



# VOICE UP!

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## *ELTAM Newsletter January, 2023 No 8*

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Dear readers,

At the beginning of another year, we proudly present you the eighth issue of our newsletter.

The year behind was abundant with motivating project activities, and inspiring examples of successful teaching practice. We hope that the one ahead of us will be even richer with useful ideas to enhance and enrich English language classrooms in Montenegro. However, we have to remember that no matter how good an idea is, it is worthless if we don't use it.

At the very beginning we thank Ms. Catherine Stogner, who helped us with proofreading of this number of newsletter.

During the year behind us, we had a great pleasure to be a part of many successful projects, among which we would emphasize "Think Globally, Teach Locally", PRELIM 2 and Access. Herein, you can find reports, results and some of the activities included in the mentioned projects.

The splendid articles and inspiring lesson plans from our colleagues, teachers from the country and abroad, make the "Voice Up" the perfect place to gather inspiration and focus for the lessons in the following term. Please, feel free to share with us any piece of work you have done for the next issues of the newsletter.

At the end, we invite you to become a member of ELTAM, if you already haven't. ELTAM membership offers you a lot of benefits, including: plenty of opportunities to grow professionally and to exchange ideas, experiences and knowledges with colleagues in the country and abroad and becoming a member of the global English teaching community.

*"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives".*

John Meehan

Wishing you a happy, healthy and successful 2023!

ELTAM  
editorial team



# ELTAM ACTIVITIES IN 2022

**In 2022, ELTAM provided support to fellow teachers with a wide range of activities:**

- ❖ Through English Language Teachers' Association of Montenegro ELTAM, English Language teachers from Montenegro had access to a variety of professional development opportunities offered by: the Regional English Language Office (RELO), American English at State, Education USA, American corners, Peace Corps, publishing house Pearson, Bureau for Education Services, Ministry of Education, British Council, Nansen Dialogue Centre, National Geographic, Council of Europe, European Centre for Modern Languages, and other partner associations from Montenegro and abroad.
- ❖ Thanks to more than a productive and valuable collaboration with the U.S. Embassy Podgorica and RELO, ELTAM members had an opportunity to attend 8-week **OPEN online courses** on different topics. Colleagues who used this great professional opportunity in 2022 are Sandra Smolovic, Sanja Vuckovic, Sanja Radusinovic, Zehra Redzepagic, Milka Cerovic, Sanja Sujur, Lidija Lazarevic, Bojana Despotovic, Marijana Popovic and Marija Bojic. After reading some of the experiences in the newsletter, let us know if you are interested in being nominated in one of the next cycles.
- ❖ ELTAM board members Dragana Radoman and Marija Bojic developed a teacher training program ***Designing students' personalized learning pathways*** as the third module of the program 'Improving the quality and inclusiveness of education in the digital environment' implemented by UNICEF and Bureau for Education Services of Montenegro. A part of the teacher training team for the implementation of module 3 of the program during 2022 were ELTAM teachers: Dragana Radoman, Marija Bojic, Milka Cerovic, Sandra Smolovic, Ivana Dasic, Elida Crnovrsanin, Milena Danilovic, Zorka Radonjic, Ivana Radulovic, Tanja Djonlaga, and Natalija Savicevic Mrvaljevic.
- ❖ **The seventh issue of the ELTAM newsletter** was published in **January 2022**.
- ❖ ELTAM was selected to be part of the PRELIM 2 project and worked in partnership with Speak Up London to raise teachers' confidence in the English language classroom. **The Partnered Remote Language Improvement project** is a joint initiative from British Council, IATEFL, and English UK with NILE as managing consultants. The project included a 10-week course for four groups of 45 selected teachers **from January to April 2022**. The course was a combination of synchronous and asynchronous online sessions. Every session was incredible and memorable, covering topics inspiring teachers to do more research and to think about how they can apply them in the teaching context. During the special interest week, various topics were covered. For example, we talked about Legal English, Business English, Art, and Music. Those were so fruitful and amusing discussions.
- ❖ The final workshop with the U.S. English Language Fellow Hansley Cazeau, ***Think Globally, Teach Locally***, will be held online **on February 12, 2022**. Workshops were organized and conducted to train teachers on how to apply innovative teaching methods and techniques through the teaching content of global issues such as civic engagement, human rights, tolerance, and inclusion. Participants had the opportunity to get theoretically and practically familiar with the discussion method called the Socratic Seminar, which they implemented. They practiced with their students over the next few weeks. This method represents an essential tool for developing students' critical and analytical thinking skills. Furthermore, it contributes to developing critical awareness and soft social, interpersonal, and communication skills. After implementing the methodology from the workshops, students were eligible to enter a competition and get valuable prizes. In total, 117 submissions were received: 80 from elementary schools and 37 from secondary schools.

- ❖ **On March 24-25, 2022**, Peace Corps Albania and Montenegro held an online **Media Literacy Workshop** for ELTAM members. As a result, teachers had a chance to discuss modern-day challenges related to critical thinking, fact-checking, the psychology behind fake news and conspiracy theories and their impact on our day-to-day lives as well as to gain valuable resources and practical knowledge related to the implementation of Media Literacy topics in the classroom with students of different ages.
- ❖ We are delighted to announce that **English Access Microscholarship Program was officially launched in Pljevlja** for the first time **on April 18, 2022**, by Mr. Chris Karber, chargé d'affaires of the U.S. Embassy in Montenegro, president of the English Language Teachers' Association of Montenegro ELTAM Ms. Dragana Radoman and the president of municipality Pljevlja Mr. Rajko Kovacevic. Seventeen talented students received induction certificates and officially joined the Access community, bringing new energy and enthusiasm.
- ❖ Access Pljevlja held 25 valuable sessions with numerous notable guests, and therefore, Access students enjoyed discussing various topics with the guests from various areas of expertise. With our respected guests, students learned and discussed the importance of the role of the family and the significance of Memorial Day. Later, they learned how to write a proper motivation letter and covered and discussed the topics of Project Management, Sports Diplomacy - Empowering Girls to Become Leaders through Sports, Traditional Music, and Music Styles in the USA. Inspiring, thoroughly planned, and meaningfully organized sessions enabled students to research, explore and learn more about the American War of Independence, American States and Geography, different aspects of Columbus Day, International Peace Day, and the history and fundamental principles of the Red Cross. In addition, students gained more knowledge regarding the immense importance of Life Values and Human Rights, Discrimination and Intolerance, Gender-based violence, and Mental Health. They also got familiar with Communication topics, debated whether or not Zodiac signs determined our personalities, and participated in the Mini fair of Science and Innovation. We are especially proud to highlight magnificent sessions through which students and teachers celebrated Thanksgiving Day and Christmas, where students got an insight into the true meaning of the holidays and their values.
- ❖ **The 3rd International and the 8th National Conference *ELTAM Days 2022 for English Language Teaching Professionals Integrating Global Issues in English / Foreign Language Teaching*** was held as a hybrid event at the Faculty of Philology Niksic and online via the Microsoft Teams platform **on May 7-8, 2022**. It gathered 158 language teaching professionals from all levels and different institutions: 136 Montenegrin participants, 3 Montenegrin speakers, 17 international participants or speakers, and two guests. Teachers could choose between numerous workshops, talks, and demo classes besides plenary sessions. There were 15 workshops, 16 talks, and three demo classes. The conference was financially supported by the U.S. Embassy in Podgorica.
- ❖ At the **20th ELTA Serbia conference: *I touch a Future. I Teach***, held **on May 13-14, 2022**, colleagues Tanja Djonlaga and Natalija Savicevic Mrvaljevic facilitated a workshop *Can you hear me?* Colleagues Vojo, Mrvaljevic, and Gordana Milic facilitated a workshop *Just read it*, and a colleague Dragana Radoman facilitated a workshop *Global Education Week: 'It's our world, let's take action together*.

- ❖ During **May 27-29, 2022**, ELTAM board and working group members, together with Mr. Kevin McCaughey, the Regional English Language Officer at the U.S. Embassy in Belgrade, Mr. Hansley Cazeau, English Language Fellow, and representatives of the Bureau for Education Services, Examination Center of Montenegro, Faculty of Philology in Niksic and with the financial support of the Department of State through the Regional English Language Office RELO and the U.S. Embassy in Podgorica, gathered together at the **strategic meeting *Navigating ELTAM's road*** ahead to create plans and goals for ELTAM. The meeting facilitator for those three days was Ms. Ajsa Hadzibegovic, an external expert. Following students' and teachers' needs, ELTAM brings innovation in an inclusive way with the helping hand of supportive and dedicated community members. Widely recognized professional and networked association is our vision and goal. Unity, dedication, motivation, creativity, and passion guide us through all challenges and lead to new achievements.
- ❖ ELTAM vice-president, Ms. Zorka Radonjic, got a scholarship for International Visitor Leadership Program on ***21st Century Change Makers: American Language and Multicultural Diversity*** and attended a part of the program as a study visit to Washington DC, **from June 27 to July 16, 2022**. As a result, colleague Radonjic was nominated by the U.S. Embassy as the leader in education and the English language field in Montenegro.
- ❖ Within continuous cooperation with Bureau for Education services and European Center for Modern Languages in Graz, our member Lidija Lazarevic had an opportunity to attend prestigious international teacher training, ***Inspiring innovation in European language teacher education (July 4-8, 2022)***.
- ❖ The **Memorandum of Cooperation with the Bureau for Education Services** was signed on **September 15, 2022**.
- ❖ **Access English Microscholarship Program at Cetinje**, a two-year program of intensive English-language learning for talented students supported by the U.S. Government, was **completed and closed** during the ceremony held **on October 14, 2022**. U.S. Ambassador to Montenegro, Ms. Judy Rising Reinke, being a special guest at the closure ceremony, gave a speech, addressed Access Cetinje students, and congratulated them on outstanding achievements and results along with the vice-president of the English Language Teachers' Association of Montenegro, Ms. Milka Cerovic, Mr. Goran Drobnjak, Acting Director General of Directorate for International Cooperation, European Integrations and EU Funds, Ms. Ana Novović, Deputy Mayor of the Old Royal Capital Cetinje and Ms. Natasa Stanojevic, Access Cetinje headteacher.
- ❖ ELTAM also promoted the European Day of Languages celebration and spread the information to all schools in Montenegro. **During September 2022**, the EDL was celebrated and acknowledged in most schools. All the information, as well as photos, were published on the Facebook page, which is devoted to the **European Day of Languages** in Montenegro. A total of 25 events were promoted on the European Centre for Modern Languages website. Based on the data collected from the site, the submitted reports, and downloaded promotional material, two preschools and 39 primary and seven secondary schools implemented activities to promote European Language Day, which is equal to the number from the previous school year. The report summarizing the celebration was sent to the Bureau for Education Services and shared with the European Centre of Modern Languages in Graz.

- ❖ **Access English Microscholarship Program at Cetinje**, a two-year program of intensive English-language learning for talented students supported by the U.S. Government, was **completed and closed** during the ceremony held **on October 14, 2022**. U.S. Ambassador to Montenegro, Ms. Judy Rising Reinke, being a special guest at the closure ceremony, gave a speech, addressed Access Cetinje students, and congratulated them on outstanding achievements and results along with the vice-president of the English Language Teachers' Association of Montenegro, Ms. Milka Cerovic, Mr. Goran Drobnjak, Acting Director General of Directorate for International Cooperation, European Integrations and EU Funds, Ms. Ana Novović, Deputy Mayor of the Old Royal Capital Cetinje and Ms. Natasa Stanojevic, Access Cetinje headteacher.
- ❖ **On November 15**, ELTAM members Nermina Becirovic, Natasa Stanojevic, Sanja Vuckovic, Samira Mahmutovic, and Dragana Radoman participated in online teacher training ***Prevention of radicalization of youth in the Western Balkans***, organized by Nansen Dialogue Center Serbia.
- ❖ **In November 2022**, ELTAM members from Rozaje and Bijelo Polje had the valuable opportunity to enjoy and learn with Mr. Hansley Cazeau, U.S. English Language Fellow, who conducted accredited teacher training on speaking and writing skills. (No 86 in the Catalogue for professional development - ***Uvod u podučavanje i tehnike procjene vještine govora i pisanja u nastavi engleskog jezika***). Two more free-of-charge teacher trainings will be held in Niksic and Podgorica for ELTAM members.
- ❖ During **October – November 2022**, ELTAM members Natasa Stojanovic and Sanela Kovacevic participated in GPPAC Peace Education six-week online course: ***Protection from Digital Violence by Using Critical Thinking***, organized by Global Partnership for Prevention of Armed Conflicts in cooperation with Nansen Dialogue Center Serbia.
- ❖ **On December 12**, Dragana Radoman, president of ELTAM, participated in the annual Regional Steering Group meeting of the GPPAC Western Balkans network.
- ❖ **On December 15**, board member Marija Bojic participated in the meeting ***Partnerstvo za bolji status prosvjetnih radnika***, for all teachers' associations initiated by Maths Teachers' association.
- ❖ **On December 22**, ELTAM board members Dragana Radoman and Marija Bojic were interviewed about ELTAM activities by education journalist of Bridge Universe, Ms. Shélynn Riel.
- ❖ ELTAM representatives participated in two meetings to establish cooperation with other teachers' associations initiated by the Bureau for Education Services. **On December 23**, board members Dragana Radoman and Marija Bojic took part in a round table. ***As a result, improving the standards of teachers' competencies*** was held for all of the teachers' associations in Montenegro. On January 20, board members Dragana Radoman, Zorka Radonjic, and Marija Bojic took part in a meeting with foreign language teachers' associations to discuss future collaboration.
- ❖ **On January 27, 2023**, ELTAM president Dragana Radoman took part in the ***Public Advocacy and Communication training*** organized by the Parents' Association of Montenegro.
- ❖ We have started implementing the ***project Activate – Make a difference***, financially supported by the US Embassy in Podgorica, to strengthen English language teachers' skills to improve the quality of English language instruction in Montenegro. As part of the project, **on December 12**, a new teacher training program was created based on the use of ***Activate - Games for Learning American English***, which was designed and created by the Office of English Language Programs of the Bureau of Education and Cultural Affairs of the United States Department of State.

- ❖ *Activate - Games for Learning American English* was **approved by the National Council for Education of Montenegro** by decision no. 01-011/22-45152/5 from December 15, 2022, on the proposal of the Institute for Textbooks and Teaching Aids, as an additional teaching aid - interactive educational material for English in primary and secondary schools. Each elementary and secondary school in Montenegro will receive a copy for the library. Twelve workshops on how to use the *Activate* in classrooms **will be held during February 2023** in nine different Montenegrin towns: Podgorica, Niksic, Bar, Budva, Rozaje, Berane, Pljevlja, Bijelo Polje, and Kotor. We look forward to organizing these workshops at the beginning of the upcoming year. We cannot wait to see how this interactive set of games is applied and implemented in Montenegrin schools and classrooms.
- ❖ In 2022, ELTAM counted 192 members. In 2023 – we believe and strive to reach a number of at least 250 teachers who appreciate and acknowledge our diligence and hard work and would like to join our **ELT** community.
- ❖ ELTAM has supported the following seminars in the Catalogue for Teachers' Professional Development 2022-2024:
  - ✓ 48. *Dani ELTAM-a: Integrisanje globalnih tema u nastavu engleskog i drugih stranih jezika - Autorke: mr Dragana Radoman, Milka Cerović, Zorka Radonjić, Marija Bojić, Elida Crnovršanin, Sandra Smolović*
  - ✓ 55. *Komunkativni pristup u podučavanju gramatike engleskog jezika - Autorke: Milena Danilović, Milka Cerović*
  - ✓ 63. *Metode, pristupi i tehnike učenja engleskog jezika u vrtiću i prvom ciklusu osnovne škole - Autorke: Milena Danilović, Đulvena Bećirović*
  - ✓ 75. *Produktivne vještine u nastavi stranih jezika - Autorke: mr Tanja Đonlaga, Natalija Savićević-Mrvaljević*
  - ✓ 77. *Razvijanje vještine pisanja u nastavi engleskog jezika - Autorke: Zorka Radonjić, Ivana Radulović*
  - ✓ 79. *Receptivne vještine u nastavi stranih jezika - Autorke: mr Tanja Đonlaga, Natalija Savićević-Mrvaljević*
  - ✓ 80. *Savremene tendencije u nastavi stranih jezika - Autorke: mr Tanja Đonlaga, Natalija Savićević-Mrvaljević*
  - ✓ 84. *Učenje stranih jezika kroz umjetnost - Autorke: Marija Bojić, Ivana Dašić*
  - ✓ 85. *Unesimo inovacije u nastavu stranih jezika - Autorke: Milka Cerović, mr Dragana Radoman*
  - ✓ 86. *Uvod u podučavanje i tehnike procjene vještine govora i pisanja u nastavi engleskog jezika - Autori: Hansley Cazeau, Marija Bojić, Milka Cerović, Dragana Radoman i Zorka Radonjić*
  - ✓ 170. *Upotreba obrazovnih tehnologija za učenje i podučavanje engleskog jezika - Autorke: Zorka Radonjić, Ivana Radulović*
  - ✓ 78. *Razvoj digitalnih kompetencija u nastavi engleskog jezika - PEARSON*

# UPCOMING EVENTS

- ❖ ELTAM members will have the valuable opportunity to enjoy and learn with Mr. Hansley Cazeau, U.S. English Language Fellow, who will conduct accredited teacher training on speaking and writing skills. (No 86 in the Catalogue for professional development – “Uvod u podučavanje i tehnike procjene vještine govora i pisanja u nastavi engleskog jezika”). The trainings will be held in Podgorica on March 4 and 5, 2023.
- ❖ With the aim to strengthen English language teachers' skills and in order to improve the quality of English language instruction in Montenegro, ELTAM is organizing a new teacher training program based on the use of innovative State Department's American English Language Office resource - *Activate game sets* which was designed and created by the Office of English Language Programs of the Bureau of Education and Cultural Affairs of the United States Department of State. The workshops for EL teachers will be organized during February 2023 in nine different Montenegrin towns: Podgorica, Nikšić, Bar, Budva, Rožaje, Berane, Pljevlja, Bijelo Polje and Kotor. We are looking forward to organizing these workshops and we cannot wait to see how this interactive set of games is applied and implemented in Montenegrin schools and classrooms.
- ❖ The 9th National Conference ELTAM Days 2023 for English Language Teaching Professionals is planned to be held on May 13, 2023, at the Faculty of Philology Niksic.
- ❖ Do not forget to plan activities with your students for celebration of European Day of Languages on September 26, 2023.



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# ELTAM DAYS 2022: INTEGRATING GLOBAL ISSUES IN ENGLISH/FOREIGN LANGUAGE TEACHING



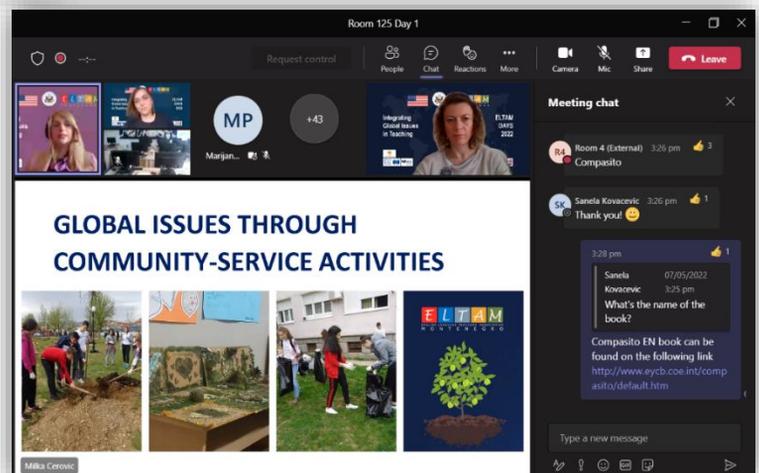
**Nikolina Bečanović**  
Elementary school “Ivan Vušović” Nikšić

The English Language Teachers’ Association of Montenegro ELTAM organized its third International and eighth National Conference for English and other foreign language teachers, ELTAM Days 2022: *Integrating Global Issues in English/Foreign Language Teaching*.

The project was funded through a U.S. Embassy grant and was highly supported by the University of Montenegro – Faculty of Philology (Nikšić), Bureau for Education Services of Montenegro and European Centre for Modern Languages (ECML) of the Council of Europe, Regional English Language Office – RELO (Belgrade) and Publishing house Pearson (Belgrade).

The diverse program lasted for two days, May 7-May 8, and it included a large number of presentations, talks and workshops. The hybrid conference was traditionally held at the premises of the Faculty of Philology in Nikšić, while the online part of the event was organized via the Microsoft Teams platform.

With the immense pleasure of welcoming and hosting outstanding speakers, language teachers from Montenegro and abroad followed and attended various workshops during this year's ELTAM days. **Ms. Dragana Radoman**, the President of the English Language Teachers' Association of Montenegro, opened the Conference and wished pleasant and fruitful work to both the speakers and presenters, while also thanking those institutions and organizations which were highly supportive and valuable for the Conference. At the very beginning, **Mr. Kevin McCaughey**, the Regional English Language Officer at the U.S. Embassy in Belgrade, addressed the attendees as well, and wished them enjoyable and productive workshops, while also encouraging teachers to share practices and take valuable steps towards making the teaching profession more interesting, fun and effective. The dean of the Faculty of Philology **Mr. Igor Lakić** greeted the participants and wished them productive and interesting conference.



During the first day of the Conference, the attendees had the pleasure of following two plenary sessions, numerous sessions and workshops which were crafty delivered by field experts and professionals. The topic of the first plenary session was *Towards a Global Approach to Plurilingual and Intercultural Education* where **Mr. Jonas Erin, ECML**, highlighted that in an interdependent world, plurilingual and intercultural education is constantly evolving, and thus, the global approach reaches out to both: the issue of globalized communication and the consideration of all learning spaces. While sharing his valuable teaching practices, Mr. Erin also shared meaningful insights on how teachers and school principals can promote plurilingual and intercultural education in a globalized context.

The second plenary session was held by **Mr. Kevin McCaughey, the Regional English Language Officer at the U.S. Embassy in Belgrade**. Throughout the outstanding and thought-provoking plenary called *English Teaching: Past, Present, Future* (and we're not talking about verb aspects), Mr. McCaughey examined the trajectory of English as a global language, highlighting that the pandemic, evolving technology, and the cost and consequences of disinformation are changing the way we teach and learn.

**Ms. Megan Wilson, Peace Corps Albania and Montenegro country director**, held an info session regarding Peace Corps Albania and Montenegro's work over the past year as well as their plans for the future.

**Ms. Natalia Katachanka** held a workshop on the topic of *Effective media literacy activities in the classroom* and shared a wide range of activities with practical value aimed at raising media literacy skills of students of different ages. Also, **Mr. Jonas Erin** hosted a workshop on *Finding out how to design language learning environments*, while explaining and giving our participants some keys to identify and design learning environments where modern languages can flourish.

During the interactive workshop called *Boost students' motivation via web apps and tools*, **Ms. Bojana Nikić Vujić, ELTA**, presented the attendees with web tools and apps, used for Presentation, Practice and Production stage.



**Ms. Sanja Božinović**, an EFL teacher with more than 30 years of experience, introduced and presented teachers to the ways of teaching students in grades 5-8 (11–14-year-old) about global issues, using the method of the flipped classroom, trying to differentiate the content in mixed-ability classes, while our colleagues **Ms. Tanja Djonlaga** and **Ms. Natalija Savićević Mrvaljević** hosted a workshop called *Can you hear me?*, regarding the types of listening, with the special focus on active listening.

During the workshop called *So close, no matter how far*, **Ms. Nataša Stanojević** and **Ms. Marina Sbia** shared some of the ways of acting globally and connecting students all over the world and reminded us that virtual exchanges bring students an exclusive opportunity to connect with peers from around the world in order to learn new knowledge and skills, exchange ideas and cultures, and develop connections vital for success in the 21st century.

**Ms. Anica Vujinović** and **Ms. Milena Vučelić** held an outstanding workshop on the topic of *The Secrets of Hassle Free Global Knowledge Transfer*, and shared some valuable methods and skills needed for students when applying for exchange scholarships.

This year's attendees also had the pleasure of listening to the workshop called *How to use custom-made specialized corpora and corpus analysis software in the classroom in order to help students grapple with the genre specifics*, held by **Ms. Milena Lukšić Đurović** who highlighted the importance of using the advantages that modern corpus analysis tools offer in their classroom.

**Ms. Marija Bojić and Ms. Ivana Dašić** hosted a workshop called *Teaching Social Justice*. Their talk was about developing empathy, eliminating stereotypes and prejudice within the classroom students' micro culture, giving practical examples of activities that can make students aware of the given issues and critically thinking about their involvement in creating or resolving the issue. **Ms. Sanja Rašković** hosted the session called *RePlay with me* and shared some of her teaching practices used to teach, revise, reinforce grammar, vocabulary, reading and listening comprehension.

The title of **Ms. Jasmina Stuhli's** presentation was *Experiment - forestation is our salvation* and our speaker addressed the importance of highlighting different world issues, such as the importance of plants, especially forestation.



**Ms. Ilda Kalač** introduced us to the ways that teachers can follow in order to turn his/her students into lifelong learners, while **Ms. Milka Cerović and Ms. Elida Crnovršanin** spoke about the essence of learning language for a better world. They reminded us that language teaching and learning is not just about verbs, nouns, pronunciation, and intonation, but about providing students with opportunities to think 'out of the box' and come up with their own creative ideas, designs, products and solutions.

**Mr. Hansley Cazeau and Ms. Sanja Vučković** spoke about *Think Globally Teach Locally Montenegrin Tour* and shared students' and teachers' crafts which were created within the mentioned project.

During the second day of the Conference Pearson's plenary speaker, **Ms. Ania Kolbuszewska** led the session called *Education in flux: lessons learnt or lessons wasted?* and talked about constant and rapid changes, reminding us that 2020 and 2021 have brought nothing but change and turbulence – with mainstream education having to adapt to these challenges faster than ever.



**Ms. Ania Kolbuszewska** highlighted how important it is to be able to integrate technology as part of Student-centered Methodology, which is Appropriate and Relevant for Teens.

**Ms. Marina Sbia and Mr. Catherine Jeanneau** held a workshop called *The (English) language learners as digital citizens, social actors and language users: Harnessing*. Throughout the workshop, speakers and participants explored ways of how to integrate global issues and digital citizenship in task-based language education.

**Ms. Marija Mijušković** explained that literary resources could be used as a tool for language teaching in the high school EFL classroom. The overall aim is to help teachers reflect upon the whole process of teaching, covering planning, implementation of teaching materials, evaluation and revision.

**Ms. Ivana Delibašić and Ms. Monika Mukja** gave a wonderful and thought-provoking presentation regarding the use of *Media Literacy in the Classroom* while **Ms. Ljiljana Ščekić** led a workshop called *Read Together*. Our dear speakers, **Ms. Marija Lazarević and Ms. Nataša Bešović** explained and showed the attendees how to spice up English lessons by using enjoyable and engaging activities.

Speaking about *Racism and discrimination in English as a Foreign Language Teaching, Climate Action in Language Education, How Can We Help*, **Ms. Edita Softić** explained that learning foreign languages is not just about developing language skills, but also about incorporating real-life situations and global issues into the classroom.

**Mr. Colm Downes** focused on practical ways English language teachers can develop and deliver lessons with a sustainability focus, moving beyond traditional course book environment units.

Moreover, our presenters **Ms. Nerma Dobričanin and Ms. Denisa Dacić**, in their workshop, highlighted the need of making changes and taking some actions, such as community service, in order to protect our precious environment.

**Ms. Marija Vukićević and Ms. Dobrila Vujović** shared their experiences through the workshop which dealt with the common issues of adopting to a new working environment, overcoming barriers in getting to know new people (especially new employers), creating a pleasant and encouraging environment for people and those around them.

**Ms. Jennifer Batton's** workshop called *Global Education and Technology: Bringing the World to Your Classroom*, explored free resources and sample ways technology can be used to help bring the world to our classrooms.

**Mr. Vojo Mrvaljević and Ms. Gordana Milić** reminded us that reading is one of the most important and useful skills in learning a language which develops the mind by understanding the meaning and interpreting the content, while helping develop the imagination, while **Ms. Dragana Radoman** held the workshop called *Global Education Week – 'It's our world, let's take action together'* and called us all to rethink our habits and ways of living, spending and consuming and also to find new ways of education and socialization. Also, **Ms. Zorka Radonjić and Ms. Ivana Radulović** spoke about incorporating global topics into the everyday classroom and highlighted that globally competent teaching is an essential way to make lessons relevant and meaningful.

The demo class covered by **Ms. Sanja Vučković and Ms. Svetlana Gojković** consisted of a set of meaningful and fun activities, which can be used in combined classes as well as in "regular" classes. The presented activities are appropriate for the first cycle of primary school and consist of various language games which have already been tested in practice.

**Ms. Sabina Skenderović Bukvić** also held a demo class called *Embroidery and English-path to tradition and history*. This demo lesson showed how very simple embroidery patterns can be learnt quickly and serve in presenting important historical facts, tradition, all while using English.

**Ms. Adnan Suljanović** introduced us and explained the concept of “four Ps”. The four Ps (Personal and Professional Presentation Project) provides the possibility to discover, to improve but also to deal with topics, skills and knowledge which is becoming ever more valuable and even crucial in today’s rapidly changing world.

Those who were taught by **Ms. Marija Mijušković** are very familiar with her teaching passion and how much she advocates for peer teaching among students. During this year’s conference, Ms. Mijušković reported on peer teaching among students of EFL Methodology at the University of Montenegro. Our plenary speaker explained and showed how peer teaching, as a reflective tool, could significantly affect students’ development in teaching a foreign language and preparation for the profession of English language teaching.

Traditionally, after the education part, the organizers prepared some symbolic gifts for this year’s dear participants. Our precious sponsors, The U.S. Embassy in Podgorica, the Regional English Language Office, Publishing house ‘Pearson’ Belgrade, American Corner Podgorica, British Council, Bookstore ‘Strana knjiga’ Nikšić, Bookstore ‘Educational Centre’ Podgorica, Private school ‘Waves’ Budva, Environment protection Agency of Montenegro, apart from being our valuable supporters for quite some time, were kind enough to give out some specially chosen gifts to our teachers.





## The English Access Microscholarship Program Cetinje



### Aleksandra Vujović Access Program Cetinje

A successful Access Program was carried out in The Old Royal Capital of Montenegro over the last two years and a half, and the privilege to be part of this progressive educational environment was unique and special. Access Program is implemented by the English Language Teachers' Association of Montenegro ELTAM and financially supported by the U.S. Department of State through the U.S. Embassy in Podgorica and twenty bright students from Cetinje had a great opportunity to take an active part in it.

Launched in March 2020 at the official opening ceremony Access Program was a new starting point of a long journey for students and four teachers: Ms. Natasa Stanojevic, the head teacher, Ms. Natasa Stojanović, Ms. Marina Sbia and me. We leaped into the unknown as the program offered completely new content that we had never experienced before. The program was promising as it aimed at equipping students with all skills necessary for effective communication, developing critical thinking skills, creativity and responsibility through the process of exchanging ideas, interaction in a teamwork and the process of learning by doing.

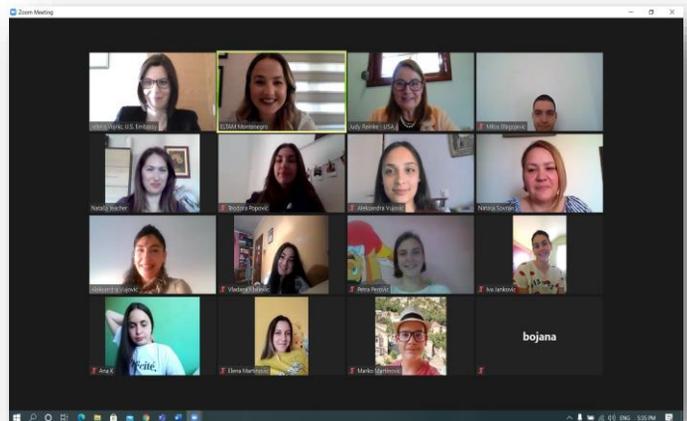
The mere program design was challenging as it was made of After-School classes, Enhancement Activities and Intensive Sessions which encompass a wide variety of activities to be carried out during 360 hours. Thus, Access students had a great opportunity not just to learn a language, but to learn about the U.S. culture, values and history, to foster personal development, to learn how to be a volunteer, a good citizen and a productive member of their local community.

Although the Program was supposed to be carried out in-person, the breakout of Covid-19 definitely changed the way of living and working globally and therefore the way of educational approach in Access Program. Distance learning became part of our everyday lives and we found ourselves in a new learning environment, where we didn't hesitate even for a while, but went the extra mile.



With a great support from Regional English Language Office Belgrade, the U.S. Embassy in Podgorica and guiding assistance of the program coordinators, we established an equally flexible study options which could meet students needs and keep the program move on. It was during Covid-19 period that we started building a strong bond within the group. By using a variety of online platforms and interactive tools, Access students could proceed with their work in another dimension the way they grasped it initially. Without lacking motivation, they took part in all activities set up by the program.

However, after a long time of online learning, we were happy to find ourselves in face-to-face classes again. The camp, Access students had been waiting for so long, was finally on the home stretch.

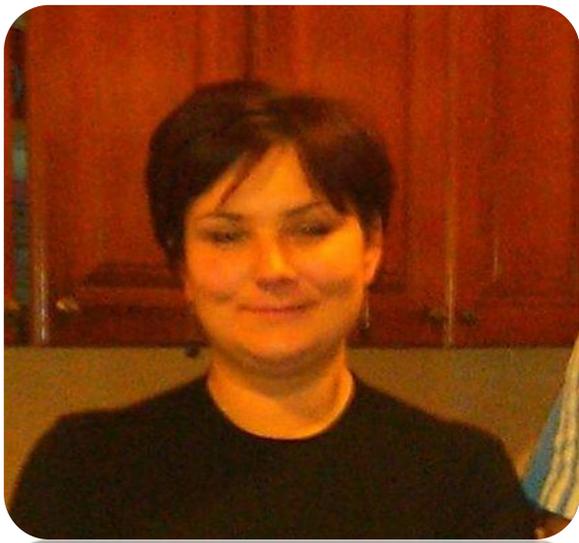




For them, it was an opportunity to play games and sports with native speakers and participate in team-building and leadership activities but this time outside of the confines of their classroom and Zoom sessions.

An indispensable part of our classes were Americans who made this journey even more special. Thanks to the U.S. Embassy we had so many brilliant guests from the U.S. Embassy we will never forget: Her excellency Ms. Judy Raising Reinke, the U.S. Ambassador to Montenegro, Peace Corps Volunteers, English Language Fellows, Fulbright English Teaching Assistants, the U.S. Marine Officers and many more. By doing their best, they got across all the things Americans are so proud of, and we believe that Access students will cherish those values for good, making use of the knowledge and experience in their future academic and professional endeavors.

At the end of the program we had a strong feeling of belonging to each other and to Access community as well, so it was difficult to face the fact that we came to an end. With optimism, we eagerly expect to see what the future holds for us and what Access students hold for the future. After all, we are proud of being in this program that gathered amazing students, teachers and professionals who showed how far education can go, which is more than enough reason to say that Access Cetinje has really made a difference!



## PRELIM 2 PROJECT - "RAISING TEACHERS' CONFIDENCE IN ENGLISH LANGUAGE CLASSROOMS"



**Sanja Vučković**  
"Educational Center" Plužine

**The Partnered remote Language Improvement project (PRELIM)** supports the development of teachers using English across the world. It is funded by the British Council and run in partnership with IATEFL and English UK, with NILE as managing consultants, the latest PRELIM project supports the curricula in up to 20 countries.

Following PRELIM 1 which was a huge success in 2021, PRELIM 2 was delivered between January and March 2022. and consisted of tailor-made online courses to help improve the confidence, language, and teaching skills of English Teaching Association (ETA) members in 40 nations worldwide. Montenegro was among the countries whose teachers got an exquisite opportunity to take part in this wonderful project.

### PRELIM 2

raising teachers' confidence in English  
language classrooms around the world.



PRELIM II - Closing ceremony

Request control | People | Chat | Reactions | More | Camera | Mic | Share | Leave

GM +20  
Gordana Mi...

**10 weeks of... bespoke content**

I like to know what is the topic that we are going to discuss  
They were engaging and challenging  
Because they were thought-provoking  
A lot of different useful things. Great concept of materials. We had enough time to finish the workshop preparation materials.  
Materials were very useful, effective, the topics were interesting, popular, a great preparation for the workshops.  
I can use most of it with my students

**Thank you Lavinia!**

How much did you enjoy the preparation materials created for every workshop?  
20 responses

Rating	Count	Percentage
1	0	0%
2	0	0%
3	1	5%
4	8	30%
5	13	65%

Lessons learnt: online learning platform have glitches!

Ivana Radulović | 139 Oxford Street - London (UK) - W1D 2JA - +44 (0)20 7734 0444 - info@speakuplondon.com - www.speakuplondon.com | 4

**Participants**

Type a name | Share invite

**Presenters (4)** | Mute all

- Marija Bojic
- Dragana Radoman  
Organiser  
External
- Ivana Radulović  
External
- Kat Jeffries (Speak Up London) ...  
Meeting guest

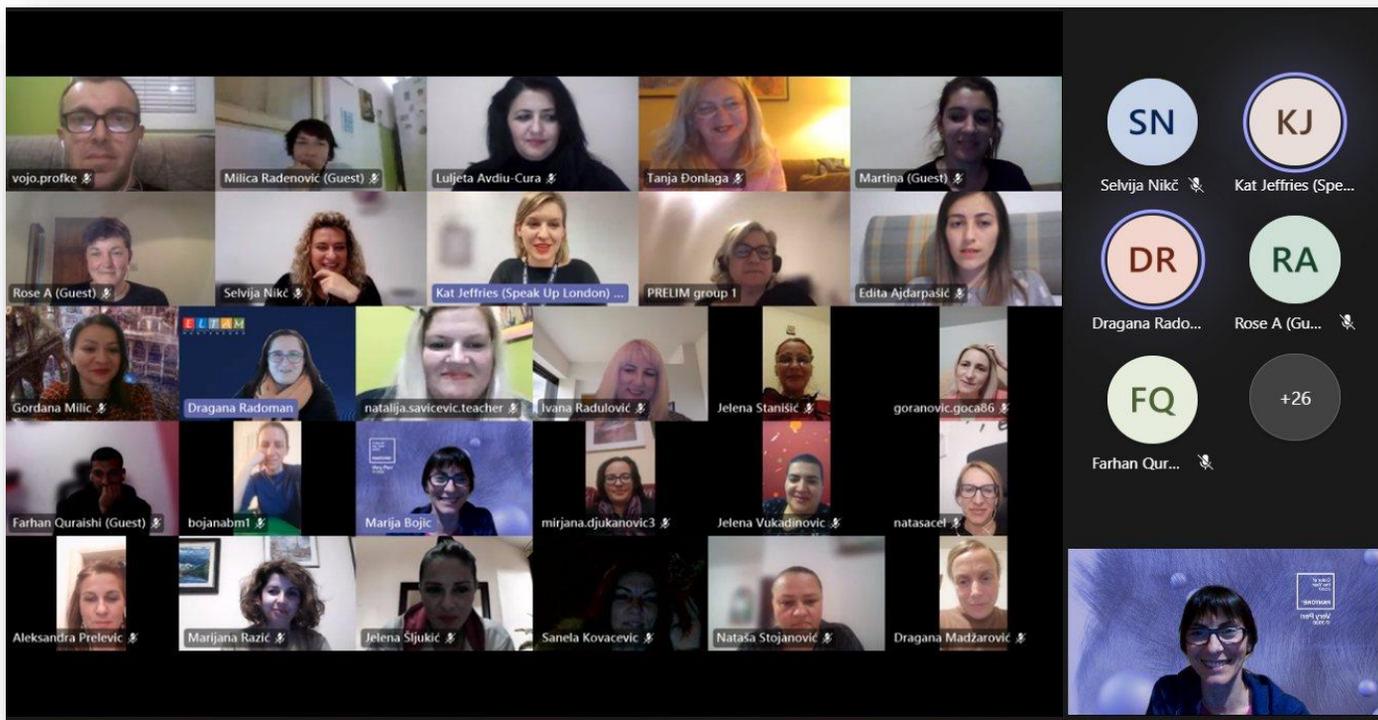
**Attendees (26)**

- ciguljinema  
External
- Dragana Madžarović  
External
- Edita Ajdarpašić  
External

The project was run independently in each country. In Montenegro, the PRELIM project was run by London English language school “Speak Up” and its excellent teachers who made this experience unforgettable.

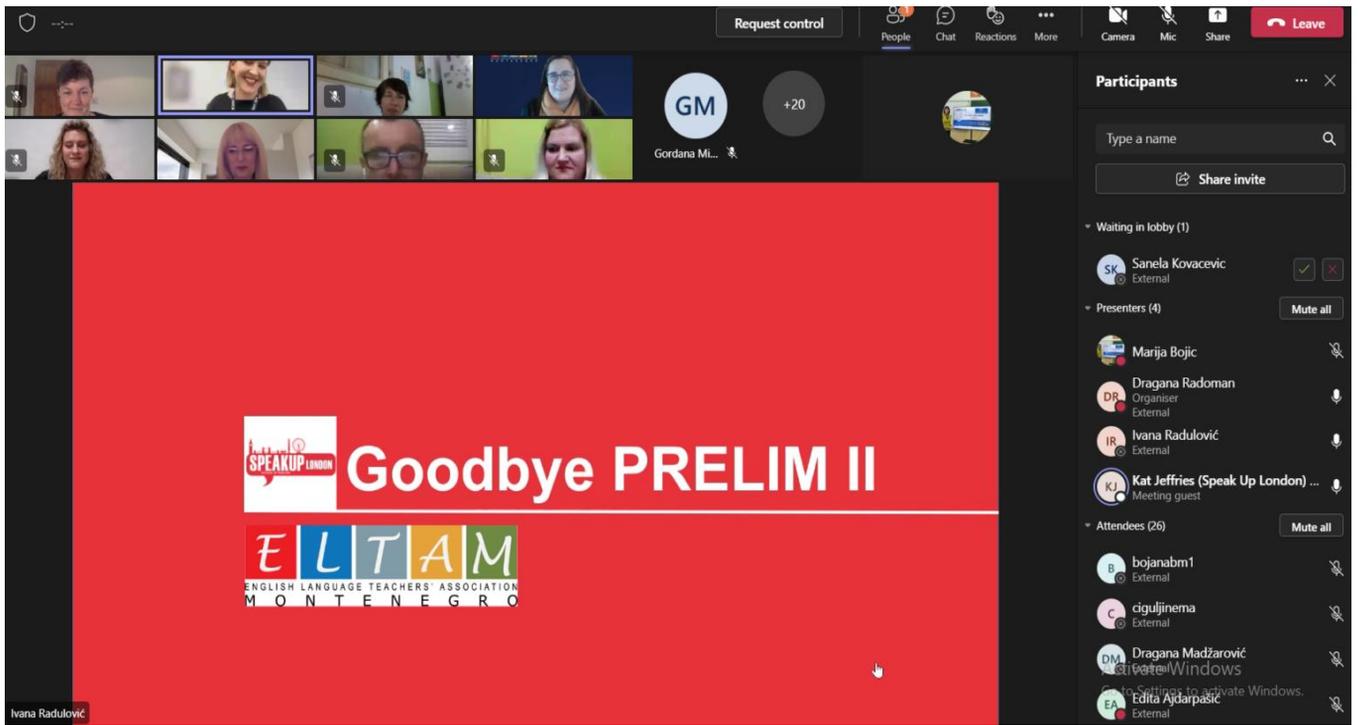
The main aim of the project was improving speaking fluency at C1/C2 level; providing the participants with an opportunity to use spoken English with native speakers and other CPs. Sub-aims were decided based on individual comments and the most popular areas selected by the participants in the questionnaire sent out. Sub-aims were defined as accent reduction, improving teaching pronunciation and enriching the English language classroom with practical activities.





During the PRELIM 2 project “Raising teachers’ confidence in English language classrooms” forty-five teachers from Montenegro, had a great opportunity to participate in ten weeks long intensive sessions and had a chance to work closely with their tutors Stephanie Armstrong and Jack Hardy who made teachers to apply the newly acquired knowledge in their classroom. During two special interest weeks, teachers were free to choose a topic they found the most interesting. These sessions were related to Legal English, Business English, Art, Music etc. and were followed by inspired discussions of participants.

Partnership overview		
<b>Course overview</b>	<b>ETA partner</b>	English Language Teachers Association of Montenegro (ELTAM)
	<b>UKI partner</b>	Speak Up London
	<b>Course length</b>	10 weeks
	<b>Number of groups/cohorts</b>	4
<b>Participant profile</b>	<b>Total number of CPs</b>	45
	<b>Language level(s)</b>	C1+
	<b>CPs’ teaching context</b>	Pre-school, primary, secondary, FE
<b>Mode of delivery</b>	<b>Synchronous platforms used</b>	Microsoft Teams
	<b>Synchronous session length</b>	120 mins
	<b>Synchronous session frequency</b>	1 x week
	<b>Asynchronous workload</b>	60 mins per week
<b>Course content</b>	<b>Language development focus</b>	Speaking fluency, pronunciation, British culture
	<b>Methodology focus</b>	Teaching pronunciation
	<b>Technology focus</b>	Practical classroom tasks involving technology



During the closing ceremony Kat Jeffries, director of Online Studies in “Speak Up” summed up the impressions about the whole project. She also thanked the ELTAM team for impeccable work. Fahren Quraishi, the Speak Up CEO was very pleased the adventure ended well to everyone’s pleasure. As the final questionnaire confirmed, the majority of the teachers participants have become more confident using their spoken English thanks to the course. Precisely, 75% of the respondents said their speaking confidence had increased, which represent a big shift in improving the teaching practice and language competency of ELT in Montenegro.





# THINK GLOBALLY- TEACH LOCALLY IN MONTENEGRO

**Hansley Caseau**  
English Language Fellow in  
Montenegro

*Think Globally, Teach Locally* was a project that was part of a grant from the Regional English Language Office in Belgrade and the U.S. Embassy in Montenegro. Its purpose was to bring awareness to local issues using English language learning and Educational Resources. This awareness was achieved by introducing the classroom discussion technique Socratic Seminar.

It is a classroom discussion method that encourages students to develop critical thinking questions about a topic. They practice listening to each other's opinions and sharing ideas rather than debating or arguing. The project's goal was to bring a new classroom method and encourage teachers to use it. As we can see from the projects submitted, this goal has been achieved.

Through five workshops, *Think Globally, Teach Locally* was held from October 2021 to February 2022 in the cities of Pljevlja, Berane, Herceg Novi, and Ulcinj. In addition, one virtual session was for the educators from Podgorica, Niksic, Cetinje, and Savnik.

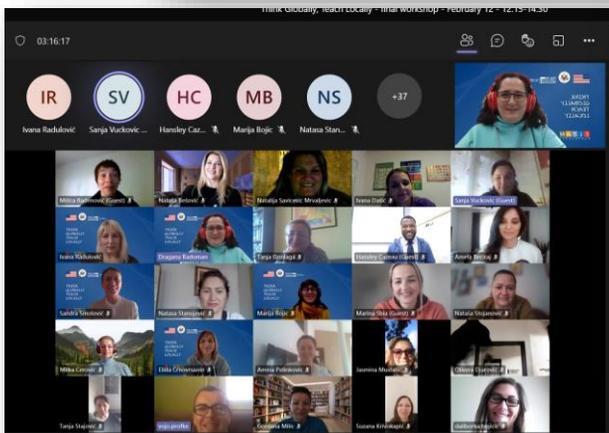
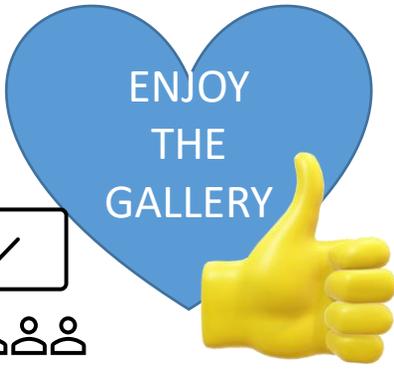
The project result was that over 200 teachers were reached in Montenegro, and over 100 projects were submitted. The submissions were divided into two categories, primary and secondary school. Both categories awarded four projects for submitted presentations, short videos, and comics.

Here is the list of the winners:

- ✓ **Dženana Kalač** (Children's safety in Traffic- video), primary school "Bratstvo i jedinstvo", Rožaje, teacher **Ilda Kalač**.
- ✓ **Kristina Vulović** (Coronavirus ppt), secondary school "Vukadin Vukadinović," Berane, teacher **Biljana Đukić**.
- ✓ **Krstina Tomašević and Laura Benusi** (Bullying and ppt), both from primary school "Milan Vuković," Herceg Novi, teacher **Marijana Razić**.
- ✓ **Lana Đakonović** (Stop Gender Inequality - video), primary school "Boško Strugar," Ulcinj, teacher **Nađa Vujanović**.
- ✓ **Sara Škrelja** (Stereotypes ppt), the primary school "Maršal Tito," Ulcinj, teacher **Abela Avdiu**.
- ✓ **Anđela Gašević** (Local problems - comic) primary school "Bogdan Kotlica" Šavnik, teacher **Natalija Savićević Mrvaljević**.
- ✓ **Josipa Čelanović** (Impact of social media ppt), Art High School "Petar Lubarda," Cetinje, teacher **Aleksandra Vujović**.
- ✓ **A special prize was awarded to Muhamed Kolenović** from primary school "Džafer Nikočević" in Gusinje, teacher **Sladjana Čekić**.



**Montenegro World Tour**



Since we can not exhibit awarded Power Point Presentations and videos here, enjoy the awarded comics:

Sara Škrelja teacher Abela Avdiu

Topic: Stereotypes



Josipa Čelanović high school teacher Aleksandra Vujovic

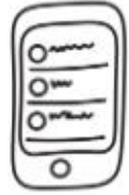
Topic: The Impact of Social Media

Among the positive benefits people like to see on social media are not good enough. The only thing that has the potential to do you is, it's really easy to reach half of your class or party reach nothing. After all, they were designed to be addictive, to keep you in.



Imagine eliminating all things that make you frustrated with the way you feel and feeling into the corner that only help you from my experience, and that of my classmates, I think the app thing is the real option.

The idea is to have an app that will be used to your meeting social media accounts, and part of it will be in conversations, not allowing you to see more of the app that only you can keep in touch with all of your friends and group chats without the necessity of going back to scrolling your feeds every day.



The impact of social media

think globally act locally

As a student, we get frustrated with ourselves.

We try to do things for things we cannot handle, trying to do it on our own in a few days and end up a bunch of trash. We are forced to do something different and we want to that can be, we feel free.

But the feeling of having our own social media accounts, and we can't seem to stop using them.

I don't get paid to be a designer's assistant, but that is a thing that is not enough. We come back to where we started.

Mindlessly scrolling and even again procrastinating on doing work.



As a student, we get frustrated with ourselves.

But here's the thing: people who are willing to do that probably did it already. That's not us still doing the good things social media brings us.

Although it sounds silly, a solution just might be another app.



ESL  
LANGUAGE  
PROGRAMS  
The ESL in Your Classroom

Andjela Gašević primary school Teacher Natalija Savicevic Mrvaljevic



ELTAM  
ESL IN YOUR CLASSROOM  
MONTENEGRO

ESL  
LANGUAGE  
PROGRAMS  
The ESL in Your Classroom



My experience:  
International Visitor  
Leadership Program: 21<sup>st</sup>  
Century Changemakers  
on American Language  
and Multicultural  
Diversity



**Zorka Radonjić**  
Elementary school “Kekec” Sutomore

It is said that the intrinsic motivation makes you advance in life, but I dare say that sometimes being extrinsically rewarded beats it. Thanks to the nomination by the US Embassy in Podgorica, I got the opportunity to participate in this prestigious program which nurtures leaders and professionals; the program sponsored by the US Government. The effort invested in the development of English language teaching within the local community and the English teaching community was recognized and appreciated. As an active ELTAM member, my work was acknowledged by the State Department, and I was elected for the program.

The program itself was a mix of online and in-person activities and every element of it was to the point and educational. The online part was consisted of two parts which lasted for three weeks each. My IVLP family and I loved it. We grew together through our online meetings and got to know each other better.

Also, we got the chance to meet, talk and learn from the experts from the US from various fields of interests. Though we have learnt about the USA, its history and the systems, there is a lot more to learn and hear. Our program objectives for the first three weeks (October 2021) of the online session were as follows:

- 1. Enhance participants' understanding of American culture and history as context for English-language education;*
- 2. Showcase the regional and ethnic variations of English-language dialects within the United States;*
- 3. Discuss shared challenges for English language teachers, especially in multicultural settings;*
- 4. Observe language teachers and students in K-12 classroom settings and exchange views with teachers on pedagogical methodology; and*
- 5. Discuss issues with educational and media policymakers at the national, state, and local levels.\**

When you have professionals from a specific field explaining the background and reasons, you realize how some things function in the vast (educational) system as the US is. Not to diminish the significance of anything from the program, but as an EFL teacher, the biggest thrill for me was the observance of the lessons and the talk with the Merriam-Webster editor. Especially the later. Never dreamed of being able to.



The second part of the online session happened in March 2022. The team from the Institute of International Education (IIE) had one more surprise for us. The IVLP group attended one of the two most important conferences for the English language professionals, TESOL. English teachers in Montenegro have the opportunity to attend conferences in Europe, region, and the country, but having the chance to virtually attend the TESOL was really something different. The variety of workshops, talks, sessions is amazing. There was something for everybody. We were given advice on many things, ideas how to teach certain content and skills, both online and offline. Truly amazing. What's more, we had access to every recorded session for a whole month after since it was impossible to watch them all at the same time. Or you would like to see some once more. Or a few more times.

During all these online sessions and our regular monthly coffee chats the IVLP participants and our liaisons grew together. Though coming from diverse background and teaching context, we all had one thing in common. A will to advance in teaching. With that came the idea for joint projects that will help all our students and colleagues. But all that in due time.

The in-person part included visiting various and diverse cities in the USA: Washington, DC, New York NY, Santa Fe and Albuquerque, NM, Minneapolis, MN and Boston, MA. I think nothing can prepare you for the multicultural element you get to see in the USA and how it impacts on every segment of its existence. Our visit to the US was consisted of both sightseeing and having meetings with teachers, professors, officials, attending classes and summer camp activities, volunteering and many more. Visits were very educational.

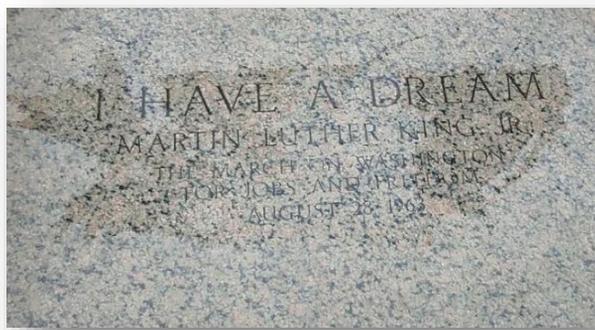


The program itself included a wide variety of meetings and sessions related to our field of interests and the context of teaching. It included: working with SEN students (multicultural and multilingual, visually impaired), teaching media literacy, teaching all levels (primary, secondary, tertiary), even visiting one of the best universities in the world, Harvard. The US educational system is not centralized, and that is what I personally liked. It's not uniformed from school to school, borough to borough, let alone city to city. I would say that there is a kind of freedom in completing the curriculum just as long as you stick to and teach reaching certain standards. One thing we have in common though. I think all teachers do. And that is the fact that we work a lot.

From all the above, you can see how grand this program is. But there's one thing that made it even better, the human touch. So, I am sending a huge thank you to my IVLP family listing them here: Janice Brummond, Sarah Amin, Yulia Efremova, Virgil Cioflec, Donta Taylor, Maya Panova, Natalia Katchanka, Petya Ilievska, Eva Štaralova, Andrea Osz, Zarina Sideshova, Agona Vorfaj, Ainura Uspeyeva, Irena Grabarczyk, Denisa Kovačova and Aybolgan Borasheva. Your touch made it perfect.



In the letter I got from the US Department of State was a line saying: *We wish you a rewarding experience.* It utterly and completely was. From landing on the DC soil to taking off from *a tea party.* My visit to the USA was rewarding in every possible aspect for me as a teacher, professional, person and the citizen of the world.





## *Teaching styles: How many styles should teachers apply in the classroom?*

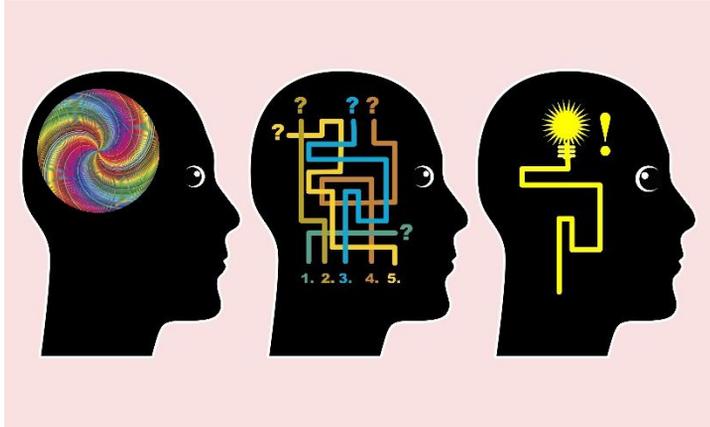
**Marija Mijušković, PhD**  
Assistant Professor

University of Montenegro  
Faculty of Philology, Nikšić

Many approaches to teaching in the ESL/EFL context give teachers opportunities to go about teaching differently according to their students' needs and cognitive and language levels. In this way, teachers provide their students with different learning opportunities. These opportunities can be directly connected with real-life situations that the learners might experience and they can use the knowledge gained in schools to react appropriately. This relates to the use of the learners' understanding of language systems, such as grammar, vocabulary and the language skills of listening, speaking, reading and writing.

The learning opportunities that learners should be provided with in the classroom can be enormously helpful in real-life situations where learners are able to act appropriately using the skills and knowledge gained in school. This relates not just to the learning outcomes set by the teachers, but also to the teaching styles that each of us possesses and applies in the classroom. The notion of style is a broad term which refers to not only one style of teaching but to a combination of many. We can discuss various teaching styles depending on the learners' language level, cognitive levels and needs within the lesson they are involved in.

It is crucial to know that these aspects are fundamental in teachers' decisions about which style is the best for specific learners, levels of English, the learning outcomes of a lesson, etc.



Different learners learn differently, which implies the necessity of approaching teaching differently by applying more than one teaching style.

Even though there is a lot of literature on learning styles, there are differences in the classification of learning styles (Kolb, 1984; Honey & Mumford, 1986; Felder & Silverman, 1988). The most acceptable classification for the ESL/EFL context is the one that Felder and Silverman (1988) suggested while discussing aspects of learning from the perspective of various students' preferences (Houghton, 2004). The different learning styles are directly aligned with the learners' preferences encompassed in the four dimensions of learning suggested by Felder and Silverman. Irrespective of the textbooks and other teaching materials used in the classroom, teachers need to consider the four dimensions of learning when applying these teaching materials in the classroom. It means that if all these dimensions are either not present in the teaching material, there might be a serious lack of awareness of the existence of different types of learners and, accordingly, the need to apply appropriate teaching styles. The first dimension is Visual-Verbal learners. The second dimension refers to Sensing-Intuitive learners. Active-Reflective learners represent the third dimension of learning, while the fourth relates to Sequential-Global learners.

Considering these four dimensions, teachers should act accordingly by choosing appropriate teaching styles and varying them in the classroom. It is essential to highlight that these styles should be combined. It is not enough to use only one, because our learners have different learning preferences, needs, language levels and cognition.

*Students should not be labelled as having one fixed learning style; instead, we need to recognize that individuals will have particular modes of learning that are more dominant than others. We need to adopt approaches to teaching that enable students who have different learning styles to learn effectively. (Houghton, 2004, p. 2)*

One of the main goals every teacher has is to provide opportunities for effective teaching, with the final product being the possibility for learners to apply what they have learned in the classroom in real-life situations. These are the reasons we should use and vary the four dimensions Felder and Silverman suggested.

If we have Visual-Verbal learners, we need to consider the following when planning a lesson: does the learner perceive sensory (sights, sounds, physical sensations) or intuitive information (possibilities, insights, hunches)?

Sensing-Intuitive learners perceive information visually (pictures, diagrams, graphs, demonstrations) or auditorily (words and sounds).

When learners process information actively through engagement in a physical activity or discussion and reflectively through introspection, we are dealing with Active-Reflective learners.

If learners process and understand information sequentially and globally, we will choose teaching materials and activities for Sequential-Global learners.

According to the abovementioned classification, mixing teaching styles in planning student learning opportunities is beneficial. The following list represents approaches to teaching that align with a wide range of teaching styles and, respectively, the types of learners mentioned in Felder and Silverman's classification.

---

**Relate the material presented to what has come before and what is still to come in the same course, to material in other classes, and the student's experience (global).**

**Balance concrete information (sensing) with abstract concepts such as theories and mathematical models (intuitive).**

**Balance practical problem-solving methods (sensing/active) with material that emphasises fundamental understanding (intuitive/reflective).**

**Provide concrete examples of the phenomena the theory describes or predicts (sensing); then develop the idea (intuitive/sequential); show how the approach can be validated (sequential); and present applications (sensing/sequential).**

**Use pictures, diagrams and graphs liberally before, during, and after the presentation of verbal material (sensing/visual). Show films or use multimedia simulations (sensing/visual.) Provide demonstrations (sensing/visual) and hands-on experience (active).**

**Use multimedia and computer-assisted assessment; sensors respond very well to it (sensing/active).**

**Provide intervals in teaching—however brief—for students to think about what they have been told (reflective).**

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**Small-group brainstorming activities that take no more than five minutes are highly effective for active learners (active).**

**Mix type of problems, so provide practice in the basic methods being taught through 'drill' exercises (sensing/active/sequential) but do not overdo them (intuitive/reflective/ global), and use some open-ended problems and activities that call for analysis and synthesis (intuitive/reflective/international).**

**Use group and team learning exercises to the greatest extent (active). Active learners generally learn best when interacting with others; if they are denied the opportunity to do so, they are deprived of their most effective learning tool.**

---

**A wide range of learning styles. Adapted from Felder and Silverman (1988)**

We must design learning opportunities for our learners and pay attention to a wide range of their learning styles. If we mix teaching styles and align them with learners' different learning styles, we will allow them to learn efficiently. In such a way, teachers will be confident that learning is accessible to the most significant number of students.

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## ENGLISH DAY CAMPS: THE BASICS

**Alla McCaughey**  
English BY camp

# 1

### **One. What is English camp**

English camps are usually intensive language immersion programs for English language learners of all ages. At camp, language learners use the target language at the level of their proficiency without the stress of being corrected or tested. Camp activities often engage multiple learning intelligences – such as bodily-kinesthetic, naturalistic, musical and other – which makes camp experiences dynamic, fun and enjoyable. Camps for children of school age are usually organized during school breaks.

# 2

### **Two. Types of English camps**

English camps go in different types. They can be organized in English-speaking countries and locally, by the private sector, NGOs and state institutions. The location of English camps varies from city libraries to public schools to churches to hotels to campgrounds. The duration of English camps ranges from a few days to a few weeks. English camps can be overnight (where campers stay 24/7) and day (where campers stay for 2-10 hours). The staff can be English-speakers, or locals who can speak English, or both.



### 3

#### **Three. What happens at English camp**

Most people believe (and I am among those) that English camps are highly beneficial for language learners because such programs supplement formal studies of the target language with opportunities for using it outside the classroom. Once a camper realizes that they can participate in activities that they like, and that they can do them in English, an important connection is likely to form in the camper's mind: the connection between English as a school subject and English that is used beyond the classroom walls. When this happens, language learners' self-esteem, self-confidence and inner motivation to study English are boosted tremendously.

### 4

#### **Four. Why English DAY camps**

The most impactful experience for a language learner is probably an overnight English camp that lasts several weeks in an English-speaking country with English-speaking staff. Sounds fabulous, doesn't it? However, we all know that not many families in the non-English-speaking world can afford to send their children to English camps overseas. If the idea of English camps sounds like a game changer, but camps in English-speaking countries are accessible to very few, why not look for ways to implement a more attainable model of English camps, an English DAY camp?

## Five. What is English day camp **5**

English day camps are intensive language immersion programs where campers do not stay for the night. As it was already mentioned, such camps can be organized in different locations, and the easiest of all is probably a public school because they have the resources:

*-building(s) and facilities such as rooms, halls, gym, library, play- and sports grounds, canteen, bathrooms, etc.,*

*-sports and other equipment, or*

*-security system.*

Also,

*-campers at such camps are learners that go to that school,*

*-camp counselors are teachers who work at that school, and there are*

*-educators and other staff that do not work at camp but might be helpful, e.g. cooks at the canteen, cleaning people, etc.*

Depending on the number of enrolled campers, the number of camp counselors can be different. Traditionally, the ratio is 8-10-12 children to one adult.



### **Six. Checklist “Before camp”**

✓ Find a partner for your camp. They can be your English teacher colleague, a university student, a senior learner from your school, a parent, a friend. Camps can be organized by one educator, but they are usually more fun and successful where teams of educators work.

✓ Make decisions on the age of campers, theme or focus for camp, duration of day at camp, etc.

✓ Create or adapt a program for your camp on the theme that you chose. The theme and activities should be age appropriate and meet the needs and interests of your campers.

- ✓ Make a list of requests for your school administration, e.g. permission to use equipment such as balls and hula hoops, loudspeakers, printer, etc.; permission to access certain school facilities such as the gym, computer class, library, etc.
- ✓ Decide how you want to organize snack breaks (you might decide to use the school canteen or ask campers to bring snacks).
- ✓ Set a meeting with your school administration to make the proposal on the camp. Discuss and agree on all details. Compromise if needed.
- ✓ Create an ad for camp. The ad can be in English if it addresses the prospective campers. If it addresses campers' parents, it should probably be in the mother tongue.
- ✓ Borrow / Rent / Buy the necessary tools and equipment for camp activities.
- ✓ Print / Draw the necessary visuals and materials (campers will help you create more during camp).
- ✓ Make / Buy certificates, little gifts, medals and other rewards.
- ✓ If possible, make branded T-shirts, bracelets or other products for camp participants.
- ✓ Set a meeting with campers' parents (or record a video for them). Explain the goal of the camp and your expectations, e.g. There will be no teaching of grammar or vocabulary, no mistake correction or grades. Tell parents about the activities their children will be engaged in at camp. Answer parents' questions. Explain the need for taking photos and videos at camp and ask parents to sign the document "Parental release form" before Day 1 at camp. Remember that campers' parents have a right to disagree.
- ✓ Start a chat group for campers' parents on a messenger for "quick" communication.
- ✓ Plan Day 1 in detail. Have additional activities in case something does not go according to your plan.
- ✓ Decorate the spaces where you camp activities will be held.
- ✓ Charge your phone / camera for taking photos.



## Seven. Checklist “During camp”

- ✓ Work according to your plan for one day. Be flexible. Adapt on the go if needed. Observe campers. After the camp day is over, reflect and plan the next day. Repeat.
- ✓ Be with campers, not aside. Sing and dance together. Draw together. Play games together. Laugh together.
- ✓ Give campers choices. Provide them with opportunities to make decisions (as individuals and in groups).
- ✓ If you work with a partner, take turns in leading activities, but when it is not your turn, do not take a break but be there to support and help them.
- ✓ Take risks and do activities that you have never done before. Camp is a safe place to try new things. If something does not work the way you expect, adapt what can be adapted and try again. Later, during a school term, you might want to incorporate some camp activities into your “formal” teaching.
- ✓ Take photos and videos of campers, objects and the environment. Take photos and videos of the processes and products. Share the highlights with campers’ parents on the messenger chat.
- ✓ Unlearn to be a teacher. Do not correct your campers’ language mistakes if the message is clear. If not, help campers express what they want to say with the resources they have. Be ready that at the beginning of the camp, neither your campers nor you or your partner(s) will feel comfortable to speak English all the time. Most probably, this experience is new to all of you, and it will take time to develop a new habit. Do your best to use English all the time, respond in English if campers say or ask something in the mother tongue. Please do not feel guilty if sometimes you slip into using your native language. Once you notice this, go back to English.
- ✓ Be positive. Smile more. Reward campers for their efforts and progress.
- ✓ Bring your talents and interests to camp. If you like playing chess, teach your campers the basics of the game. If you love dancing, organize daily dance breaks or dance classes. If you enjoy nature walks, take your campers to a park and teach them something that you are passionate about.

# 8

## Eight. Checklist “After camp”

- ✓ Collect feedback from your campers and their parents. Also, ask your school administration for feedback.
- ✓ Based on the feedback and your own observation, reflect on your camp (on your own or with your partner). Take notes of the lessons that you have learned.
- ✓ Create a slideshow of the best moments from the camp.
- ✓ Set a meeting with campers’ parents (or record a video for them). Exchange your emotions and observations. Share the slideshow.
- ✓ Write reports if needed.
- ✓ Make a plan (and gradually execute it) on incorporating some camp activities into your English classes.
- ✓ Research a camp-related theme that interests you. Write an article or make a presentation for other ELT professionals.
- ✓ Observe your learners who attended the camp in class. See if the camp experiences affect them and how.
- ✓ Start planning a new camp ahead of time.





### **Bonus One. Themed Program for English Day Camp**

In spring of 2022, a group of English teachers from Belarusian schools designed a few themed programs for English day camps. Here is a link to one of them, Camp Eco Kids:



Once you use the program, please share your experience with its authors in the feedback form:



### **Bonus Two. Stay Connected with Community of Camp-Minded Educators**

Join the global community on Facebook:



# CRITICAL THINKING - HOW TO INCORPORATE CRITICAL THINKING INTO EVERYDAY LESSONS?



**Dragana Madžarović**

Elementary school “Vladika Danilo” Podgorica

In the previous two years we have been dealing with a lot new issues regarding teaching. Our students' expectations haven't changed in the way we had to change our everyday routines, respecting distance rules and constantly having on mind health advices. We had to adopt our teaching techniques to the new classroom rules, giving our best and without worrying too much about our own health. In addition to these circumstances we were willing to attend a lot of online courses. The most common topic which is usually embedded in these courses is critical thinking. I will try to summarize some of the techniques which I find very useful.

Teaching critical thinking skills is important for students of all ages. Critical thinking skills are an increasingly important element of elementary education but teaching them can often be a challenge.

“Children must  
be taught  
**HOW TO THINK,**  
not what to think.”

*Margaret Mead*

WWW.VERYBESTQUOTES.COM

**PLAY**

**IS THE HIGHEST  
FORM OF RESEARCH**

- ALBERT EINSTEIN -

The skills that students need in order to be able to think critically are varied and include observation, interpretation, reflection, evaluation, inference, explanation, problem solving and decision making.



Observation-the ability to notice and predict opportunities, problems and solutions.



Analysis-the gathering, understanding and interpreting of data and other information.

Inference-drawing conclusions based on relevant data, information and personal knowledge and experience.



Communication-sharing and receiving information with others verbally, non-verbally and in writing.

Problem solving-the process of gathering, analyzing and communicating information to identify and troubleshoot solutions.



## Critical Thinking Exercises for Elementary Students

Asking questions, especially open-ended questions, gives students a chance to apply what they've learned and build on prior knowledge. It allows them to problem solve and boosts self-esteem by providing an opportunity for students to express themselves in front of their peers.



We should encourage decision making as much as possible. Students apply what they've learned to different situations, weigh the pros and cons of a variety of solutions and they decide which ideas work best.

Group projects and discussions are another way to encourage critical thinking skills. Cooperative learning expands their thinking and worldview by demonstrating that there's no one right way to approach a problem.

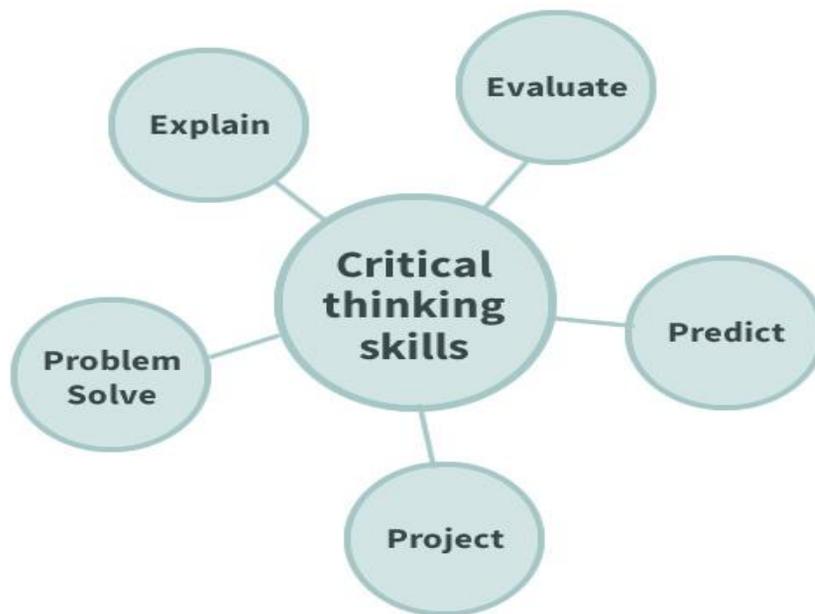


Some of the exercises involve exploring a concept from multiple perspectives. It gives students a chance to share their own viewpoints while listening to and learning from others.

Connecting different ideas is key to teaching critical thinking. Using questions can help children consider different situations and potential solutions. It helps them apply prior knowledge to new contexts.



These techniques are useful for discussions. For example, you can use a topic the importance of water. What would you do if you didn't have water? Where would you take a shower? How much water do you need for your everyday activities? Do you drink enough water? Some of these questions require simple answers while others need more complex thinking.



## *Mind maps*

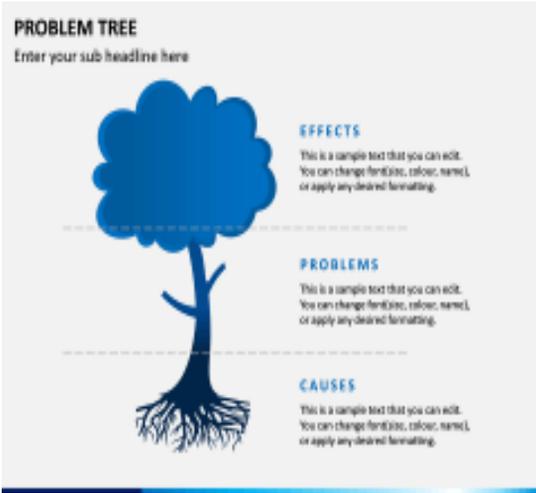
Mind maps are useful for: brainstorming, individually and as a group; summarizing information, taking notes; consolidating information from different sources, thinking through complex problems; presenting information clearly; studying and memorizing information.

You can draw a map or use a computer instead, but drawing allows more freedom. You can use colours, thick or thin lines, use pictures, highlight similar ideas, separate different ideas. The central picture should be fun, simple and colourful. Exaggerated images work best.



Edward de Bono's Six Thinking Hats approach can be used to force perspective and capture new ideas. We can assign a hat to the entire group or a different hat to each student and rotate the hats to encourage more ideas.

1. **White hat:** covers listening, questioning and defining the information you would like to have, but do not have yet.
2. **Red hat:** gives permission to forward hunches without needing to justify them, it's emotional.
3. **Yellow hat:** why you think something will work; the benefits and the advantages, usually forward thinking.
4. **Green hat:** proposals, suggestions, ideas, alternatives, provocations and what's interesting in an idea.
5. **Blue hat:** It's used for building, managing and concluding the process; including use of other hats.
6. **Black hat:** It makes us consider the reasons why something may not work, why it may be illegal, why it may go wrong; the reason must be logical.
7. **Purple hat:** the seventh Purple or Royal Hat, It reflects the perspective of the owner who is both committed and invested in the meeting, output and project outcome. This technique can be used when discussing about everyday topics such as e.g. school lunches. Students think about its advantages and disadvantages. Why it is a good idea? They can create a menu. They discuss about what they need for the project. They say whether they like it or not.



## PROBLEM TREE

This technique is useful for discussions about different topics. The main problem is written on the trunk of the tree. The roots represent causes of a problem and the consequences are described in the branches. This problem tree represents the problem of deforestation. The causes are urbanisation, commercial agriculture, forest fires and so on. The consequences are global warming increase, erosion of soil, flooding of rivers and drought.

### ***Creative Ways for Students to Show What They Know***

TPR activities are an important element of each class, especially when we use them with young learners. Young learners develop many skills through play. They develop language skills, emotions, creativity and social skills. They can learn essential skills such as problem solving, working with others and much more. Global School Play Day is an opportunity for promoting the importance of play.



## Cooperative Learning



Students are involved in learning engagements that develop creative and critical thinking. They work in a learning environment which promotes and supports both individual and collaborative activities.

My students are enrolled in a project called *A Magical Intercultural Friendship Network* which promotes creativity and interaction with students from other countries. Students had made postcards related to our school and history and they sent it to their peers from other countries. We discussed about the importance of recycling. Students analyzed the presence of discrimination and racism in some works of literature. They designed posters related to these topics.





## *Project Based Learning*

A good way to keep students engaged is through lots of group work activities where they can show their knowledge. Project based learning is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Students work on a project over an extended period of time. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result students develop deep content knowledge as well as critical thinking, collaboration, creativity and communication skills.





# LEARNING A FOREIGN LANGUAGE AT AN EARLY AGE (3-6 years old)

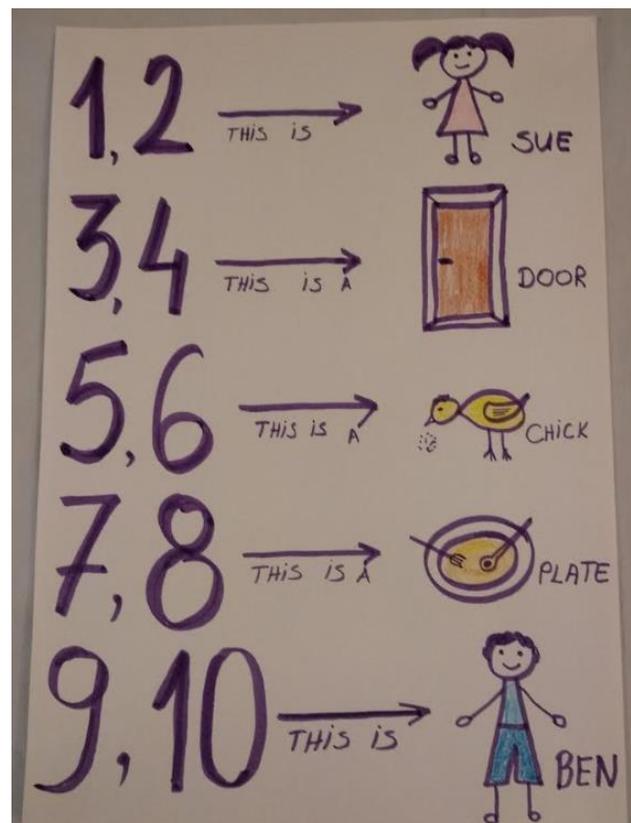


**Đulvena Bećirović**

JPU "Vukosava I Mašanović" Bar

Children with normal mental development should develop their speech until the age of three, and this age is considered the ideal for introduction of a second language, because their mother tongue has already considerably been developed. Early age is a period of easier acquisition of pronunciation, intonation and rhythm of the words they hear. At this early age, they are so confident and more spontaneous which make a good base to start learning language.

When they learn a second language, children develop their ability for thinking, understanding, empathy and belonging. One of the advantages of second language learning at this age is that you can do activities through dance, play, story and songs as free or planned activities. It is the way to initiate love for the second language.



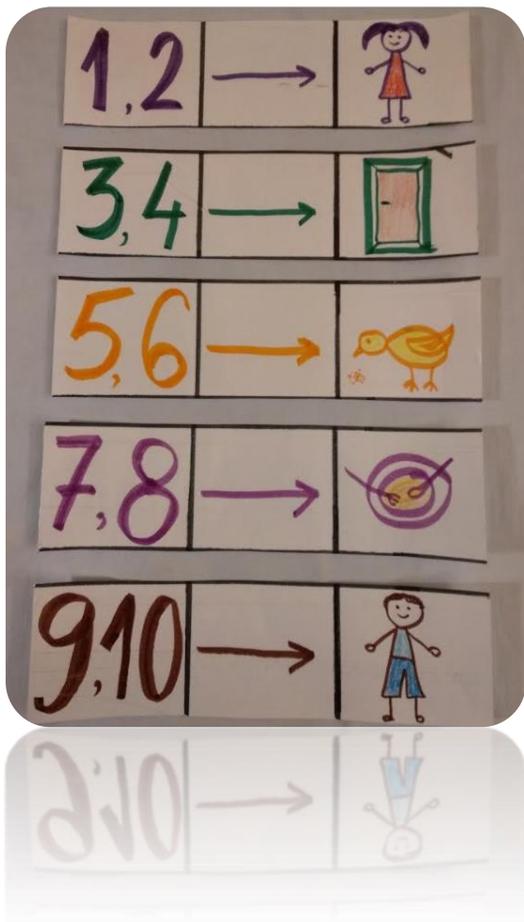


The children become motivated to study through the word games, tongue twisters, nursery rhymes, short poems and songs. There are rhythmic phrases in every language, and they are so practical to use in teaching through movement. Also, we should use the children's natural ability to imitate everything they hear or see, since the teacher's facial expressions when talking, counting or singing are especially important as an example.

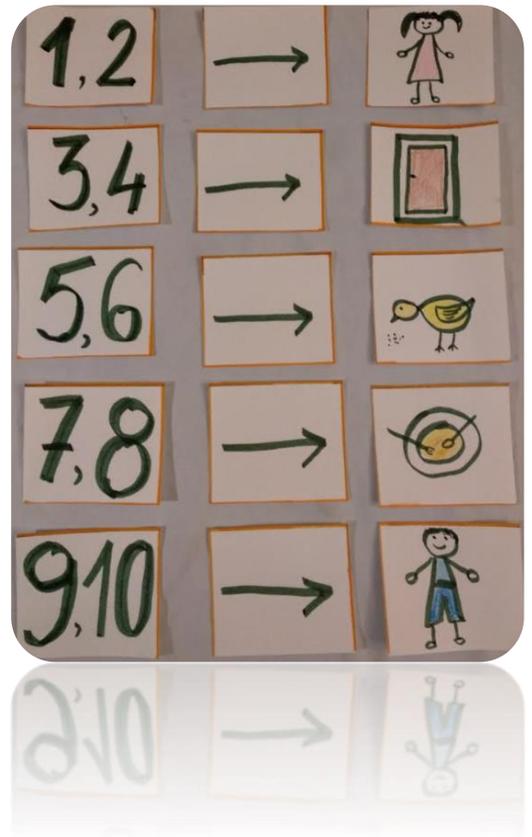
While the mother tongue is something we acquire, study and learn spontaneously, the second language is learned through their feelings—they memorize what they see, hear or simply follow the instructions. A child easily accepts oral study material that is rhythmic and especially that is visually represented. The rhythm and rhyme in songs, as well as the repetitive verses, help children easily memorize the order of the numbers. So, I introduced the song:

***“1,2 THIS IS SUE.  
3,4 THIS IS A DOOR.  
5,6 THIS IS A CHICK.  
7,8 THIS IS A PLATE.  
9,10 THIS IS BEN.”***





Like in the other areas, you can do the activities in English through the activity centers around the classroom. After the presentation of material where they have learnt the nursery rhymes successfully, the children in the manipulative center in correlation with drawing center, make the drawing by connecting the dots. That was the way they learned, studied, repeated and revised the song activity. Also, at the other table, the other group got the pieces of puzzle which should be completed.



Early childhood education can play an essential role in preparing young English language learners for later successes in school. Children who have an opportunity to develop basic skills in language and literacy in kindergarten enter school ready to learn, read and write.





## SILENT TEACHING - UNHEARD OF?

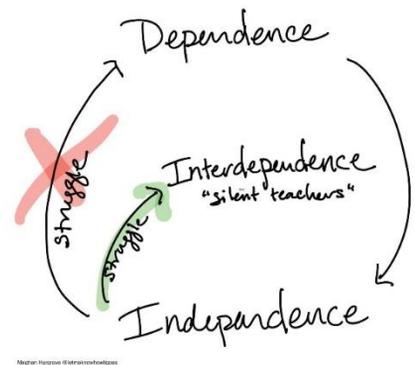
**Irina McCracken**  
CET

Smooth seas do not make skilful sailors, as the African proverb goes. How often do we leave our comfort zone as teachers? It's not just the question of our self-confidence but also the confidence in the learners we are teaching, do we trust that they can handle a challenge?

This summer I faced these questions while I was teaching my Business English class in Montenegro. I was doing my experimental practice as a part of my professional development course and I had to try a teaching approach that would challenge my biggest weakness as a teacher. This is how I discovered the Silent Way.

As teachers of a foreign language, we teach learners how to communicate in that language, we set the context, explain, demonstrate, ask ICQs (Instruction Checking Questions) and CCQs (Concept Checking Questions), we model and give feedback, and we do all of that with our speech, we teach communication through communication. However, the issue of managing teacher talking time has posed a problem for me personally all through the years of my teaching practice. I have tried to reduce it through clear instruction and elicitation but I still felt that I needed to work on this skill in my professional development and when I heard about The Silent Way approach, I felt that it could help me in this area.

The founder of this approach, Galeb Gattegno, sees language learning as “a process of personal growth resulting from growing student awareness and self-challenge” (Gattegno, 1976). Learning is described as a problem-solving, creative, discovering activity, in which the learner takes the active part and the teacher is responsible for creating an environment that facilitates learning and encourages risk-taking necessary for learners’ independence and autonomy.



This idea of the learners’ independence, autonomy and responsibility is central in The Silent Way: learners figure out new concepts of the language based on their existing knowledge and they feel free to make careful linguistic choices in the situations created by the teacher. The absence of correction and repeated modelling from the teacher promotes self-correction and developing the “inner criteria” to correct themselves. Teacher’s explanations are also absent, which encourages learners to make generalisations, draw their own conclusions and formulate the rules that they feel they need. Not only does teacher’s silence require learners’ responsibility, but also aids in alertness, concentration and mental organisation. Repetition (as opposed to silence) “consumes time and encourages the scattered mind to remain scattered” (Gattegno, 1976). Therefore, silence is viewed as the best vehicle for learning, as in silence learners concentrate on the tasks and the ways to accomplish them, which is described as active trial.

Alertness, concentration and mental organisation give rise to awareness, which in the theory of The Silent Way is “educable” and which facilitates what psychologists call “learning to learn”. Mastery of linguistic skills therefore are seen in the light of an emotional inner peace resulting from the sense of power and control brought about by new levels of awareness.

Self-awareness gives rise to self-correction and it is in this activity of self-correction that the Silent Way claims to differ most distinctly from other ways of language learning.



Central elements in Silent Way teaching are picture and colour charts, Cuisenaire rods and the pointer, all of which help learners focus and create memorable images to facilitate retention and are called “associative mediators”. Classroom activities are based on responses to commands, questions, and visual cues. The teacher presents an item once, typically using nonverbal clues to get across meanings. Testing follows immediately and might better be termed elicitation and shaping of student production, which, again, is done in as silent a way as possible. Finally, learners' interactions with each other are silently monitored by the teacher who may even leave the room while learners struggle with their new linguistic tools. Sequence and timing in Silent Way classes are more important than in many kinds of language teaching classes, and the teachers' sensitivity to and management of them is critical (Richards, 1986). Learners work independently and cooperatively, while the teacher has the indirect role of a neutral observer and is responsible for creating the safe environment for risk-taking that facilitates learning, being neither discouraged by learners' mistakes nor excited by correct performance.

## Lesson Design

When it came to designing a lesson, I decided to teach hedging techniques in my Business English class with the help of the Silent Way. As hedging techniques can be classified by the structures used, it is possible to introduce them with the help of coloured charts and even Cuisenaire rods. The wide choice of hedging expressions would give learners an opportunity to see a variety of ways to hedge sentences and it would help them develop the “inner criteria” and awareness of this particular way to express politeness in business communication.

I started the class by having learners looking at controversial statements on the board. I mimed inviting them to discuss the statements in pairs. After this discussion I added hedging expressions to a number of statements and highlighted them in different colours depending on the group they belong to. The controversy and sternness of the original statements contrasted with politeness of the same statements with hedging structures which helped learners see the need for such language. At this stage learners were observing silently, developing awareness of the use and the position of those structures in a sentence. They made generalizations and formulated the rules they felt were applied with hedging structures. After that, learners worked in pairs adding hedging structures to the rest of the statements, which gave them an opportunity to share their generalizations and work out the rules together. The feedback was conducted by learners writing their sentences on the board, looking at others pairs’ sentences and discussing as a class whether different variants of hedging in each statement are possible.

Gattengo, Caleb. *The Common Sense of Teaching Foreign Languages*. Educational Solutions, 1976.

Richards, Jack C., Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1986.

In the next stage of the lesson learners were exposed to a wide variety of the target language through looking at a list of statements with hedging expressions. They swapped pairs and worked with their new partners highlighting the structures with different colours and thus developing awareness and mental organisation of the target language. Then learners worked in groups classifying hedging structures, cooperating and working independently from the teacher. I monitored silently and noted down pronunciation mistakes and any mistakes with the target language. In the case of serious misunderstanding I silently pointed to the structure and encouraged learners to work out the correct classification of the structure. Then learners got back into their original pairs and shared their findings with the partner. I then conducted a class feedback session demonstrating the position of hedging structures in sentences with the help of coloured markers, providing associative mediators.#

Next stage was the stage of active trial, I handed out copies of an e-mail on a topic related to the learners' work environment without hedging structures. Learners worked individually adding hedging structures to the e-mail. This is a task that develops creativity, autonomy and independence. Learners exchanged their e-mails and discussed the hedging structures that they used, being exposed to different ways of the target language use.

To sum up, in this lesson learners were encouraged to see the need for hedging structures, they were exposed to a variety of such structures and saw them in context, and then they worked cooperatively to classify and use them appropriately. The final creative stage of the lesson promoted learner autonomy and independence, helping them in their professional environment.

## Results

First of all, I have to say that the experience of this lesson was as unusual for learners as it was for me as a teacher, though we all enjoyed this new approach and are willing to incorporate a lot from it into our lessons. The concept of linguistic risk-taking in learning posed the biggest challenge for our group, where learners are used to the safe environment of teacher's explanations, examples and corrections. Making linguistic choices based on the existing knowledge proved to be challenging because my learners were used to those choices being prompted, and creating new language concepts in the absence of teacher correction was definitely a hurdle to overcome, perhaps mostly due to the newness of the approach.

However, once the learners overcame the initial discomfort of learning in the form of active trial, they became more concentrated on the tasks and were making generalisations, drawing conclusions and formulating rules. In the group work stage of the lesson learners were practicing self-correction, discussing the target language they used and the conclusions they drew in pairs, and didn't need my involvement. To my surprise, it took learners less time to formulate rules on the use of hedging expressions than I originally planned. They proved to be very productive working independently, and partly I believe it is due to their business background.

In general, I found that Silent Way fits perfectly into business English classes because learners find independence and self-correction straightforward and the challenge of active trial and risk-taking are nothing new to business environment. However, the role of a teacher as a neutral observer might be slightly foreign to learners as the teacher is usually seen as a leader and therefore is perceived as the one taking an active part in all activities.

What I took from this experience as a teacher is that I can be comfortable with silence during the lesson, being successful in guiding the class in the atmosphere of concentration. The Silent Way was definitely a gem to discover and I am pleased I can share it in my professional community.



# STEM IN ENGLISH LANGUAGE TEACHING -FORESTATION IS OUR SALVATION-

**Jasmina Stuhli**

Primary school “Kiseljak”, Tuzla,  
Bosnia and Herzegovina

In recent years, one of my favorite type of approaches to teaching is STEM (Science, Technology, Engineering and Math). In this article, I am going to share with you one such lesson I did with my 12-year-old students, just to demonstrate how all STEM elements can be easily combined in 45 minutes.

Living and working in Tuzla, one of the most air-polluted cities in winter (due to the coal-fired power plant and many houses burning coal in winter) and the city having 2000 registered landslides, I wanted my students to be able to analyze the importance and benefits of trees for our planet, criticize deforestation, hypothesize about and test soil erosion and conclude that tree roots prevent erosion.

**Tuzla in winter**



For the introductory part of the lesson, I used KWL method (Know, Want to know, Learnt). The students worked in groups discussing the question why trees and plants are important in our lives. At this level, they couldn't name all the words in English, so I allowed them to use the dictionary books and online dictionaries as well. A member of each group then gave the answers which I wrote on the flipchart. In their opinion, trees were important as we use them to make furniture and paper, they are used to heat homes, they produce oxygen, give us the shade, and many animals live in the trees and find food there. The final answer was that the trees keep the soil. The next question was what they wanted to know. And their answers were: How many trees are cut down to make a book? How do the trees keep the soil? What else are trees important for? The final column was left for the end of the lesson.



**Land slide in Tuzla**

Then I kindly asked my students to settle down and watch a 5-minute TedEd video titled “What happens if you cut down all of a city’s trees?” The students were instructed to take notes while watching the video. The video is not long, but it gives a lot of information. It tells the story of two ancient cities and the trees that determined their destinies. Both cities were very populated, and their population growing constantly, they had to rely on and expand their irrigation system for the purpose of growing crops. One city cut down its trees to make more space for the crops, which left their irrigation system contaminated, as the evaporating water, leaving mineral deposits, turned the soil too salty for agriculture. The other city planted more trees, and their irrigation system was designed to work together with surrounding forests, as the planted trees act like a natural sponge, absorbing the rain water and preventing erosion as well.

Students also learn that trees are important especially in urban concrete areas. The video talks about 1870’s Manhattan which had few trees outside the island’s parks. During extremely hot summers, buildings and all the concrete absorbed up to nine times more solar radiation. As the sanitation standards of that time were very poor, the heat made the city a breeding ground for bacteria like cholera.

The video also mentions that trees cover over 50% of Singapore, and thus reduce the need for air conditioning. In the end, they learn that trees affect our mental health as well, because the presence of green foliage increases attention spans and decreases stress levels. It also mentions that hospital patients with views of brick walls recover more slowly than those with views of trees.

Then we went outside. It was experimenting time, which was definitely my students’ favorite part of the lesson. For the purpose of this lesson my students had to bring 3 five-liter bottles with one side being cut off. One bottle was filled with sand and stones, one with soil, and one with soil but with plants (in this case, the student’s dad dug up some grass).

The task was to pour some water in each bottle to see what would come out. I first let my students hypothesize which water will be the clearest, which one the dirtiest and why. They had already known that the water coming out from bottle number 3 will probably be the clearest, but they were not sure about the other two. Half of the class said 1 would be the dirtiest, half of the class said 2.

Their test showed that the water washed most of the soil away in scenario 2, making the final outcome the dirtiest. Number 1 was also dirty, but less dirty than 2. We discussed it a little bit, concluding that the stones managed to keep some sand inside the bottle. Water in case 3 was definitely the clearest, as the roots kept the soil inside. My students were really thrilled by the results. They have even asked if they could drink the water, as it was so clean.

When we got back into the classroom, we completed the final column of our KWL chart, the LEARNT column. By the end of the lesson, they have learnt that trees keep the soil as they act like a sponge, and their roots prevent the soil from being washed away by heavy rain. They have also learnt that trees filter the toxins which get into the soil with rain, making them very important for irrigation systems in agriculture. Trees clean the air as their leaves trap carbon.

### Experiment time: hypothesize – test - result

1 sand and stones



2 soil



3 soil and plants



My students knew that trees are important for shade, but they have seen that plenty of trees can reduce the need for air conditioning, while the lack of trees can cause extreme temperatures, which, combined with other factors, can lead to the emergence of diseases. Finally, they have learnt that trees are important for our mental health.

Have I answered all of my students "want to know" questions? No. But in a way, I liked it that way, so one of their questions was given for homework.

To conclude our lesson, I reminded my students that we live near the power plant running on coal, that many houses burn the coal in winter, that we have horrible floods after heavier rain, that we have 2000 landslides registered just in the city of Tuzla. My question was "What can save us?????" And everybody was shouting: "Trees, forests" – hence the title of my lesson Forestation is our salvation.

What STEM elements have I covered? There was Science as we were dealing with nature and experiments, but most importantly we were observing, hypothesizing and testing

our hypotheses which is what scientists do. There were elements of Technology as well – we were using technology to watch the video, but we also used different tools which are products of technology – boards, paper, pencils, pens, plastic bottles, shovels to dig the plants, etc. There was some Engineering too. We were designing our test bottles, we were testing different types of soil. And what about Math? Had we measured the weight of our bottles, or the amount of water coming out from our test bottles, we would have Math element as well. However, I have decided to do another project and have my students calculate how many trees are needed to absorb the CO<sub>2</sub> produced by Tuzla coal-fired power plant. This is part of another STEM project we are doing this school year.

The question left for homework was: How many trees are needed to make one book? My students not only found out that one tree can give approximately 60 hundred-page books, they have also found out that 17 trees have to be cut to make a ton of paper, while recycling a ton of wastepaper can save those 17 trees, 4000 kilowatt hours of electricity, as well as oxygen for 4000 people.



## WHAT IS THE INTERNATIONAL BACCALAUREATE?

**Elaine Penstone Miller**  
KSI Montenegro

There is only one school in Montenegro (KSI) that follows the International Baccalaureate (IB) Curriculum, therefore, it would not be surprising if you are asking how it differs from other curricula. The IB is a global leader in international education – developing inquiring, knowledgeable, confident, and caring young people. The IB has three programmes; the Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP), which aim to empower school-aged students to take ownership of their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes fast.

In the IB it's fine to make mistakes, as long as a student reflects and learns from those mistakes. The IB curriculum is about giving students the right amount of guidance to help them to apply knowledge they have already, to consider what they need to find out, and to provide them with the tools in which to explore further knowledge.



The curriculum includes six key subject areas; Maths, English, Humanities, Sciences, World Languages and the Arts, up to the age of 18. Students are not forced to choose options at the young age of 16, they continue to have a broad scope with which to make choices for university at the age of 18. However, it should be stressed that academics is not the only focus. The IB aims to develop well rounded individuals with the addition of service and action, project-based learning, and reflection, as key elements to the curriculum.

The IB is a Globally Aware curriculum which encourages students to look beyond their national boundaries and study concepts that will help them to become global citizens. To achieve this, much research has been conducted into the purpose and nature of assessment. As teachers we want to assess that students can meet the challenges of the world they will encounter, therefore assessment must be authentic and tangible. Students must learn the skills, and be assessed on elements that they will need in the future. Apart from memorization, what does a test really teach our students for the future? The practical application of skills is what our students really need. Authentic assessment is a key element of the IB curriculum and one thing that sets it apart. Inquiry based learning is the way forward in education. How much of this is part of your students' educational journey?



## RURAL VERSUS URBAN TEACHING



**Marijana Drobnjak**  
Elementary school  
“Vuk Karadžić” Berane

**Svetlana Bošković**  
Elementary school  
“Miloš Keljanović” Andrijeviča

*“Inequality is just not an issue between individuals, between classes, between regions. It’s between urban and rural.”*

***Michael Ignatieff***

### **Abstract**

In our brief research work on “Rural versus urban teaching”, we wanted to find out where it is easier to achieve learning- teaching goals. The focus was on the main advantages and disadvantages of working with students such as class size, discipline, ICT classroom equipment, the influence on the society in learning, schoolhouse distance and so on. We believe that every teacher is influenced by these things in his/her work. Not only the teacher, but the students also experience these circumstances and the whole teaching-learning outcome depends on them, more or less. Some of the results that we have come to were expected, still some of them came as a surprise.

At the beginning of this brief research work, we would like to say that as two teachers, one at a rural and another at an urban school, we had a lot of talk, comparison and thought exchanges before we decided to act. The statements such as “It’s easier for you, because you work with only a few students” and “No, on the contrary, it’s easier for you, because you’ve got them all” made our minds to do this research and see whose “easier” is more correct. The result, however, is not that simple. Since we are just two individuals who shared their thoughts and had a tendency to stick to them, we noticed the importance of contrasting opinions/views. That is why we included other views, opinions in our research work involving colleagues and students through the survey.

Let’s start with some crucial aspects that must have been taken in consideration: class size (one-to-one attention), ICT equipment, “what’s available outside the school”, time needed for a better knowledge assimilation, transport (students’ walk to school for an hour or so), discipline and so on.

## **Class size**

When it comes to class size, the first that one crosses one’s mind is that it is much easier to work with a smaller group. And it is if you deal with students who have no problems with knowledge assimilation. But class size matters! If you compare a class with 5 to the class with 30 students of the approximately same cognitive capacities, then you must notice a huge difference in teaching - learning process.

Some benefits of small size classes include the following:

### **1 Better teacher/student relationship**

One-to-one attention can make the difference effectively developing skills and just coasting along. Both of us can claim that students feel more comfortable if students can have this approach.

### **2 More customized instruction**

Teachers can identify specific problems that each student may have to be effective. You’ve got more time to dedicate your teaching to students’ learning needs.

### **3 Classroom can become more collaborative**

Students will engage with others (there aren't many of them) and form relationships. They can support and learn from one another. We have witnessed more jealousy among urban students.

### **4 Topics can be explored in-depth**

This lets teachers reduce time spent on discipline and organization, meaning they spend more time with instructions. We can always make a small size class, provide more information about the topic, not only the basic one.

### **5 Teachers stick around**

They are happier and more fulfilled when they can provide quality instructions. They will stick around longer due to this satisfaction.

## **ICT Equipment**

It is not a secret that rural schools have more financial and logistical challenges than urban schools. They simply lack ICT equipment and it's hard to compete with the urban resources. This leads to limited education. The weak point of lacking educational technology is present in all areas especially in doing projects.

Rural students don't usually have the opportunity to do some research on the given topic/project and fulfill their knowledge and imagination on their own. In urban schools students were able, for example, to prepare a New Year show (or any other) thanks to the help of their teacher and the access to the internet. They worked with each other and enforced cooperative skills, having fun and providing crucial and interesting information/acts in accomplishing the mentioned show(s).

On the other hand, students in rural schools didn't have this chance. And if they did, the whole work/burden would have been put to only two or three students. Teachers are also affected with this flaw because they offer the needed content only through boring CD players.

## **What's available outside the school**

“Geography is destiny” - this means that your immediate surroundings will affect the kind of education you will receive. What's available to you and people you will meet will influence your path. Luckily, this is changing with the internet. We can communicate and learn with people from all over the world, which creates great opportunities for education. Learning tends to happen both inside and outside the classroom. If the education doesn't provide the skills the students want to learn, once they have the access to the technology, they can teach themselves anything they want to know. And this is the fact that distinguishes urban students to wrongly neglected rural ones.

Student's books that are used in the teaching process contain current information about everyday life: sport, film, music, culture, etc. Students in rural schools have never heard/seen about some celebrities or popular films, books, and events. This fact usually leads to disinterest in the topic and of course they lack further information.

The contents like: cinemas, concerts, internet clubs, sports centers and so on are also a privilege of urban students which again provides more chances to enrich students' imagination.

## **Discipline**

It is needless to say how essential discipline is to maintain a learning environment in schools. If a student is not disciplined, he/she will never be able to implement his/her plans in real life which will cost him/her way too much. If there is no discipline in schools, the students would be free to do anything they like. As a result, studying would be neglected.

This issue is more prevalent in urban schools. Teaching becomes less productive and teachers and sometimes other students become frustrated with some other students' bad behavior. It is common that those students use that kind of bad behavior to entertain other students or to draw attention from a bad learning/achievement in school.

In rural schools that is rarely the case. Considering that rural schools have a small number of students, it is easier for teachers to single out students that are behaving badly. Therefore, the disgrace of being recognized as a kid with behavioral issues, will bring them no sympathy in their environment.

### **Instruction Time**

We have mentioned many disadvantages of big sized classes and all of them also affect time needed for a better knowledge assimilation. It takes less time to get a small group engaged to participate in a task. Lately our school system has widely opened its doors to children with disabilities, whether intellectual or physical. Today these children attend regular schools with adapted programmes. And this situation is an extra challenge for both teachers in rural and urban schools because these programmes and children take time.

### **Research Work**

Elementary school teachers, twenty-five of them, who work in urban schools answered the questionnaire and here are their answers on the eight questions:

1. The task of the first question was to name (dis)advantages of teaching in rural schools. All the teachers agreed on the main flaws: transportation of teachers, inadequate ICT equipment and there is no interaction and healthy competition among students. For the main advantages, the teachers enlisted class size, student-oriented class management, “family atmosphere”, and disciplined students full of respect for their teachers.
2. Only one of twenty-five teachers answered that it is not more challenging to teach in urban schools. Others said yes due to class size, parents’ unrealistic expectations, challenging preparations for lessons (hand outs, worksheets, tests, written work, grading and so on).
3. Class size is crucial when it comes to the quality because one can’t be student-oriented, can’t identify a student's learning style, and it is easier to work with smaller groups. All of them agreed on this.

4. The teachers were divided on this matter. Some of them, fourteen in number, said that rural students have better quality of education because a teacher is able and has enough time to dedicate his/her work, knowledge and energy to only a couple of students. The rest of the teachers thought that on the contrary, a teacher may lack interest in teaching rural students.
5. All the teachers were adamant that ICT equipment is not crucial for the teaching process. When they were students, these things didn't even exist, and they managed well through their education. Nevertheless, they agreed that it enriches teaching management.
6. The internet is essential for students out of school only for the sake of homework projects and similar tasks was the answer of the seventeen teachers. Others simply answered "yes".
7. This question left no dilemma for the teachers. Discipline is essential for the teaching process.
8. Both have advantages and disadvantages, but they mostly agreed that it is easier to teach in rural schools. Two teachers said that for hard-working teachers, this matter is irrelevant. One of them said that it is easier to teach in urban schools.

Eight rural school teachers answered the same questionnaire as well. They didn't provide further explanations, comments, but still we have their short, and clear answers.

1. The flaws of teaching rural school students are lack of interaction among students, inadequate school equipment, and home-school distance. The advantages are class size and a better teacher's dedication to a single student. All of them gave the same answer.
2. The four teachers simply answered "no", and the rest of four said "yes" because of the class size and discipline issues.
3. Only one teacher said that the class size doesn't matter. All the rest answered "yes".
4. The two of them said "no". The six ones said that urban students have better quality of education.
5. The eight teachers' answers are "yes".
6. They all agreed that the internet is essential for students out of school.
7. They all also agreed on this.

8. Only one out of the eight teachers said that it is the same whether you teach in an urban or in a rural school.

Comparing the answers of the rural school teachers to the answers that the urban school teachers provided, we have come to these conclusions:

- They all enlisted more or less the same (dis)advantages of teaching in rural schools. The urban school teachers were adamant that it is more challenging to teach in urban schools and the rural school teachers were divided on this. They all agreed that the class size is crucial for better quality of education.
- A rural school student has the same quality of education as the student in urban schools according to rural school teachers. The teachers in urban schools were divided on this. All the urban teachers agreed that the ICT equipment is not crucial for the teaching process. On the contrary, all the rural school teachers said that it is crucial.
- The teachers in rural schools think that it is essential for students to have the internet out of school and the urban school teachers were divided on this matter. But all of them said that it is important for a good lesson to have students with no behavioral issues.
- More or less all the teachers said that it is easier to teach in rural schools.

### **Questionnaire for teachers**

1. *What are pros and cons of teaching in rural schools?*
2. *Is it harder to teach in urban schools? Why?*
3. *Do you think that the quantity of students in class affects the quality of teaching and to what extent?*
4. *Do you think that students in rural schools get the same quality of education compared to students in urban schools?*
5. *Do you think that the use of ICT resources is important for high-quality teaching?*
6. *Do students need the internet outside of school?*
7. *Is discipline important during the teaching process?*
8. *Where do you think is easier to teach – in rural or in urban schools?*

Within this research work we tried to share our personal opinion on the topic and that opinion is based on eighteen years of work experience. Not willing to present things that can be understood as subjective, we widely welcomed our colleagues and students to participate and give their own judgment. These answers are gathered together and the results/recommendations are the following:

1. Lower the class size
2. Employ more teachers
3. Headmasters and the Department of Education should be persistent/skillful in finding sponsors for ICT equipment
4. Provide rural schools with school buses/vans for students and teachers
5. Organize more sport, music and other events in rural areas
6. Pedagogic and psychologic department must work more with students and not to do administrative work.

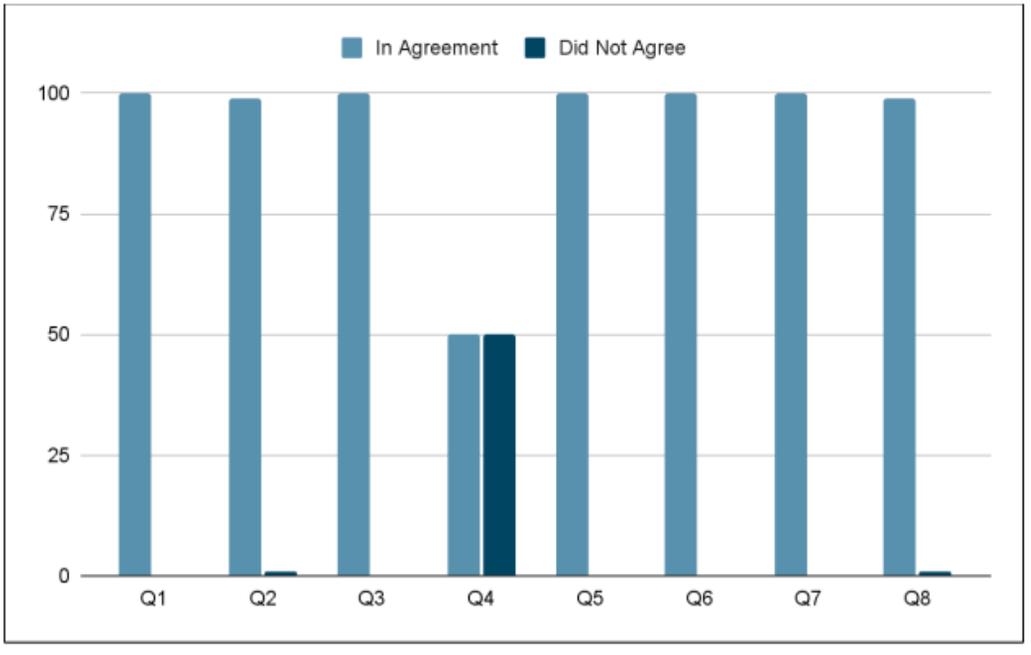
We also polled 24 students in urban schools.

**Questionnaire for students (Pick one answer only)**

1. Are you satisfied with being a student of this particular class? (YES, NO)
2. Do you think that your class has a lot of students? (YES, NO)
3. Would you like your class to have more or less students or do you think the number of students in your class is satisfactory? (MORE, LESS, SATISFACTORY)
4. Do you think that your friends in class acknowledge your opinions? (YES, NO)
5. Do you fight back when your friends in class try to diminish you? (YES, NO)
6. Can you talk freely about certain subjects in class? (YES, NO)
7. Would you like your teacher to answer back whenever you have something to say? (YES, NO)
8. Do you have enough time to talk about certain subjects during one class? (YES, NO)
9. Do you need the internet for studying? (YES, NO)
10. Do students who are not disciplined bother you? (YES, NO)
11. Do you need a lot of time to walk to school? (YES, NO)
12. Do you have additional activities outside of your school that relate to socializing with friends (i.e. cinema, concerts, sport events, etc.)? (YES, NO)
13. Would you like to have those activities? (YES, NO)

The results of the survey as well as recommendations are presented below.

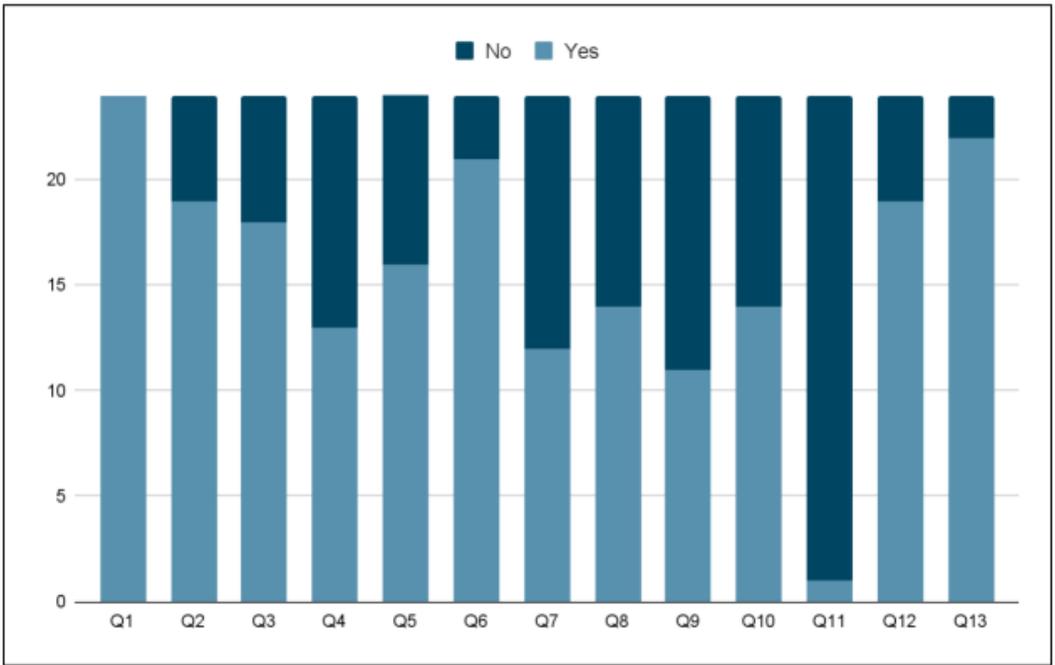
**Graphic 1. Teachers' answers (%)**



**Questionnaire for students (Answers)**

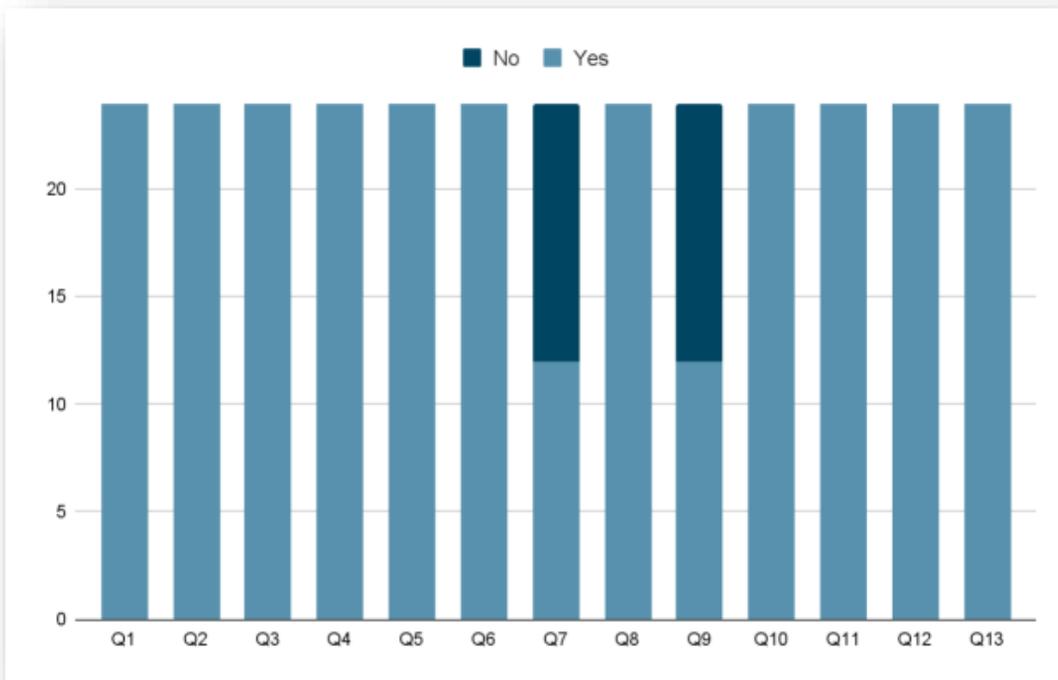
We also polled twenty-four urban school students of the same class. Here is the diagram that shows their thinking.

**Graphic 2. Urban school student's answer**



If we compare rural students answers to their urban school friends, the results are the following:

**Graphic 3. Rural school student's answer**



1. They are all happy to be members of their class. This probably means that they like the way the teaching process is organized within the classroom.
2. Rural school students (RSS) don't think that there are too many of them in a classroom where urban (USS) ones mostly think that there are too many. This response is pretty logical.
3. These answers show that they all are mostly happy with the student number of their classes.
4. It seems that RSS more appreciate each other's opinion.
5. Mostly they all fight against humiliation which is a good thing to do.
6. This response also shows a positive side, they are free to express their own opinion.
7. RSS are familiar with the one-to-one approach and they like it. Half of the USS said that they would also like to have this kind of an approach. This can also mean that they would be better at studying.
8. RSS said yes where half of the USS said no probably due to the class size.
9. This question divided students, fifty - fifty.

10. Well, this question was mostly answered with Yes which means that a small sized class is better a place to reduce the phenomenon.
11. RSS have a long home-school hike. On the contrary, USS don' t. This isn't a mystery.
12. Again one of the situations that is not mysterious - USS have these events and RSS don't.
13. Children like to hang out. That's why they all answered with Yes to this question.

At the end of this research work we can say something that is widely known - teaching is challenging. But when you love your job and vocation, you will find the way.

Nevertheless, schools need to have small sized classes for better learning results. Classes with appropriate educational equipment are crucial for learning inside and outside the classroom. In the era of COVID-19, rural school teachers had a period of collapse in working with students during online teaching. Long walks to school, financial non-support, inadequate social events affect young students' confidence and time spent in rural areas. Schools need to be strict with discipline. Only disciplined students can contribute to themselves, other people and the world around them.

#### Literature

1. <https://www.teachthought.com/pedagogy/class-size-matters/>
2. <https://medium.com/@grahamwrites/geography-is-destiny-d193fee6ce>



## A YEAR IN THE US (student's point of view)

**Sandra Vujović**  
Gimnazija Cetinje

Kung Fu Panda once said that if you only do what you can do, you will never be more than you are right now, and I found that to be true. Once you find yourself achieving things easily, it means you are no longer upgrading. Like the muscle gets used to the same exercise and won't grow unless you turn it up, the same thing goes with the brain, the mind, the personality. When there is no challenge, there is no learning. Even failure helps build a person and provides a base for learning, as well as does overcoming the challenge. However, the thing detrimental to any success is staying in place. The views should be broadened, the knowledge absorbed, the growth accepted and not feared. Though it is uncomfortable because one has never been there before, it has long been known that the comfort zone is the most dangerous place one can be in the world.

This is why I have decided not only to study, but also to live abroad for a year. Being on your own above all, you can learn a lot of things. First of all, that while staying at home with a mom who does all for you, you never have the will to learn to do it on your own. You also get a sense of independence, being alone and having nobody to lean on, managing your time and work to fit in with your hobbies and interests in the span of 24 hours so that there is enough time for the mind, as well as the heart.

Sometimes, for sure, you get lonely coming back to an empty room every time, but you learn to be with yourself. You learn what you like and what you don't, you learn to be your own friend and take care of yourself. You learn who you are and how to stay true to yourself in a different environment where it is so tempting to fit in, but still you stand out. You learn to love yourself. That might be the best part in my opinion.

Then there is education, the most valuable investment one can make. Give to your mind and it will give back. Education adds to your self worth. In combination with experience, it builds you professionally, and personally. I am very ambitious, and I have set my goals high. It is not always easy to follow my ambitions. They took me far away from the comfort of my home and the warmth of my friends, to the other end of the world. It has kept me up all night working hard more than a couple of times. It has made me cry and break down and want to give it up and go back during some days. It is not easy to starve the heart in order to feed the mind, but unfortunately the environment I had been born in was such that it couldn't provide me with both. Still, the pursuit for improvement led me to a place that encouraged and enabled both my personal and academical growth.

Don't get me wrong, the US is far from perfect and even further from safe. It's a different time zone and it's hard to keep up with friends and family back home, but maybe in a way that's a good thing. It allows you to start from scratch, build yourself into who you want to be, and it provides more opportunity for academic achievement. Just because I don't know what career I want to choose in the future, doesn't mean I should have to study thirteen different subjects of which at least seven I am sure I have zero interest in. In the US school system, you are allowed to choose your subjects from a variety that's offered, and in that way narrow down the field of your interests. You spend time learning about things that you are actually interested in, and just by doing so, that time is immediately spent in a quality way. Among other things that are different in a positive way from our schooling system is that I have found the opportunity to retake tests that are done badly, or better say requirement to do so, that allows one not to lose their entire grade that they have worked for up until then.

Also, the classes and assignments are diverse, with interesting projects that require inclusion, creative and critical thinking. Another important difference that I have seen, at least in my school, is that there is a bond between teachers and students that stretches beyond the classroom. The teachers are generally concerned about the students mental and physical wellbeing, and the school even allows mental health days where you are allowed to be absent without consequences. I really like that idea and think it should be used everywhere.

Being a huge school with more than thousand students, it also allowed me to meet new cultures and learn about them, learn how to be respectful toward differences that I may or may not have been educated about before. I had a teacher that told me there is no such thing as a bad question and that educated me without making me feel bad about the topics that had nothing to do with the class he taught, have shifted my perspective on a lot of things. Class discussions allowed for ideas to be heard, recognized, exchanged and upgraded through teamwork and individual assignments required those little wheels in your brain to turn in order to achieve instead of having them rust away learning over and over again the same things every year, which is the case in school back home.

It is hard, it is salty because of all the tears cried, it is sad because of the heartbreak of leaving everything behind, but it is also beautiful because of everything and everyone new that's met and learned, that changes you and becomes a part of you that you wouldn't be the same without. Coming back home, the only thing different was a new street was built and nothing else, but on the other hand I was a changed person, unrecognizable even to those closest to me, in a good way of course.

A seed has to totally destroy itself to become a flower ("Honey Boy"). What a beautiful thing it is to shed the shell you have been given and plant and water yourself until you grow into the flower you want to be.

# LEARNING LANGUAGES THROUGH THE LENS OF CULTURAL DIVERSITY

**Jakša Roganović**

Student

High School "Ivan Goran Kovačić", Herceg Novi

My favorite quote regarding language was one my father told me - "The more languages you know, the more worth you have. Always strive to learn another." 10 years later, amidst one of the largest projects in the Balkan region, that quote has never held up so highly before.

During the beginning of the second year of high school, my English professors - Sanja Ateljevic and Danijela Uskokovic, introduced me to the RYCO Super Schools exchange project. The project revolved around the premise of uniting the Balkan cultures under a single roof, teaching students how to reject stereotypes, strengthen our bonds and cooperate with each other despite our differences. The project itself began around April where I, alongside my professors, went on an exchange with our neighboring country Serbia, in which we traveled to various landmarks and culturally significant locations. After that, we had a summer camp meeting in Macedonia in which the representatives of all project participants united to finish the yearly cycle of school exchange.

During our time in Macedonia, the topic of language barriers came to place - despite the close proximity of our nations, the difference in the languages we spoke was far too great. Because of this, we all agreed with the coordinators to speak in English, as well as provide two backup translators in case anyone could not understand. However, to the surprise of the coordinators and professors, the students themselves volunteered to translate, which was taken as a sign of progress in cooperation.

It was not as easy as we thought it would be, unfortunately. Many of the participants were not fluent in English, and thus difficulties occurred during exercises. Despite such a situation, the students began to speak English a lot more, practicing with their friends and consulting the coordinators for certain translations. By the third day, most of us knew English a lot more than before, and even managed to speak without a translator for longer times. By the end of the summer camp, we had learned English to a decent degree, and some even managed to be a lot more fluent.

I myself believe that, while the students gained a degree of fluency, the main contribution was the lessons in English we were taught in school. Examples such as phrases commonly used in conversations and small talk, writing letters to coordinators and executives, messaging friends and colleagues all were a now finished product of our extensive time learning English. Of course, differences in how much each person learned will always exist, but I would say that overall everyone learned a lot during the camp.

A few months later in October, I alongside 5 other individuals received an invitation towards a meeting in Berlin in which we were invited to present our Super Schools project. The degree in which we knew and spoke English was much more noticeable here - almost every individual had a well formed accent, excellent grammar and a now significantly expanded vocabulary. In fact, we spoke it so well that there were instances where we continued to speak in English out of habit even though we already understood our native language! It was one of the more fascinating aspects regarding our trip because we never believed that we would learn and speak English to such a degree.

I had never imagined that I, with the help of my professors and friends, would gain such knowledge in the English language. Its complex grammar, all of the similar yet so different words and phrases, all of those little things that made the language so beautiful seemed so far away to us. Yet, despite those gaps and cliffs that we have faced, we managed to not only learn English, but surpass our own limits of knowledge and determination.

In the future, I hope that everyone has this unique experience of learning and mastering new languages, and that they as well meet wonderful friends and educators who will guide them to a path of knowledge in this vast and diverse world.

# THE ROLE OF LITERATURE IN THE PROCESS OF GROWING UP

Extra class activities

**Emilija Pejović**

Elementary school "Ratko Zarić", Nikšić

The project *The Role of Literature in The Process of Growing Up*, which started during the last few years in our school, was continued throughout various programs in different cultural institutions. Many events were held around International Book Day For Children on April 2, 2022, as well as for the World Book Day. The project was realized within three stages.

The first stage was concentrated on our students getting familiarized with the activities of our National Library - Njegoš, as well as on their discourse with the library's employees. There was a clear emphasis on literature for children.

The second stage embodied an interactive and dynamic relationship between students of different ages. It was about a socially educative process in which students played an active role through mutual animation, so that they could unravel the hidden contents and meanings of a given work of literature. This was accomplished in an original and direct manner. The chosen work that was subject to their analysis was *Alice's Adventures in Wonderland* by Lewis Carroll.

The final third stage was dedicated to a thematic presentation of selected students and their interpretations.

## LESSON PLAN FOR CELEBRATION OF EUROPEAN DAY OF LANGUAGES

**Schools:** Elementary schools “Donja Lovnica” and “Milun Ivanovic” Rozaje

**Teachers:** Almira Murić, Nasiha Camić

**Students:** 26 (13 – elementary school “Donja Lovnica”; 13 – elementary school “Milun Ivanović”)

**Date:** September 26, 2022

**Themes:** European Day of Languages, Teambuilding and friendship, Environment

### Objectives:

By the end of this day, using given materials and having taken part in different activities, students will be able to:

- have seen deeper into the importance of foreign language learning as well as to its relevance to our everyday life, thus realizing the value of plurilingualism,
- have had a sense of belongingness to the broad ‘European Family’ ( since this day is celebrated on a European basis by thousands of people, from all walks of life),
- extend their knowledge about the Europe and the languages spoken in Europe,
- identify different ways in which trees benefit other living things,
- realize the importance of cooperation through teamwork and group work,
- build friendship and make connections.

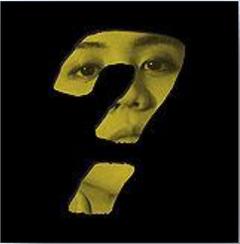
**Students’ preparation for today’s class:** No preparation

**Homework assigned for the next class:** No homework

**Materials, Supplies and Technology:** Laptop, projector, speakers, extension cords, A4 paper, duct tape, markers), stickers, scissors, PowerPoint presentation retrieved from <https://www.twinkl.com/resource/cfe-l-52579-european-day-of-languages-primary-2-powerpoint> and adapted by teachers, The book *Language journey through the Europe* retrieved from <https://edl.ecml.at/Activities/languagejourney/tabid/3223/Default.aspx>, Handout 1 retrieved from <https://cdn.ecml.at/EDL/language-journey/pdf/language-journey-EN2.pdf>, stickers and other material gained from European Centre for Modern Languages (ECML), the video *A tree can be* by Judy Nayer retrieved from <https://www.youtube.com/watch?v=C5RpcHjxMw>, tree seedlings, equipment for planting trees (shovels and spades), handouts prepared by teachers.

### Activity sequence

Length	Activities
Activity 1 – Introduction activity (30 minutes)	<p>Papers with initial letters of students’ names are put on different walls in the classroom. Students are asked to gather around the paper with the initial letter of their names. Students say their names.</p> <p>Students stand in a circle. A teacher passes around a roll of toilet paper and tells students to take as much as they want. Once everyone has their toilet paper, the teacher tells them that when it is their turn, they need to say their name, and for every square of paper, they need to give a fact about themselves.</p>

Length	Activities
<p>Activity 2 – EDL presentation (20 minutes)</p>	<p>The student from elementary school “Donja Lovnica” Emra Kuc presents PowerPoint presentation about European Day of Languages. After the presentation students discuss:</p> <ul style="list-style-type: none"> <li>➤ <i>What is European Day of Languages?</i></li> <li>➤ <i>Why do we have European Day of Languages?</i></li> <li>➤ <i>Why is it good to learn more languages?</i></li> </ul> <p>Students are split into 3 groups of seven and 1 group of 6 by calling numbers from 1 to 4.</p>
<p>Activity 3 - Lara's language journey across Europe (50 minutes)</p>	<p>Students are introduced to the book <i>Language journey through the Europe</i> and can accompany Lara on her journey to discover the different languages spoken across the continent. Each group is given Handout 1, several pages of the book <i>Language journey through the Europe</i> and a poster with stickers in order to complete the pages with stickers and text. After that each group will present their posters and share their findings.</p>
<p>Activity 4 – Guess Who? (20 minutes)</p> 	<p>All students gather in a big circle. Students ask for one volunteer that is going to go far from the whole group and wait there.</p> <p>Then the students choose the second volunteer quietly, so that the person who is waiting there doesn't hear anything.</p> <p>When the students pick one volunteer whose task is to do some dance moves, jumps, simply just do something with movements, they all need to repeat what that person is doing. When the students start doing and following everything that the person is doing, the person that was waiting outside enters room/ joins the group, so when he/she joins everyone is performing the same movements. The person who was waiting outside needs to guess which person is showing the moves and is allowed to make 3 guesses to figure out who it is. The person showing movements should change the movements as often as possible, but to be careful not to be seen by the guesser. If the leader isn't identified after 3 trials, new pair of volunteers is chosen to continue the game.</p>

Length	Activities
<p>Activity 5 – Planting the friendship tree (50 minutes)</p>	<p>Students discuss about the preservation of the environment:</p> <ul style="list-style-type: none"> <li>➤ <i>What do people do to protect the environment?</i></li> <li>➤ <i>How do people damage the environment?</i></li> <li>➤ <i>Do People in our country protect the environment?</i></li> <li>➤ <i>What can we do to protect the environment in our city?</i></li> </ul> <p>Students watch the video <i>A tree can be</i> by Judy Nayer, and answer the questions:</p> <ul style="list-style-type: none"> <li>➤ <i>What are the benefits of trees?</i></li> <li>➤ <i>Why trees are important?</i></li> </ul> <p>Students continue their work in groups and make friendship trees. They are given papers and crayons and their task is to create a tree with their names on it as a reminder to remember the names of other students in the group. This can help them to remember new friends they met.</p> <p>To celebrate new friendships, students will plant a friendship tree in the school yard of elementary school “Milun Ivanović”.</p>

**Assessment (linked to the objectives listed above)**

Teachers monitor all students’ work, giving additional explanations if necessary and encouraging students to participate in creative work.

**Teachers’ notes and lessons learned for future activities:**

The class went smoothly and was carried out according to the plan. Students enjoyed in different activities and in building new friendships.

## LESSON PLAN FOR THE MOVIE "FREEDOM WRITERS"

**School:** Gimnazija Cetinje  
**Teacher:** Nataša Stanojević  
**Length of lesson:** 90 minutes

**Students of the fourth grade**  
**Themes: "Freedom Writers"**

### Expected outcomes:

- To raise awareness on the importance of fighting discrimination, racism, social integration...
- To build a stronger community at school
- To participate in group work and create a poster/video

**Materials, Supplies and Technology:** crayons, posters, magazines, scissors, paper, glue, mobile phones.

### Activity sequence

Length	Activities
Activity 1 (5 minutes)	Students do the Line up activity (from the movie). Teacher draws a line on the floor. Students stand in two groups on each side of the line. The teacher asks questions, students step on the line if they give a positive answer.
Activity 2 (40 minutes)	Students are divided in groups of four. Each group has a different topic, with the task to create a poster, by cutting out the magazines, and creating posters.  <i>Group A - The concept of „Freedom“</i>  <i>Group B - The power of tolerance</i>  <i>Group C - Empowerment and self-worth</i>  <i>Group D - The power of writing</i>
Activity 3 (10 minutes)	Students prepare for their presentation, involving all the group members.
Activity 4 (20 minutes)	Each students is given Evaluation sheet for choosing the best presentation according to the following criteria (they can not vote for their own presentation):  ➤ the most original poster - 5pts  ➤ the most inspiring message - 5 pts  ➤ the best presentation skills - 5 pts  Students present their work.

**Length****Activities**

Activity 5  
(10 minutes)

Students choose the best presentation on a group level.

Wrapping up the lesson  
(10 minutes)

Students stand in circle, saying one word which describes best what they are feeling after having finished their work.

**Handout 1****Line up game questions**

1. *How many of you feel appreciated by your friends?*
2. *How many of you feel appreciated by your teachers?*
3. *How many of you have experienced some kind of discrimination?*
4. *How many of you needed support from your teacher/s?*
5. *How many of you have found support in a teacher?*
6. *How many of you feel free to speak your mind?*
7. *Do you write your thoughts in a diary?*
8. *Have you thought of starting a diary after watching the movie?*
9. *Do you think it was a good idea to watch this movie?*
10. *How many of you identified yourself with some of Erin Gruwels' students?*

## LESSON PLAN FOR WRITING

**Teacher:** Indira Murić

**Length of lesson:** 60 minutes

**Materials:** Copied e-mail/cover letter (Handout 1), worksheets, pens, board

**Source:** <https://www.examples.com/business/job-application-email.html>

**Main aims:**

- To develop students' skills of writing an e-mail, to teach Ss the rules of writing a formal e-mail.
- To explain importance of well-composed e-mail in modern society.

**Subsidiary aims:**

- To improve student's reading and listening skills.
- To have a students to write an e-mail individually.

**Personal aims:**

- To include all students in activities.
- To give instructions slowly and clearly.
- To improve classroom organization in more interesting way.

**Rationale:**

- Why is this lesson important? Teacher tends to learn students all of the rules for composing a formal e-mail. Teacher includes terminology and phrases that are commonly used in creating an e-mails. Technology got improved in last two decades, therefore knowing to write a good e-mail is necessity in everyday life.

**Anticipated problems:**

- For doing an e-mail writing task students could require more time, thereby the lesson would take longer than anticipated.

**Possible solutions:**

- To explain instructions clearly to get able to finish all activities on time, or to get prepared to continue on the next class.

### Activity sequence

Timing	Stage and aims	Procedure	Interaction
6 minutes	1. Lead-in <ul style="list-style-type: none"> <li>• to activate Ss' schemata</li> <li>• to develop students' listening skills</li> <li>• to practice listening for gist</li> </ul>	T tells Ss they are going to watch a YouTube video, a day in the life of journalist. Ss listen carefully and estimate the following questions by own consideration. Task: <a href="https://www.youtube.com/watch?v=EzCz13-OAPA">https://www.youtube.com/watch?v=EzCz13-OAPA</a> Watch the video and say: Do you think the life of journalist is hard? Do journalist lead an interesting life? Ss tell to their partner, then Ss tell to the class.	T – Ss S – S SSS

Timing	Stage and aims	Procedure	Interaction
5 minutes	<p><b>2. Reading</b> for gist</p> <ul style="list-style-type: none"> <li>to practice skimming</li> </ul>	<p>T shares papers of printed e-mail to Ss. T tells Ss that Alison is interested in becoming a journalist of the New Daily magazine. Ss take 1 minutes to read an e-mail that Alison wrote to Miss Gracia.</p> <p><b>Task:</b> Answer the question.</p> <p>➤ <i>What kind of stories Alison did cover in her past career?</i></p> <p>Ss tell to their partner an answer. Then, Ss tell to the class.</p> <p><i>Answer: Alison covered political and human interest stories.</i></p> <p>T tells Ss to read an e-mail again quickly. T gives to Ss 5 minutes to find required information from the text.</p>	<p>S</p> <p>S – S</p> <p>SSS</p>
8 minutes	<p><b>3. Layout task</b></p> <ul style="list-style-type: none"> <li>to practice scanning</li> </ul>	<p><b>Task:</b> Read a text again and list the details.</p> <ul style="list-style-type: none"> <li>✓ Alison working qualifications.</li> <li>✓ Alison’ achievements.</li> <li>✓ Alison’s prior work experience.</li> </ul> <p>Ss list details individually, then they check with partner. After, Ss tell to class.</p> <p>Answers: Master of journalism, worked at New Day company, For years of work for New Day magazine.</p> <p>T tells Ss to find and underline synonyms of following words in written e-mail.</p>	<p>T - S</p> <p>S – S</p> <p>SSS</p>
10 minutes	<p><b>4. Language task</b></p> <ul style="list-style-type: none"> <li>to expand SS’ vocabulary</li> <li>to sensitize SS to register</li> </ul>	<p><b>Task: a)</b> Find a synonyms in e-mail of following words:</p> <ul style="list-style-type: none"> <li>✓ Difference, dominant, well-organized, contemplate, offset.</li> </ul> <p>Ss find a synonyms and tell to partner. After, Ss compare synonyms to classmates.</p> <p>T asks student to match the formal sentences from the text to informal sentences.</p> <p><b>Task: b)</b> Read a formal sentences from an e-mail and match to informal ones (1-a).</p> <ol style="list-style-type: none"> <li><i>I am a regular reader of your esteemed daily and it has been my dream to work with your newspaper.</i></li> <li><i>I would like you to kindly consider my application for the past of the eastern region.</i></li> <li><i>I have passed my journalism masters with distinction and was the topper in my class.</i></li> <li><i>I shall look forward to hearing from you.</i></li> <li><i>I get to show you my work.</i></li> </ol>	<p>T - S</p> <p>S – S</p> <p>SSS</p>

## Activity sequence

Timing	Stage and aims	Procedure	Interaction
		<p>a) <i>I'm showing you some of my works.</i>            b) <i>Can't wait to hear your response.</i>            c) <i>I'm a big fan of your newspaper, so my dream is to work with you.</i>            d) <i>I wish u to accept my application.</i>            e) <i>I've finished my masters and was the best student in my class.</i></p> <p>Ss match formal sentences to informal ones, then they check with partner. Ss tell to the class.</p> <p>Answers: <b>Task a)</b> Difference-distinctions, dominant-topper, well-organized- regular, contemplate-consider, offset-cover.</p> <p><b>Task b)</b> 1-c, 2-d, 3-e, 4-b, 5-a.</p> <p>T shares a worksheets to Ss for writing a formal e-mail individually. Ss pretend to be a journalist candidate for a job application.</p> <p>Task: Write an e-mail/job application for becoming a journalist at New York Times magazine. Include your personal information, qualifications and work experience.</p> <p>T tells Ss to write a formal e-mail completely. Every S writes an e-mail individually. T check each e-mail and correct mistakes if needed.</p>	
15 minutes	<p><b>5. Writing</b></p> <ul style="list-style-type: none"> <li>to develop students' writing skills</li> </ul>	<p>T shares a worksheets to Ss for writing a formal e-mail individually. Ss pretend to be a journalist candidate for a job application.</p> <p><b>Task:</b> Write an e-mail/job application for becoming a journalist at <i>New York Times magazine</i>. Include your personal information, qualifications and work experience.</p> <p>T tells Ss to write a formal e-mail completely. Every S writes an e-mail individually. T check each e-mail and correct mistakes if needed.</p>	S T-S
15 minutes	<p><b>6. Speaking</b></p> <ul style="list-style-type: none"> <li>to develop oral fluency</li> </ul>	<p>T organizes competition among student's groups. Each group gets a paper with questions. Questions are created for job applicants in order to pass an interview to become a new journalist in New York Times magazine.</p>	

## Activity sequence

Timing	Stage and aims	Procedure	Interaction
		<p>Each group will find the specific common idea for answering an interview questions. Then, each group choose one member to be an interviewer and one member to be a job candidate. Both, interviewer and candidate will express common ideas they already discussed with group partners. Competition begins. Interviewer and candidate from each group express their interview to the whole class. Ss listen and vote for the best interview (Ss are not allowed to give a vote to self group but to other groups).</p> <p><b>Task:</b> Answer the questions to fulfill an interview and justify reasons why you are the best candidate to work in <i>New York Times</i> magazine? Choose one member from the group to be an interviewer and one member to be a job candidate. Discuss and agree the common idea with all group members then share to class.</p> <ol style="list-style-type: none"> <li>1) <i>Can you, please, introduce yourself, what is your name, surname and date of birth?</i></li> <li>2) <i>Can you tell me about your work experience, qualifications and achievements related to journalism?</i></li> <li>3) <i>What kinds of stories you did cover in your prior work experience?</i></li> <li>4) <i>How would you improve our publication?</i></li> <li>5) <i>What kind of stories do you read in your personal time?</i></li> <li>6) <i>What are some of your strengths or weaknesses in using technology for storytelling?</i></li> </ol> <p>Ss answer the question in own ways. Class chooses the winning group for the best interview.</p>	S – S – S SSS

### Email/ job application

*Dear Miss Garcia,*

*I am a regular reader of your esteemed daily and it has been my dream to work with your newspaper. I would like you to kindly consider my application for the post of the eastern region.*

*As you can see my resume, I have passed my journalism masters with distinction and was the topper in my class. I have worked with New Day for four years and I have covered political and human interest stories. I am sending a link of all the stories which I have done till now along with my resume.*

*I would be glad if you could take out time and give me a chance to appear for an interview with you, so that I get to show you my work.*

*I shall look forward to hearing from you.*

*With regards and best wishes,*

*Yours sincerely,*

*Alison Manely*

*April 10, 2020*

**Škola:** JUOŠ „Milija Nikčević“ Nikšić

**Nastavni predmeti:** Engleski jezik, italijanski jezik, njemački jezik, ruski jezik, crnogorski - srpski, bosanski i hrvatski jezik i književnost

**Nastavnice:**

Engleski jezik: **Dragana Radoman, Sandra Đurđić, Mira Đukanović, Milica Koprivica**

Italijanski jezik: **Aleksandra Perović**

Njemački jezik: **Anđela Krivokapić, Sanja Kolenović**

Ruski jezik: **Zagorka Šturanović**

Crnogorski - srpski, bosanski i hrvatski jezik i književnost: **Marija Zeković**

**Dan i mjesec realizacije:** 23. septembar 2022. godine

**Broj časova:** 1

**Ishodi učenja (iz svih predmeta):**

Na kraju učenja učenik će biti u stanju da:

- analizira sličnosti i razlike između svoje kulture/tradicije i kulture/tradicije vršnjaka iz svoje i drugih zemalja,
- koristi utvrđene fraze za određene namjene,
- učestvuje u razgovoru sa drugovima/ drugaricama i nastavnicima,
- otkriva značenje i upotrebu arhaičnih riječi i povezuje sa poznatim sinonimima.

**Pojmovi/sadržaji:** prezentacija, dijalog, kviz

**Oblici nastavnog rada:** frontalni, individualni, u grupama

**Nastavne metode:** Demonstracija, usmeno izlaganje, razgovor

**Nastavna sredstva:** kompjuter, mobilni telefon, internet, nastavni listići, promo materijal Savjeta Evrope za obilježavanje Evropskog dana jezika koji je obezbijedilo Udruženje nastavnika engleskog jezika Crne Gore ELTAM

**Korelacija:** informatika

### Aktivnosti učenja

Uvodni dio časa (10 minuta)	U uvodnom dijelu časa sve nastavnice, organizatorke časa, obratiće se prisutnima na jezicima koje predaju, poželivši im ugodan rad i zanimljivo druženje. Učenici su podijeljeni u pet grupa. Svaka grupa predstavlja po jednu državu čiji se jezik izučava u našoj školi (Crna Gora, Engleska/Amerika, Italija, Njemačka, Rusija) i nosi obilježja tih država u vidu narukvica i zastava.
Glavni dio časa (22 minuta)	Kroz prvu aktivnost, učenici će se upoznati sa pojmom „arhaične riječi“. Kroz prigodne kraće tekstove (PP) imaće priliku da otkriju kontekst u kojem se pojedine upotrebljavaju. Nakon pokušaja otkrivanja značenja i oblika, učenici će na karticama moći da pročitaju detalje o označenom pojmu na osnovu kojih će biti korak bliže ka rješenju.  Realizacijom ovog časa učenici VII, VIII i IX razreda učestvuju u izazovu Savjeta Evrope povodom obilježavanja Evropskog dana jezika 26.septembra. Izazov: višejezična brzalica Koliko brzalica, na bar 3 različita jezika, možeš/te tačno da izgovoriš/te za minut? Dokaži koliko si dobar/a, pojedinačno ili u grupi, tako što ćeš nam poslati video. Vodite računa da video nije duži od minut, da se prilikom snimanja koristi horizontalna postavka, da se video postavi na jednu od platformi i pošalje link.

Učenici u pet grupa sa svojim mentorima (predmetnim nastavnicima) uvježbavaju brzalice (nastavni listić 1) na različitim jezicima i to svaka grupa na onom jeziku čiju državu predstavlja (Crna Gora, Engleska/Amerika, Italija, Njemačka, Rusija). Učenici imaju zadatak da što tačnije i brže izgovore odabrane brzalice. Svi učenici dobijaju po narukvicu i hemijsku na jezicima čije brzalice izgovaraju.

Nakon uvježbavanja brzalica u jednojezičkim grupama, formiraju se višejezične grupe, uvježbava redosljed izgovaranja i mjerenje vremena.

Nakon toga učenici ustaju i formiraju krug, kako bi naizmjenično na različitim jezicima izgovorili zadate brzalice, pri tom pokušavajući da završe zadatak aktivnost za manje od minut. Ova aktivnost će biti snimljena po datim predispozicijama i predata ispred JU OŠ "Milija Nikčević" kao odgovor na izazov Savjeta Evrope povodom obilježavanja Evropskog dana jezika 26.septembra.

Za završni dio časa planiran je interaktivni kviz koji se realizuje preko sajta [www.kahoot.com](http://www.kahoot.com).

Završni dio časa  
(13 minuta)

Kviz se sastoji od 16 pitanja, višestrukog izbora odgovora, iz oblasti poznavanja jezika i kulture evropskih zemalja i šire. Za ovu aktivnost planirano je da učenici koriste mobilne telefone (jedan po višejezičnoj grupi) preko kojeg će slati svoje odgovore na pitanja, a tačni odgovori će se prikazivati preko interaktivne table.

**Osvrt na realizaciju:**

Povodom obilježavanja Evropskog dana jezika 26. septembra i Međunarodnog dana mira 21. septembra u JU OŠ „Milija Nikčević“ 23.09.2022. godine održan je javni, integrativni, ogledni čas. U realizaciji časa učestvovali su učenici VII, VIII i IX razreda, zajedno sa svojim predmetnim nastavnicama. Času su prisustvovala direktorica Nataša Kujundžić, pomoćnica direktorice Jelena Delibašić, nastavnice crnogorskog-srpskog, bosanskog, hrvatskog jezika Vera Đurđić i Biljana Palija, kao i pedagogica Tanja Jovanović. Učenici su bili vidno motivisani i aktivni u toku časa. Uspjeli su da za 1 minut izgovore 25 brzalica na 5 različitih jezika. Čas je trajao duže od planiranih 45 minuta zbog snimanja priloga za izazov, koji se može naći na sljedećem linku <https://www.youtube.com/watch?v=Wz2nY6sJpBM>

## **Nastavni listić 1 - Brzalice**

### ***Crnogorski-srpski, bosanski i hrvatski jezik i književnost***

- ❖ Proletješe tri ptice preko vrbice i proniješe u kljunu tri zrna pšenice.
- ❖ Otud ide crni trn, da odgrize crnom trnu crni vrh. Crn trnče ne odgrize crnom trnu crn vrh.
- ❖ Javorov jaram, javorova ralica, ralo drvo javorovo.
- ❖ Petar plete Petru plot sa tri pruta po triput. Brzo pleti Petre plot sa tri pruta po triput.
- ❖ Klupčićem ću te, kalemčićem ćeš me.

## Nastavni listić 1 - Brzalice

### *Engleski jezik*

- ❖ Four fine fresh fish for you.
- ❖ Kitty caught the kitten in the kitchen.
- ❖ The great Greek grape growers grow great Greek grapes.
- ❖ If two witches were watching two watches, which witch would watch which watch.
- ❖ The big black bug bit the big black dog on his big black nose.
- ❖ Which wrist watches are Swiss wrist watches?
- ❖ Cooks cook cupcakes quickly.
- ❖ Four furious friends fought for the phone.
- ❖ No need to light a night-light on a light night like tonight.

### *Italijanski jezik*

- ❖ Trentatré trentini entrarono a Trento, tutti e trentatré trotterellando.
- ❖ Sopra la panca la capra campa, sotto la panca la capra crepa.
- ❖ Tre tigri contro tre tigri.
- ❖ Dietro il palazzo c'è un povero cane pazzo, date un pezzo di pane al povero pazzo cane.

### *Ruski jezik*

- ❖ Не жалела мама мыла,
- ❖ Мама милу мылом мыла,
- ❖ Мила мыло не любила
- ❖ Мыло Мила уронила.
- ❖ У крошки матрешки попали сережки.
- ❖ Сережки Сережа нашел на дорожке.
- ❖ Букву «С» Светлана знает
- ❖ Сказки буква сочиняет
- ❖ К свете буква «с» идет
- ❖ Сказки в сумочке несет
- ❖ Женя с Жаней подружилась
- ❖ Дружба с Жанной не сложилась
- ❖ Чтобы жить с друзьями дружно
- ❖ Обижать друзей не нужно.
- ❖ На дворе трава на траве дрова
- ❖ Не руби дрова на траве двора.

### *Njemački jezik*

- ❖ Fischers Fritz fischt frische Fische. Frische Fische fischt Fischers Fritz.
- ❖ Als Anna abends aß, aß Anna abends Ananas.
- ❖ Zehn Ziegen zogen zehn Zentner Zucker zum Zoo.
- ❖ Unser Hund heißt Kunterbunt Kunterbunt heißt unser Hund.
- ❖ Kleine Kinder können keinen Kaffee trinken.



PISANA PRIPREMA ZA ČAS ENGLESKOG JEZIKA U KOMBINOVANOJ NASTAVI

Škola: JUOŠ „Jovan Draganić“ Nikšić

Nastavnica: Milka Cerović

Nastavni predmet: Engleski jezik

Datum realizacije: 7. oktobar 2022. godine

Razredi: I, II i IV razred

Vremenski period: 45 minuta

Nastavna tema:	I razred Unit 1 My Body	II razred Unit 1 My Face	IV razred 1a Happy Birthday
<p>Ishodi učenja</p> <p>Tokom učenja učenik će biti u stanju da:</p>	<ul style="list-style-type: none"> <li>➤ broji do pet i, odgovarajući na postavljena pitanja prebroji osobe/ životinje/predmete</li> <li>➤ ponavlja i reprodukuje fonetsko-fonološke, akcenatske, ritmičke i intonacijske uzorke engleskog jezika (tj. izdvojene glasove, riječi i kratke rečenice)</li> <li>➤ izvrši kratka i jednostavna uputstva</li> </ul>	<ul style="list-style-type: none"> <li>➤ ponavlja i reprodukuje fonetsko-fonološke, ritmičke i intonacijske uzorke engleskog jezika (tj. izdvojene glasove, riječi i kratke rečenice)</li> <li>➤ opiše nešto navodeći veličinu/ boju</li> <li>➤ prepozna fonetsko-fonološke, ritmičke i intonacijske uzorke engleskog jezika (tj. izdvojene glasove, riječi i kratke rečenice)</li> </ul>	<ul style="list-style-type: none"> <li>➤ piše pojedine riječi, više riječi ili kraće rečenice po sjećanju</li> </ul>
<p>Pojmovi/sadržaji:</p> <p>Nastavni materijal i sredstva:</p>	<ul style="list-style-type: none"> <li>-Interrogative adverb (<i>how many</i>)</li> <li>-Nouns regular plural</li> <li>-Irregular plural (<i>feet</i>)</li> <li>-Cardinal numbers (1-5)</li> <li>-Possessive adjectives (<i>my</i>)</li> <li>-Pjesma</li> <li>-Kratka i jednostavna uputstva</li> <li>-Radna sveska English Adventure Starter A – <i>My Body</i> – strana 6</li> <li>-Pjesmica preuzeta sa <a href="https://www.youtube.com/watch?v=OVLxWIHRD4E">https://www.youtube.com/watch?v=OVLxWIHRD4E</a></li> <li>-Nastavni list 1 (<i>Body parts</i>) – aktivnost 2</li> <li>-Kartice sa sličicama – aktivnost 4</li> <li>-Kartice sa brojevima – aktivnost 4</li> <li>-laptop</li> <li>-ljepilo</li> <li>-makaze</li> </ul>	<ul style="list-style-type: none"> <li>-Adjectives denoting feelings</li> <li>-Regular plural</li> <li>-Possessive adjective (<i>my</i>)</li> <li>-Pjesma</li> <li>-Udžbenik English Adventure Starter B: <i>My Face</i></li> <li>-radna sveska English Adventure Starter B: <i>My Face</i> – strana 6</li> <li>-Pjesmica preuzeta sa <a href="https://www.youtube.com/watch?v=OVLxWIHRD4E">https://www.youtube.com/watch?v=OVLxWIHRD4E</a></li> <li>-kartice za igru memorije – aktivnost 4</li> <li>-laptop</li> <li>-ljepilo</li> <li>-makaze</li> </ul>	<ul style="list-style-type: none"> <li>-Present Simple: <i>be</i> (affirmative)</li> <li>-Personal pronouns - singular/plural</li> <li>-Pjesma</li> <li>-Udžbenik Discover English Starter - <i>1a Happy Birthday</i></li> <li>-Poster u prilogu - aktivnost 2</li> <li>-Nastavni list 1 (<i>Match and write.</i>) – aktivnost 3</li> <li>-Pjesmica preuzeta sa <a href="https://www.youtube.com/watch?v=OVLxWIHRD4E">https://www.youtube.com/watch?v=OVLxWIHRD4E</a></li> <li>-laptop</li> </ul>

<b>Korelacija</b>	Fizičko vaspitanje (pokret), Muzička kultura (pjevanje i razvijanje muzikalnosti), Priroda i društvo (djelovi tijela)	Muzička kultura (pjevanje), Fizičko vaspitanje (pokret), Priroda i društvo (djelovi tijela)	Muzička kultura (pjevanje i razvijanje muzikalnosti)
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**Neočekivani problemi:** Postoji mogućnost da se neće završiti sve planirane aktivnosti što zavisi od učešća i aktivnosti učenika tokom časa.

### Aktivnost 1 za I, II i IV razred (10 min)

S obzirom da su učenici I razreda na prethodnom času počeli sa učenjem brojeva od 1 do 5, učenik II razreda obnavljao brojeve od 1 do 10, a učenica IV razreda obnavljala brojeve od 1 do 20, uvodna aktivnost će biti zajednička za sva tri razreda.

Učenici I razreda započinju sa brojanjem od 1 do 5 uz pomoć nastavnice, zatim nastavlja učenik II razreda od 5 do 10, a učenica IV razreda od 11 do 20.

Uvode se TPR aktivnosti *Jump, Spin, Stop* i ponavljaju više puta.

Učenici zatim slušaju pjesmicu *Let's Count to 20*. Tokom prvog slušanja učenici slušaju pjesmu i posmatraju nastavnicu koja pjesmu prati brojanjem i pokretima *Jump, Spin, Stop*. Tokom drugog slušanja učenici prate pjesmu i to tako da učenici I razreda broje od 1 do 5 uz pomoć nastavnice, zatim nastavlja učenik II razreda od 5 do 10, a učenica IV razreda od 11 do 20, dok svi prate pjesmicu pokretima *Jump, Spin, Stop*. Pjesmica se ponavlja dva puta.

### Tok časa

#### Aktivnost 2 (15 min)

Učenici obnavljaju djelove tijela prateći instrukcije nastavnice (*my head, my hands, my body, my feet*).

Učenicima se daju izrezani djelovi tijela (*body, hands, feet, head*), spajaju ih i lijepe u školskoj svesci (Nastavni list 1).

Kada završe broje koliko ima kojih djelova tijela.

#### Aktivnost 2 (15 min)

Učenik obnavlja djelove tijela prateći instrukcije nastavnice (*my eyes, my nose, my ears, my mouth, my face, my hair*).

Zatim reže kartice sa kraja udžbenika na str. 73. Učenik bira djelove lica i lijepi ih u svojoj svesci.

Kada završi opisuje sliku npr. *green eyes, a pink mouth...*

#### Aktivnost 2 (15 min)

Učenica zapisuje u školskoj svesci školski rad i datum.

Koristeći postere u prilogu, pokrete i prisutne u učionici učenici se predstavljaju lične zamjenice i oblici glagola *to be* tako što učenica više puta ponavlja kratke rečenice npr. *I am Milka. You are Mirjana. He is Uros. She is Aneta. It is a pencil. We are Milka and Mirjana. You are Mirjana and Uros. They are Aneta and Stefan.*

**Aktivnost 3 (10 min)**

Učenici otvaraju radnu svesku na str. 6. Gledaju sličice i brojeve u vježbi 6 i povezuju broj sa lijeve strane sa odgovarajućom slikom sa desne strane.

Kada završe odgovori se provjeravaju, npr. *How many? Two.*

**Aktivnost 4 (7 min)**

Učenici u paru igraju igru u kojoj povezuju kartice na kojima se nalaze čudovišta i brojeve od 1 do 5 (Nastavni list 2).

Kada ispravno spoje kartice odgovaraju, npr. *How many monsters? Five.*

**Aktivnost 3 (10 min)**

Koristeći mimiku i sličice u udžbeniku na str. 6 u vježbi 5 učenik obnavlja osjećanja *I'm happy. I'm sad.*

Zatim u radnoj svesci na str. 6 u vježbi 5 žutom bojom zaokružuje lica koja su srećna, a plavom bojom lica koja su tužna.

Kada završi odgovori se provjeravaju.

**Aktivnost 4 (7 min)**

Učenik igra igru memorije. Na karticama se nalaze djelovi lica, osjećanja happy/sad i učenik traži dvije iste kartice. Kada okrene jednu karticu prvo je imenuje, a zatim okreće drugu. Ukoliko je ista nastavlja dalje, ukoliko nije traži nove kartice.

**Aktivnost 3 (10 min)**

Učenica dobija Nastavni list 1 gdje treba da poveže i dopuni odgovarajuće oblike glagola *to be*.

**Aktivnost 4 (7 min)**

Koristeći date riječi iz vježbe 7 iz udžbenika na strani 11 učenica zapisuje rečenice u školskoj svesci. Prvi primjer se zapisuje na tabli.

1. *He / my brother – He is my brother.*

2. *I / happy – I am happy.*

3. *She / my granny – She is my granny.*

4. *They / Matt and Alex – They are Matt and Alex.*

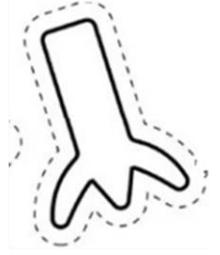
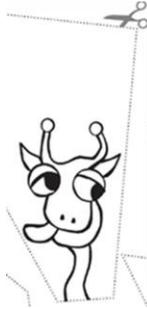
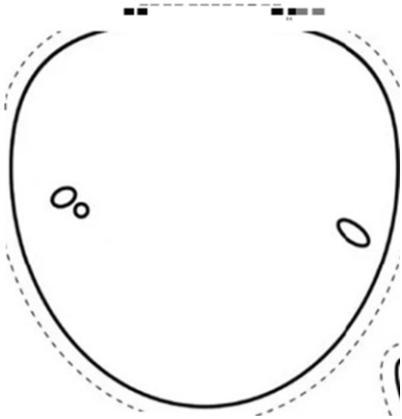
5. *We / twelve – We are twelve.*

**Tok časa****Aktivnost 5 za I, II i IV razred (3 min)**

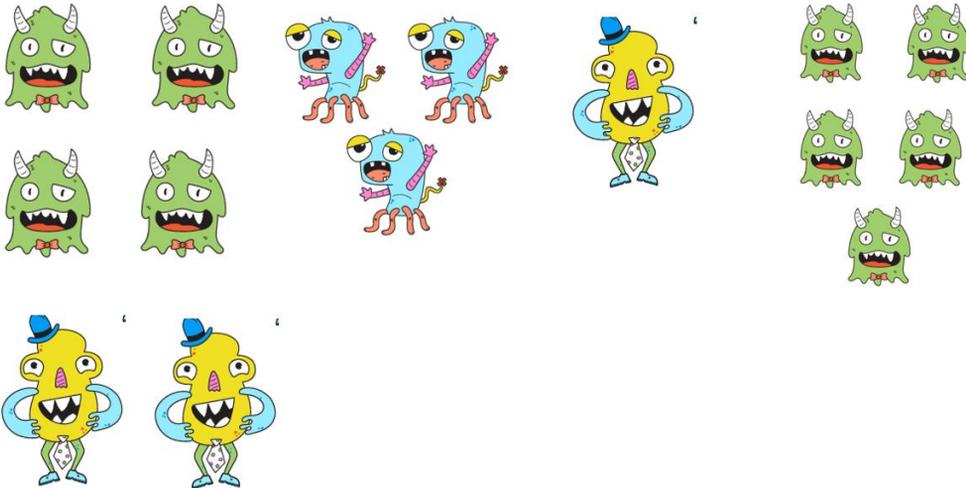
Učenici na kraju časa slušaju i pjevaju pjesmicu sa početka časa prateći je pokretima.

**Osvrt na realizaciju**

I razred  
Nastavni list 1

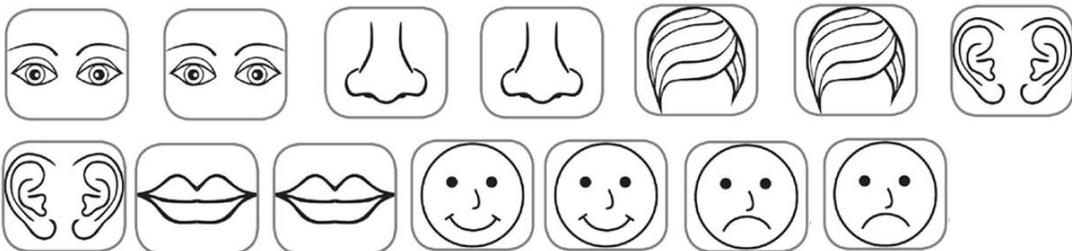


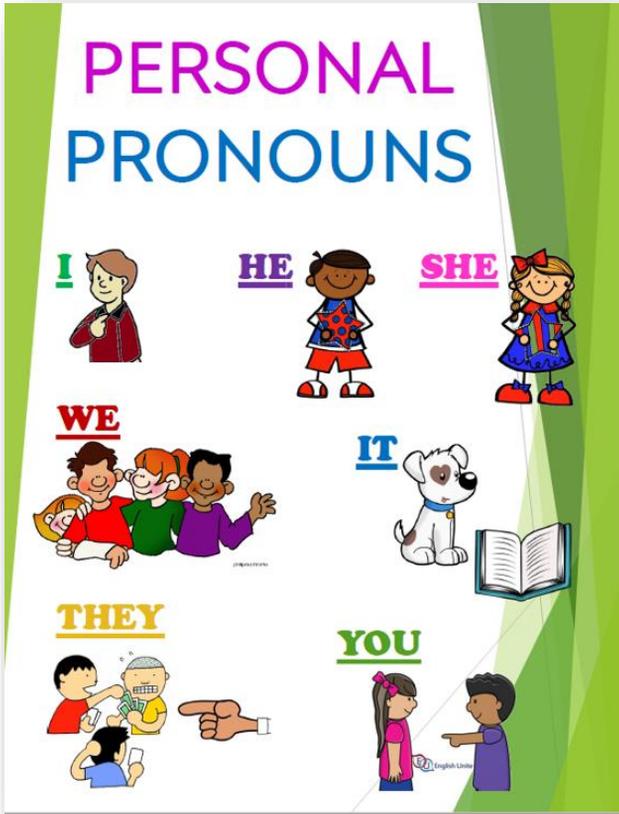
Kartice sa sličicama



II razred

Kartice za igru memorije





Nastavni list 1

Match and write.

am, is, are POSITIVE FORM

**it** **we** **you** **they**

**am** **are** **is**

**he** **you** **she** **I**

**I**  **we**

**you**  **you**

**he**  **they**

**she**

**it**

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