



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

VOICE UP!

Newsletter #4

December, 2018

English Language Teachers' Association of Montenegro

ELTAM Newsletter – December 2018 – No 4

Editors

Milka Cerović, ELTAM Board
Tiana Čović, ELTAM Board
Milena Danilović, ELTAM Board

Proofreading

Madeleine Lewis, Fulbright Teaching Assistant

English Language Teachers' Association of Montenegro
ELTAM
Podgorica, Slobode St. 37

Website

www.eltam.me

 [eltam.udruzenje](https://www.facebook.com/eltam.udruzenje)

Send your submissions electronically to:

eltam@t-com

ELTAM newsletter is published once a year.

WHERE TO FIND WHAT YOU WANT...

FOREWORD

Page 4

ELTAM ACTIVITIES IN 2018

Page 5

Pages 7-16

CONFERENCE REPORTS

- The Fourth Annual ELTAM Conference - ELTAM Day in Niksic, 5th May 2018
- Cross-border Classroom Connections - Budva, January 2018
- 25th International IATEFL Slovenia Conference - March 8-11, 2018 - Conference Theme: Imagine

CONTINUING PROFESSIONAL DEVELOPMENT

- The 9th TELTS seminar in Tuzla, June 2018
- My Fulbright Journey
- My USA Experience

Pages 17-24

TEACHERS TO TEACHERS - USEFUL TIPS FOR YOUR LESSONS

- Celebration of European Day of Languages in Montenegro
- One-sentence games
- Workshops with Fulbright Scholar in Berane
- Project Based Learning with Very Young Learners
- Lesson plans for teachers in kindergarten

Dear readers,

It is the time of the year when we are reflecting on the past year and what we have achieved and done so far. Yes, it is finally Christmas time and we are excited to present you the new issue of our Newsletter.

Believe it or not, it is the 4th issue of our Newsletter. We hope you will find it informative, insightful and useful.

Here we presented you some useful teaching tips, reports from the ELTAM annual conference, reports from conferences attended by our members, as well as ready-to-use materials. Every year we have more submissions and therefore we would like to encourage you to contribute even more with your thoughts and ideas as we all have the same goal – to be provided with a variety of innovative ideas and practices for working with our students.

In order to be effective teachers and educators we need to be continuous learners and therefore we need to research best practices, attend professional development seminars and conferences, and always strive for more. The best way to do so is to become a member of a professional association and work with people with similar interests.

Our ELTAM family is growing but we would like to be bigger each year, so we would like to invite you to join us, to learn, share and grow together because jointly we can do much more. We are trying to be the premier reliable community where English language professionals at all levels can network and develop professionally.

We would like to thank all the contributing members and once again invite all of you to send us your suggestions and questions – it all helps us improve and become better!

Enjoy reading and have a very Merry Christmas and Happy New Year!

Wishing you all the best!

ELTAM editorial team

ELTAM ACTIVITIES IN 2018

- ❖ The five-day English teacher training entitled “Cross-border classroom connections” for teachers of Access program and similar U.S. government funded programs, was implemented by English Language Teachers’ Association of Montenegro – ELTAM, a current Access Program In-Country Educational Service Provider, from 10–14 January 2018 in Budva. It was realized as an initiative of the Regional English Language Office (RELO) in Belgrade, the United States Embassy in Podgorica and the United States Department of State, Office of English Language Programs at the Bureau of Educational and Cultural Affairs. The training gathered 81 teachers, educators, administrators and presenters from 10 countries: the USA, Bosnia and Herzegovina, Serbia, Macedonia, Estonia, Kosovo, Bulgaria, Montenegro, Poland and Hungary.
- ❖ A Fulbright Teaching Assistant John Redos held workshops for students and teachers across the country:
April 27, 2018 - Berane and Andrijevića
March 17, 2018 – Rožaje
May 28, 2018 – Budva
- ❖ The 4th ELTAM Annual Conference for English Language Teaching Professionals - ELTAM Day 2018 was held at the Faculty of Philology in Nikšić on May 5, 2018. The theme for the conference this year was: Minds Wide Open: Creating a Culture of Innovation in the Classroom,.
- ❖ ELTAM board members Tiana Čović and Božidar Bukilić participated in the 26th international IATEFL Slovenia conference - “Imagine” on 8-11 March 2018.
- ❖ Access teacher from Rožaje Nerma Dobričanin had the opportunity to be the part of the SUSI (Study United States Institutes) program in June/July 2018.
- ❖ ELTAM board member Silvija Marniković in cooperation with Eastern Michigan University (EMU) Study Abroad program and an EMU TESOL Program faculty, Zuzana Tomas, organized the Study Abroad Montenegro program. Marniković worked directly with the EMU TESOL program faculty to develop and launch the program as a cooperation between Primary School “Marko Nukulović” school in Ulcinj and the Eastern Michigan University in the U.S. The contingent of 17 English as a Second Language (ESL) teachers from the US visited Montenegro in the summer of 2018 to teach a two-week Summer English Institute at Primary School “Marko Nukulović” in Ulcinj. All of the lessons were planned as a thematic unit, using Project Based pedagogy to enhance student engagement and promote cutting-edge methodology among the teachers. After a successful pilot year, Study Abroad Montenegro organizers are looking forward to adding cooperation with ELTAM and offering the Study Abroad program in Montenegro again in the summer of 2019.
- ❖ ELTAM’s President Dragana Radoman and board member Milka Cerović participated in the Regional Steering Group Meeting Western Balkans and Regional training on Education for Peace and Prevention of Violent Extremism in Belgrade from 6-8 July 2018, organized by Nansen Dialogue Center Serbia.
- ❖ ELTAM president Dragana Radoman, ELTAM board members Marija Bojić, Tanja Djonlaga, Natalija Savićević-Mrvaljević and Vojo Mrvaljević, as well as ELTAM member Gordana Milić, held workshops at the 16th Annual ELTA Serbia conference in Belgrade on 11-12 May 2018.

- ❖ ELTAM vice-president Zorka Radonjić and ELTAM members Vesna Blagojević, Marija Bjelobrković, Lidija Ivanković participated in the 9th Tuzla English Language Teaching Seminar (TELTS) on 24-26 June 2018 in Behram-begova Medresa in Tuzla.
- ❖ Mr Gordon Duguid, Charge d' Affaires at the US Embassy Podgorica, together with the English Language Teachers' Association of Montenegro (ELTAM), officially closed the two-year Access Microscholarship Program in Podgorica on 29 August, 2018.
- ❖ ELTAM board member Milka Cerović participated in two-day training on the topic "Inspiring language learning and teaching in the early years: Why it matters and what it looks like for children aged 3-12 years" in the European Center for Modern Languages in Graz, Austria on 12-13 September, 2018.
- ❖ ELTAM coordinated the activities related to the celebration of European Day of Languages on 26 September, 2018, in cooperation with the Bureau for Education Services, German Language Teachers' Association of Montenegro, Italian Language Teachers' Association of Montenegro, Russian Language and Literature Teachers' Association of Montenegro and French Language Teachers' Association of Montenegro.
- ❖ ELTAM's President Dragana Radoman participated in the Balkan Regional Seminar on Global Development Education on 17-18 October 2018 in Zagreb, Croatia, organized by North-South Centre of the Council of Europe.
- ❖ ELTAM's President Dragana Radoman and board member Marija Bojić participated in the Regional training Prevention of Violent Extremism in Belgrade from 16-18 November 2018, organized by Nansen Dialogue Centre Serbia.
- ❖ New U.S. Ambassador to Montenegro Judy Rising Reinke, together with the English Language Teachers' Association of Montenegro (ELTAM), officially opened a two-year Access Microscholarship Program in Nikšić in December 2018.
- ❖ The following trainings were held by ELTAM members:
 1. Game – creative ways to learn English language (no. 25) – authors: Milena Danilović, Milka Cerović
 2. 21st Century Skills: Creative and critical thinking in English teaching (no. 42) - author: Milka Cerović
 3. Productive skills in foreign language teaching (no. 38) - authors Tanja Đonlaga MA, Natalija Savićević-Mrvaljević

UPCOMING EVENT

THE 1st INTERNATIONAL AND 5TH ANNUAL CONFERENCE

ELTAM DAYS 2019

Empowering 21st Century Learners and Educators: Meeting Challenges, Exploring Solutions

June 21-22, 2019

The Faculty of Philology Nikšić



Lana Duka Zupanc
English language teacher, Croatia

Report from the Fourth Annual ELTAM Conference - ELTAM Day in Niksic 5th May 2018

I was a very happy HUPE representative at the Fourth Annual ELTAM Conference - ELTAM Day 2018 *Minds Wide Open: Creating a Culture of Innovation in the Classroom* at the Faculty of Philology in Niksic. It took place on May 5, 2018, briefly after the 26th HUPE Annual Conference. I was happy to see some familiar faces again and meet new colleagues.

Plenary sessions included Jen MacArthur, RELO (Regional English Language Officer from Belgrade), and Rob Dean from Pearson. After welcoming remarks, there was a very nice short film about ELTAM in 2017 and 2018, showing everything they do as an organization. I enjoyed it because it was obvious how much effort everybody at ELTAM puts into what they do. Like HUPE, we are all volunteers, and it is nice to see how connected we all get.

The first plenary was by Jen MacArthur: *Geography and CLIL* (Content and Language Integrated Learning). The reason why geography was chosen is simply because it sparks students' curiosity in the world around them, as well as the world far away. Geography is inherently interdisciplinary, making it a great source of materials for demonstrating CLIL techniques.



Rob Dean's plenary was *Nothing Stands Still for Long – Changing English*. This session looked into new elements entering the language as well as old elements falling out of use. Examples of changing grammar, vocabulary, pronunciation and usage were made and discussed.



I also attended two interesting and fun workshops. The first one was about *Writing Practice in the ELT Classroom* by Vojo Mrvaljevic and Gordana Milic.

The second one was *Don't Just Sit There - Get up and Move!* by Jean Linehan, U.S. English Language Fellow.



I had a workshop after the plenary and it went very well, so I was more than happy to continue learning and participating in everything the conference had to offer.

My workshop was about activities that make students move around the classroom, but also those that make them calm down.

The most popular activity was *The weather report*. It is a vocabulary that is taught through a series of movements – a massage that is done in pairs. Students and teachers like it a lot because it is fun, and relaxation is achieved. It can be performed in the classroom, at parents' meetings, at teachers' meetings, in the summer camps, anywhere basically. I learnt it while I was working in a summer camp on the island of Obonjan in Croatia and it is one of my favorite activities.

The other very popular one is *Three numbers introduction*.

Students write down numbers 1, 2, 3. Next to number 1 they write their favourite fruit, next to number 2 their favourite vegetable, and next to number 3 ANY number between 1 and 100.

This is what you get: *Hello, my name is Banana Potato. I'm 55 years old.*



Number 1 is their name, 2 surname, 3 age. They walk around the classroom, introduce themselves, and try to find members of their family – those who share the same surname. We end up with many families, discuss family relations, and those who are alone can choose an adoptive family, so no one is left alone.

It can be played with toys, furniture, fast food, parts of the house, anything the teacher wants. They repeat introducing themselves and speak English from the earliest age.

The third one is called *Cowboys*. It is very good for early learning because it is a combination of mother tongue and English. Two students face each other. The teacher shouts out a word in mother tongue, and they have to say it in English. The first one who shouts correctly is the winner. It is a quickly paced game, they all participate and love it.



There were other games that we shared, and it was very much fun.

SOL – Sharing One Language had a raffle for their summer courses, and I was invited to help Kristina Sebek, their coordinator, choose the lucky winner.

After the ELTAM Annual assembly, I spoke to the ELTAM president Dragana Radoman and vice president Zorka Radonjic about collaboration between our teachers' associations and I am happy to say that we have reached an agreement.

I enjoyed my first ELTAM Day and I want to thank everybody, but especially Jasmina Ramović who took care of me all the way from Bar to Niksic.

Hope to see everybody again soon.





**Marija Bojić
Ivana Dašić**
Elementary school “Oktoih” Podgorica

Cross-border Classroom Connections Budva, January 2018

The teacher training “*Cross – border Classroom Connections*” for teachers of English Access Microscholarship Program and similar USG – funded English Language Programs for adolescents was held in Budva this past January. This training was an initiative of the Regional English Language Office (RELO) in Belgrade, the United States Embassy in Podgorica and the United States Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs. As a current Access Program in-Country Educational Service Provider, the English Language Teacher’s Association of Montenegro ELTAM had the honour and privilege to organize and implement this event.

Her Excellency, Margaret Ann Uyehara, the Ambassador of the USA to Montenegro, and Ms Jen MacArthur, from the Regional English Language Office (RELO) in Belgrade, welcomed the participants and wished them successful and beneficial training.



This event gathered teachers from eight countries – Montenegro, Bosnia and Herzegovina, Bulgaria, Estonia, Macedonia, Kosovo and Serbia, including the educators from the USA as well, and they had the opportunity to collaborate and expand their knowledge about critical thinking, share teaching ideas, practice learning English through games and learn how to integrate culture and its values into the process of teaching during the intensive five – day training. We were part of a creative environment where our presenters showed us their innovative ways of teaching. They triggered our emotions, senses and brains. Each lesson and presentation reminded us never to forget how creative our job is. From energizers and team building activities to activities that provoked tears, laughter, empathy.



We all enjoyed the atmosphere we were wrapped in.



On the very first day Jen MacArthur, Jean Linehan (English fellow) and Crissy Berry (English fellow) led us through interesting and inspiring workshops on how to use mind maps, motivate our students and how to encourage students to “create their own future”. During the second day of the training, eight teachers, who had the chance to attend *The USA – Service Learning Strategies for International English as a Foreign Language (EFL) Classrooms* at the Bowling Green State University, Ohio, shared their experiences through workshops they prepared in pairs. Their workshops were based on cultural values and differences, and ways to incorporate those topics into the process of teaching.



The final activity of the second day was an International Evening where our guests presented their countries and the specific cultural heritage through music, food and dance. Like every evening, it was an outstanding chance to relax and socialize.



On the third day all participants went on a half – day trip to Kotor. When they heard about the history and significance of this beautiful old town, they needed to complete the task which was called “Unseen culture”. Divided into groups they prepared two photos to submit for the contest - a selfie and a photo which represents one of the “cultural categories” (gender roles, environment, use of time, fitness and health, diversity). It was a great team building activity – work and fun at the same time.



The fourth day was a set of various activities. Bojana Golubovic showed us how to practice the 4Cs using Ted-Ed. The participants enjoyed Katarzyna Laziuk's workshops during which we experienced a real emotional rollercoaster. Her classes were about emotions, empathy, love, friendship, cultural differences, and stereotypes. We learned about teaching activities, cried over stories from WWII, laughed, sang, and competed. Nora Nemeth Tartsay worked on modern IT elements of lessons. She presented several online games that could be great for team work as well as developing critical thinking skills. Fulbright Scholars Aurora de Peralta and John Redos challenged us to make reading and speaking fun and our activities practical and useful.

Day five was a real adventure – our presenters prepared workshops and presentations covering different tools to improve our students' learning techniques and their knowledge. At the closure ceremony embassy representatives of all the countries together with Ms Jen MacArthur gave certificates to all the participants of this extraordinary training session.

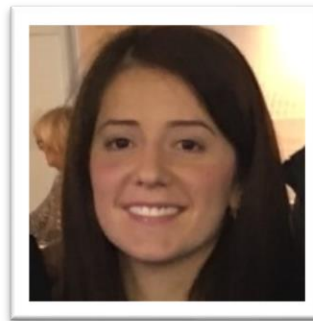
As a conclusion, we will say that teaching English language is as vivid and diverse as the language itself. As teachers, we should be up for any challenges it requires. We should be ready to share our experiences as well as learn from others. Being Access teachers we have to say that this Program is the perfect one to connect English teachers worldwide. It is a positive and supportive community we are proud of. We are always looking forward to the next opportunity to meet more ESL professionals.

Cheers!





Božidar Bukilić
ELTAM Board member



Tiana Čović
ELTAM Board member

25th International IATEFL Slovenia Conference - March 8-11, 2018 Conference Theme: Imagine

General Overview of the Conference

“We need to stand together, now more than ever and offer support to our colleagues both at home and abroad. As teachers, we need to stand united and walk boldly through daily challenges all the while carrying the torch of knowledge in our hand. Society needs us. Our students need us.” Having this in mind, 25th International IATEFL Slovenia Conference 2018 was held at Terme Topolšica from 8th to 11th March 2018. Both of us were very excited to actively participate in the conference, which brought the following esteemed speakers: David Crystal, Penny Ur, Peter Dyer, Hugh Dellar, Thom Jones, and Fiona Mauchline.

Speakers and Their Workshops

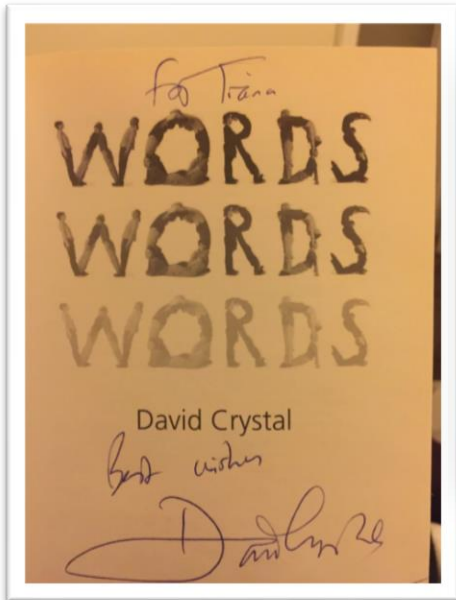
Undoubtedly, the speakers are the ones who made this whole conference what it was, so we would like to briefly describe what they talked about, starting with one of the main speakers- **Mr David Crystal.**



Professor Crystal gave two great talks. The first one was together with his wife, Hillary, where they talked about Shakespearean atmosphere with their light-hearted presentation of old and new facts and fictions about the language of Shakespeare. His second talk was named *The story of English in 100 words*, where we had the chance to have a glimpse of his passion about words and language.



Taking inspiration from the popular BBC radio series, *A History of the World in 100 Objects*, David Crystal wondered whether it would be possible to tell the story of the English language through 100 carefully selected words. As it was noted in his book *“Words should be an intense pleasure, just as leather should be to a shoemaker”*. (Evelyn Waugh, in a New York Times article in 1950). Clearly they are, as words and their meanings do not stand still, and perpetually offer new possibilities to the creative user. Therefore, this book is a real delight for all the language and vocabulary enthusiasts, as at some point or our whole life we have all been lured by words and their meanings.



Another great speaker was professor **Penny Ur**, who gave a talk about higher order thinking skills and explained how important it is for ESL materials to include tasks based on both lower - and higher-order thinking skills. As we know, higher-order thinking skills are those which involve mental effort, which may take various forms (e.g. problem-solving, contrasting, applying, classifying, creating...). Lower-order thinking skills need little effort, and are mainly associated with recall or identification of 'surface' facts or forms. The question is which of these are used in our classrooms and to what extent? In her talk, professor Ur also discussed the importance of creative thinking, such as lateral thinking (e.g. Think of ten ways to compare a computer with a piece of spaghetti.) and divergent thinking (e.g. How many ways can you think of to compare a train with a car?). Finally, professor Ur argued that the use of higher order thinking skills in language teaching materials contribute to good learning, and are important however, facts and lower-order thinking skills are basic and essential. Even though it is believed to be easier to implement higher-order thinking skills in more advanced materials in the upper grades, it is just as important, and perfectly feasible, to implement them in beginner and intermediate materials, or in courses for elementary and middle school. Therefore these should be carefully considered by teachers who aim to enhance learning and motivation, and we all do.

Conrad Kellett talked about the innovative ways to use magazines / books in the classroom, high tech, low tech and no tech activities to ignite our imagination. Mr Kellett claimed that by using texts that resonate with our students we stimulate the imagination within, which leads to fantastic learning opportunities.

Using the imagination is an area of English learning which is often neglected. When we ignite the imagination of our students we give them ownership of the topic, once they have ownership they run with it and explore the possibilities it presents. Mr Kellet suggested using BBC vox populi for authentic material. He proposed an exercise to ask students about their favourite song and start a short piece of writing using the first line of their favourite song. Another practical exercise was to use BBC vox populi and find authentic dialogues and mute them so students come up with their own ideas of what people might be saying based on the body language of people in the story.

Peter Dyer discussed how we can avoid being dull speakers. We looked at different texts to study, informative, semi persuasive and persuasive. We examined the importance of word stress to highlight important words in all texts in order to avoid boring our audience to death by following simple intonation rules. We discussed the importance of pausing for dramatic effect and finally how we can really colour our words and make effective use of adjectives and adverbs in particular through voice. The workshop included authentic texts including press articles and advertisements from TV and radio and this type of activities are invaluable for our students. In order to enhance learning and motivation we were encouraged to practice this type of exercises more often with authentic texts where students can express themselves and enhance learning and motivation.

Hugh Dellar discussed the concept of creativity which casts a long shadow across the world of EFL. From the moment we first set foot in the classroom, we are encouraged to become more creative as teachers and to creatively adapt classroom material; we are urged to foster creativity in our learners and told not to let our correction interfere with their creative communication. In his talk, Hugh was not in favour of the construct of creativity that we seem to be so in thrall to and his talk was rooted in his own classroom experience where he came to a conclusion that correction should be present while creativity won't be stifled.



Tiana's impression

Being a representative of ELTAM to 25th IATEFL Slovenia conference together with my colleague was a great honor as we got the chance to meet the colleagues from around the world and engage in genuine conversations, inspire each other and share ideas and thoughts, as teaching is all about sharing. The highlight of the conference for myself was the chance to meet and chat with legendary David Crystal. When I learnt that the keynote speaker will be professor David Crystal I started packing all of my books (even though there was not much room in the suitcase), so I could finally have them signed. Needless to say, I was impressed with this amazing but humble man who even spared some time to chat about his books and share his enthusiasm for words. We even took a selfie, so I could not have asked for more.



Bo's impression

It has been a quite useful experience attending the IATEFL conference in Slovenia. It is always great to share your ideas with the fellow teachers and discuss the current teaching trends around the world. Being the teacher of English as the first language, I tried to carefully cull out the workshops that could help me in my classroom, which is why I was very happy to have attended Ms Mauchline's workshop on students' imagination. The workshop discussed the ways for students to break through and develop their creativity while hiding behind the phrase 'I have no imagination.' In addition, it was an honour to meet Mr David Crystal, whose books I have studied from throughout my whole education. He talked about his latest book *The Story of English in 100 Words*, and we got the chance to briefly chat about his work afterwards. All in all, I must say that the conference did live up to my expectations.

Finally, we would like to thank the amazing Slovenian team of English teachers, student volunteers and all the kind people who made us feel like home. They did an amazing job! Keep rocking girls :)



Vesna Blagojević
Marija Bjelobrković
Lidija Ivanković
Zorka Radonjić

The 9th TELTS seminar in Tuzla June 2018

To our great pleasure the four of us attended the 9th TELTS seminar in Tuzla in June 2018.

As soon as we arrived, we settled at the hotel "Miris Dunja 88" in the centre of Tuzla. The staff were amazing and incredibly hospitable. We felt at home. To our great pleasure we met a lot of colleagues from different countries, who were all outgoing and friendly.

We had a welcome plenary session by Jen MacArthur in Medresa which hosted the seminar. Workshops were held by four great ladies: Jean Linehan, Cristina Berry, Brooke Leach Grable and Jolene McConnell. In each workshop there were so many useful ideas about how to improve teaching and so many different innovations, as well. The part that was new to us was about critical and creative thinking and six thinking hats. We loved the idea of introducing Psychology in English lessons. The plenary session about helping students with disabilities was also great.

We attended the following workshops:

1. *Classroom management and managing large classes*
2. *Differentiation and organizing activities/activity centres for multi-levelled classes*
3. *No, low, and high-tech classroom activities*
4. *Developing critical and creative thinking skills*

From the titles listed above, you can see the variety of topics and the knowledge we gained attending the TELTS. We learned how to set up our classroom to teach our students better and get them to understand the significance of learning a foreign language. Teachers are well aware of the difficulty in managing behaviour problems, and during the workshops we got advice how to deal with certain issues.



The techniques we were shown about how to deal with different learning styles, how to adapt activities to meet the students' needs, and how to engage students completely were also fascinating.

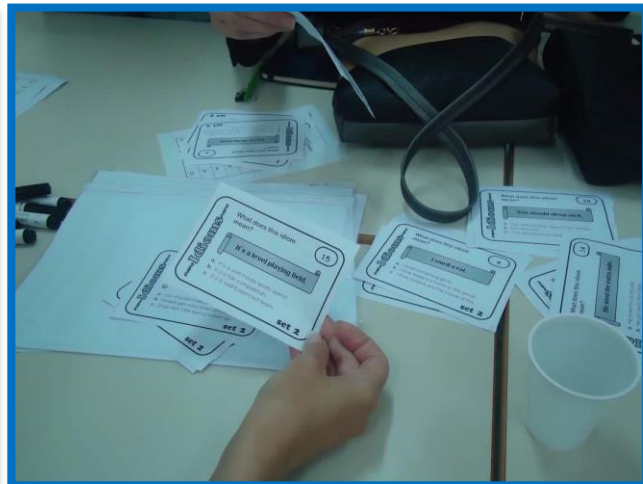
The Balkans is a specific area where using technology is still difficult for many reasons. So, learning how to be updated with the world with limited means was terrific. Teaching can be successful even with limited resources. You can use cans, scissors, paper, etc. and still be fun in the classroom. And if you are lucky enough to have at least some technology, then you can do wonders. There are so many platforms for teachers where you can share ideas, learn from each other and discuss the burning issues. We all need help sometimes. Although we came from different countries and backgrounds, we deal with the same obstacles. Some of the websites we found useful are: teacherspayteachers.com, schoolology.com, americanenglish.state.gov, voanews.com, and library.storybrook.edu.

A lot is spoken about 21st century skills. The world felt the need to involve education in directing students to that path. So one of the ladies dealt with that. DeBono's thinking hats proved out to be really useful for the mainstream classroom. Solving problems, collecting ideas and other activities were just some of the steps on how to develop the skills with the students.

Unfortunately, there is an increase in number of special educational needs students. One of the plenary sessions discussed it. An educator and a mother of one spoke to us about the difficulties she has gone through to help and support her child in acquiring basic education. She shared and showed her ideas to us. It was remarkable. Her effort left us speechless.

We didn't only learn during our stay in Tuzla. Our lovely hosts also planned outings to the neighbouring town. We visited the fortress in Srebrenik and a small but adorable town called Gradacac. We were among a wonderful group of people. We had a great time and every moment we spent there was memorable. We also went sightseeing in Tuzla. Tuzla is an amazing town which welcomes dear people.

As you can see from the above, we enjoyed our stay in Tuzla and learnt a lot from attending their seminar. Being present in Tuzla was remarkable and we came back rich in experience and knowledge. All four of us agreed that TELTS should be a seminar obligatory to attend since one can absorb a lot from it. It was an honour to be a part of it and represent Montenegrin teachers.





Tiana Čović
ELTAM Board member

My Fulbright Journey

Being selected to represent my country in the US as a Fulbright scholar, allowing me the opportunity to conduct my research at a prestigious university, was a great honor and privilege. My Fulbright award was a life-changing experience that had a profound impact on my professional and personal life. The Fulbright program is not only about professional achievements and development, but also about bridging the gap between cultures to achieve cross-cultural understanding and life-long connections. The philosophy of the program is that the best way to do so is by investing in knowledge because it always pays off.



Fulbright organized an amazing professional orientation in New York with professor David Schwartzer; he introduced us to 21st century skills necessary for learning and teaching. However, the cultural aspects were important too! We had a chance to watch Broadway shows, enjoy the art exhibitions in the Guggenheim, a world-renowned museum, and see performances in the Metropolitan Opera. It was incredible to just soak in the city which never sleeps.

I was based in Arizona for my grant. I chose this amazing state on the West Coast to call home because Northern Arizona University is one of the most prestigious institutions in my field. My time at the NAU enabled me to work alongside the most esteemed professors and understand how research is conducted in the USA.

I worked as a Research Assistant on a project called *Learning morphology in a new language: input variability, memory and transfer*.

Prior to working on the research, I completed a course and got a certificate on Responsible Conduct of Research (RCR). This RCR certificate allows faculty to submit ethics review protocols for human and animal research; this was very important because our research included work with human subjects so this is a necessary step when conducting research.



I participated in the most cutting-edge research in the field of Psycholinguistics, and this year we published a paper in the most reputable journals of Psycholinguistics. Basically, we investigated how adult native English speakers learn case and number morphology in 3 typologically distinct artificial languages (isolating, agglutinative, fusional). We asked if language type affects ease of learning and which cognitive abilities among:

- a) declarative memory (paired associates task);
- b) procedural memory (serial response time task);
- c) phonological short-term memory (digits forward and backward tasks);
- d) fluid and crystallized intelligence (KBIT-2) predict learning in each language type.

We found that agglutinative morphology was easiest, followed by isolating, implying that, under the right conditions, grammatical relations expressed through inflection can be easier to learn than those expressed through syntax; the isolating language featured free roots (hypothesized easier due to salience), but the cost of processing lexical-level functors eclipsed salience. The opaque/complex form-meaning mappings make fusional inflection difficult. However, once learned, fusional inflection is processed faster. Our results highlight the intricate interplay of factors in inflectional learning.

As networking is of paramount importance for teachers, I became a member of the Arizona TESOL and attended the conference in Tucson at Arizona State University. I had the chance to interact with fellow teachers from around the world and later on jointly work on projects. The theme for the conference was “Connect, Learn, Grow @AZTESOL.”

It was extremely exciting to hear about innovative approaches to teaching the many facets of literacy to students. AZTESOL is the Arizona state affiliate of TESOL, the international professional organization for educators in the field of teaching English to speakers of other languages. The conference was eye-opening and all the sessions were carefully chosen to reflect the theme. I will mention just a few of the most insightful ones:



Amazing professor Fredricka Stoller, together with William Grabe, Eleanor Kashmar delivered a great presentation titled *Reading on the Web for Academic Purposes* Fredricka - This interactive workshop focused on how teachers can help L2 learners use the Web successfully while reading for academic purposes. Emphasis was placed on reading-comprehension abilities which are (a) critical for print and digital reading and (b) particularly relevant for Web-based reading.



Helping English Learners Connect, Learn, and Grow Through Metacognitive Strategies

delivered by Ashley - This interactive workshop demonstrated how adding layers of metacognitive strategies and awareness to classroom practices can improve EL students' ability to connect with and across content instruction. We explored ways critical thinking/reasoning can be integrated with partner work and sentence stems to impact greater EL student learning.

Shakespeare, Race, and Social Justice

delivered by Angela Ward - This workshop equipped teachers to engage students in a culturally responsive manner. It explored how the United States dealt with social justice issues relating to oppression of minority groups – focusing on immigrants, women, Jews, and African Americans – using Shakespeare and founding documents to teach high frequency social science words.

Trying to accomplish all these tasks was fairly demanding but so rewarding; I enjoyed every moment of my stay at my home town and it really felt like home. I engaged in events with the local community as I tried to immerse myself and understand how such a diverse society functions so blissfully – how we are all so different, yet so similar.

I met a lot of Native Americans and people of diverse backgrounds who all cherished similar values, such as sense of community, helping each other, and how random act of kindness can make world a much better place. We cannot change the past, but we can all work toward a better future; this philosophy is the whole point of life and that is real America.

On the other side, all my friends and colleagues from the US and around the world were eager to learn more about Montenegro. I did my best introduce them with our country and tradition, as well as the whole Balkan region. For instance, we had a monthly gathering where we discussed Slavic languages, watched national dance and tried some food from the Balkan region. Furthermore, I had a chance to present Montenegro at Teaching abroad fairs in Arizona, California, and Illinois. The most common impression was that Montenegro is a gem full of beauty and history that should be found on their bucket list! In the end, my whole experience was about giving and sharing and that we can all learn from each other.



I am proud that I was a cultural ambassador of my country and that I was the first Montenegrin they had met.

After my Fulbright journey I feel enriched in many ways. I grew as a professional, made friends for life from all around the world, and understood how different cultures can peacefully interact with each other. Therefore, we should always strive for finding similarities, rather than differences. Consequently, I see the world more clearly, with different eyes and perspective; the USA definitely is a world unto itself, but we can all find our place and that is what makes it great.





Nerma Dobričanin
Vocational school Rožaje

My USA Experience

Thanks to the American Embassy Podgorica and English Language Teachers' Association of Montenegro ELTAM, I had an opportunity to live my childhood dream, to visit the USA. Being an Access Program teacher was my biggest recommendation to be chosen for the SUSI (Study United States Institutes) program for secondary educators.

As an Exchange Program Visitor, I had a unique opportunity to acquire an experience in the United States, and as an ambassador of my country, to help educate American people about Montenegro and its culture.



I was welcomed by a specific Institute for Teachers in Montana, The University of Montana. The main topic of our five-week program was *American Studies Through the Lens of Liberty, Equality, and the American Dream*. The program was designed for twenty secondary educators from around the world, so getting to know many different people, hanging out with them, and sharing

experiences and knowledge was such a privilege as well as an extraordinary chance to broaden my horizons and mind.



While based in Missoula, we had the opportunity to engage in a number of trips throughout the state. Educators had opportunities to discuss key issues with experts throughout the Missoula area, at Yellowstone National Park, in the capital city of Montana, Helena, in the mining city of Butte, and on the Flathead Indian Reservation of the Confederated Salish and Kootenai Tribes.



The nationwide Educational Study Tour built on the Montana program by taking us to Charleston, South Carolina. Our group spent four nights in Charleston, engaging in an academic program with a focus on economic development and a view on the evolution of democracy, as well as cultural activities that were supposed to expose us to the diversity of Southern culture.



The program is sponsored by the US Department of State and it promotes mutual understanding between people of the US and other countries by means of educational and cultural affairs with the expectation that on the completion of the exchange program, we will return home to share our experiences. The experience is truly rich and unique, and it had a great influence on me to grow both professionally and as a person.



The program ended with a four-night visit to Washington, D.C. for a critical look at American democracy's foundations through federalism and the branches of government. We attended meetings with federal agencies and legislative offices such as the House Committee on Education and the Workforce. Extensive site visits to national monuments and museums provided additional insights into American cultural values.





Milka Cerović
National Relay for Montenegro

Celebration of European Day of Languages in Montenegro

Just like last year, 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 kindergartens, primary and secondary schools in Montenegro this September and invited all teachers of foreign languages as well as teachers of mother tongue to promote their activities and celebrations during European Day of Languages, September 26, 2018, on the website of European Center for Modern Languages of the Council of Europe.

19 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 kindergartens, primary and secondary schools, 1 kindergarten, 13 primary and 6 secondary schools celebrated European Day of Languages:

- kindergarten „Ljubica Jovanovic Mase“ Budva
- primary school „Marko Miljanov“ Podgorica
- primary school „Oktoih“ Podgorica
- primary school „Pavle Rovinski“ Podgorica
- primary school „Stampar Makarije“ Podgorica
- primary school „Milija Nikcevic“ in cooperation with primary schools „Jagos Kontic“, „Olga Golovic“, „Bogdan Kotlica“, „Radoje Cizmovic“, „Jovan Draganic“, „Braca Ribar“ and „Braca Labudovic“
- primary school „Blazo Jokov Orlandic“ Bar
- primary school „Bosko Strugar“ Ulcinj
- primary school „Marko Miljanov“ Bijelo Polje
- primary school „Vuk Karadzic“ Berane
- primary school „Dusan Obradovic“ Zabljak
- primary school „Bratstvo jedinstvo“ Pljevlja
- primary school „Mustafa Pecanin“ Rozaje
- primary school „Donja Lovnica“ Rozaje
- secondary economic school „Mirko Vesovic“ Podgorica
- high school „Stojan Cerovic“ Niksic
- grammar school Kotor
- secondary mixed school „Braca Selic“ Kolasin

- secondary mixed school „17. septembar“ Zabljak
- high school „30. septembar“ Rozaje
- Access Program Rozaje.

Activities at schools were varied and included:

1. Pre-school group from Kindergarten „Ljubica Jovanovic Mase“ from Budva celebrated European Day of Languages on the topic „Peace education“ and under the title *“Everyone can understand the language of peace and love“*. Pre-schoolers prepared a short program on this occasion. They sang in a choir the verse *„All we are saying is give peace a chance“* and sent messages of peace saying the sentences in their mother tongue, English, and Italian language *„Give peace a chance“*, *„Say NO to war“*, *„L'amore è nell'aria“*, *„Peace begins with a smile“*, *„Diciamo No alla guerra!“* etc. Each child painted a T-shirt in accordance with his/her sentence. They also painted two posters with flags of European countries, as well as symbols of peace and love and their own palmprints. At the end they sang a song *“If you're happy“*.



2. Primary school „Marko Miljanov“ Podgorica – On the occasion of European Day of Languages students from the first to the ninth grade recited and prepared different shows in their mother tongue, English, Italian, Romani, Albanian, German, French, Russian and Spanish. Ms Madeleine Lewis, Fulbright scholar from Alabama, USA, together with English language teacher Ms Magdalena Lazovic, held an hour-long workshop with students of the eighth and ninth grade on the topic *Usage, origins and new words in English language, as well as the usage of English words in our language*. Ms Ana Mujovic, Italian language teacher, also organized a workshop for students on the topic: *L'italiano, una lingua che si ama*. Students of the seventh grade designed a poster on the same topic.



3. In **primary school „Oktoih“ Podgorica**, the celebration of European Day of Languages was connected with Peace Day. Students planted olive trees in schoolyard, designed posters and drawings with symbols of peace, and wrote messages of peace in English and other languages they study at school. Students also visited the city library „Radosav Ljumovic“ where they participated in a workshop and discussed the importance of language learning. They also recited and sang songs in different languages – English, Russian, German and French.



4. In **primary school „Stampar Makarije“ Podgorica** students of the eighth and ninth grade sang a famous song *My heart will go on* by Celine Dion from the movie Titanic. They sang it in German, Italian, French and English. Students wore T-shirts with greetings in different European languages and they exchanged messages of peace, love and tolerance.

Video can be found at: <https://www.youtube.com/watch?v=C EtaghbS8B0&feature=youtu.be&fbclid=IwAR3Y4U1xabW WBfw5T-2GOIUSOTIKhn0ftLODmQhkiGutCR2Xk1mQBL9c0>.

5. **Primary school "Milija Nikcevic" Niksic** celebrated Peace Day and European Day of Languages through the performance: *Right to Peace - 70 years of Universal declaration of Human rights*. Apart from the host school other primary schools from Niksic took part in this performance too: **primary school „Jagos Kontic“, „Olga Golovic“, „Bogdan Kotlica“, „Radoje Cizmovic“, „Jovan Draganic“, „Braca Ribar“ and „Braca Labudovic“**. Different languages were presented during the program: mother tongue, English, Italian, Russian, German and French. Around 100 students from the fourth to the ninth grade participated in the program. Beside students, teachers and principals of mentioned schools, the program was also attended by Ms Natasa Peric from the Bureau for Education Services, Ms Milka Cerovic, National Relay for Celebration of European Day of Languages and Ms Madeleine Lewis, Fulbright scholar from the USA.



6. Primary school „Blazo Jokov Orlandic“ Bar celebrated European Day of Languages and Peace Day through the performance under the title *Be my friend*. Students sang songs in Russian, English and Italian language. There was a presentation about the importance of studying languages, a quiz, and students also sent messages of peace in different languages. Videos can be found at: https://www.youtube.com/watch?v=MsTX3nxGKY0&fbclid=IwAR1LUDrrG_5dh4LoddTbos0EPMcmz2wnl_0BDh-EYA0Hn3zTCZI8RGgIwHs
https://www.youtube.com/watch?v=fMGKgrwCBYQ&fbclid=IwAR2_TJSCg7_sIKWeQ_iNsk1IFT-p77W7SWYhr28MYPdGsASGpZRQAavHMNO



7. In primary school „Bosko Strugar“ Ulcinj students of the sixth and eighth grade celebrated European Day of Languages with an interactive quiz. Together with their English language teacher Ms Semra Dobardzic, they found out new information about languages in Europe and the world.



8. In primary school „Marko Miljanov“ Bijelo Polje students did project work in English. They presented different places in Montenegro and abroad, such as: National Park Lovcen and Cetinje, Herceg Novi, Kotor, Bar, National Park Durmitor, Nevidio Canyon, Komovi, National Park Biogradska gora, Tara River Canyon, Bijelo Polje, Pape, Sutomore, Zlatibor, Beograd, Brcko, Freiburg, Munich and Istanbul.



9. **Primary school „Dusan Obradovic“ Zabljak** – The European Day of Languages was celebrated through three different events: the first one was *The World that Inspires* that was connected with Eco-school project, the second one was Intercultural youth summer camp on the topic *Environmental Education and Climate Change* with the aim of promoting intercultural dialogue, and the last one was *Tell me in your language*, in which students interviewed tourists in Zabljak and promoted the importance of learning languages.



10. In **primary school „Bratstvo jedinstvo“ Pljevlja** students acted in different European languages while they were wearing various national costumes. Video can be found at: https://www.youtube.com/watch?time_continue=4&v=NEujicdQq6s.

11. In **primary school „Mustafa Pecanin“ Rozaje** students learned the longest words in different languages, introduced themselves in various European languages and discussed the Universal Declaration of Human Rights. They also sent messages of peace through the song *Da rata ne bude*.



12. **Secondary economic school „Mirko Vesovic“ Podgorica** – Within the project *Djacki informator* there was a cooperation between teachers of mother tongue and teachers of foreign languages (English, French, Russian and Italian). Students designed posters with messages, sayings, new words, and they wrote about famous polyglots.



13. On occasion of celebrating European Day of Languages, teachers of foreign languages organized a multimedia lesson in **Grammar school in Kotor**. Students performed different songs with acoustic guitar in the background. Various melodies could be heard in English, Spanish, Italian, German and French. Students also wrote and exchanged the words of famous poets and philosophers in all mentioned languages. A group of students recorded a video promoting their town and interviewing tourists from all around the world. Students were also informed about the forthcoming presentation of schools and courses of Chinese language that will be organized at Grammar school in Kotor. This is an excellent opportunity for students to start studying this language as well.



14. In **secondary mixed school „Braca Selic“ in Kolasin** students painted school stairs with the word welcome in different languages.



15. At the **secondary mixed school „17. septembar“ in Zabljak** third grade students designed posters in English and Russian on the topic of ecology. In English they wrote quotations by Henry David Thoreau and Havelock Ellis from his book „The Dance of life“. They wrote their own messages about ecology in Russian. The posters are exhibited in school hall.





Svetlana Kandybovich

One-Sentence Games

More doesn't always mean better. Smarter is better.

One sentence may be as useful for teaching purposes as a wall of text with lots of words.

My today's post is a collection of one-sentence games (see Word Games if you'd like to try some games with words). These are games that require next to no time to prepare and might be used to help students retain new vocabulary and grammar, improve their speaking and writing, while playing around with the language.

1. Expanding the sentence

Similar to the Telescopic Text experiment, the aim of the game is to expand a phrase or a simple sentence into as long a sentence as possible by adding extra words. You can play the game with the whole group or split students into small teams. Write a single word or a phrase on the board. Then invite students to add one or two extra words to make it into a longer sentence. Each word brings one point. The winner is the one who has scored more points.

Go

Go to the shop

Go to the shop to buy a mug

Go to the shop to buy a coffee mug

Go to the shop to buy a ceramic coffee mug

I need to go to the shop to buy a lovely ceramic coffee mug

I need to go to the shop to buy a lovely ceramic coffee mug for my mom

Today, I need to go to the shop to buy a lovely ceramic coffee mug for my mom.

You can use this game to make any gap-fill exercise more learning rich. Get students to suggest more words or phrases that could be added to the item (before/after).

e.g. *They _____ (to plan) a trip.*

They planned a trip to England.

They planned a 2-day trip to England.

They planned a 2-day trip to England so they could see.....

2. The Opposites Game

The idea is beautifully explained in the Opposites Game by Brendan Constantine (https://www.youtube.com/watch?v=Cf5t_uhZIEQ).

As a writing exercise, Brendan Constantine gives students a line of famous poetry and asks them to write, word for word, the exact opposite.

This activity works really well as a pre-reading exercise, serving as a springboard for further discussion.

3. The Curious Cat

Students recite alphabet silently, the Curious Cat says 'STOP' and points randomly at a player. The player tells which letter he/she stopped at. Or use the Random Letter Generator.

The Curious Cat asks students different questions – *Who? Why? Where? When?*, etc. – to which the players should give short answers starting with the letter they picked (this can be a phrase or a single word). For example, the letter 'C':

'Who?' – Captain Cook. – 'Where?' – Congo. 'With whom?' – Caitleen. 'Where from?' Cairo. 'When?' – Christmas night.

Every time a player cannot give an answer, the Cat gets one point. The game stops after the Cat gets three points.

You can also use it to practise answering and asking questions (grammar focus). Get the Cat to ask full questions:

Who?' – Captain Cook. – 'Where did Captain Cook go?' – He went to Congo. 'With whom did he go to Congo?' – With Caitleen/He went there with Caitleen. 'Where was Caitleen from?' – She was from Cairo. 'When did Captain Cook and Caitleen go to Congo?' – They went to Congo on Christmas night.

Ask your students to make up one sentence answering the questions, "Who, does what, to whom, when, where, how, and why?" in one long sentence.

E.g. *Captain Cook and Caitleen were sure nothing Congo wrong on Christmas night.*

4. 5-Word Challenge

Either use your list of words, or hand out a sheet of paper to each student. Ask them to write down

a noun

Rotate the sheets.

a verb

Rotate the sheets.

an adjective

Rotate the sheets.

a noun

Rotate the sheets.

any word at their choice

Rotate the sheets.

Once each student has got their words, tell them that they must write a single sentence that uses all the five words.

5. Build a Sentence

This game can be played by 2-3 players. Write a simple sentence. Then players should add one word to the sentence to make a new sentence

Scrabble
We She Pokemon and challenging
I have never played this game. in the classroom
you a point always seen with him
a UFO

The player who adds the last word wins.

6. Hangman

Hangman with a sentence sounds like an ideal combination.

Pick any sentence. I often use opening lines from different books (often, the ones I'd like my students to open and read, or the ones that are relevant to the topic of class discussion).

The rules are the same as in Basic Hangman: draw a blank line for each word in the sentence, and ask your students to guess it by suggesting words. If the sentence is long, you may give a few words to simplify the task a bit.

So, this is the opening line from Peter Pan. Have you read the book?

_____ , _____ , _____ , _____
_____ ,

Draw one element of a hangman's gallows when the students guess wrong. If you find Hangman insensitive, it might be easily transformed into a score-based game. Give a point to the team for each word guessed.

*All children except one , grow
up ,*

Here's an interesting idea from Tefldust:

Present the first letters of each word of the sentence and ask students to come up with a grammatically correct sentence.

The article is retrieved from <https://eltcation.wordpress.com/2018/11/23/one-sentence-games/?fbclid=IwAR1Pf7ePzF0dc87i6IDw-cJRd72aXqveAvK6icZZgibccsZnVIWXlayDXyE>.

It was awarded as British Council best resource award.



Saveta Čukić Laban
Elementary school „Radomir Mitrovic“ Berane

Workshops with Fulbright Scholar in Berane

English Language Teachers' Association of Montenegro ELTAM organised workshops for students and teachers in Berane with Fulbright teaching assistant John Redos. The workshops were organized in primary school "Radomir Mitrovic" and NGO Educational centre "E&T".

There were workshops for teachers, secondary school students, ninth grade primary students and B1 and B2 groups from NGO Educational centre "E&T".

The focus of the workshop for the teachers was to give them more ideas about how to bring work in schools to a higher level by using various websites such as TEDed, in the classroom in order to make classes more dynamic and interesting. Nowadays almost every student has access to the Internet through mobile phones, laptops, or computers, and a teacher is able to form a Google Drive account where students can put up their assignments, at any time and have it corrected with comments about their work. Creating such an online community can help students feel more connected and eager to learn more. The teachers who attended found the workshops really interesting and useful.

The students from Gymnasiums from Andrijevisa and Berane were delighted to have an opportunity to talk to a native speaker.

Although shy at first, the students started talking after watching a few riddles and brain teasers during the workshops which motivated them intensively.

Similar situation was with the ninth grade students from primary schools in Berane. They had many questions, ideas and enjoyed in their workshop very much.

In the end, Mr Redos conducted workshops for 13-18 year old in the NGO Educational centre, where both sides exceeded expectations through workshops on building the highest tower.

It was really a great opportunity to have Mr Redos in Berane, and his visit was really fruitful for all involved.





Milena Danilović
ELTAM board member

Project Based Learning with Very Young Learners

Being a teacher is challenging already, but being a teacher of very young learners is even more challenging. As we all know, early childhood is actually the age when a language is most easily acquired. Little kids are still unaware of the possibility of making mistakes and this characteristic makes them more relaxed and confident while speaking a foreign language.

Among the numerous methods that I've used in my teaching practice with young learners, Project Based Learning is at the top of the list. It may sound a bit strange that this kind of learning can be successful with the youngest students, but, when implemented in an appropriate way, it leads to wonderful results.

However, there are several things teachers should take care of if choosing to do a Project with very young learners. First, kids need to be familiar with the topic of the project. It should be something they are all excited about so that their energy inspires creativity. Moreover, the activities of the project should be such that each child can easily participate in them. They need to be stress free. In particular, if any of the pupils has difficulties with undertaking any of the project activities, the teacher needs to either avoid such an activity or provide an atmosphere

in which the other students would help that child without making him/her feel embarrassed about it. So, the project needs to be stress-free.

Furthermore, it is very important for the teacher to fulfill all the promises he/she makes. Kids are very sensitive to our failure to meet their expectations, and, if the failure occurs without obvious reasons, they lose confidence in us and it becomes difficult to get it back.

That being said, I've chosen one of the projects I've done with my 2nd graders this year to share.

The title of the project is: *Enjoy and bring joy!* It is related to Christmas and New Year celebration, but it is also connected to the vocabulary learned recently, i.e. toys. I'll try to describe the project step by step.



My main goal was to inspire and develop empathy with my students, at the same time practicing speaking skills and public performance. For this reason, I've chosen Christmas as the topic.

At the beginning I discussed the possible ways of bringing joy to other kids for Christmas, and we came to an idea to use shoe boxes and prepare presents for the children in need in a foreign country. We agreed upon the tasks and the time period. Pupils were supposed to collect shoe boxes, decorative papers and ribbons, and one or several things they don't need any more, but that are still as good as new. For example, they could bring a scarf, gloves, pencil cases, crayons, etc.

Besides agreeing upon their responsibilities, we also made sure what I was supposed to. My task was to print out templates for Christmas cards and a model text of the same. Students would copy the text to their Christmas cards, putting their names at the end. They would also decorate the cards.



Since this was an activity of doing something for others, I also thought that pupils need some activities and outcomes that would be a kind of reward for them. I offered organizing a performance for parents, when students would act out a Santa Clause role play and sing two Christmas songs together. I printed out the words for the role play and the songs and each child got a copy.

One more thing I thought the children would like was asking them what they would like their "Santa" to bring them in the role play. We did a kind of a survey and each child drew what he/she wanted to get. I printed each picture out and put it in the bag for "Santa" to give them in the role play.

After deciding upon all these things, we started doing the activities of the project. Everything went quite smoothly and most of the children did their tasks on time. They were joyful, relaxed, and devoted.

However, of course there were some unexpected situations I needed to deal with. These are small kids and they always have some issues which seem of little importance to adults, but, actually, mean the whole world to children. Some of these situations were the following. One child brought a whole bag of old clothes to put into the present boxes, the other wasted several card templates until designing a proper card, one kid was so eager to get the main role in the role play but couldn't learn a sentence, and so on. How did I deal with those issues? Well, as for the first kid, I asked her if it would be ok with her if we put one or two clothes items in the presents and give the rest to the Red Cross and she accepted. I printed a lot of extra templates of the cards and gave the other kid the chance to succeed in designing a proper one. As for the role player, I asked him if he would like to be Rudolf the reindeer, emphasizing the fact that he is very important to Santa, and he accepted to take this role, feeling so proud of himself. All in all, it wasn't easy, but it was a great joy for me.

This was just one of the ideas for Project Based Learning with small children, and I hope teachers will get an idea for developing one of their own and sharing it with our teaching community.

Until then, enjoy and bring joy! Happy New Year!



LESSON PLAN 1 FOR PRE-SCHOOLERS

Teachers' names: Dijana Vukićević, Jelena Perović and Jelena Martinović – Kindergarten „Dragan Kovačević“ Nikšić

Learning outcomes: By the end of this lesson students will be able to identify six toys, participate in games and activities, follow and understand simple story in English and act out the story, join in with the song (do the actions and sing some of the words).

Key language: *Toys: a doll, a train, a car, a plane, a guitar, a drum*

Introduce oneself in English (What's your name? I'm... This is...)

What's this? It's a ...

Have you got a doll? Yes, I have/No, I haven't

Phrases: beat the drum, play the guitar, fly the plane, drive the car.

Teaching methods: Communication approach, TPR, audio-visual approach

Ways of work: Frontal, individual, group work

Materials and resources:

- CD player
- Flashcards (*doll, train, car, plane, guitar, drum*)
- Magic box
- Magic wand
- Toys: dolls, cakes, guitars, drums, cloak
- Story cards
- Puppets
- Masks of Spike, Ruby and Otto

Sources:

- Happy House Class Book 1 (Stella Maidment and Lorena Roberts, Oxford University Press)

Procedure and timing

Children s do/say . . .	Approximate time needed
<ul style="list-style-type: none">➤ Children play the game <u><i>Magic Box</i></u> and revise vocabulary related to toys. There is a magic box with two holes on the table while they know only for one. Children will, one by one, take out what is hidden in the magic box and use magic wand and magic words to see what magic is. They take out toys and answer the question <i>What's this? It's a (train)</i>. When the hole is empty the teacher puts the cloak over the box, and one child with the magic wand says magic words <i>Abracadabra, Abracadabra</i>. When the cloak is removed there is another toy in the hole and the child names that toy.	8 min

E. Procedures and Timing

Children do/say . . .	Approximate time needed
<p>➤ Children play the game <u>Stop</u> and revise vocabulary related to toys. They are shown the toy cards randomly and they are said what toy they need to find. When children see that toy, they need to say the word <i>Stop</i>. They are asked questions related to that toy <i>Have you got a ...?</i> They answer the questions.</p>	3 min
<p>➤ Children are going to hear a story <i>Four cakes</i>. The teacher first introduces new characters Spike, Ruby and Otto using puppets (one cat and two mice). They introduce themselves <i>I'm Spike...</i> and the children introduce themselves answering the question <i>What's your name?</i> The teacher shows story cards and the children listen to the story. Afterwards children are divided into 5 teams and they act out the story using masks and given roles. The activity ends when each group plays its short story.</p> <p style="text-align: center;">Story: Four cakes</p> <p>Jack: <i>Look Daisy! One...two...three...four...-four dolls!</i> <i>And one...two...three...four-four cakes.</i></p> <p>Daisy: <i>(baby talk)</i></p> <p>Spike: <i>Look Ruby! Cakes!</i></p> <p>Ruby: <i>Mmmm! Yum Yum!</i></p> <p>Ruby: <i>Oh no! It's Otto.</i></p> <p>Spike: <i>Come on! Quick!</i></p> <p>Otto: <i>Miaow!</i></p> <p>Spike/Ruby: <i>Goodbye Otto!</i></p> <p>Jack: <i>One, two, three! Hey, three cakes? Daisy?</i></p> <p>Daisy: <i>(baby talk)</i></p> <p>Jack: <i>Oh, Otto! Naughty cat!</i></p> <p>Otto: <i>Miaow!</i></p>	16 min
<p>➤ Children sing the song <u>Noisy toys</u>. Listening to the music and with the help of instrument and the teacher children will pronounce the phrases: <i>beat the drum, play the guitar, fly the plane, drive the car.</i></p>	3 min

Song: Noisy toys

Noisy toys, noisy toys
Let's have fun with noisy toys!
Beat the drum
Rum pum pum
Beat the drum
Rum pum pum!
Noisy toys, noisy toys
Let's have fun with noisy toys!
Play the guitar
Strum, strum, strum
Play the guitar
Strum ,strum, strum
Noisy toys, noisy toys
Let's have fun with noisy toys!
Fly the plane
Nee-ow!
Fly the plane
Nee-ow!
Noisy toys, noisy toys
Let's have fun with noisy toys!
Drive the car
Brrm Brrm Brrm
Drive the car
Brrm Brrm Brrm!
Noisy toys, noisy toys
Let's have fun with noisy toys!



LESSON PLAN 2 FOR PRE-SCHOOLERS

Teachers' names: Armina Kadić, Merima Dedeić, Suzana Krivokapić

Learning outcomes: By the end of this lesson students will be able to identify animals (domestic/farm animals and wild animals), participate in games and activities, follow and understand simple story in English and act out the story, join in with the song (do the actions and sing some of the words).

Key language: Animals (domestic/farm animals and wild animals), colours, numbers, size, "What's this?" "What color is it?" "Who are you?" "What do you say?" "We say moo-moo"...

Teaching methods: Communication approach, TPR, audio-visual approach

Ways of work: Frontal, individual, group work

Materials and resources:

- Laptop
- Speakers
- Flashcards
- Animal carpet
- Dice
- Cube toys
- Cut out pictures of animals
- Envelope.

Sources: The song Brown Bear retrieved from <https://www.youtube.com/watch?v=rTva3KkhxUA>

Procedure and timing

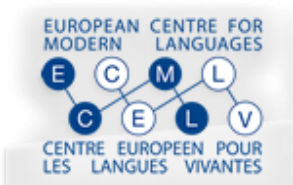
Children do/say . . .	Approximate time needed
➤ Children are shown animal flashcards and they name them. They are asked questions such as: <i>What's this? What color is this? Is it big or small?</i>	5 min
➤ The teacher puts the animal carpet on the floor, divides the children into 4 groups, and gives each group a dice and a coloured cube toy (red, green, yellow, and blue). Then, the teacher gives instructions for the game. A child from the first group throws the dice and moves the cube toy for as many fields on the carpet as the dice showed. The child needs to name the animal which is on the picture in order to stay on that field. Children from the other groups do the same, taking turns, until one of them reaches the "FINISH" field. The winning group gets smileys (stickers) as a reward.	14 min

E. Procedures and Timing

Children do/say . . .	Approximate time needed
<ul style="list-style-type: none">➤ Children are divided into groups of 5-6 and asked to sit at the tables. Each group is given an envelope with cut-out pictures of animals. The children need to put the pieces together to get a full picture of the animal. After that, the representatives of the groups ask each other: <i>Who are you?</i> and <i>What do you say?</i> and answer the questions, such as: <i>We are cows, we say moo-moo.</i>	6 min
<ul style="list-style-type: none">➤ Each child is given an animal flashcard and they listen to the song <i>Brown Bear, what do you see?</i> on the laptop. The children listen to the song and stand in line when they hear the name of the animal which is painted on their flashcard.	5 min



ELTAM COLLABORATES WITH



ELTAM IS PARTNER WITH

