultural communicative competence, non-verbal communication, speaking practice, online English language instruction, different approaches to spice up lessons, mnemotechniques, visualising reading, using authentic content with beginners, and how to develop 21st century skills.

During four plenary sessions and numerous workshops, the participants expanded their knowledge, became familiar with new techniques and approaches in ELT. Furthermore, they exchanged ideas and practical tips in a supportive learning atmosphere.

At the end of the first day of the conference, there was a meeting of Alliance of Balkan English Language Teachers' Associations (ABELTA) where the members of various ex-Yugoslav English language teachers' associations discussed the possibility of mutual projects.



The participants were given the opportunity to learn more about: storytelling, professional development programmes, teaching resources, e-portfolio in the classroom, modifying

ELTAM board members Natalija Savicevic Mrvaljevic and Tanja Djonlaga held a speaking workshop with plenty of useful and interactive classroom activities for presenting, practising and assessing speaking performance. Participants were given handouts with detailed descriptions of various speaking activities that can be easily implemented in the classroom along with two types of rubrics for assessing the speaking performance.



We were honoured to be among speakers such as Cindy Rauth, Jen MacArthur, Fiona Mauchline, Lisa Hundley, Mark Andrews, Kristy Kors, Lynda Steyne, David Forinash and many regional presenters.

As teachers are not only educators, but also cultural representatives of the native countries, we came up with the idea to present our national costume at a stand which promoted the natural beauties of Montenegro.



TETA also organised a short sightseeing of beautiful town of Bosanska Krupa and its attractions. These included the Old town, the fortress Pset, magnificent green islands and the river Una.

We would like to point out that the conference in Bosanska Krupa gathered people from different ex-Yugoslav republics with different religious and national background who were actively involved in collaboration with one another. As one of the plenary speakers Aleksandra Popovski said: "Teachers are the change makers! Let us not forget that and let us make sure our students carry on building a world without borders!"





Vojo Mrvaljević
Primary school "Jagoš Kontić"
Nikšić



Gordana Milić
Primary school "Dušan Djukanović"
Nikšić

The 8th Tuzla English Language Teaching Seminar - TELTS 2017

The Montenegrin ELTAM team of English teachers (Gordana Milic, Vojo Mrvaljevic, Natalija Savicevic Mrvaljevic and Tanja Djonlaga) had a wonderful opportunity to attend the 8th Tuzla English Language Teaching Seminar - TELTS 2017 from 19th to 21st June. The seminar consisted of practical and thematic workshops with a special emphasis on contemporary challenges in ELT. The participants were provided with a variety of practical activities, materials, tools and resources that can be used in the classes. The participants were able to establish various contacts, share their teaching experiences and practices, discuss common problems and reinforce dynamic methodologies and cover efficient classroom techniques.

One of the takeaways of TELTS 2017 is to promote peaceful coexistence, tolerance, diversity and regional cooperation as well as to overcome ethnic, religious, cultural and social differences and prejudices. Apart from 98 primary and secondary school English teachers from Bosnia and Herzegovina, there were 9 teachers representing ELTA Serbia and ELTAM Montenegro in order to help achieve successfully the fore-mentioned goal.

Over the three days of the TELTS 2017 seminar, the participants were divided into three groups, taking part in a grand total of 12 hours of professional development. English teachers had the possibility to have one-to-one or group consultations with the teacher trainers in order to discuss their ideas, problems or future projects. The teacher trainers were Cindy Rauth (English Language Specialist, University of Arkansas, USA), David Forinash (English Language Fellow in Mostar, Bosnia and Herzegovina) and Jean Linehan (English Language Fellow in Belgrade, Serbia). They are all experts in the field of teaching English as a foreign/second language.



Cindy Rauth introduced several steps in *Project Based Learning* – developing, implementing and assessing a project as well as discussing the challenges of applying *PBL* in our teaching contexts.

David Forinash suggested *Training the Mind* and integrating it into our classrooms in order to help both students and teachers deal with stress, memory, concentration and tiredness. He also discussed improvisational comedy and numerous ways it can be used in the classroom.

Jean Linehan emphasized using dynamic group or team activities for kinaesthetic learners, such as *Relays*, *Face to Face* and *Knee To Knee* activities as well as *Line Ups* in order to avoid dull and ineffective teaching practice. All these moving activities are easy to set up and they can be used at any level for reading, writing and speaking.

The hospitable organisers offered one-day trip to the medieval fortress of Srebrenik as well as the tower of Husein captain Gradascevic in Gradacac.





Dragana Radoman
ELTAM President



Milka Cerović
ELTAM Board member

Report from ABELTA meetings, held on March 10 and 11, 2017, at Terme Topolsica, Slovenia

Two representatives of English Language Teachers' Association of Montenegro ELTAM Dragana Radoman (president) and Milka Cerovic (board member) participated at the 24th International IATEFL Conference, organized by IATEFL Slovenia. During the conference, we had several meetings devoted to ABELTA (Alliance of Balkan English Language Teachers' Associations), which is financially supported by RELO. It aims to continue cooperation between the two associations and come up with mutual project for ABELTA's future work. Teachers' associations from 6 other regional countries were also represented: Albania, Bosnia, Croatia, Serbia, Macedonia and Slovenia. The Regional English Language Officer, Ms. Jen MacArthur took part in the meetings as well.

During these meetings, each Teachers' Association was given the opportunity to present their work done during the previous year. All representatives talked about their improvements and activities they implemented during the last year, as well as challenges they faced. We highlighted the following: National Conference ELTAM Day 2016, running two groups of Access Programs students in Niksic and Podgorica, regional trainings for teachers within the project *Shaping the Way English is*

Taught in Montenegro, the Christmas event for ELTAM members, training *21st Century Skills: Critical and Creative thinking in English Language Teaching* supported by the Bureau for Education Services, the second issue of ELTAM newsletter, the Access program students' reward for the best board game published on American English website, training for trainers in cooperation with Teachers' Associations of other foreign languages, cooperation with Fulbright Teaching Assistants.



As for our challenges, we mentioned: spreading the Montenegrin network of teachers, the number of current members versus the total number of English language teachers in Montenegro, staff capacity and sustainability.

The ideas of possible future cooperation include: Skype sessions, webinars, needs analysis in all countries, management trainings, involving students - future teachers in trainings, developing mutual projects, applying for mutual funds, summer school for teachers, emphasizing entrepreneurial learning in vocational schools, developing ABELTA competition for students, contacting other institutions with similar goals in local communities in order to get funds, sharing articles for newsletters. ELTAM gave specific suggestions for those aims applicable in our community.

Ms. MacArthur also gave her support to these ideas and suggested the ways she could help Teachers' Associations in the future work.

For the future, we all agreed to try to organize meetings at each conference in the region, with the aim of strengthening ABELTA and coming up with the final ideas for mutual project.





Sanja Čonjagić

**Director at the Educational centre Premier
Šabac, Serbia**

Sharing One Language

What would be your first association with the word “conference?” Perhaps: “professional development”, “professional growth”, “life-long learning” or “education”?

Mine would be: “meeting people, establishing contacts, and enhancing friendships”!

I have been conferencing in the region for ten years now, and I have met some people who not only influenced the way I teach, but also had a great impact on me. These people helped me broaden my horizons and views on the important things in life, enlarged my understanding of the complex relationship and situation in the Balkans, and I came to the conclusion that there are many more similarities than differences between us.

One of those people, who I am privileged to call my friend, is Grenville Yeo. He’s the founder and executive director of SOL (Sharing One Language). SOL is a non-profit organisation, based in Devon, whose mission is to support teaching and learning of English in the countries of Central and Eastern Europe.

SOL offers unique language programmes with the belief that students should be given a demonstration of the culture, civilisation and unique values of the country of the studied language.

From there, they can compare these to their own culture. Thereby, they should also develop a more complex notion of their own culture. With such approach, young people establish new personal relationships through communicating in a foreign language and appreciate the people and culture of other countries.



As with the student courses, teachers who attend SOL teacher development courses have a fully integrated experience of life in host families, work inside and outside the classroom, as well as having time to spend exploring Devon and the Atlantic coast.

Those English Language Teacher courses work on many different levels for teachers: language development, reflection on your own teaching, observing your own tutors' teaching, deepening your knowledge of life in an English-speaking country, experiencing the classroom from a student's point of view (again), realising that the classroom need not be limited to its usual four walls, and discovering many more practical activities you can use in your teaching.

Spending part of the summer in a stress-free Devon with the backdrop of the Atlantic Ocean for relaxation and reflection is an excellent way of re-charging batteries and gathering strength, motivation, and inspiration for the new school year. Days are full and it is an immersion in language and culture, but teachers leave refreshed at the same.



To share life in an English family home allows one to see first-hand a country's cultural differences and variety. SOL English Language Teacher courses include reflection on these experiences, which then can influence the kind of activities you do in the classroom to prepare your learners for life, wherever they may go.

Once we become aware of the necessity to come out of our shells, to travel, and to be open-minded instead of being led by stereotypes and prejudice, we can be real educators. We can teach our students not only English, but some real values such as empathy, compassion, kindness, gratefulness.



Sanja Čonjagić is an English teacher and director at the Educational Centre Premier, Šabac, active member of ELTA Serbia, SOL coordinator in Serbia, presenter at regional ELT conferences and still keen on learning and sharing.



Marija Bojic
Elementary school “Oktoih” Podgorica
Access Podgorica head teacher

The USA - Service Learning Strategies for International English as a Foreign Language (EFL) Classrooms

Thanks to the English Access Microscholarhip Program, which is financially supported by the U.S. Department of State and U.S. Embassy in Podgorica and implemented by ELTAM, I had the opportunity to spend two weeks (November 5 – 20, 2017) at Bowling Green State University in Ohio. This Teacher Exchange Program gathered twenty-five teachers from all over the world – Armenia, Republic of Belarus, Bosnia and Herzegovina, Bulgaria, Cambodia, Ecuador, Estonia, Georgia, Kosovo, Madagascar, Republic of Macedonia, Republic of Moldova, Paraguay, Senegal, Serbia, Thailand, Ukraine, Uruguay, Venezuela, and Montenegro.

We learned about teaching English as a Foreign Language (EFL), Service Learning (SL) Pedagogy, curriculum development, and design. We had the chance to critically examine diverse issues in teaching and learning through engaging technology.



One of our tasks was to prepare an ESL Game Night for the participants of BGSU’s Cross - Cultural Connection (CCC) Program, and students enrolled in both ESOL and La Conexion English classes. We were in charge of preparing games that promoted language practice for ESL students as well as cross - cultural communication. On the other task, we worked with teens in Northwest Ohio, including the Girl Scout Troops, Thunder Basketball Team, and the TEENS organization.



During our two weeks in the USA, we had various workshops that were designed and developed with the international teacher leader in mind.

We were supposed to teach them how to make a “photo journal”, reflecting on differences and diversities. As a final task, we prepared a SL project proposal, which we presented to other group members and instructors. All in all, those were great ideas on how to connect students and local community, and I will definitely try them with all of my students.

Access teachers had the chance to visit Benjamin Harrison Elementary School in Marion, which was an amazing experience. The decorations all over the school, posted quotations, and students' work were simply incredible. Our tour guides were students of the fourth and fifth grade. They showed such self-confidence and security, we as teachers, were astonished. We also visited the Columbus Global Academy, a school for ESL students. Here we had the opportunity to talk to school's teachers. They told us how they engage their students during the lessons.

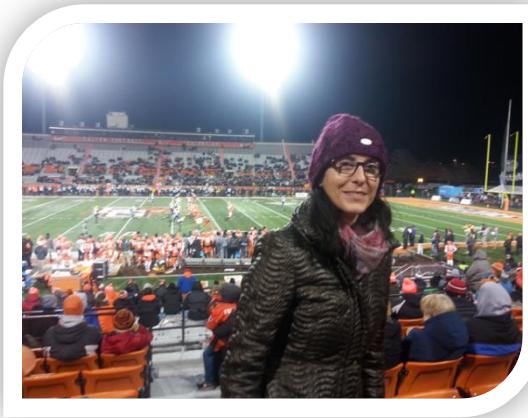


This program also allowed Access teachers to expand their knowledge of U.S. culture and values. We also had the opportunity to present our own culture and values through the International Café, which is where we met BGSU community, shared information, and compared our countries.

Considering cultural activities our hosts really gave their maximum – we visited

the African American Museum, the Underground Railroad Living Museum in Detroit, the President Harding Memorial in Marion, and the Ohio Statehouse in Columbus. Visiting these sights we were introduced with U.S. values of self – government, activism and justice, diversity, civil rights, free speech, and liberty.

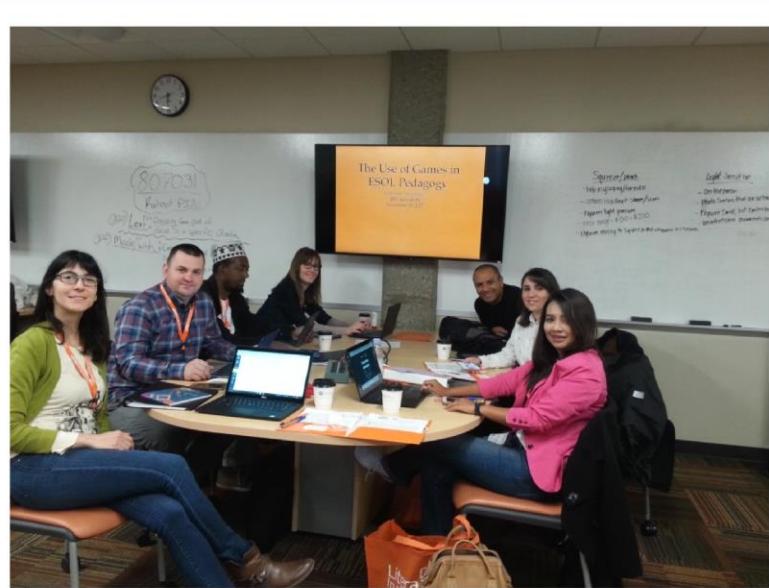
We had a chance to watch one of the popular blockbuster movies *Thor: Ragnarok* at the cinema and a play *A Raisin in the Sun* in the theater, a tour around Ford Factory Museum was overwhelming. Most of us attended the hockey and American football matches for the first time, which also presented a great opportunity to try American hot dogs. BGSU International Cultural Night showed us how many people from all around the world study at this university.



During this spectacular night, the BGSU's international students performed their national dances, played national instruments, and demonstrated their national costumes. This event was the presentation of respect towards diversities and differences.

The special thing for all of us was attending BG Christmas tree lightning, which was decorated with the flag themed Christmas balls that were made by Access teachers and their respective countries. Experience of the real Thanksgiving dinner was also one of the things our hosts prepared for us – having turkey with a cranberry sauce was something totally new for me.

Even though it passed so quickly - we saw, tried, and visited many things during those two weeks, and our impressions are still pretty strong. We learned new information and gained knowledge through workshops, but maybe the most important thing is that we returned home enriched with new beautiful friendships and possibilities for cross – cultural cooperation.





Silvija Marniković
Elementary school “Marko Nuculović” Ulcinj

My Fulbright Adventure

Every adventure requires a single step. My Fulbright adventure started when I applied for the Fulbright Scholarship Program. That was one small ‘what-if’ step at that time for me, but it came out to be one giant leap for my professional and personal growth.

By applying to the Fulbright Program I gave myself a chance to extend my present goals and discover new horizons from the perspective of my professional development. As a teacher and a social activist, the Fulbright Program provided me with a chance to become a citizen of the world. I met so many people from all over the world, learnt about their countries, languages, cultures, professional experiences and challenges and thus creating a worldwide network of friends and supporters.

professionally, not only to gain multiple perspectives on my current professional strengths and skills, but also in my future professional aspirations and opportunities.

When I landed on the American soil, one of the answers I was determined to learn was to the question ‘how does one (a teacher), aiming at unity, go beyond diversity’?



My host US university, Eastern Michigan University, a very friendly and resourceful university, rich with international diversity also supported me in my search for answers.

After 5 months spent as a Fulbright visiting researcher at EMU, I realized that there is no ready-made formula or answer to my question. What I did learn is that teachers never stop learning, never stop trying.

Teachers from the U.S. work hard and carry ideals in their folders as a promise from the future they only clearly see. They perform small miracles in their safe, warm, colorful, diverse, inclusive classrooms.



The Fulbright Program also provided me with multiple chances to develop

All these assured me that believing in what you do, doing it the best you can and sharing your experience with others is the best lesson we can teach others.

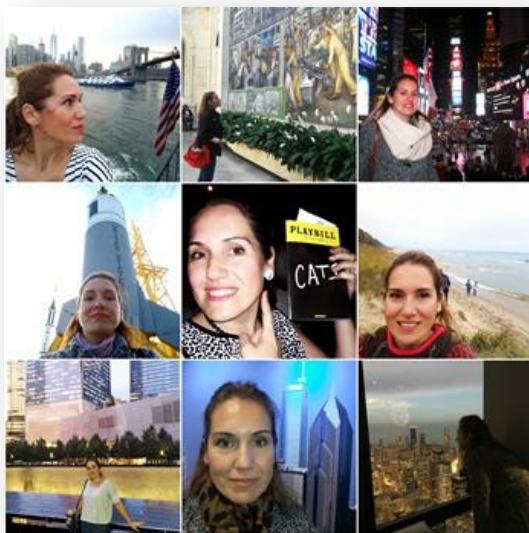
I had a chance to shadow teachers and give classes at various educational institutions in the U.S. I also participated in the professional development events and volunteered for a local non-profit organization. One of the most striking features of all the activities I took part in was the effort invested in creating a culture of caring, mutual respect and understanding between all the participants in the process. The most fascinating thing to me were the ways teachers achieved this in their classrooms. They referred to it as *classroom community*.

Some of the rules they establish in their classrooms and encourage their students to follow are: emphasize collaborative activity and joint problem-solving, modeling the language of cooperation, reinforcing the notion that all ideas in the classroom community are respected and valued, providing voice and choice, making lesson planning more visible and open for the students to participate and provide their own ideas, making the classroom environment a safe place where everyone feels comfortable to express themselves without the fear of being judged or misunderstood.

Of course, all this would be almost impossible if not supported by the higher managing instances, starting from the schools administration and the principals.

If we go by the old saying: "child is the father of man", it is obvious that the soft skills a child acquires in a classroom community will later help him/her to thrive, and more easily and

successfully integrate into a larger society, contributing to its inclusiveness and prosperity.



Although you might have gotten the impression that the Fulbright Programs' mantra is 'work-work-work', stay assured that the impression is wrong! The program was established to increase mutual understanding between the people of the United States and other countries. Fulbrighters are expected to get involved into their host communities, and by creating a unique blend of both his/her and the host culture, by bridging gaps and eliminating prejudices, and by celebrating common values we all share.



Fully aware of the fact that travelling can seriously damage ones ignorance, I was determined to comply with this mission. During my 5-month-long Fulbright experience, I visited 6 states, many more cities and places, and I celebrated holidays with Americans and other people I met from all around the world. I could say that I lived the American dream, but also that this was a challenging and a true eye-opening experience for me.



"The Fulbright Program aims to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby increase the chance that nations will learn at last to live in peace and friendship".

—Senator J. William Fulbright



The Fulbright experience was my dream come true. It can be described using a perfect unity of the verbs that define my life and the world I want to live in – learning, traveling, exploring, socializing, sharing.

Indeed, the places and the people I encountered taught me about sharing, diversity in unity, acceptance, hospitality - how to follow your professional and personal visions and encouraged me to continue perusing them.





Milka Cerović
National Relay for Montenegro

Celebration of European Day of Languages in primary and secondary schools in Montenegro

The Teachers' Associations of Foreign Languages in Montenegro (English Language Teachers' Association of Montenegro ELTAM, German Language Teachers' Association of Montenegro, Italian Language Teachers' Association of Montenegro, Teachers' Association of Russian language and literature of Montenegro and French Language Teachers' Association of Montenegro) in cooperation with the Bureau for Education Services sent invitation letters to all primary and secondary schools in Montenegro this September and invited all teachers of foreign languages to promote their activities and celebrations of European Day of Languages, September 26, 2017 on the website of European Center for Modern Languages of the Council of Europe.

17 different activities were published on the website of European Center for Modern Languages of the Council of Europe. Using the information from the website and reports sent by primary and secondary schools, 15 primary and 7 secondary schools celebrated European Day of Languages:

- primary school „Vlado Milic“ Podgorica
- primary school „Oktoih“ Podgorica
- primary school „Milosav Koljensic“ Danilovgrad
- primary school „Jagos Kontic“ Niksic in cooperation with primary schools
- „Milija Nikcevic“, „Dobrislav Djedo Perunovic“, „Olga Golovic“ and „Bogdan Kotlica“



- primary school „Luka Simonovic“ Niksic
- primary school „Milija Nikcevic“ Niksic (activities done while the representatives of the school were in Senec, Slovakia)
- primary school „Jovan Draganic“ Niksic
- primary school „Njegos“ Cetinje
- primary school „Anto Djedovic“ Bar
- primary school „Risto Ratkovic“ Bijelo Polje
- primary school „Marko Miljanov“ Bijelo Polje
- primary school „25 maj“ Rozaje

- secondary vocational school „Sergije Stanic“ Podgorica
- high school „Stojan Cerovic“ Niksic
- secondary vocational school Bar
- secondary vocational school Cetinje
- secondary mixed school „Braca Selic“ Kolasin
- secondary mixed school „Beco Basic“ Plav
- secondary vocational school Rozaje.



Activities at schools were various and they included:

- exhibitions of students' work (proverbs in different languages, words written in different languages, „Rim-Italija-Montenegro“ with topics about cuisine, fashion, architecture and music),
- recitations and songs in different languages (English, Russian, Italian, French, German, Macedonian, Swedish, Spanish, Greek, Albanian, Turkish, Japanese, Korean),
- dramatizations and skits in different languages (English, Russian, Italian, French, German, Hungarian),
- quizzes,
- tours to local museums,
- Lingvovizija – the show based on the idea to celebrate European Day of Languages modeled on Eurovision (primary school „25. maj“ Rozaje),



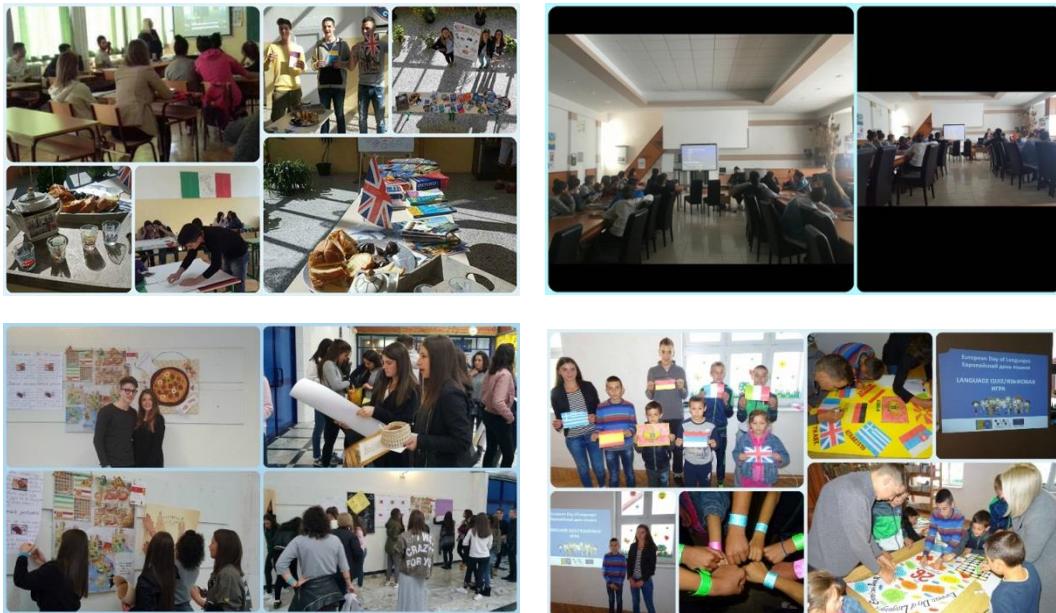
- presentations about the importance of communication in foreign languages,
- national nights with presentations of food, music and literature from different cultures (secondary vocational school Cetinje),
- students' video presentations about foreign languages (secondary mixed school „Beco Basic“ Plav),
- students' lessons and research about the importance of learning foreign languages,
- board games,
- stands with candies, souvenirs, dictionaries, magazines, books, CD and DVDs, calendars, brochures, grammar books, etc. (secondary vocational school Cetinje),
- literary competitions (primary school „Anto Djedovic“ Bar),



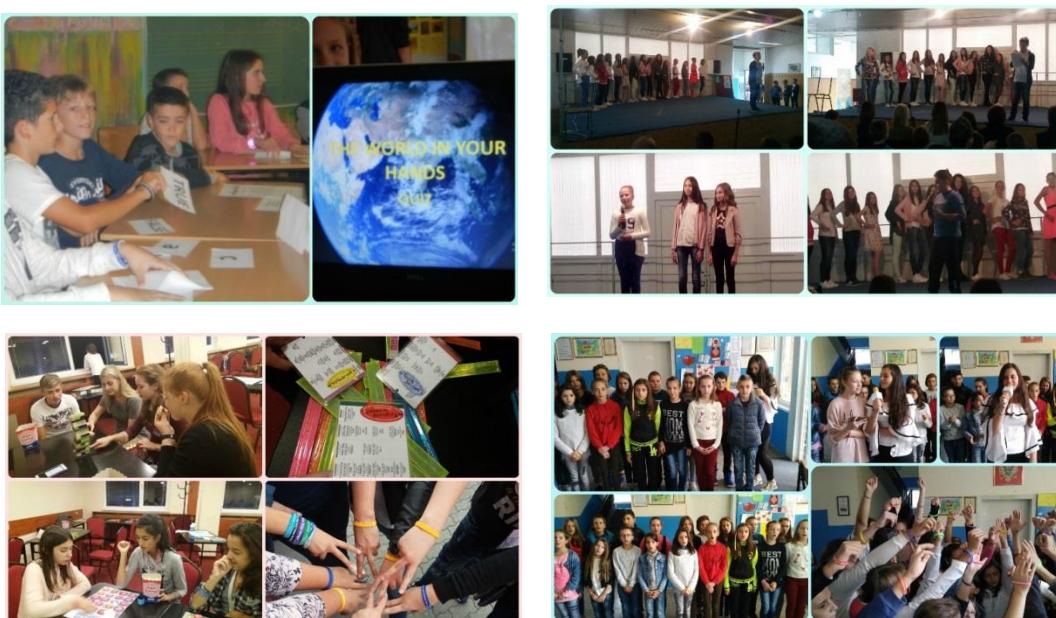
- in primary school „Anto Djedovic“ Bar students of the eighth and ninth grade recorded a movie in Italian language “Una cartolina dalla mia città” (The postcard of my town). The same school presented Skype project, which started in February last year, and it involved Skype communication of students of the eighth grade with peers from India who wanted to find out more about Montenegro,



- sport activities,
- dances,
- show „The Miss Contest“ in primary school „Marko Miljanov“ Bijelo Polje,
- „Cup song“ presented in foreign and mother tongue, recitations from Petrarch, Jacques Prevert in secondary vocational school „Sergije Stanic“ Podgorica,
- project „Attention – We speak 15 languages here“ in Secondary vocational school Bar where students recorded the video in 15 different languages (Montenegrin, English, Russian, Italian, French, German, Ukrainian, Dutch, Spanish, Romanian, Albanian, Arabic).



The Teachers' Associations of Foreign Languages in Montenegro are very satisfied with the response of schools and activities implemented, and the photos are the best proof of it.





Sanja Rašković
English language teacher, Croatia

“A bucket full of games and activities”

My name is Sanja Rašković, and I'm a teacher! Teaching is not my job, it has been my vocation for 22 years. I'm totally in love with my job, and therefore 8 years ago, I decided to set up my own language school. I teach children from 2,5 years old on. I believe in lifelong learning, and I do at least one teacher training course a year. I'm not just a teacher, I'm an NLP trainer, a storyteller, a one-to-one language coach, a CELTA certified teacher and a CertIBET certified teacher.

Recently, I've started sharing what I've learnt so far with colleagues at EFL conferences, and it gives me a great pleasure to be able to share what I know and what proves to be efficient when teaching young learners.

And that's how I created my workshop “A bucket full of games and activities” which I have already presented at many international conferences and which has been accepted at the forthcoming IATEFL Conference in Brighton.



By teaching and observing my students at school, especially the little ones I noticed that in this era of technology, computers, internet and smartphones, children have forgotten how to play games. They spend too much time in front of the TV and computers, playing virtual games using just one hand or a few fingers.

I'm aware that we all depend on technology. Let's be honest, is there anybody reading this article who doesn't have a mobile phone? Despite that fact that we live in the age of high technology, I have decided to ban technology from my school, at least for the children up to 10 years. I encourage them to play the old - fashioned games with balls, dice, quizzes, pretend games and others which develop imagination and creativity.



That's how my workshop came to life. It is a collection of games and activities we play and do in lessons.

You just need a few balls (small, medium, big, soft, made of foam or just paper), empty plastic bottles, pegs, a selection of dice and a little bit of creativity and you can create magic.

In this article, I would like to share one of the games which you can use to reinforce vocabulary and grammar with young learners. Most of the games and activities can also be adapted for older children.

A big soft ball is very practical. You can use it to revise vocabulary or grammar with your students. You throw the ball to one of the students and ask a question, and the student has to answer and throw the ball back. Using this game, you can revise numbers, adjectives, countries-nationalities, any vocabulary, positive, negative and interrogative of any tense, irregular verbs, or anything for that matter.



If you revise the numbers, you say the number, throw the ball and another student has to say the number in reverse and throw the ball back. If revising the tenses, you say a positive sentence, students have to say negative or interrogative and throw the ball back; you can practise the opposite of adjectives by saying an adjective and the student says the opposite, Nationalities: you say the country and students say the nationality, irregular verbs – you say the infinitive, students say past simple and past participle or just past simple.

Another way to use this activity is to write the numbers on the board and stick the vocabulary flashcards under each number. Throw the ball, say the number and the student has to say the word presented by the flashcard.



And the possibilities are immense. With this simple activity and with a ball, you can revise just about anything that comes to your mind. Feel free to share your ideas with us.





Svetlana Kandybovich
British Council Montenegro

Going graphic: 4 squares for better speaking

If we google “teaching speaking in English”, we’ll get over 66,300,000 search results with numerous tips, fabulous games or tricks how to get learners speaking – all pointing out the same frustrating tendency showing that many learners are either timid speakers reluctant to participate in any conversation, or that despite mastering the language, as attested by a great number of grammar and vocabulary exercises thoroughly done by the learners in class, their speaking still lacks fluency and coherence. The latter is sometimes ignored at lower levels. However, speaking is about both fluency and coherence.

Coherence is about linking ideas together – just like in a paragraph or essay. This means organising what you say so that your answer is “a whole”. All the bits within it fit together. This should be familiar from writing. The difference in speaking is that the structure is looser.

This blog post gives some ideas on how to help learners organize what they say into a coherent speech using the Four Square Method. Although it is mainly used for teaching basic writing skills (usually to primary level school kids), it could be successfully applied to teaching speaking with a focus on coherence.

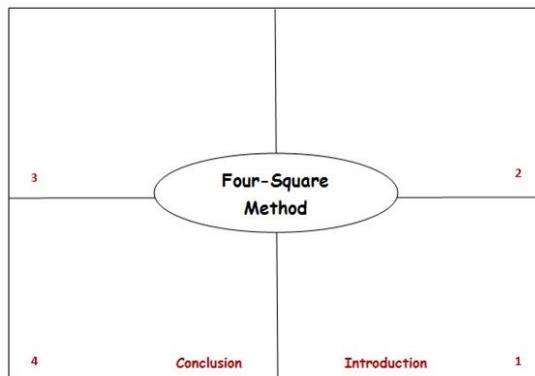
The Four Square Method is a graphic organizer that helps organize concepts, vocabulary and grammar in a way that is easier and much simpler for learners to grasp.

What do we start with?

We need 4 squares.

Step 1.

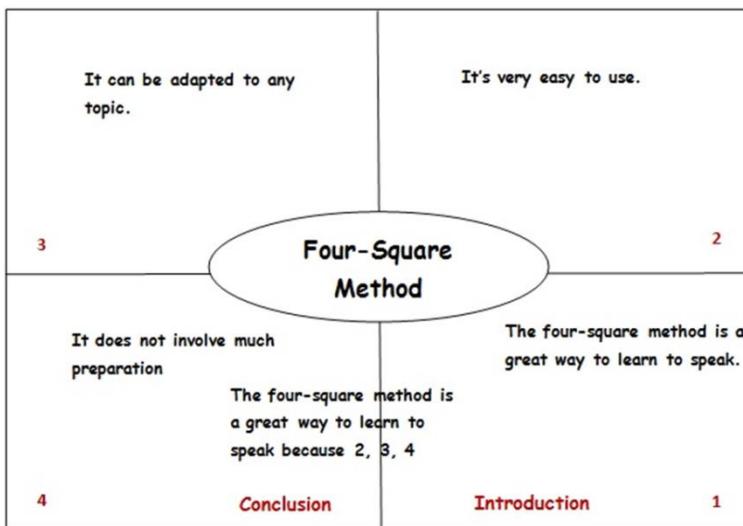
Choose a topic and put it the center box.



Boxes 1, 2, 3 and 4 will contain the introduction, reasons, examples, and explanations that support the topic, and conclusion.

Step 2.

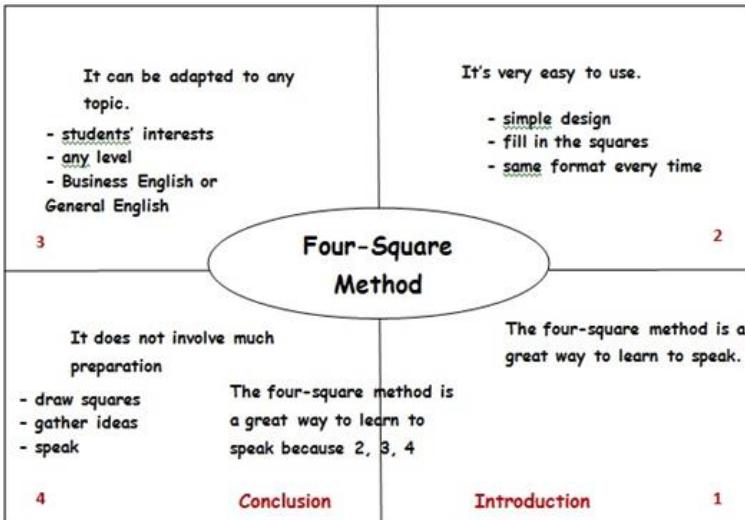
Now we will add supporting ideas (2, 3, 4).



These supporting ideas will be used to wrap up our speech.

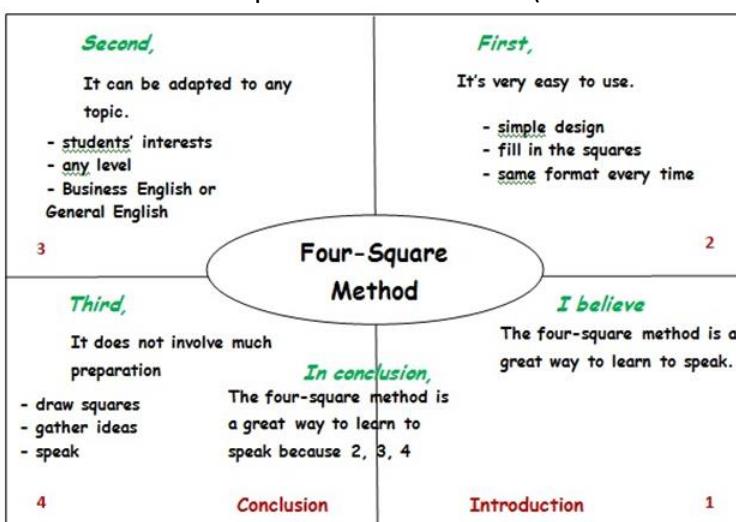
Step 3.

Now we need to add details (reasons, examples and explanations) supporting our ideas.



Step 4.

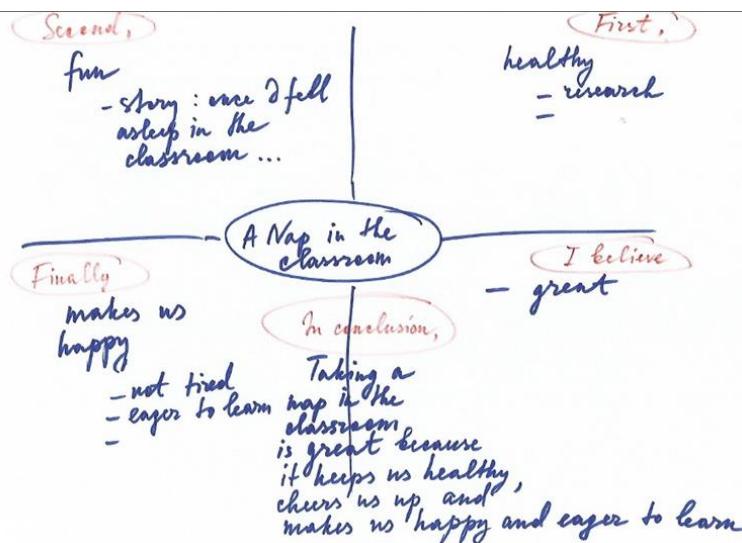
Once we have made a general outline of our speech, we should bridge the gap between our ideas with the help of transition words (connectors and linkers).



Your speech is ready. Practice time.

Practice tips:

- Keep it simple. It is important for students to understand the relationship of ideas in the four square format before moving on to some more elaborate forms of speech.
- Do not introduce all the points and forms of details at once – do it gradually by adding one additional supporting point in each square.
- Introduce variety – show different supporting points that may be used by students, e.g. stories, statistics, jokes, etc.
- Use the same prompt repeatedly when introducing the steps – familiarity aids instruction.
- Practice linking words. Do not provide a long list of linkers, introduce them gradually.
- Make it fun and build in surprises – it will boost students' memory. Give some interesting topics like "Daytime naps in the classroom/at the working place".



- Get your students to record their speeches (put their cell phones to good use), think about more detail to add in, focus on connecting ideas, and repeat until they are happy with their speeches.
- Provide for peer and self-assessment.
- Work on delivery.
- Don't limit creativity. This tool is just an organizer of thoughts and ideas.

You can use this method further to work on storytelling (by placing particular questions in the squares), public speaking (making presentations) and 4 corner debates.

The article is retrieved from <https://eltcation.wordpress.com/2015/04/02/going-graphic-4-squares-for-better-speaking/>. It was awarded as Featured blog of the month for June 2015 at British Council website <http://www.teachingenglish.org.uk/article/featured-blog-month-june-2015>.



Zorana Petričević
Primary school “Oktoih” Podgorica

Learning through context- Definite article

Learning grammar rules and vocabulary is not always an interesting task especially since there is a common belief among students and teachers that they should learn them by heart. In my opinion, thus, learning language through context presents the best way to improve comprehension.

You can do this using different kinds of spoken or written text. Provided with the context you can teach both vocabulary and grammar in an interesting way instead of learning them by heart.

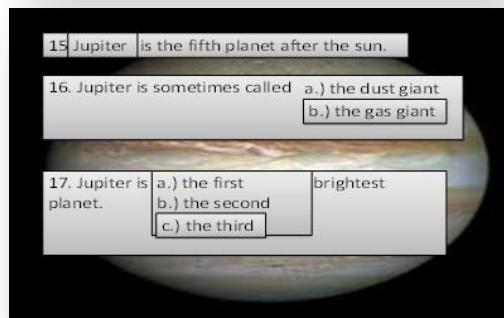
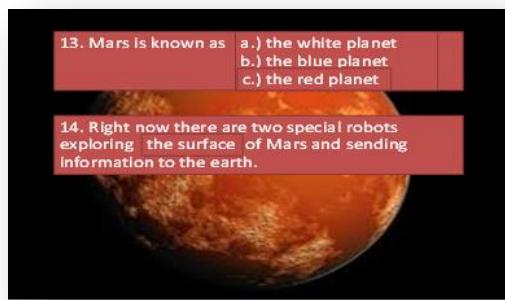
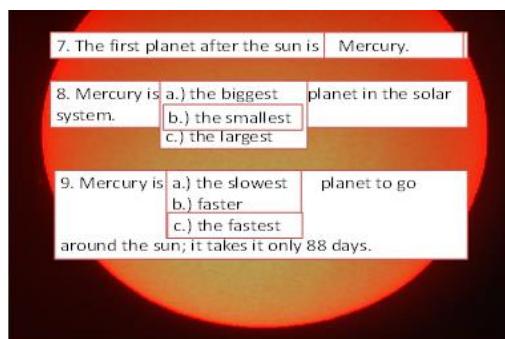
For example, take the definite article *the*. Our students usually find it difficult to understand articles since there is no comparison in our language, but in English language, they are frequently used words. For teaching definite article you can choose, for example, the solar system as I did.

First, play the video (<https://youtu.be/Qd6nLM2QIWw>) and explain to students that they are going to listen to and watch the video about the solar system and after that they will do a quiz. The quiz contains 24 questions, and students have to give an answer or to choose the best answer from the given ones.

The quiz is prepared in Power Point and there are pictures which follow questions

(<https://www.slideshare.net/zpetricevic/solar-system-74817564>).

Pictures also represent the context that helps students to understand and answer the questions.



For example:

1. *We called it the solar system because everything in it is centred around the sun.*

2. *The sun is a star.*

You can divide the class into groups or make teams so that they can compete. I made three teams since they were sitting in three rows. I chose to leave them sitting in rows so that everyone can see the video.

When you finish the quiz, you reward the winning team and check their understanding of definite article *the*. I did this by showing them pictures of sun, moon, earth and their task was to make sentences about them. To use sun, moon and earth in a sentence students need to use definite article *the*.

Then, there is no need for you to give them the rules for using definite article. As a matter of fact, you can now ask them to define the rules. When they say the rule, you show it on the presentation. If they need a reminder, you can show them the slides with the quiz again.

After that, you can present more usage of the article as well as when the article is not used, also through context. for understanding.

For example:

1. *My grandmother likes a) the flowers b) flowers very much.*

2. *I like a) the flowers b) flowers in your garden.*

At the end you can ask them to give you their own examples using definite article in the sentence. Thus, you will check their understanding of definite articles.

This class was very interesting for students. It presented a useful way to teach grammar through context. They listened and watched the video actively, and they were very interested in giving correct answers in the quiz. Also, they felt very proud for being able to define grammar rules by themselves and provide their own examples. Since there were both easy and difficult questions in the quiz, every student could take part in it.

LESSON PLAN PREPARED BY MARIJA GOLUBOVIĆ

EFL TEACHER FROM BELGRADE, SERBIA

TASK-GRAMMAR LESSON

Topic: Selfies

Level: pre-intermediate/Intermediate

Time: 90 minutes

Target language (grammar and vocabulary): Transition (linking) words and phrases Cohesion and Coherence

Skills in focus: Writing

Secondary skill focus: Listening, speaking

Lesson objective: Having listened to and read about Selfies, the students will discuss the advantages and disadvantages of sharing them online and write an argumentative essay using appropriate transition words to organize it.

Materials: Handout 1, Handout 2, A3 blank paper (one per group of 3), notebooks, pens, laptop, speakers

Procedures and Timing

Time	Stage/Purpose	Procedure/steps	Interaction
3 minutes	Warm-up	The teacher (T) comes into the classroom and takes a selfie with the whole class in the background. T asks the students (Ss) to describe what he/she has just done.	T-Ss S-Ss
7 minutes	Introduction	Before listening and reading task Ss read the questions about selfies for later discussion. <i>What has led to the rise of selfies? When are selfies usually taken? Why do people usually take selfies?</i> Ss listen to and read about selfies (Handout 1) (retrieved from American Culture and Customs https://www.rong-chang.com/customs/cc/customs035.htmmerican)	S-S T-Ss
10 minutes	Task	Short group discussion about it. Ss work in groups of 3 and brainstorm advantages and disadvantages of selfies and sharing them on social networks. T monitors and encourages students, provides help if needed.	S-S

Procedures and Timing

Time	Stage/Purpose	Procedure/steps	Interaction
20 minutes	Planning	Each group of 3 writes an essay about good and bad sides of selfies (the final version has to be on an A3 piece of paper with wide line spacing to allow correction). T acts as a language adviser, helps students.	S-S T-S
15 minutes	Report	Groups read their essays and compare results. T acts as chairperson and gives feedback on content and form. Each group puts their essay on display (sticks it on the wall).	S-Ss T-Ss
10 minutes	Analysis	Ss examine and discuss specific features of each essay and identify similarities and differences in form. T brings useful words and language patterns to students' attention. The focus is on transition words presenting contrast, comparison, condition, supposition, purpose, etc. for making the essays cohesive and coherent.	S-S T-Ss
10 minutes	Practice	T gives handouts (Handout 2) with linking words lists and examples and asks Ss to go back to the essays and make necessary changes to make their essays more cohesive and coherent.	T-Ss S-S
5 minutes	Evaluation and reflection	T asks Ss to reflect on the task cycle and say how they felt about it and what they learned.	S-Ss T-Ss
	Follow up/Homework	Ss rewrite their essays one more time to improve them in terms of cohesion and coherence.	

Handout 1

As you listen to and read about selfies find the answers to the following questions.

1. What has led to the rise of selfies?
2. When are selfies usually taken?
3. Why do people usually take selfies?

Selfies

The self-portrait is nothing new. Painters and photographers have always used themselves as subjects. Today, however, almost everyone walks around with a camera in his or her pocket. This is because most cell phones have cameras on them. The fact that most people have cell phone cameras with them all the time has led to the rise of the selfie. A selfie is a self-portrait usually taken with a cell phone.

Since the pictures are usually taken on a cell phone, many people tend to share these photographs with friends and even strangers on different social networking websites. Some of the popular social networking platforms people use to share selfies include Instagram, Snapchat, and Facebook.

People usually take selfies when they are engaged in normal day-to-day activities. They take selfies of their commutes to work or school. People take selfies of themselves eating. Other people take selfies to show what they are wearing or whom they are hanging out with.

The most common way to take a selfie is by holding a cell phone at arm's length. Some people take selfies by taking a picture of their reflection in a mirror. In these pictures, you can usually see the phone the person is taking a picture with. Selfies taken using a mirror often are taken in a bathroom, which some people think is offensive. The bathroom is a very private place, not a place to take pictures.

Some people think that selfies are a sign that people are becoming vain or superficial. It is not often that people take pictures of themselves that make them look bad. When people take pictures of themselves, they usually are trying to present themselves in the best light. However, some people use selfies to show what they really look like. Some people are trying to challenge stereotypes of what makes someone attractive.

Handout 2 – Linking Words

Sequence	Result	Emphasis	Addition	Reason	Example
First / firstly, second / secondly, third / thirdly	So As a result As a consequence	Undoubtedly Indeed Obviously Generally	And In addition Furthermore	For Because Since	For example For instance That is (ie)
Next, last, finall			Also	As	Such as
In addition, moreover	Therefore Thus	Admittedly In fact	Too	Because of	Including Namely
Further / furthermore	Hence Due to	Particularly / in particular	As well as		
Another		Especially			
Also					
In conclusion					
To sum up					

Contrast		Comparison	
However	Despite / in spite of	Similarly	Compare
Nevertheless		Likewise	Compare(d)
Nonetheless	In contrast (to) / in comparison	Also	to / with
Still	While	Like	Not only...but also
Although/even though	Whereas	Just as	
	On the other hand	Just like	
Though		Similar to	
But	On the contrary	Same as	
Yet			

Marija Golubovic is an EFL teacher from Belgrade, Serbia. She gained her Master's degree at the Faculty of Philology, University of Belgrade, and has been teaching for nine years now. She currently teaches at a vocational public high school in Belgrade in addition to working as an English teacher for the English Access Microscholarship Program in Serbia.

LESSON PLAN PREPARED BY MILENA DANILOVIĆ

Primary school “Radoje Čizmović” Nikšić

TASK-GRAMMAR LESSON

Topic: Superheroes

Level: 7th grade (Age: 12)

Time: 70 minutes

Target language (grammar and vocabulary): Adjectives describing skills (fast, strong, powerful...)

Skills in focus: Speaking

Secondary skill focus: Listening, writing

Lesson objective: By the end of this lesson, given the appropriate material and having done all the tasks, students will be able to describe and compare their favorite cartoon/ video game characters including different aspects (skills, appearance, strength...) with at least 80 percent accuracy.

Procedures and Timing

Time	Stage/Purpose	Procedure/steps	Interaction
3 minutes	Warmer/Introducing the topic and increasing motivation	Energizer- Let's walk like a superhero Students stand up. Teacher gives the first instruction, for example: <i>Let's walk like a Superman.</i> Students imitate Superman. Students continue the game giving their own instructions.	S-S T-S
15 minutes	Pre-task/ Exposure to vocabulary and grammar structure	Brainstorming: Students brainstorm adjectives describing their superheroes and teacher writes them on the board. Gap-filling exercise: Students get handouts with a gap-filling exercises which is related to the video they are about to watch. They work in pairs and try to fill in the gaps with the correct form of adjectives so that the sentence is true for the characters it describes (Handout 1). Video: Students watch the video about Superheroes (https://www.youtube.com/watch?v=oa6R0kYbI48).	S-S S-T T-S
10 minutes	Analysis/ Focus on the structure	Students check their answers in the gap-filling exercises and say if they agree with the things stated in the video. Teacher writes correct sentences on the board with comparatives and superlative in different color. Teacher asks if they are familiar with the structure and explain they are going to compare the characters from their favorite video games or cartoons in the same way.	T-S S-T

Procedures and Timing

Time	Stage/Purpose	Procedure/steps	Interaction
20 minutes	Task / Practice of comparison of adjectives in a meaningful way	<p>Students form groups according to the criteria of mixed proficiency. Each student gets a small blank paper to write the name of his/her favorite cartoon/video game character. Teacher monitors in order to be aware of the number of different characters written. Teacher puts the papers in a bag and, if there aren't enough different characters for the task, adds several new ones. Each group takes out three papers from the bag and their task is to compare them. If students of one group take out the same two/three characters, they put them back and take new ones. Students compare the characters. They discuss and write a paragraph comparing them.</p> <p>Students also draw the characters they are comparing.</p>	S-S T-S
15 minutes	Post-task/ Reflection through presentation	<p>Presentations</p> <p>Students present their work. They can even imitate the characters if they want.</p>	S-S
5 minutes	Evaluation	<p>Students of different groups say what they think was right and/or wrong in their peers' presentations.</p> <p>Teacher monitors the discussion and helps if necessary.</p>	S-S T-S

Handout 1

Fill in the gaps with the given words.

stronger 2x	weaker 2x	faster
better	the strongest	the best

1. Spiderman is _____ than Hawk.
2. Ironman's technology is _____ than Batman's.
3. Captain America has _____ shield.
4. Ironman isn't _____.
5. Tony with Armor is _____ than the Captain.
6. Spiderman is _____ than Black Vampire.
7. Wonder Woman is _____ than Spiderman.
8. Hawk is _____ than Superman.



LESSON PLAN 1

A. Students and Setting

Teachers' names: Sandra Djurdjić (Primary school "Milija Nikčević" Nikšić), Ana Vučinić (The First Secondary Vocational School Nikšić) and Jelena Perović (Primary school "Rade Perović" Nikšić)

Age of the students: 10 years old

Grade: 5th

Number of students in the class: 24

Other notes: The students have been studying English for four years so far. In the fifth grade, they have three classes of English language per week. Classes are 45 minutes long. All available teaching aids are used in the language classroom: computers with the Internet access, TV, CD player, DVD, blackboard.

B. Lesson Background

In this lesson, students will be introduced to appearance adjectives (*old/young; fat/thin; ugly/good-looking, handsome, pretty, beautiful; tall/short*). They will describe people appearance.

Students are familiar with colors, body and face parts, clothes vocabulary from the previous grades so they can use it while they describe people.

In this lesson students will be introduced to appearance adjectives (*old/young; fat/thin; ugly/good looking, handsome, pretty, beautiful; tall/short*). They will describe people appearance.

After this lesson, students will adopt new vocabulary. They will make a poster to show what they have learnt through, labeling pictures using appearance adjectives. They will write how they, their family members or friends look like.

C. Learning Objectives/Expected Results

Students will describe people using known vocabulary. They will identify an appropriate person according to the given description. They will design and present cartoon characters. Students will assess each other's drawings and presentations. They will practice speaking and listening skills.

D. Materials and resources

- CD player
- Course book, Workbook, notebooks
- Toys
- Magazine photos
- Handout 1 - pictures with appearance adjectives
- Handout 2- description of people
- Blank sheets
- Markers, crayons
- Sticky tape
- Smiley faces (like and dislike)

Sources:

- Students' book (Discover English 1 - Izabella Hearn and Jayne Wildman, Pearson, page 9)
- iSLCollective.com (pictures with appearance adjectives)
- Dreamstime.com (smiley faces)

E. Procedures and Timing

Students do/say . . .	Approximate time needed
> Students are shown toys, which are used to introduce the new vocabulary (old # young; tall # short; fat # thin; good-looking/handsome # ugly; beautiful/pretty# ugly). They repeat the words after the teacher. Then students stick given handouts to their notebooks. They explain the difference between beautiful, pretty, and handsome, and good- looking.	6 min
> Students look quickly through the pictures given in their course books. Then they listen to the recording and fill missing gaps under the pictures. After that, the teacher checks the answers.	4 min
This activity is done with the whole class.	
> Students are divided into 4 groups of six by teacher, based on similar students' language proficiency. Each group chooses a piece of paper with a person description (Handout 2). Photos of different people are put on the classroom walls (Handout 1). Students walk around the classroom and find an appropriate person among the photos according to the given description.	6 min
> Each group comes to the board and presents a found person to other groups. Each member of the group should tell one sentence about a found person appearance.	4 min
> Students continue working in groups and decide which person from the group will be described and how. Reporters come to the board and describe one student. Students from other groups guess who the person is. Each reporter has one minute for presentation.	10 min
> In groups, students imagine and illustrate a cartoon character. Each group chooses a leader. A leader comes to the board and describes an illustrated character. Members of other groups assess illustration and presentation by raising happy or sad faces depending on their likes or dislikes. The winner is the group with the highest number of happy faces or smileys.	15 min

F. Learner Feedback/Formative Assessment

Teacher monitors all activities, gives additional explanations if it is necessary. Teacher provides learners' feedback in different ways:

- encouraging students to participate in the group work (when they look for a described person, when they describe friends from the group and when they illustrate and describe cartoon character)
- making quick corrections
- helping with short questions (e.g. Is he tall? Has he got green eyes?....)

Students help each other during the group work, correcting each other mistakes. When students from one group show and describe their cartoon character, students from other groups give their opinion about it, raising happy or sad faces depending on their likes or dislikes. So, peer assessment is present in this activity as well.

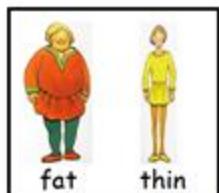
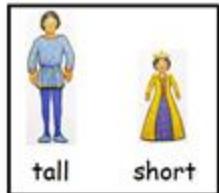
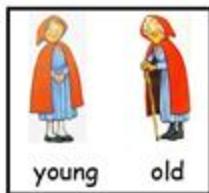
G. Reflection

Toys are used as realia. The lesson demonstrates the use of authentic material through magazine photos and students' drawings of the cartoon characters. Group work used through this lesson encourages development of students' speaking and listening skills. Creative and critical thinking are present in the group work when students imagine, draw and present cartoon character while students from the other groups assess the shown character and accuracy of the presentation.

Teacher provides learners' feedback in different ways: making quick corrections of students' mistakes, encouraging students to participate in the group work even though they make mistakes.

Students also provide each other feedback through correcting and helping each other in the group work and through peer assessment in the last activity.

Handout 1



Happy/sad faces for peer assessment



Download from Dreamstime.com

31643012 | Dreamstime.com

Handout 2

GROUP 1

He is tall. He isn't young. He has got short brown hair. His eyes are brown. He isn't fat. He's got nice white teeth. He is a famous basketball player.

GROUP 2

She is an old lady. Her hair is black. She's got black eyes. She isn't tall. She isn't thin. She is a famous actress.

GROUP 3

She is young. She is thin. She's got long brown hair. Her eyes are blue. She's got a small nose. She is pretty.

GROUP 4

He is short and good-looking. He does not have got hair. He has got brown eyes. His nose isn't big. He isn't fat. He is a famous basketball player.



LESSON PLAN 2

A. Students and Setting

Teacher's name: Magdalena Lazović (Primary school "Marko Miljanov" Podgorica)

Age of the students: 12-13 years old

Grade: 7th

Number of students in the class: 20

Other notes: The students have been studying English for six years so far. In the seventh grade, they have three classes of English language per week. Classes are 45 minutes long. All available teaching aids are used in the classroom: a computer with the Internet access, blackboard, bullet board, CD player..

B. Lesson Background

This is the second lesson of transport. During the previous lesson, students have talked about different types of transport (bus, taxi, train, ferry, plane) and phrasal verbs (get in, get out of, get on, get off, catch, miss).

Before undertaking activities from this lesson, students have learned how to work collaboratively, students also know how to choose their role inside the group, listen to others and give opinions. Students have also learned to use "will/won't" for prediction. During the first lesson, students are asked to bring photos or drawings of their favorite means of transport.

In this lesson, students will talk about their favorite means of transport, they will learn more transport vocabulary, students will look at pictures and read about some ideas of cars of the future. They will also watch a video of a new flying car, of a new transport invention, and will discuss how technology went has accelerated.

After completing this lesson, they will be aware of many different forms of transportation. Students will be able to identify problems that transportation causes, and they will design a poster of new transportation means.

C. Learning Objectives/Expected Results

Students will name a means of transport they use everyday. Students will develop listening skills through watching a video and reading skills through reading the text. They will expand transportation vocabulary and discuss different means of transport. Students will design the car of the future and develop presentation skills. Also, they will compare and contrast transport of the future and nowadays.

D. Materials and resources

- Students' photos and drawings of favorite type of transport
- YouTube video as authentic material
- computer with access to the Internet
- Teacher created handout with a table of two column for writing positive sides of future inventions and negative sides of nowadays transport
- Premade and cut pieces of paper with roles for students' group working
- Premade piece of paper with the questions for group work
- Markers, 4 chart papers to give to students, four envelopes for group work, pins, bullet board, blackboard and chalk

Sources:

- Students' book (Discover English 3 – Catherine Bright, Pearson, page 20)
- <https://www.youtube.com/watch?v=eX1ZbOUC-Gk>
- <http://www.eslflow.com/Kinds-of-passenger-transportation.htm>

E. Procedures and Timing

Students do/say . . .	Approximate time needed
➤ Students talk about their favorite means of transport using photos or drawings they brought from home. In pairs they discuss questions about their favorite means of transport written on the board: <i>What's their favorite means of transport? Why? How often do they use it? Is it important for the people? Why? Does it pollute the environment?</i> A few volunteers do their role play to the whole class.	5 min
➤ Students look at pictures of passenger transportation (http://www.eslflow.com/Kinds-of-passenger-transportation.htm). In pairs, they match pictures with the words. They say which means of transport they have not tried, but they would like. What means of transport we can see in our country? What is the most popular mean of transport? They say their opinion on which mean of transport pollutes our environment the least?	3 min
➤ As a whole class, students talk about what problems are there with transport today. Students predict problems in the environment that means of transport may cause. They agree that some new means of transport would protect the environment.	3 min
➤ Students read the text about transport of the future and then discuss the new ideas of the cars of the future. All students think critically about these future inventions.	8 min
➤ Students watch the video retrieved from https://www.youtube.com/watch?v=eX1ZbOUC-Gk .	2 min

E. Procedures and Timing

Students do/say . . .	Approximate time needed
<p>➤ Students in groups of five, made by fixed seating arrangement and different language proficiency, are given an envelope to take and decide the roles (two presenters, scribe, time-keeper, vocabulary monitor) inside of each group. There is a piece of paper in each envelope with the questions to use on the poster. Students give a name for designed transport.</p> <p><i>What type of transport will it be?</i></p> <p><i>How many people will it move from one place to other?</i></p> <p><i>Will it be expensive or cheap?</i></p> <p><i>What energy will it use to move?</i></p> <p><i>Its impact to the environment.</i></p> <p>Each group of students works on its model of the transport of the future.</p>	11 min
<p>➤ Two presenters come to the board and present the class their model of the transport of the future in two minutes. Students from other groups listen carefully and can ask questions. Other presenters of the groups do the same. Students, using pins, put their posters on the bullet board.</p>	8 min
<p>➤ Students in the same groups write down negative sides of contemporary transport and positive sides of future transport on the Handout using words that they have learned so far. Volunteers from each group put their list on the bullet board.</p>	5 min

F. Learner Feedback/Formative Assessment

During the whole lesson, teacher monitors all activities by approaching each student, giving additional explanations to the whole class or each student in the pair work or group work. The whole learning process is happening in the positive atmosphere where students are used to help each other and they respect other's opinions. The teacher also provides learners' feedback in different ways:

- help students by gestures, supporting comments and questions
- non-correcting unimportant mistakes or errors when students present their model of the transport of the future
- encourage students to participate during the pair work (when students talk about their favorite means of transport)
- provide students with brief feedback like "Well done" "good point" "You are right just think about..."

F. Learner Feedback/Formative Assessment

Peer assessment is also present in the activity when working in groups and need to present it to the whole class, while other groups listen carefully and are encouraged to give their opinion about the presentation.

This type of feedback is connected to the learning objectives and will help students to improve their communication skills, pronunciation, group work, pair work. It will also help to teacher to know what students have learnt so far, and to see if they need further extension of the lesson.

G. Reflection

In this lesson, I have used authentic materials through students' photos and drawings of their favorite means of the transport, which they talked about in a pair work.

Handouts taken from the internet are also used for students' pair work which helped them to expand their transport vocabulary.

A Youtube video is used as authentic material, and it develops their listening skills, it also helped students to develop their own idea of designing a transport of the future.

Pair work used through the lesson helped students to improve their communication skills, asking and answering questions. Group work also enhances their collaborative skills, improves active listening and roles they have in group work ensure participation of each member. Creative and critical thinking is present throughout the pair work and group work. Critical thinking is also present in the last activity where students are aware of positive and negative sides of the transport nowadays and in the future.

Teacher provides learner feedback in all activities in different ways: encouraging students to participate in pair and group work. Additionally, teacher gives feedback to students who are presenting in front of the class even though they make some mistakes, making quick corrections or non-correcting unimportant mistakes or errors.

Peer assessment is also present in the activity when students' present their transport of the future and are encouraged to give their opinions about the new model.

Handout

Draw a transport of the future. Use these questions to help you describe it.

1. Give a name for designed transport.
2. What type of transport will it be?
3. How many people will it move from one place to other?
4. Will it be expensive or cheap?
5. What energy will it use to move?
6. Its impact to the environment.



LESSON PLAN 3

A. Students and Setting

Teacher's name: Dragana Giljanović(Primary school "Marko Miljanov" Podgorica)

Age of the students: 13 years old

Grade: 8th

Number of students in the class: 23/28

Other notes: Students attend English classes three times a week and classes are 45 minutes long. The language classroom is equipped with a computer, a CD player and a blackboard. There are posters on the walls. Students use the British textbook, *Discover English*. They are also expected to speak English in class constantly, unless using L1 makes them easier to explain terms beyond their level of comprehension.

B. Lesson Background

This lesson plan relates to the lesson unit titled *Bullying in Schools*. It's the third lesson of the first thematic unit *Crime* (each thematic unit consists of five to six lessons). The lesson was preceded by units dealing with the topic of crime and identification of crime acts as well as the story episode about the copyrights violation, including the grammar section related to past experience reference within the Present Perfect Tense.

The succeeding lesson expands the topic of improper behaviour at school (a theft and graffiti), followed by the verbs used when reacting to situations, describing feelings and sensations when affecting someone's senses.

C. Learning Objectives/Expected Results

- Students will be able to recognise different examples of bullying in schools, using the text in the course book and whole lesson content;
- Students will be able to identify and categorize emotional states and feelings, using the vocabulary practiced in class;
- Students will be able to recognise ways to find solutions to stop, avoid and resolve bullying situations at school, using the content of a video material presented in class, in order to be applied in a real-life situations;
- Students will be able to develop their organisational abilities and communicative skills by working in groups and giving presentations and role plays;
- Students will be able to develop critical thinking by problem solving and expressing approval or disapproval about the role-played scenes;
- Students will be able to assess when encouraged to give their opinions about the lesson topic and content as well as evaluating their friends' task.

D. Materials and resources

- Teacher created power point presentation with slides of photos of bullying scenes, including the background music (a single *Spanish Guitar*, Toni Braxton)
- YouTube video clip as an authentic material (*Anti-bullying Elementary School Video (Dunsford)*),
- Teacher created handout with a mixed list of adjectives and two columns for classifying positive and negative emotional states, also containing columns for peer-assessment procedure (Handout 1)

- Teacher prepared bullying scenarios (Handout 2)
- Previously rehearsed students' role-played dramatizations of bullying scenarios
- Previously prepared and cut sticky strips of paper with written names of four forms of bullying (verbal, cyber, physical, emotional/social)
- Previously prepared two-side coloured 'voting sticks' – red for 'yes' and yellow for 'no'
- Teacher prepared handouts of anti-bullying contracts (Handout 3)
- Teacher's observation achievement level chart for group work
- Previously prepared and cut pieces of different coloured strips of paper for students' regrouping,
- Teacher prepared anti – bullying posters on classroom walls.

Aids

- a computer
- a CD player
- an audio CD
- a blackboard
- markers, sticky tape.

Sources

- Catherine, Bright, (2012). *Discover English 4 Student's book*, Pearson Longman, p. 12-13.
- *Discover English 4 Audio CD 1*, Pearson Longman, track 16.
- *Anti-bullying Elementary School Video (Dunsford)*,
- YouTube, <https://www.youtube.com/watch?v=Fg8wxcepAxM>
- Shaping the Way We Teach English, The Landscape of English Language Teaching
- The power-point presentation photos and posters' pictures retrieved from the Internet (Google, Pinterest)

E. Procedures and Timing

Students do/say . . .

Approximate time needed

Introducing the topic

- After being informed about the following topic, students watch a brief power point presentation of bullying scenes slides in order to gain better insight into the topic of bullying.

2 min



E. Procedures and Timing

Students do/say . . .	Approximate time needed
Warm – up activity ➤ By brainstorming technique and teacher's eliciting, students volunteer and spontaneously generate thoughts and inputs associated to bullying in form of words or word phrases.	3 min
Identifying feelings and emotional states ➤ Having worksheets with the list of adjectives (Handout 1), pairs of students categorize the adjectives according to positive or negative connotation in order to address positive or negative feelings.	3 min
Peer assessment ➤ Pairs of students switch their worksheets to be checked and corrected by the other pair of students sitting behind or in front of them, while listening to the correct categorisation of adjectives from the audio CD recording. (If necessary, the recording could be played twice.) Students switch back their worksheets.	3 min
Recognising emotional states and feelings in a real world situation (Use of authentic materials) ➤ As a sequence to previous task of the categorisation of adjectives, students watch the anti-bullying video, individually trying to identify feelings and emotional states recognised in the video clip by simply marking them in the worksheet's list of categorized adjectives.	5 min
➤ Students report about their findings, pointing out the dominating group of adjectives presented in the above mentioned video.	2 min
Summarising the unit text (Unit 1b, pg. 12) and identifying different examples of bullying (Group work) ➤ Students are divided into six groups by picking a coloured strip of paper. As previously accustomed, students immediately assign the roles within their groups: a scribe, a reporter, a vocabulary monitor, and a time monitor.	3 min

E. Procedures and Timing

Students do/say . . .	Approximate time needed
➤ Each group is assigned the task to summarise a piece of the unit text. Groups are supposed to write the key words or phrases on blank sheets of papers, in order to use them in the succeeding oral presentations.	7 min
➤ The task is divided as follows: Group I does the introduction of the text Group II does 1st paragraph Group III does 2nd paragraph; Group IV does 3rd paragraph, Group V does 4th paragraph, and Group VI scans the whole unit text in order to monitor other groups presentations and, if necessary, ask for information relevant for better understanding and information grasping.	
Presentations and identifications of four types of bullying (verbal, cyber, physical, emotional/social)	
➤ A student reporter from each group reports on its task supporting its presentation by the written key words information. While presenting, students stick those key words onto the blackboard and finish the presentation by assigning and sticking one of the types of bullying to their presentation, too.	8 min
➤ Groups 1 to 5 take their turns to present the task, while group 6 monitors and asks the presenters questions in order to clarify any misinterpreted text information.	
Dramatisations of the three bullying scenarios and anti-bullying solutions (students' role plays as authentic tasks)	7 min
➤ Students are given 'voting sticks' in order to show their attitudes – to show yellow coloured side of the stick to express an approval or red coloured side of the stick to express a disapproval.	
➤ Students role play the bullying scenes each set of the students at a time.	
➤ Students react by showing the chosen side of a 'voting stick'.	

E. Procedures and Timing

Students do/say . . .	Approximate time needed
Feedback and assessment <ul style="list-style-type: none">➤ Students are given anti-bullying contract templates (Handout 3) they are supposed to fill in and sign.➤ Students are asked to write reports on what they liked and learned through this lesson and what they would do next about this theme and how they could do that. They can also say what they considered difficult.	
	2 min

F. Learner Feedback/Formative Assessment

- Having already created a classroom atmosphere where it is all right to make mistakes, teacher will regularly provide positive feedback in order to elicit students' participating.
- Teacher will observe students at work in every stage of the lesson and tried to conduct its pace by using gestures and supporting comments (to praise).
- Teacher will provide on-the-spot feedback in form of reformulating students' statements, asking for clarification and repeating words or phrases concerning the language parts worth overlooking, allowing students to self-edit or self-correct.
- Using the observation achievement level chart for group work, teacher will carry out the formative assessment of students' collaboration, content of the presentation, communicative competences as well as visuals.
- Teacher will move from one group to another and listen to students' explanations and discussions and assess students' level of understanding and their approach and persistence in completing the task as well as their behaviour within cooperative learning.
- Peer assessment will be conducted through a pair work activity as well as when students report back information for their group, while students from other groups are encouraged to give their opinions about the report.
- A post-lesson report about their attitudes will be used a self-assessment instrument and will be self-marked in the succeeding lesson and used in students' portfolios.
- Oral presentations will also be used as a means of formative assessment of individual students.
- Through all the above mentioned activities, teacher will be able to gather the information about the level of students' communicative skills and how well they have applied vocabulary related to the topic pretty well.

G. Reflection

This lesson includes the use of authentic material through the teacher created power-point presentation with slides of photos of bullying scenes, intended to motivate and increase their interest in the lesson topic. You tube video clip is also used as an authentic material and it develops students' comprehensive skills and confirms their understanding of adjectives related to feelings and emotional states. The dramatisations of bullying scenes using non-verbal communication, such as body movements and facial expression, can also be considered as authentic tasks since they address the current issue of bullying at schools. In addition to it, authenticity is present when students participate in 'voting' activity and use two-side coloured voting stick to approve or disapprove about the role-played bullying scenes.

- Pair work is used in peer-assessment of the task related to categorising adjectives referring to emotional states.
- Group work includes group roles assigning, focusing on the students' communicative and collaborative skills in order to carry out oral presentations based on summarising parts of the unit text and, at the same time, encouraging critical thinking, analysis and synthesis of the information they are will collect and report on information using integrated language skills, variety of self management and communication strategies.
- Creative and critical thinking is present when students express their attitude in terms of approving or disapproving students' behaviour in the performed role-plays of bullying scenes. Creative and critical thinking is also present in the problem-solving part of these dramatisations when students analyse and propose their own real-life solutions of bullying scenes as well as when students classify the adjectives according to positive or negative connotation in order to address positive or negative feelings and when analysing and identifying feelings and emotional states from the anti-bullying video clip.
- Students' feedback will be provided through gestures and supporting comments, monitoring and giving additional explanations if necessary, on-the-spot feedback in form of reformulating students' statements, asking for clarification and repeating words or phrases.
- Peer assessment is provided during group work, when students correct each other's mistakes if necessary, as well as in pair work when students check and correct each other's mistakes in form of a task.
- Students' assessment is carried out through the giving students a rating on a scale of 1 to 4 for students' collaboration, content of the presentation, communicative competences as well as visuals.
- Self-assessment is related to a post-lesson report about their attitudes and the process they went through which students will use as a self-assessment instrument to mark themselves in the succeeding lesson.
- The lesson will also develop their sense of moral value as they are supposed to sign anti-bullying contracts in order to be involved into the bullying problem beyond the lesson and apply the lesson content in real life situations that may happen in the future.

Handout 1

Put the adjectives into the correct lists.

FEELINGS

amused angry ashamed calm enthusiastic excited frightened guilty happy
jealous lonely proud sad shocked upset worried

POSITIVE ☺	✓	NEGATIVE ☹	
<i>amused</i>		<i>angry</i>	

Handout 2

1. A boy intentionally knocks down his classmate's pencil case from a desk. The other one is shocked.
2. A boy walks slowly past their classmate, grabs their mobile and runs away. The other one crunches down and starts crying.
3. A girl is being late, looking for a seat at a table. After politely asking a group of girls for permission to sit down, one of the girls puts her schoolbag into the only spare seat and replies that there isn't any room left. The girl stands still, not knowing what to do.

STOP A BULLY
SAFE & ANONYMOUS
WWW.STOPABULLY.CA

Anti-Bullying Contract

Name: _____ Class: _____

No Bullying Bystanders

I promise to...

- 1) Stop a hurtful rumour either online/offline whenever I can
- 2) Tell an adult when I know of a plan to single out, harass or start a fight in our school
- 3) Not be a *Bullying Bystander* - when I know of bullying I will take action and tell someone

The Golden Rule

I promise to...

- 1) Respect all other students.
- 2) Respect other students belongings.
- 3) Always treat others the way I want to be treated.

I agree to be an **ACTIVE** participant in preventing bullying in our school.

Signature: _____

"No one can make you feel inferior without your consent."

Eleanor Roosevelt



LESSON PLAN 4

A. Students and Setting

Teachers' names: Nevenka Nikčević (Primary school "Ratko Žarić" Nikšić), Vesna Guzina (Primary school "Mileva Lajović-Lalatović" Nikšić), Jelena Doknić (Primary school "Ratko Žarić" Nikšić)

Age of the students: 14 years old

Grade: 9th

Number of students in the class: 28/30

Other notes: The students have three classes of English language per week. Classes are 45 minutes long.

B. Lesson Background

The lesson is at the beginning of a new Module 2 – Sport. In this lesson, students learn new vocabulary related to sport and sport activities and use verbs play, do and go in context.

After this lesson, students are going to perform stories or interviews connected with vocabulary learnt throughout the unit.

C. Learning Objectives/Expected Results

The aim of the lesson is to strengthen the using of the verbs (PLAY, DO and GO). Students will be able to recognize and use new vocabulary unit about sport as well as practice some new verb constructions. They will be able to apply these verbs through appropriate, different activities.

D. Materials and resources

- Handout 1 (Tongue Twisters)
- Handout 2 (puzzle)
- A chart and three columns with DO, PLAY and GO written on the board
- Flashcards
- Sticky tape
- Toys (objects, balls, bike, google, horse, boxing gloves, racket, boat)

Sources:

- Students' book (Discover English 5 - Liz Kilbey, Pearson, p. 17)
- Teacher's book (Discover English 5 - Liz Kilbey, Pearson, p. 27)
- www.teachingenglish.org.uk (photos)

E. Procedures and Timing

Students do/say ...	Approximate time needed
➤ Students are given instructions about the game and are asked for volunteers. A student should come in front of the class, choose one paper with Tongue Twister (Handout 1) and tries to read it as fast as he/she can and then to choose a friend to continue the game.	7 min
➤ Students listen to teacher's instructions and statements. Students decide whether the statement is true or false in order to get the correct letter. The final word is the title of the new lesson SPORT (Handout 2).	4 min
➤ Students focus on <i>Sport</i> (page 17), look at the picture from the book. They have time to read, discuss the words they already know and do exercise 1. Students compare answers in pairs, then they listen to the recording to check answers.	8 min
➤ Students complete exercise 2 in their books. They make a difference between team sports and athletics, indoor and outdoor sports. They also discuss about their favorite and least favorite sports and talk about sports they like to play or watch.	5 min
➤ Students form four groups, and they are given some toy objects (basketball, boat, tennis racket or tennis ball, bicycle, boxing gloves...). Each group has a different task. The representative of the group picks out an object from the bag and gets the task. <i>Group 1</i> - Students should write down a paragraph about the sport related to the object they picked out. <i>Group 2</i> - Students make a dialogue according to the object. <i>Group 3</i> - Students think about the situation from the photo in their books. <i>Group 4</i> - Students make an interview with the famous sportsman.	10 min
➤ Groups take turns in presenting their work. While one group presents the other groups listen carefully and share their ideas.	6 min

Students do/say . . .	Approximate time needed
<p>Students are given the box with the sport and sport activities flashcards in it. They are asked to come in front of the class, and each of them takes out a flashcard. They have a task to stick it on the chart with the given appropriate verbs (PLAY, DO and GO). The others are asked to pay attention and to raise hands if they notice the mistake.</p>	5 min

F. Learner Feedback/Formative Assessment

Teacher helps students in reading some new words in Tongue Twisters, corrects and supports comments in a group work. Students are not interrupted for the sake of grammar and pronunciation. Teacher monitors all the activities, gives the additional explanations if necessary. Students help each other during group work.

G. Reflection

This topic uses integrated skills (listening, speaking, pronunciation, writing), and keeps students concentrated on the lesson. They will expand their vocabulary and they will improve their speaking and writing skills. They will enjoy playing different games, and they will use learnt vocabulary in their homework.

Handout 1 – Tongue Twisters

1. How many cookies could a good cook cook if a good cook could cook cookies.
A good cook could cook as much cookies as a good cook who could cook cookies.
2. I wish to wish the wish you wish to wish,
But if you wish the wish the witch wishes,
I won't wish the wish you wish to wish.
3. If you can't can any candy can,
How many candy canes can a candy canner can
If he can can candy canes?
4. The big black bug bit the big black bear,
But the big black bear bit the big black bug back!
5. If Kantie can tie a tie and untie a tie,
why can't I tie a tie and untie a tie like Kantie can.
6. Fresh fried fish,
Fish fresh fried,
Fried fish fresh,
Fish, fried fresh.
7. There are two minutes difference from four to two to two to two, from two to two to two, too.
8. She sells sea shells on the seashore.
The seashells she sells are seashells she is sure.
I wish to wish the wish you wish to wish,
But if you wish the wish the witch wishes,
I won't wish the wish you wish to wish.

Handout 2

1 2 3 4 5

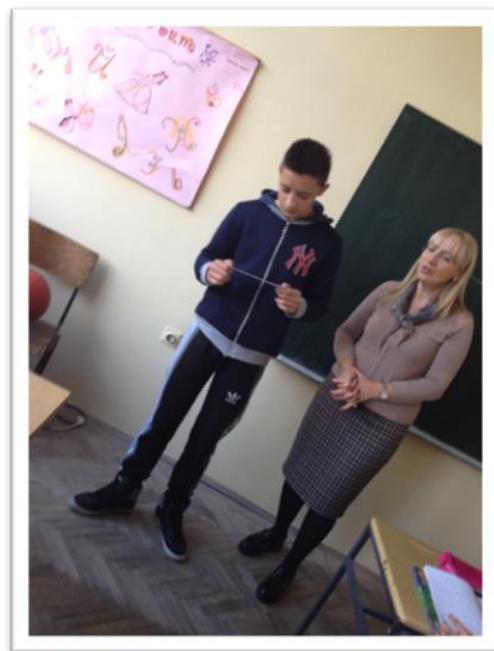
If London is the capital of the UK, write S. If not, write M.

If Shakespeare is an English poet, write P. If not, write L.

If “DONE” is Past Simple of the verb “DO”, write F. If not, write O.

If of, on, for are prepositions, write R. If not, write K.

If “was playing” is Present Continuous form write E. If not, write T.



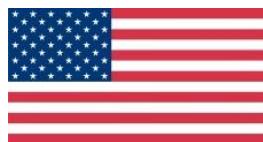
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