



VOICE UP!

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Dear readers,

May this spring bring you everything that is uplifting, meaningful, and filled with joy.

During this vibrant season, we wish you continued well-being and happiness. On behalf of the English Language Teachers' Association of Montenegro ELTAM, we extend our heartfelt appreciation for your long-lasting diligence, commitment, and unwavering perseverance.

It is with great satisfaction and honor that we present to you the eleventh edition of our newsletter.

The past year was marked by purposeful initiatives and inspiring examples of effective and impactful teaching practices. We sincerely hope that the ongoing year will be productive and filled with innovative ideas aimed at improving and enriching English language teaching across Montenegro.

As educators with the remarkable ability to shape young minds, we remain dedicated to fostering curiosity, learning, and innovative and purposeful insights.

At the outset, we would also like to convey our sincere gratitude to our esteemed Mr. Alipio Gayo from Peace Corps in Montenegro, who generously assisted us with proofreading this issue of the newsletter.

Over the past year, we were fortunate to engage in a wide range of rewarding and impactful initiatives. In this issue, you will find summaries, outcomes, and highlights of these projects and activities, along with a glimpse into our work throughout the previous year.

The collection of thoughtful articles, creative lesson ideas, and motivating contributions from fellow educators—both local and international—makes “Voice Up” a valuable source of inspiration for the upcoming term. We warmly encourage you to contribute as well by sharing your own experiences, classroom practices, or innovative ideas for future editions of the newsletter.

We would also like to take this opportunity to invite you to join ELTAM, if you have not done so already. Membership provides numerous opportunities for professional growth, collaboration, and the exchange of ideas with colleagues both within Montenegro and beyond, while connecting you to a broader global network of English language educators.

Let’s continue to inspire, create, and make a difference through teaching.

ELTAM Editorial Team



ELTAM ACTIVITIES IN 2025

The year 2025 has been one of growth, collaboration, and innovation for the English Language Teachers' Association of Montenegro ELTAM. From professional development and international exchanges to groundbreaking projects and conferences, our community has continued to strengthen its role in supporting English language teachers across Montenegro.

- ❖ Through the 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 Corner, Pearson Publishing House, Bureau for Education Services, Ministry of Education, Science and Innovation, British Council, Nansen Dialogue Centre, SOL, Council of Europe, European Centre for Modern Languages, Britannica, and other partner associations from Montenegro and abroad.
- ❖ In cooperation with the U.S. Embassy Podgorica and RELO, in previous years ELTAM members had an opportunity to attend **8-week OPEN online courses** on different topics. **During 2025** the following teachers – ELTAM members had a chance to attend those prestigious courses: in winter term: Nikolina Bečanović, Marija Timotijević and Marina Novaković; in spring term: Almeta Omeragić, Milica Blagojević and Stanka Zečević; in summer term: Aleksandra Trebješanin; in fall term: Milica Cerović, Edita Šahman, Mirjana Peković and Dragana Radoman.
- ❖ The year began with the publication of **the tenth issue of the ELTAM newsletter**. This anniversary edition was presented as a journey filled with experiences, stories, and ideas that shaped 2024. It reflected our achievements and challenges, celebrating a year of learning, growth, and connection. Through every page, we strived to inspire and support teachers, highlighting the best of our collective work.
- ❖ In January, ELTAM members also participated in significant training opportunities. From **13–17 January in Skopje, North Macedonia**, five teachers from Montenegro: Melita Klakor, Marija Vukićević, Milica Cerović, Nina Srdanović, Nađa Vujanović joined colleagues from the region at the training Embracing Trauma-Informed Care and Teaching: A Comprehensive Approach to Student Well-Being. This meaningful program, supported by the U.S. Embassy Belgrade and RELO Belgrade, provided valuable skills for creating nurturing and supportive school environments. Later, at the May conference, participants presented demo classes and workshops based on what they had learned.
- ❖ Building on the momentum, February brought the **Access Winter Teacher Training (6–9 February)**, organized in Zlatibor, Serbia, in cooperation with ELTA Serbia and supported by RELO Belgrade. Fourteen teachers from Montenegro from Niksic, Podgorica and Bijelo Polje (Dragana Radoman, Milka Cerović, Marija Bojić, Ivana Dašić, Zorana Petričević, Nikolina Bečanović, Aleksandra Krivokapić, Aleksandra Trebješanin, Mirjana Peković, Milica Blagojević, Aleksandra Konatar, Marina Kuč, Slavka Lakčević, Marija Timotijević) joined colleagues from Serbia for four days of collaboration, teamwork, and knowledge exchange. The training emphasized growth, innovation, and the importance of community among current, former, and potential future Access teachers.

- ❖ Throughout the first half of the year, ELTAM trainers: Ms. Žana Bulajić, Ms. Milka Cerović, Ms. Elida Crnovršanin, Ms. Dragana Radoman, Ms. Zorka Radonjić, Ms. Marija Bojić, Ms. Ivana Dašić, Ms. Nikolina Bečanović, Ms. Natalija Savićević-Mrvaljević, Ms. Tatjana Đonlaga, led a series of professional workshops titled ***Assessment as a Function of Student Development and Improvement of Teaching and Learning in English Language***. Organized by the Bureau for Education Services, these workshops explored the goals of education and modern approaches to assessment, highlighting its role not only in measuring knowledge but also in fostering creativity, critical thinking, and key competencies.
- ❖ A major highlight of the year was the **10th National and 4th International ELTAM Conference**, supported by the U.S. Embassy in Podgorica, held on **9–10 May 2025** under the theme ***Education as the Passport to the Future***. This milestone event marked ten years of ELTAM’s dedication to empowering teachers and promoting quality English language education. The conference featured **5 plenaries, 21 workshops, 8 demo classes, and 14 presentations**, offering rich opportunities for professional exchange. **It gathered 188 language teaching professionals** from all levels and different institutions: 144 Montenegrin participants and 44 foreign participants, both speakers and representatives of the partner’s teachers’ association from the country, region and worldwide.
- ❖ During ELTAM Days, members also met with representatives of English Language Teachers’ Associations from the region (Albania, Croatia, Kosovo, Serbia, Slovenia, Poland, SOL). These sessions focused on sustainability, motivation, and strategies to strengthen associations. The exchanges highlighted the power of collaboration and set the stage for deeper regional networking.
- ❖ Also in May, ELTAM presented the results of a survey on the ***Needs and Challenges of English Language Teachers in Montenegro***. Conducted in February, the research identified key areas for professional development and was conducted and presented by ELTAM board member Ms. Ane Ferri at the conference. You can read the analysis at the following link: <https://www.eltam.me/downloads/Analiza-istrazivanja-potreba-nastavnika-engleskog-jezika-u-Crnoj-Gori-maj-2025.pdf>.
- ❖ **23rd annual ELTA Serbia Conference 2025**, was held on 16 May to 17 May 2025. ELTAM members Ms. Dragana Radoman, Ms. Natalija Savićević Mrvaljević, Ms. Gordana Milić, Ms. Tanja Đonlaga and Mr. Vojo Mrvaljević attended the Conference. Ms. Natalija Savićević Mrvaljević and Ms. Tanja Đonlaga, held a workshop called “Formative assessment tips and tricks”, Ms. Gordana Milić and Mr. Vojo Mrvaljević delivered a workshop called “Simplif(unn)y it”.
- ❖ In late June, Bureau for Education Services, in cooperation with Pearson and ELTAM organized **six one-day trainings** across Montenegro under the title ***The Contemporary Textbook – A Key Resource in the Teaching and Learning Process***. From June 23–26, in Bijelo Polje, Berane, Nikšić, Pljevlja, Podgorica, and Budva, 158 teachers participated in interactive workshops. New textbooks *My Disney Stars and Heroes*, *iSucceed*, and *Wider World* were introduced, with a focus on digital resources, innovative lesson planning, and student engagement. Trainers from Pearson and ELTAM ensured the sessions were practical and inspiring. 158 teachers attended teacher trainings. A significant contribution to the success of the seminars was made by Pearson trainers Ms. Tamara Stošić, Mr. Darko Sibinovski, Mr. Milan Stošić, and Mr. Milan Miletić, as well as ELTAM trainers Ms. Elida Crnovršanin, Ms. Mila Goljević, Ms. Žana Bulajić, Ms. Milka Cerović, Ms. Nikolina Bečanović, Ms. Dragana Radoman, and Ms. Marija Bojić.

- ❖ The summer months were filled with international opportunities. ELTAM members participated in **five SO(u)L camps** in July and August. Four dedicated teachers—Ms. Nataša Stanojević, Ms. Mirjana Đukanović, Ms. Aleksandra Vujović, and Ms. Đultena Bećirović—visited Barnstaple, UK, while Ms. Aleta Omeragić attended the SOL Summer Retreat in Sremski Karlovci. These experiences fostered personal growth and international exchange, bringing fresh perspectives back to classrooms in Montenegro. All of them got this opportunity thanks to the SOL and prizes offered during the conference.
- ❖ Board members Marija Bojić and Dragana Radoman had an opportunity to attend online course the **ELT Leadership Management Certificate Program**, which is specifically designed to provide leadership training to English language teaching professionals in various organizations and institutions. The course was held from July 28 to September 7 and it was a kind contribution of TESOL International Association through the U.S. Embassy in Podgorica and RELO Belgrade.
- ❖ On 25 August, Bureau for Education Services, Pearson and ELTAM organized simultaneously **three online trainings *The Contemporary Textbook – A Key Resource in the Teaching and Learning Process***, extending the success of the June seminars, with 84 teachers attending.
- ❖ Shortly after, ELTAM and Pearson released **suggestions of annual lesson plans for Grades 1–9**, aligned with the new textbooks. By the end of August, 451 teachers had downloaded these plans, by the end of November 636 teachers had downloaded the plans, showing the strong interest and commitment of our teaching community.
- ❖ September was a month of new initiatives and partnerships. ELTAM proudly became the first to pilot **Hello Britannica**, an AI-powered English learning platform that offers personalized activities across CEFR levels A1–B2. Seven elementary schools in Montenegro joined the pilot program, giving students access to innovative resources for reading, writing, listening, and speaking. The pilot implementation of the Hello Britannica online educational platform took place from September 15, 2025, to January 31, 2026. Ten elementary and high schools participated in this phase of the project.
- ❖ On September 12, representatives of the **Public Diplomacy Section of the U.S. Embassy Podgorica** visited Primary School “Marko Miljanov” in Bijelo Polje, and on September 19, they met with English language teachers at the University of Montenegro’s Faculty of Philology in Niksic. These visits highlighted new professional development opportunities and details about the upcoming Access Program.
- ❖ September also marked the formal launch of ELTAM’s Networking Initiative – Bringing ELT Associations Together. Building on the connections made at ELTAM Days in May, this initiative aims to strengthen collaboration among associations across the region, ensuring sustainability and continued innovation. The second meeting was held on December 6. The meeting focused on the continuation of cooperation between the associations, as well as on improving the position and visibility of the associations. ELTAM was proudly represented in these efforts by President Dragana Radoman and Board Member Milica Radenović.
- ❖ On September 23, 2025, the Director of the Bureau for Education Services, Ms. Raba Hodžić, held a formal meeting with representatives of foreign language teachers’ associations in Montenegro, including ELTAM, which was represented by board members Milica Radenović and Ane Ferri. The focus of the meeting was on the organization of the European Day of Languages, continuous professional development, and current challenges in teaching practice.

- ❖ ELTAM promoted the **European Day of Languages** celebration and spread the information to all schools in Montenegro. During September 2025, 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 23 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, **1 preschool, 34 primary schools, and 11 secondary schools** implemented activities to promote European Language Day. The report summarizing the celebration was sent to the Bureau of Education Services and shared with the European Centre of Modern Languages in Graz. The report was prepared by ELTAM Vice-president Milka Cerović, national relay for the European Day of Languages.
- ❖ ELTAM President Dragana Radoman served as a member of the Working Group established by the Ministry of Education, Science and Innovation for the development of the **National Curriculum Framework** during the period from September to December.
- ❖ In the field of digital innovation, Britannica Education organized the international webinar *“Fluent Futures: How AI is Shaping the Future of English Language Learning Today”* on November 25, 2025. ELTAM board member Marija Bojić actively participated in the panel discussion with prominent international experts.
- ❖ As a Board Member of the English Language Teachers’ Association of Montenegro (ELTAM), Milica Radenović attended the formal academy held on 11 December 2025 at the Music Centre of Montenegro in Podgorica to mark the 30th anniversary of the Institute for Textbooks and Teaching Aids.
- ❖ The call for teachers of two new **Access Program groups in Nikšić and Bijelo Polje** was opened from November 25 to December 12, and teams of Access Program teachers for Niksic and Bijelo Polje were selected.
- ❖ During 2025, the **Access Program in Podgorica** explored a wide range of themes that connected language learning with culture, history, and personal development. Students engaged in intensive sessions on resilience and entrepreneurship, while also examining American society through topics such as leadership, communication styles, media, arts, and national symbols. They learned about key historical moments and figures, including the Continental Congress and notable African American contributions, and explored literature, architecture, wildlife, and cuisine. Through creative projects, writing activities, discussions, and team-building experiences, students strengthened their skills, reflected on what America means to them, and prepared a video presentation and Memory Book for their graduation ceremony. **The graduation ceremony was held on December 17** at DODEST Hall (KIC “Budo Tomović”), Her Excellency Judy Rising Rinke, U.S. Ambassador to Montenegro, together with Stephen Dreikorn, Public Diplomacy Chief at the U.S. Embassy in Podgorica, Marko Vukašinović Director General in the Directorate for International Cooperation and English Language Teachers’ Association of Montenegro, officially closed the program and presented certificates to our graduates.

Looking Ahead

- ❖ ELTAM remains committed to empowering teachers, fostering professional growth, and embracing innovation. From local initiatives to international collaborations, our journey together demonstrates the power of community, dedication, and shared vision in advancing English language education in Montenegro.

- ❖ **ELTAM has supported the following seminars in the Catalogue for Teachers' Professional Development 2026-2027.**

- ❖ 28. Održivo znanje – Učimo da mijenjamo, autorke i trenerice: Zorka Radonjić, Ivana Radulović;
- ❖ 48. ChatGPT u nastavi stranih jezika, autorke i trenerice: Marija Bojić, Ljubica Miljanić-Janjušević;
- ❖ 49. Dani ELTAM-a: Inspirativna nastava, osnaženi učenici/učenice, autorke: Dragana Radoman, Zorka Radonjić, Milka Cerović, Marija Bojić, Elida Crnovršanin, Nikolina Bečanović;
- ❖ 55. Izučavanje stranih jezika kroz umjetnost, autorke i trenerice: Marija Bojić, Ivana Dašić;
- ❖ 57. Komunikativni pristup u podučavanju gramatike, autorke: Milka Cerović, Dragana Radoman, Milena Danilović, trenerice: Milka Cerović, Nikolina Bečanović, Marija Bojić, Milena Danilović, Dragana Radoman;
- ❖ 62. Medijska pismenost i upotreba vještačke inteligencije (AI) u nastavi engleskog jezika, autorke: Milka Cerović, Dragana Radoman, trenerice: Elida Crnovršanin, Dragana Radoman, Milka Cerović;
- ❖ 65. Metode, pristupi i tehnike učenja engleskog jezika u vrtiću i prvom ciklusu osnovne škole, autorke i trenerice: Milena Danilović, Đultena Bećirović;
- ❖ 69. Planiranje u nastavi stranih jezika u osnovnim školama, autorke i trenerice: Milka Cerović, Elida Crnovršanin;
- ❖ 71. Učionica kao prostor kreativnosti: kontekst, metafora, riječ i igra, autorke i trenerice: Milka Cerović, Dragana Radoman;
- ❖ 182. Upotreba obrazovnih tehnologija za učenje i podučavanje engleskog jezika, autorke i trenerice: Zorka Radonjić, Ivana Radulović;
- ❖ 295. Jačanje motivacije i aktivnog učešća učenika i učenica u nastavi engleskog i drugih stranih jezika, autorke: Dragana Radoman, Marija Bojić, trenerice: Milka Cerović, Dragana Radoman, Marija Bojić;
- ❖ 334. Strategije za uspješno upravljanje učionicom, autorke i trenerice: Dragana Radoman, Marija Bojić.

- ❖ **Two more trainings are offered for foreign language teachers:**
- ❖ 50. Diferencirana nastava engleskog i drugih stranih jezika: put ka uspješnijem učenju i aktivnom učeniku/učenici, autorka: Marija Mijušković, treneri/ce: Marija Mijušković, Nikolina Bečanović, Dragana Radoman, Tamara Janjušević, Gordana Roćenović, Mirjana Đukanović, Marina Sbia, Miloš Marović;
- ❖ 60. Ludičke aktivnosti u nastavi stranih jezika, autorke i trenerice: Katrina Vujačić, Milica Zvicer Vujković.

- ❖ In 2022, ELTAM had 192 members, in 2023 - 242 members. In 2024 - 184 members, and **in 2025 we had 199 members**. 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 DAYS 2025 EDUCATION AS THE PASSPORT TO THE FUTURE

Nikolina Bečanović
Elementary school
“Mileva Lajović Lalatović“ Nikšić



The 10th National and 4th International ELTAM Conference, ELTAM Days 2025: Education as the passport to the future, opened in Nikšić with a strong message of collaboration, innovation, and future-focused education, bringing together over 180 participants from more than ten countries.

The Conference was officially opened by Vice President, Ms. Zorka Radonjić, who welcomed participants and emphasized the importance of professional growth, collaboration, and the transformative power of language education. President of the English Language Teachers' Association of Montenegro, Ms. Dragana Radoman, highlighted a decade of dedication to empowering English language teachers, expressing gratitude to key partners including the U.S. Embassy in Podgorica, RELO Belgrade, the British Council, the British Embassy, the Ministry of Education, the Bureau for Educational Services, the Examination Centre, Pearson, Data Status, and SOL.

Among distinguished guests, the U.S. Ambassador, Ms. Judy Rising Reinke praised ELTAM's contribution to education and international cooperation, underscoring the role of education in building mutual understanding and opportunity. Representing the Ministry of Education, Ms. Dragana Ćetković commended ELTAM's impact on teacher development and innovation, while Ms. Sarah Pilbeam from the British Embassy highlighted English as a vital tool for global connection. Dean of the Faculty of Philology, Mr. Igor Lakić, addressed the evolving role of technology, emphasizing communication as the ultimate goal of language learning.

The Conference featured an extensive programme, including 5 plenary sessions, 21 workshops, eight demo classes, and 14 presentations.

Key plenary speakers included internationally recognized experts, Mr. Neil J. Anderson, who spoke on integrating language skills to create engaging and rigorous learning environments, and Mr. Phil Ball, who explored the benefits of Content and Language Integrated Learning (CLIL).

Further plenaries were delivered by, focusing on social and emotional Ms. Marija Mijušković learning in language education, Ms. Catherine Jeanneau from the European Centre for Modern Languages on digital citizenship and real-world tasks, and Mr. Grant Kempton, who reflected on post-pandemic education challenges.



Our participants immersed themselves in a dynamic series of interactive workshops, each designed to strengthen teaching practice and spark fresh perspectives in the English language classroom. Through hands-on activities and collaborative learning, educators explored innovative approaches that blend creativity, critical thinking, and learner-centered strategies.

One of the highlights was *the CLIL: The 3 Dimensions of Content* workshop, led by Mr. Phil Bal from the British Council. This practical session reimaged lesson design through the lens of Content and Language Integrated Learning (CLIL).

Creativity took center stage in *Creating Comics to Think Critically*, an engaging workshop delivered by Ms. Ivana Banković and Ms. Frances Westbrook from Regional English Language Office. Educators discovered how the combination of simple visuals and storytelling can become a powerful tool for enhancing language skills while promoting critical thinking.

Equally impactful was the *Picture of Me* workshop, facilitated by Ms. Elvira Hodžić and Ms. Azra Muhedinović. This reflective session focused on helping students explore identity, self-expression, and personal growth through language. Participants engaged with strategies that empower teenagers to think more deeply about who they are and where they are heading—both in English and beyond the classroom.

Participants continued their professional journey through a series of thought-provoking sessions that highlighted collaboration, innovation, and future-focused teaching practices in English language education.

Ms. Sanja Čonjagić (ELTA Serbia, SOL) opened with *Think Globally, Act Locally and Cooperate Regionally*, emphasizing the value of networking and regional cooperation. She encouraged educators to connect global trends with local classroom practices, while also sharing exciting news about upcoming SOL Teacher Retreats in Serbia and North Macedonia.

In *The ‘Y’ in HYPE: AI vs. A-why*, Mr. Rob Howard from IATEFL Poland challenged participants to look beyond the buzz around artificial intelligence. Through practical examples, teachers explored how to integrate AI meaningfully—understanding both its potential and its limitations.

A strong focus on multilingual and vocational education came from Ms. Lidija Lazarević, Ms. Jelena Bogičević, and Ms. Sanja Radusinović, who presented a nationally approved ESP curriculum. Their work highlighted the growing importance of multilingual competence and teacher preparedness in modern education.

Innovation continued with Mr. Danny Canas, who introduced an interdisciplinary model in *Beyond the Classroom*. By connecting language learning with fields such as science and leadership, this approach equips students with essential real-world skills and represents a pioneering step forward in Montenegro’s educational landscape.

Ms. Daniela Kupi (ELTA Albania) delivered an engaging session on *CLIL methodology*. Participants gained practical, classroom-ready strategies—from debates to role-plays—designed to integrate content and language learning in dynamic and effective ways.



Participants explored engaging sessions focused on resilience, technology, and creative teaching methods in the ESL classroom.

Ms. Nađa Vujanović and Ms. Marija Vukićević delivered a powerful session on trauma-informed teaching, presenting microteaching resources designed to support student wellbeing, build trust, and strengthen classroom resilience.

In *Teaching Reading in the Age of AI*, Mr. Neil J. Anderson from Regional English Language Office introduced innovative ways to use tools like ChatGPT and ER Central. Participants learned how to create engaging, level-appropriate reading materials while also critically evaluating the role of AI in language education.

Creativity and interaction were at the heart of *Card Games for Dynamic Learning*, led by Ms. Alenka Tratnik from IATEFL Slovenia.

Through hands-on activities, teachers discovered how simple card games can bring energy, collaboration, and fun into their lessons.

Ms. Anita Jokić from HUPE captivated participants with *The Tie That Binds: How the Carpathia Saved the Titanic*. This multidisciplinary session combined history, technology, and storytelling to create meaningful, engaging language learning experiences.

In *What Is a Story?*, Mr. Grant Kempton from Pearson highlighted the power of stories as more than just teaching tools. He emphasized how storytelling helps learners make meaning, connect, and communicate effectively at any age or proficiency level.

Creativity continued with *Comic Relief: Boosting ESL Skills Through Comics*, led by Ms. Susan Holman from the U.S. Department of State. This session demonstrated how comics can enhance vocabulary, grammar, and cultural understanding while keeping students motivated. Participants explored practical strategies and left with ready-to-use ideas for making language learning more dynamic, engaging, and fun.





In *Brain Adventures!*, Ms. Gordana Milić and Mr. Vojo Mrvaljević introduced dynamic activities such as Brain Teasers and Adventure Island. These interactive tasks encouraged students to develop essential life skills—including communication, collaboration, and critical thinking—while integrating technology to make learning more engaging and effective. Equally impactful was *Fostering Student & Teacher Resilience*, led by Ms. Milica Cerović. This timely session focused on trauma-informed care and teacher wellbeing, offering practical social-emotional learning strategies to support both student resilience and teachers' self-care. Demo classes wrapped up on a high note—full of energy, creativity, and practical ideas ready to be taken straight into the classroom. From game-based learning to storytelling, the message was clear: learning can—and should—be fun.

In *Learn and Play: Part Two*, Ms. Mirjana Peković and Ms. Aleksandra Šćepanović delivered a lively session packed with engaging games that motivate, challenge, and connect learners. Their approach highlighted how play can naturally enhance language skills while keeping students actively involved.

Storytelling took center stage in *Telling Stories Through Play* by Ms. Đultena Bećirović, who demonstrated how stories support early language development, creativity, and emotional growth. The session reinforced the idea that combining play with storytelling creates a powerful foundation for young learners.

In *Eddies of Words*, Ms. Marina Marković introduced creative word games that bring lexicology to life. Through playful activities, students are encouraged to explore vocabulary, think imaginatively, and engage more confidently with language.

Wheel of Fortune by Ms. Bojana Đukić showcased how using a simple game-based approach can turn texts into dynamic, multi-level classroom activities.

Participants explored a diverse range of forward-thinking sessions that connected language teaching with real-world skills, cognitive science, and global awareness.

In *Designing Real-World Tasks*, Ms. Catherine Jeanneau from European Centre for Modern Languages demonstrated how platforms like Wikipedia, Reddit, and Wikivoyage can be used to create authentic tasks. These activities encourage learners to engage in meaningful communication and develop digital citizenship beyond the classroom.

Mr. Matthew Gleason led *Power Up Your Classroom*, a brain-based session focused on how memory works. Participants gained practical, ready-to-use strategies—from mnemonics to multisensory techniques—designed to improve retention, vocabulary acquisition, and long-term learning.

Sustainability was at the heart of *Teaching Green: E-Practicum on Environmental Sustainability*, presented by Ms. Milka Cerović and Ms. Ivana Dašić from ELTAM. This hands-on session introduced practical ways to integrate environmental topics and sustainable development goals into English lessons through interactive and accessible activities.

In *Bridging Cultures: Teamwork in Student Exchange*, Ms. Slavka Lakčević and Ms. Katrina Berišaj highlighted the importance of teamwork and intercultural collaboration. Through engaging group activities, participants explored how to foster communication, adaptability, and problem-solving in international learning environments.

Engaging English: Adaptable Activities for Dynamic Classrooms by Ms. Ljiljana Šćekić (ELTA Serbia) provided a rich toolkit of flexible, high-impact activities. These strategies are easily adaptable and designed to energize lessons, promote collaboration, and encourage critical thinking.

These sessions highlighted the importance of equipping learners with the skills needed to thrive in a connected, ever-changing world.

In *Designing Real-World Tasks for Digital Literacy & Citizenship*, Ms. Catherine Jeanneau demonstrated how platforms like Wikipedia and Reddit can be used to foster authentic communication. These tasks help learners develop language skills while becoming responsible digital citizens.

Mr. Rob Howard led *The Power of Intelligent Instruction*, focusing on the impact of clear and purposeful instruction design. Participants explored practical strategies—such as using visual aids, modeling, and interactive techniques—to enhance understanding, engagement, and critical thinking in the classroom.

In *Teaching Like Nature*, Ms. Ivana Milošević (ELTA Serbia) introduced biomimicry as a creative approach to lesson design. Drawing inspiration from nature, participants discovered how to build more adaptable, engaging, and student-centered learning environments.



Emoji-O-Meter, presented by Ms. Zorka Radonjić and Ms. Ivana Radulović from, showcased how emojis can enhance communication in the classroom. These simple yet powerful visuals help develop vocabulary, grammar, and productive skills while making learning more relatable and fun.





In *Let's Have Fun – Energizers, Fillers, Warm-ups!*, Ms. Jelena Spasić (ELTA Serbia) introduced simple, adaptable activities designed to boost motivation, build confidence, and improve language retention. The session highlighted how starting lessons with energy can set the tone for effective learning.

Ms. Ane Ferri led *Play to Slay: Games in High School Today*, challenging the idea that teenagers don't enjoy games. Through practical examples, participants saw how games can reinforce learning, encourage collaboration, and create a supportive environment for experimentation.

In *Let's Bloom in the Escape Room!*, Ms. Nataša Stanojević demonstrated how escape room activities can develop teamwork, critical thinking, and language skills. Participants also explored how students themselves can create these interactive experiences, enhancing engagement and ownership of learning.

A Voyage to the Unknown by Ms. Mirjana Đukanović took participants on a creative journey inspired by *The Earth Explorer*. Through storytelling, writing, and project-based activities, the session illustrated how imaginative tasks can bring language learning to life.



Participants also explored essential themes in language education, from communicative teaching to inclusive and emotionally supportive classrooms.

In a thought-provoking session on *Communicative Language Teaching*, Mr.

Dragiša Vukotić revisited the core principles of CLT, emphasizing the importance of real-life communication as the foundation of effective language learning.

Writing as a Key to the Future featured Ms. Erika Steiger, Mr. Conrad Salisbury, and Mr. Robert Henry from the Peace Corps. Through engaging examples, they demonstrated how diverse writing activities—from essays to poetry—can nurture creativity, critical thinking, and student voice.

In *English Without Borders*, Ms. Milica Radenović shared her inspiring experience teaching visually impaired and blind students. Her session offered valuable insights into inclusive education, highlighting practical strategies for adapting materials and ensuring meaningful student engagement.

Focusing on wellbeing, Ms. Nina Srdanović led a session on trauma-informed care, underscoring the role of empathy and emotional awareness in creating safe and supportive learning environments where students can thrive.

In *Unlocking New Paths in the Writing Journey*, Ms. Sanja Milović introduced creative, student-centered approaches to teaching writing. By moving beyond traditional methods, participants discovered ways to help learners build confidence, express ideas, and engage more deeply with the writing process. These sessions reinforced the importance of communication, inclusion, and student wellbeing in shaping meaningful and effective language learning experiences.





In *Formative Assessment Tips & Tricks*, Ms. Tanja Đonlaga and Ms. Natalija Savićević Mrvaljević shared creative, inclusive assessment activities suitable for both primary and secondary learners. Their session highlighted how formative assessment can promote collaboration, creativity, and learner autonomy through tools such as portfolios, presentations, and project-based work.

Ms. Aleksandra Mišurović presented *Education Through Theatre*, demonstrating how drama techniques and adapted plays like *Peter Pan* and *Frozen* can boost student confidence, fluency, and communication skills. Her session emphasized theatre as a bridge between classroom learning and real-world language use.

In *Listening is the Passport to Speaking*, Ms. Ana Radošević and Ms. Edita Softić explored the importance of listening comprehension in language development. They shared practical approaches such as storytelling, games, and real-world media to strengthen understanding and speaking skills in engaging ways.



Also, in *Low-Prep Vocab Revision with AI*, Ms. Ekaterina Surkova demonstrated how AI can support vocabulary learning through personalized, low-preparation activities. The session highlighted how technology can enhance retention, increase engagement, and support teachers in creating effective, student-centered revision tasks.

One of the most exciting moments of our two-day conference was the much-anticipated raffle giveaway!



We believe that learning, networking, and growing together should always come with a touch of fun—and this year's raffle certainly delivered. Participants had the chance to walk away with valuable prizes, while the atmosphere in the room came alive with excitement, cheers, and celebration as winners were announced.



A heartfelt thank-you goes to our generous friends and supporters who made this special moment possible. Their contribution added an extra layer of appreciation and joy for all attendees.





Natalija Savićević Mrvaljević
Elementary school
“Olga Golović”, Nikšić

Tanja Djonlaga
Elementary school
“Olga Golović”, Nikšić

IT ALWAYS SEEMS IMPOSSIBLE
UNTIL IT'S DONE
NELSON MANDELA

We totally agree with this statement by Mandela, because teachers are magicians in their teaching context transferring their knowledge and experience, motivating students and enforcing their active involvement. In addition, they constantly enrich their teaching practice trying to implement creative, fun and engaging activities in their classrooms – in other words, they constantly try to make impossible on a daily basis.

We must say that it has always been such a pleasure to take part in the ELTA Serbia Conference as attendees, not to mention speakers. This is a great opportunity to learn, share new and innovative ideas, explore the ELT Exhibition Area to see what latest publications, tools and manuals a great deal of publishing houses offer, meet new people as well as dear colleagues and friends, enjoy being a part of such a huge and inspiring community of teachers and educators, discussing some thoughts regarding the sessions in the nearby cafés and cosy restaurants.

The 23 ELTA Serbia Conference was held on 16-17 May 2025 at Alfa BK University in Belgrade. There were 7 renowned and distinguished plenary speakers (Sarah Mercer, Ildikó Lázár, Fiona Mauchline, Sandie Mourão, Nail Anderson, Grant Kempton and Terry Lamb), more than 50 interactive sessions and hands-on workshops performed by speakers from 20 countries and a diverse, worldwide audience.

Six members of English Language Teachers' Association of Montenegro attended the conference: Tanja Đonlaga, Natalija Savićević Mrvaljević, Vojo Mrvaljević, Gordana Milić, Dragana Radoman and Marija Bojić.

On the second day of the conference the four of us did our workshops.

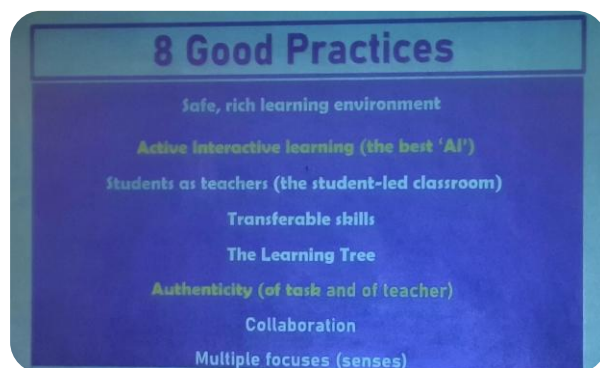


We immensely enjoyed doing a workshop *Tips and Tricks in ELT Assessment*. We have chosen this topic since we are aware that assessment and evaluation are one of the most challenging aspects in teaching, although the least appealing one. Apart from being addressed to all four language skills, assessment should also be formative and summative, continuous, effective and inclusive for various learning styles and levels of proficiency, incorporating digital tools.



This workshop provided the participants with plenty of applicable, handy and entertaining classroom activities for both primary and secondary school students, promoting critical thinking, creativity, collaboration among EFL students as well as empowering students to take responsibility for their own learning and progress. Those activities can be assessed in and off the classroom, such as both physical and e-portfolio, PPT, school projects and so forth.

Our dear friends and colleagues Gordana Milić and Vojo Mrvaljević held an interactive workshop *Simplif(unn)y it!* This workshop showed a unique approach to English language teaching through simple and fun activities designed to captivate students' interest and develop essential skills. Participants had a possibility to experience interactive and playful tasks such as "Alien Greeting" to break the ice, "90 Seconds Fairy Tales" for collaborative storytelling, and "Crazy Chat" for improvisational communication. These activities emphasize fun and simplicity while fostering communication, creativity, critical thinking, and teamwork. By the end of the session, participants had practical, enjoyable ideas to make English lessons both effective and enjoyable, turning the classroom into a space of learning and laughter.



Sarah Mercer, a professor of Foreign Language Teaching at the University of Graz, held a plenary session *The Relationships at the Heart of Language Education*. In this talk, she explores various psychological aspects surrounding the foreign language learning experience, i.e. how human connection determines learners' engagement in the classroom, their willingness to use the target language, and how they relate to the world around them through language, emphasizing empathy, compassion, trust and mutual respect, which leads to creating bonds between teachers and learners. She also talked about specific teaching strategies in order to create positive climate in the classroom.

Another distinguished plenary speaker was Grant Kempton, currently working for Pearson as the author of course books. In his session *Are we there yet? Will we ever be there?* he talks about the new era we live in - a new post-pandemic world which is more digital and uncertain and less human. He says that is the world our students seem unequipped for with numerous challenges for teachers. Therefore this session focuses on the conclusion that we need to rethink how we approach the issue of confidence, both in teachers and students, and how we can create learning journeys that maximize student potential and minimize teachers' workload.

A very interesting workshop was held by Nikola Stojanac, teacher from Serbia, who is highly interested in formative and summative assessment and applied linguistics. In his opinion, although the textbooks and workbooks are still the main teaching tool, their focus is primarily on the "average student". Therefore, he presented his experimental plan for the 2025/2026 school year where the main principle is to conduct English classes without textbooks and workbooks in order to offer the students the best knowledge so they can apply that knowledge and theory to practice and real-life situations. We would really like to see the results of his experimental and courageous project.

Our final thought is that by learning, connecting and opening ourselves to others, we discover that we grow faster when we share.

In learning something new we don't just gain knowledge, we gain people, perspectives and a deeper connection around us, performing magic in our classrooms.



Celebrating Two Years of Growth: Access Program Graduation in Podgorica



Marija Bojić
Elementary school “Oktoih”
Access in Podgorica Head teacher

On December 17, the English Access Scholarship Program in Podgorica was officially closed at a graduation ceremony held at DODEST Hall (KIC “Budo Tomović”). The event marked the successful completion of a two-year journey of learning and growth for our students from four municipalities – Podgorica, Tuzi, Zeta and Danilovgrad. Certificates were presented by Her Excellency Judy Rising Rinke, U.S. Ambassador to Montenegro, together with Stephen Dreikorn, Public Diplomacy Chief at the U.S. Embassy in Podgorica, and Marko Vukašinić, Director General in the Directorate for International Cooperation and the English Language Teachers’ Association of Montenegro ELTAM.

Since December 2023, our students completed 360 hours of interactive English learning supported by the U.S. Government. Through regular classes, intensive sessions, and a summer camp, they strengthened their communicative skills while developing confidence, leadership potential, and a deeper understanding of U.S. culture and values.

From the students’ perspective, Access was much more than an English program. It became a safe and supportive space where they learned to speak freely, share opinions, and grow together. Many students entered the program shy and unsure of their abilities, but gradually gained confidence through discussions, teamwork, and creative activities.



Students explored a wide range of topics, including U.S. history, geography, leadership, entrepreneurship, and civic values. Meaningful conversations with U.S. guest speakers allowed them to connect classroom learning with real-life experiences, offering new perspectives and inspiration.

Beyond lessons, Access became a community. Students built lasting friendships, learned from one another, and shared moments that will stay with them long after the program's end. Through community service projects and collaborative activities, they discovered the importance of empathy, responsibility, and active engagement.

We are extremely proud of our Access graduates and grateful to their families for their ongoing support. Special appreciation goes to our Access teachers, whose dedication, professionalism, and encouragement guided students throughout this two-year journey.

The Access Program leaves behind confident young people, strong friendships, and memories that will continue to shape their futures.



HELLO BRITANNICA ENGLISH LANGUAGE LEARNING PLATFORM

Luke Saunders
Area Business Manager (Europe,
Africa, Central Asia)



Since July 2025 members of the ELTAM Montenegro board have had the privilege of being connected with the 'Britannica Education' team, having been selected to be one of the first English Language Teachers Associations across Europe to pilot access to the 'Hello Britannica' English Language Learning platform.

Hello Britannica is CEFR aligned and combines advanced AI with Britannica's trusted educational content, to create a personalised learning experience that builds English skills with confidence. The platform itself focuses on developing reading, writing, speaking and listening skills, building English language proficiency.

As well as this, Hello Britannica provides the following:

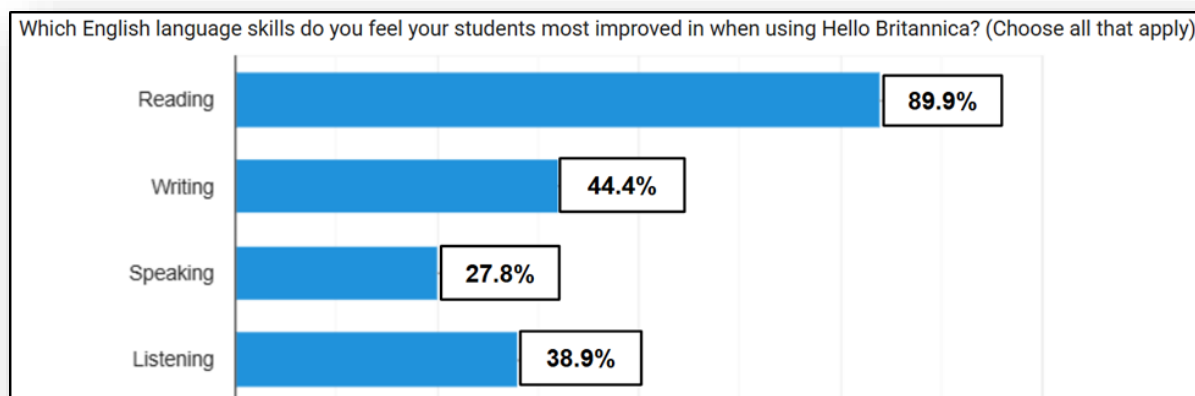
- *Learning pathways that adapt to individual progress*
- *Instant reporting, feedback and personalised targets for students*
- *Engaging, high-quality content for self-directed learning*
- *Valuable information to inform differentiated instruction*

For an exclusive period of 4 months, 11 selected schools across Montenegro had the opportunity to test access to the resource, with a mixture of students and teachers getting to benefit from all of the key functionalities within the platform.

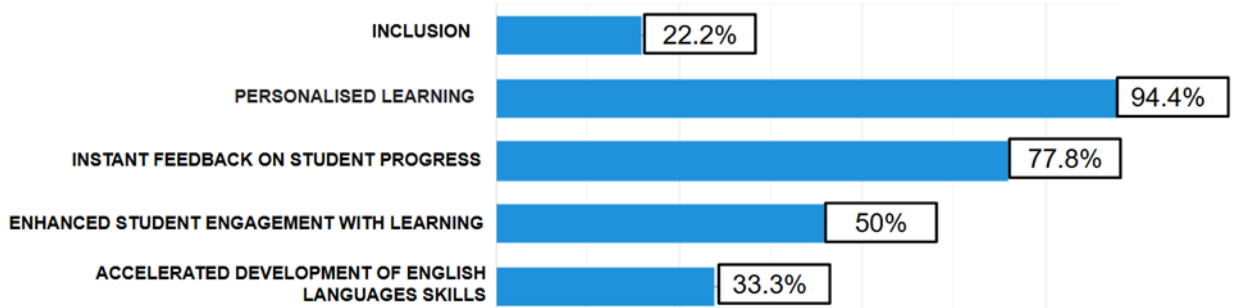
During this period a total 14,870 activities were completed on Hello Britannica with an incredible 451 individuals taking advantage of the pilot access.

The success of the pilot was highly influenced by the included product introduction training, which was provided by the Business Development Manager and Head of Curriculum at Britannica, who ensured that the pilot schools were set-up with access and able to effectively use the resource in school, remotely, on any device, at any time, during the pilot period. Not only was the usage encouraging, but the shared feedback from the participating educators was also very interesting, with 100% of educators who completed the post-pilot survey confirming that 'yes' they would recommend that 'Hello Britannica be adopted by the school beyond the pilot', having seen such a positive impact.

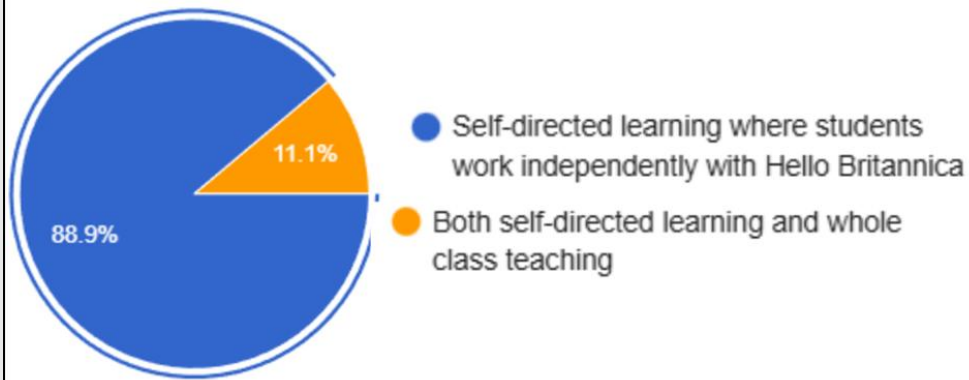
The Hello Britannica platform allowed teachers to assess the English levels of their students by taking advantage of the built-in reporting, which provided detailed analysis linked to how whole classes were advancing, with the option for the teachers to look at the more advanced reports linked to individual students'. To help the teachers with setting-up virtual classes and ensuring that the enrolled students were starting at the correct level once signed-up, the 'Start Level Test' in Hello Britannica proved to be a very valuable feature itself, with many of the participating educators agreeing that the level test provided an accurate assessment of the student's level of English, based on what they believed ahead of pilot. On top of this feedback from our ELTAM community, below is some interesting data pulled from the 'Britannica & ELTAM Montenegro pilot feedback form' summarising what the educators concluded, having used the resource for 4 months:



Which of the below does Hello Britannica support in teaching and learning? (Choose all that apply)



How did you use 'Hello Britannica' to support teaching and learning?



Schools that took part in the piloting phase:

Elementary schools:

“Oktoih”, Podgorica

“21. maj”, Podgorica

“Boško Radulović”, Komani, Podgorica

“Vladika Danilo”, Zeta

“Milija Nikčević”, Nikšić

“Stefan Mitrov Ljubiša”, Budva

“Kekec”, Sutomore

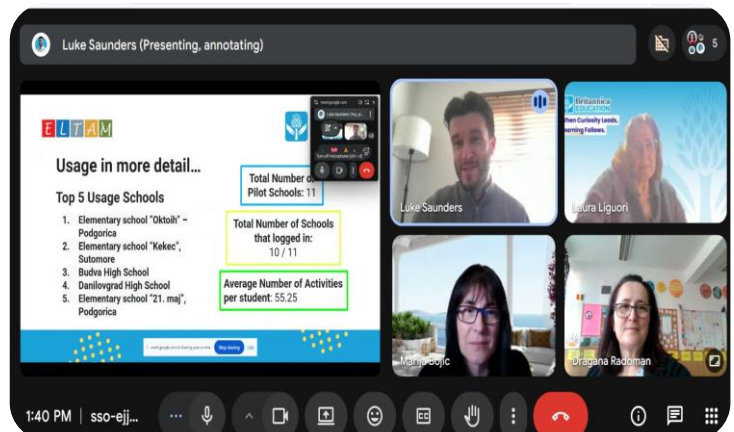
Secondary schools:

“Danilo Kiš”, Budva

“Bećo Bašić”, Plav

“Petar I Petrović Njegoš”, Danilovgrad

“Mirko Vešović”, Podgorica





STUDY TRIP TO DEVON



Our recent study trip to England, specifically to the charming town of Barnstaple in Devon, was truly an unforgettable experience. Hosted warmly by a welcoming local family, we were immersed not only in the scenic beauty of Devon but also in enriching professional development opportunities that have left a lasting impression on us.

One of the highlights of our trip was attending a workshop led by David Fisher (The Bear Educational Theatre) a renowned expert in using Drama techniques in the classroom. The workshop was highly creative and inspiring, opening new insights for engaging students through theatrical approaches. We learned innovative strategies to make language learning more dynamic and memorable, which we are eager to incorporate into our teaching practices.

Moreover, this trip provided a wonderful platform to showcase and promote Montenegrin cultural values. We performed various traditional Montenegrin pieces, sharing our rich heritage with the local community and fellow educators. The positive reception was heartwarming and reinforced the importance of cultural exchange in education.

Beyond professional growth, we were captivated by Devon’s breathtaking nature — its lush green landscapes, rugged coastlines, and peaceful countryside created a perfect backdrop for reflection and inspiration. The hospitality of our hosts was exceptional; their kindness and openness made us feel truly at home.

This trip also presents a fantastic opportunity for other English language teachers and their students. Through the School of Languages (SOL), teachers can attend similar workshops and cultural exchanges, enriching their teaching methods while fostering intercultural understanding.

We also had a great opportunity to exchange the ideas and teaching experience with other colleagues from our neighbour countries, since SOL offers the opportunities for teachers from the Balkan countries which made our stay more enjoyable and fun.

Our journey to Devon was a blend of professional development, cultural exchange, and personal growth. We highly recommend it to all educators, eager to expand their horizons and bring new inspiration to their classroom.



Thankful to SOL and ELTAM
Nataša Stanojević, High school Cetinje
Aleksandra Vujović, High Art School Cetinje
Mirjana Đukanović, Elementary school “Ratko Žarić” Nikšić
Đultena Bećirović, JPU “Vukosava I Mašanović” Bar



Aleksandra Trebješanin
Public Preschool "Djina Vrbica"
Podgorica

LEARNING, GROWING, AND CONNECTING: INSIGHTS FROM THE ACCESS TEACHER TRAINING



As an English language teacher from Montenegro, I was thrilled to join the Access Winter Teacher Training. It was an amazing collaboration between ELTA Serbia and the English Language Teachers' Association of Montenegro (ELTAM), supported by RELO Belgrade. This four-day course, which took place in the beautiful mountain Zlatibor, promised a combination of inspiration, cross-border cooperation, and professional development. It was a special gathering of current, former and future Access teachers. I was expecting a few days of useful workshops, a little change and socializing with colleagues. However, what I got was much more than that.

It was an experience that enriched me professionally and personally, encouraged me to think about my practice in a new way and gave me the motivation I sincerely wanted.

From the moment we arrived, I felt a combination of excitement and curiosity.

The first day of the seminar was filled with creative and stimulating activities. We had a workshop where we had the opportunity to create our positive personal mottos. In the end, we were able to take each other's personal motto and take it with us. I still keep mine as a memory.

On that day, we also dealt with the topic of creating a linguistically stimulating environment in modern education, especially at the time of the development of artificial intelligence. The day was spent in a great mood, with the exchange of ideas and practical advice that can be easily applied in the classroom. The following day was especially inspiring and filled with topics that are directly related to our daily practice in the classroom. During the day, we dealt with maintaining energy in classes, encouraging students' motivation and developing long-term resilience to professional challenges. I was particularly impressed by the “Fostering Student Motivation and Engagement” workshop, which further motivated me to complete the OPEN course 2025 on the same topic. We had the opportunity to discuss teacher burnout, which opened an important space for sharing experiences and mutual support. The whole day was spent in the spirit of professional growth, encouragement and common strength that arises when educators work together.



The third day of the seminar was marked by practical topics that offered us both knowledge and motivation for further work. We discussed different strategies for dealing with burnout, as well as ways to make the language learning process more fun and accessible. One of the most interesting moments was the encounter with the magicschool.ai platform, which significantly facilitates lesson planning and improves classroom work. A “Teaching Green” workshop was also held, after which we got access to an e-practicum dedicated to sustainability and environmental awareness. Our time passed quickly and every day was indeed filled with phenomenal activities.



The final day brought a combination of creativity, energy and good mood. Through a series of practical workshops, such as the fun activity “What's in the Box?”, a dynamic approach in “Briskteaching” and interesting ways to conclude the lesson with “Voice Thread”, we got new ideas that can easily refresh the teaching. The final part of the day was really special because we had a certificate awarding ceremony and final evaluation, during which we gathered impressions, exchanged praise and marked the end of our joint learning. The atmosphere was warm, supportive and full of the feeling that we had achieved something worthwhile together.

When I look back on all four days of the seminar, I feel that this experience exceeded all my expectations. It's rare that knowledge, quality workshops and professional development blend so naturally with fellowship, laughter and genuine enjoyment, but this seminar provided just that. Every day I felt stimulated, motivated and completely immersed in topics that opened up new perspectives for us, not only as teachers, but also as people.

What made this training special was the unique energy of the group: openness, support and willingness to share experience, without holding back and without a sense of competition. I met wonderful people who inspire me with their passion for work and who reminded me how nice it is to work in a community of professionals who want to grow. At the same time, the way the workshops were organized, dynamic, meaningful, and perfectly balanced, allowed us to enjoy ourselves and still learn constantly.



Zlatibor was a great choice. It had a perfect background for everything: peace, nature and an atmosphere that really strengthened the sense of community. We had precious moments between the workshops because they were filled with spontaneous socializing, conversations over coffee and tea, exchange of ideas and large amounts of laughter. When I think about those moments now, we were a part of something bigger, something that goes beyond just professional training.

I returned home fulfilled and with the feeling that I received everything I needed. It felt like I gained a new wave of motivation. This was not an experience that gave me only knowledge, but I was also richer for people, experiences and beautiful memories that I will remember for a long time. It is really hard to describe this seminar in one sentence, but I can say that it is a combination of learning, inspiration and pure enjoyment. And I sincerely hope that there will be more meetings like this because these times confirm how special our calling is and worth every effort. Together we can achieve everything.

This is exactly why I want to become an Access teacher, because this experience showed me how much we can inspire students, enjoy teaching, and grow together as a community.



Aleta Omeragić
Elementary school
“Džafer Nikočević”
Gusinje

LIFE BEGINS WITH
LEARNING, A GOOD
FUTURE BEGINS WITH
EDUCATION." - DR. T.P.
CHIA



The effort we invest in education and knowledge is a wealth that no one can take away from us. The month of August 2025 was marked by my participation in the professional education program, which significantly enriched my professional experience. This was the first International course for me and I didn't expect that it will be like this. It provided me the opportunity to learn new things, connect with professionals, and gain insights into current trends and best practices in the field. The speakers were knowledgeable and engaging, and the topics covered were both relevant and practical.

The professional development program was organized by SOL. I received the SOL award at the conference held in Nikšić. Participants from 15 European countries took part in the program, which enabled a rich exchange of experiences, ideas and different approaches to teaching English. The days were filled with various activities - in the morning we attended lectures, while the afternoon hours were reserved for workshops and walks, which further enriched the overall experience. Participating in this program enabled me to improve the planning of the teaching process, adapt the contents to different levels of students' knowledge and additionally develop creativity in teaching.

One of the highlights of the course was the interactive workshops, where I was able to apply what I had learned and collaborate with other participants. I also appreciated the networking sessions, which allowed me to meet people with similar interests and exchange ideas.

A visit to the Karlovac Philological High School, the oldest Serbian school in Sremski Karlovci, which represents a true symbol of educational tradition and cultural heritage, left a special impression on me. One evening was organized as an International Food Evening, during which the participants presented the specialties of their countries. A day spent on the Danube and a visit to the island further enriched the program and made it possible to enjoy nature and relax after intensive workshops and lectures. This and other mentioned activities gave me the opportunity to socialize with colleagues from different countries and left an impression that I will remember for a long time.



Overall, the course not only expanded my knowledge but also inspired me to continue learning and improving in my professional journey. I would definitely recommend this course to anyone.

*Life begins with
learning, a good future
begins with education.*

— Dr. T.P. Chia



Nađa Vujanović
Elementary school
“Boško Strugar”
Ulcinj

TEACHING WITH CARE: WHAT I LEARNED FROM 'EMBRACING TRAUMA- INFORMED CARE AND TEACHING: A COMPREHENSIVE APPROACH TO STUDENT WELL-BEING' TRAINING



During the last week of the winter break, five English teachers, ELTAM members, Marija Vukićević, Melita Klakor, Milica Cerović, Nina Srdanović and myself had the opportunity and honour of participating in a significant and innovative five-day international training program titled “Embracing Trauma-Informed Care and Teaching: A Comprehensive Approach to Student Well-Being,” held in Skopje from January 13–17, 2025.

The training brought together groups of five teachers from Bosnia and Herzegovina, Montenegro, Serbia, Kosovo, and North Macedonia, creating a unique space for collaboration and regional exchange.

The professional development program was organized by SOL. I received the SOL award at the conference held in Nikšić. Participants from 15 European countries took part in the program, which enabled a rich exchange of experiences, ideas and different approaches to teaching English. The days were filled with various activities - in the morning we attended lectures, while the afternoon hours were reserved for workshops and walks, which further enriched the overall experience. Participating in this program enabled me to improve the planning of the teaching process, adapt the contents to different levels of students' knowledge and additionally develop creativity in teaching.

This in-person training was the final stage of a three-month learning program that began on the Canvas platform and continued through Zoom sessions, where participants gained foundational knowledge about trauma-informed care. The intensive week in Skopje allowed teachers to connect this knowledge with hands-on strategies and real classroom applications.

Throughout the program, I gained a deeper understanding of the different forms of trauma, how they influence a child's development, and why trauma-informed principles are essential for building healthy school environments. I learned practical strategies that help students regulate their emotions, stay within their window of tolerance, and feel more secure and connected at school. Equally important, the training emphasized the role of teacher well-being, compassion fatigue, and self-care—reminding us that we can support students effectively only when we also care for ourselves.

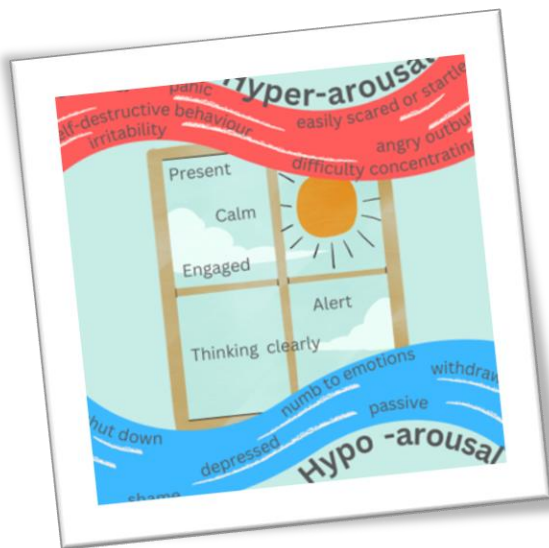


Understanding Trauma: Why It Matters in Schools and What Every Teacher Should Know

Early in the training, in the online stage, we explored what trauma actually is and how many forms it can take. We discussed Adverse Childhood Experiences (ACEs)—things like physical or emotional abuse, neglect, bullying, domestic violence, caregiver separation, household mental health struggles, substance misuse, community violence, and chronic medical trauma. Even when these experiences are never spoken aloud, they can shape how students see the world, how they trust adults, and how they cope in stressful situations.

We also learned about the different types of trauma:

- Acute trauma—a single overwhelming event
- Chronic trauma—prolonged or repeated experiences such as long-term neglect, systematic discrimination, political violence, persistent bullying, or ongoing emotional abuse
- Complex trauma—multiple traumatic experiences layered over time, often beginning in childhood



A powerful reminder from the training was that trauma is never the student’s fault, and their behaviour often reflects a nervous system doing its best to survive, not a student trying to be difficult. Teachers do not need to know the details of what happened; our role is to create stable, predictable, and caring environments that help students feel safe enough to learn, not to serve as therapists.

Core Principles of Trauma-Informed Care

We talked a lot about what it means for a school or any organisation to be trauma-informed. It means the school:

- realizes how widespread the effect of trauma is
- recognizes the signs in both students and staff
- responds by integrating trauma knowledge into policies, routines, and teaching practices
- and most importantly, works to avoid re-traumatisation

The training introduced six core principles of trauma-informed care:

1. Safety – physical, emotional, social, and moral
2. Trustworthiness and Transparency
3. Peer Support and Mutual Help
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical, and Gender Sensitivity

These aren’t abstract ideas. When we apply them consistently, we see better behaviour, stronger relationships, more engagement, and a healthier classroom culture for everyone.

During the initial online modules, we examined the neurological dimensions of trauma. Trauma can affect nearly every system in the body, influencing memory, attention, emotional regulation, and executive functioning. A particularly useful concept was the window of tolerance—the emotional and cognitive zone in which learning is most likely to occur. Students outside this window may fall into:

- Hyper-arousal (anxiety, agitation, stress responses)
- Hypo-arousal (withdrawal, low energy, shutting down)

These states make learning extremely difficult. Understanding this helped me interpret student behaviour through a more compassionate and informed lens.

One of the most encouraging aspects of the training was the emphasis on neuroplasticity, the brain's ability to grow, change, and heal. Despite the challenges trauma creates, the brain is capable of healing and reorganising, especially when students experience consistent safety, supportive relationships, and predictable routines. Even when trauma affects development, these help students build new pathways and skills.

This message of possibility reinforced the significance of trauma-sensitive teaching practices.

Resilience: A Skill We Can Teach

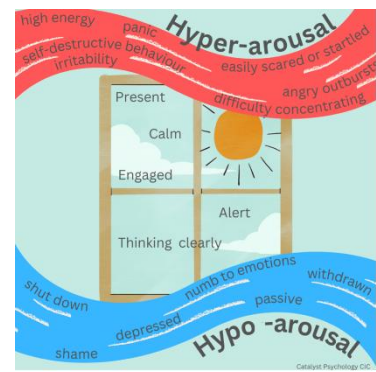
A hopeful message throughout the training was that resilience can be learned. Resilience is the ability to adapt, recover, and continue functioning after experiencing stress, adversity, or trauma. In other words, we can say that it is a set of skills that involves the ability to cope with difficult emotions, rebuild a sense of safety and control, and develop healthy strategies for facing future challenges. It is not a fixed trait but rather a learned set of skills that can grow through supportive relationships, predictable environments, emotional regulation, and opportunities for success.

We can help build it through:

- strong and trusting relationships
- opportunities for problem-solving
- emotional literacy
- supportive feedback
- consistent expectations

-spaces where mistakes are treated as learning opportunities.

Fostering resilience is one of the most meaningful things we can do for our students, especially those who have experienced trauma.



Supporting Teachers: Compassion Fatigue and Self-Care

We also discussed compassion fatigue, the emotional exhaustion that can build when we care deeply but don't have enough recovery time. Left unaddressed, it can lead to burnout.

Self-care was not presented as an optional add-on, but as a responsibility. We talked about four pillars of self-care: mental, physical, social, and spiritual - and how supporting our own wellbeing is part of supporting our students. A regulated teacher is much more capable of helping students regulate themselves.

One of the strongest messages for me personally was that every teacher must first learn how to care for themselves before they can sustainably support their students. Self-care and self-regulation are not luxuries; they are tools every educator should be equipped with.



Practical Strategies and a Shift in Teaching Mind-set

Throughout the training, teachers practised strategies that can immediately improve student well-being through numerous materials, resources and engaging activities provided, fostering:

- predictable routines
- clear and authentic communication

- offering choices to increase student control
- short grounding or regulation breaks
- avoiding unnecessary triggers
- modelling emotional regulation and practising co-regulation

Another important lesson was not to take dysregulated student behaviour personally. Many reactions that look like defiance are actually signs of stress or overwhelm. The trauma-informed approach reminds us to look for the need behind the behaviour, not the intention to misbehave.

What is Done and What Comes Next?

The outcomes of this project go far beyond individual learning. Together with colleagues from across the region, we developed action plans and school-based projects aimed at sharing trauma-informed practices with other educators.

Our team received excellent feedback for their final project and was praised for its creativity, practical value, organisation, and strong teamwork. The workshops have been delivered in Montenegro.

The results of the project were presented at a round table that was held on 9th June 2025. Two presentations and a demo class were held at this year's edition of ELTAM's international conference.

In progress is the registration of the professional development program.

The goal is to create lasting change in our schools—where both students and teachers can thrive, feel understood, and experience learning in an environment that prioritises safety, empathy, and resilience.

Who Supported and Led the Training?



This valuable program was supported by: The U.S. Embassy in Serbia, Regional English Language Office – RELO Belgrade and ELTA Serbia.

The training was led by recognised experts and professionals: Dr. Nancy Osborn, a psychologist with over 30 years of experience, Prof. Dr. Nenad Miladinović, University of Kragujevac and Ivana Milošević, President of ELTA Serbia.

I would like to express my sincere gratitude to ELTAM, the English Language Teachers' Association of Montenegro, ELTA Serbia, the U.S. Embassy in Belgrade, and the Regional English Language Office (RELO) for allowing me to participate in this significant, professionally enriching and transforming program and their fantastic team.

THE USAGE OF ASSESSMENT TECHNIQUES IN OUR TEACHING PRACTICE



Dragana Madžarović
Elementary school “Vladika Danilo” Podgorica

Being a teacher is one of the most important jobs in the world, with all its beauties and burdens it still implies the pleasure of doing a life-changing occupation which requires dedication and continuous learning. In our teaching practice we deal with a lot of challenges but the majority of teachers will certainly agree that assessment is the most difficult part of our work. Regarding this issue I have been attending different professional development courses and workshops in order to improve this teaching skill. In this article I will try to consolidate some of the teaching techniques and activities which can be useful for our teaching practice.



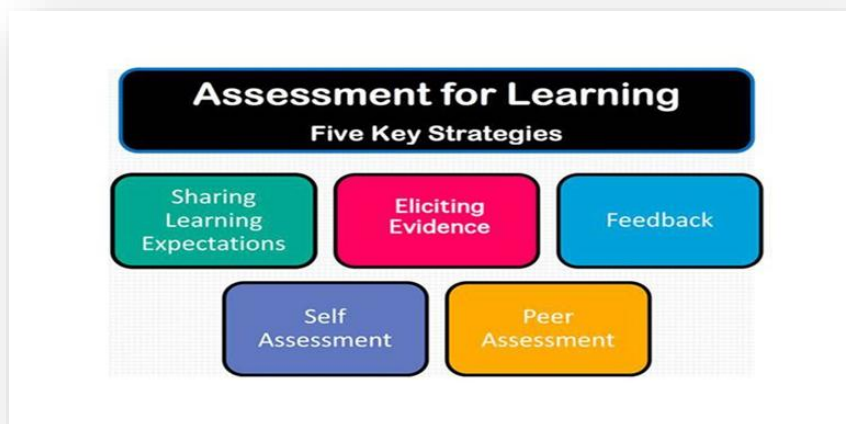
At the beginning of a school year we usually give students tests in order to identify their level of knowledge so that we can plan activities which can help students improve their skills. This type of assessment is called diagnostic and it's a useful source of information for teachers. Students often show some kind of unwillingness when this type of assessment is done.

Assessment of learning

The teacher evaluates whether the learners have met the learning objectives and they are given grades. Learners are told the standards and they are expected to meet them. This type of assessment is called summative which shows how well students mastered materials, knowledge or skills. It's used to evaluate students' learning at the end of a unit, term or school year.

Assessment for learning

This type of assessment is also called formative and it's used to support learning and teaching. It helps learners and teachers to modify learning activities. The teacher gives clear and specific feedback to learners to help them improve. It's a way to monitor student learning during an instructional unit or class. It gives us information about what students can do or cannot do and when they need support. Formative assessments can be given by a teacher or by classmates. Students themselves can also give this kind of a feedback. Some of the examples of formative assessment instruments are checklists, questionnaires, exit tickets and one-minute papers.



Assessment for learning emphasizes progress and achievement. Students are involved in deciding assessment criteria and they are clear on steps needed to achieve their goals. They are aware of how they learn, not just what they learn. Teachers give constructive, personal, specific feedback and guidance. It focuses on how students can improve, so that they can reflect on their progress and at the same time they develop autonomy. Students become reflective and self-managing.

Assessment activities examples

➤ ***One minute paper***

Students are given one minute to write down the most confusing or intriguing aspect of the lesson. The teacher gets feedback on what students found most confusing about the topic so that to identify areas of confusion and adapt instruction accordingly.

➤ ***Know, Wonder, Learn chart***

Students complete the chart with the information about the topic. They say what they know, what they would like to know and what they have learned about the certain topic. This type of assessment helps the teacher to find out whether the students have understood the given material.

➤ ***5 W's and H***

This method gets students involved to write down their knowledge on a topic being explained by the teacher. Students write *What, When, Where, Who, Why* and *How* questions and answers to demonstrate their depth of knowledge about the topic.

➤ ***3-2-1 activity***

This activity is a way to check students' understanding of a topic and to get them reflect to what they have just learned. At the end of a lesson, students write down three things they have learned, two things they have found interesting and one question they have.



➤ **Gallery walk**

Students work in groups in order to create materials related to the topic. They create posters, diagrams or mind maps. Each group puts their visuals around the classroom so that they can discuss each group's work. They put notes with comments or questions related to the visuals. The teacher can use these comments as a formative assessment of individual or group work activity.

➤ **Learning journal**

After each lesson students write short reflections on what they learned, what was challenging and what they would like to explore further. The teacher can review these entries to gain insights into individual students' understanding and progress.

Peer assessment

Students receive feedback from the teacher and their peers in order to check their own work. The criteria is clear and understood so that learners are able to do this. This increases their self-confidence and promotes students' learning autonomy. Feedback is immediate and effective because it comes from oneself and others. Students are able to assess themselves and the feedback allows them to consider areas for improvement.

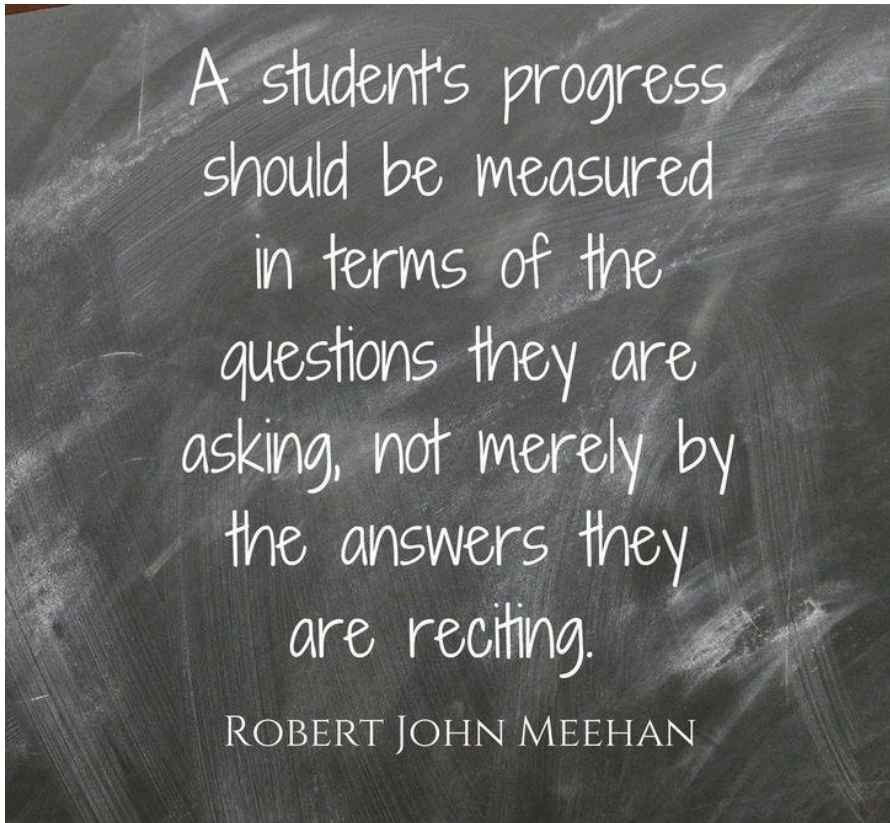
Self-assessment

Asking students to rate their progress on a scale and giving them a few questions ensures that they can all start to self-assess. Students can write comments on their strengths and weaknesses so that they identify areas for improvement. Students become more confident and this type of assessment improves their independence. It's especially useful for teenagers since they have a need for approval from their friends. They need self-esteem and the need to feel valued.

When we use self-assessment and peer support, the stronger learners improve their own speaking skills and confidence. At the same time they have a sense of responsibility for helping others. The weaker students get help from their classmates which can make it more meaningful.

Students are engaged and involved in the task and they feel supported and included. They begin to feel more confident and they realise that asking for help is not a bad thing. The teacher can monitor and give additional feedback where needed.

Our task is to equip students with skills which will help them to think critically, showing curiosity with every opportunity, so that they find the purpose in this modern world.



References:

1. <https://www.niuedu/citl/resources/guides/instructional-guide>
2. <https://www.justsciencenow.com/assessment/index.htm>



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HOW TO USE A NES (NATIVE ENGLISH SPEAKER) IN THE CLASSROOM

Speaking practice is potentially the most important use for a NES in the classroom. Yes, we all know students get plenty of spoken English practice from TV/movies or scrolling on TikTok. However, what they most likely lack is the output.

The most noticeable detail I see English teachers from Montenegro often overlook is students' abilities to have a basic introductory conversation. “I have 7 years old” or spelling names using the Montenegrin alphabet are common examples. It's more practical for them to know how to introduce themselves to a NES than to recite grammar rules to a NES.

Second, English is a phrasal verb and idiom-heavy language. NESes will be spilling these constantly and it's best to soak them up like a sponge. This is valuable content textbooks can never teach. I may or may not be doing this now.



Third, at the time of writing, many of my classes are learning “have got” from British-based textbooks. As an American, this is foreign language to me. My first instinct is to say “Do you have...?” rather than “Have you got...?” Funnily enough, I see my students saying the American more often, too. So if the media they consume is American English, but their academic content is British, what then? Personally, I would rather also consider Englishes far beyond just these two. In short, the student is not incorrect for using an English that is not the English of the textbook.

A reasonable drawback to a NES in the classroom is language barrier. Your natural instinct is to translate, which is normal. But the “dance” between the Montenegrin teacher and the NES is its own beast which warrants its own article. Anyway, always remember that they won’t have you or a translator in the real world. What you are doing now is preparing them for such event. *Catch my drift?*

Finally, my lasting takeaway I want you to walk away from this article is to watch how your students use English with a native speaker then curate your teaching around that. General questions to consider could be: (1) How much of what students are learning from their textbooks can they use with a NES? (2) How much of the English NES uses is different from the textbooks? (3) What can you do to find the right balance of teaching textbook vs. teaching NES *survival skills*?

Thank you for reading this far. You might be wondering, which NES wrote this article?

Hello everyone, my name is Alipio. I am a Peace Corps volunteer serving as an English teacher in Spuž. I am in my seventh year of experience teaching English professionally. Previously, I worked in a similar role in Madrid, Spain. However, the main difference was that that school had six American English-language assistants (and three French-language assistants) so they were very much used to this sort of thing. I wanted to write this in a way that was particularly useful in the context of Montenegro and ELTAM since seldom do schools here have this kind of opportunity. Though, I am optimistic Montenegro can get there in the future.



TURNING THE SCHOOL
YEAR INTO A GAME-
TRACKING BONUS POINTS
TO BUILD MOTIVATION,
RESPONSIBILITY, AND
TEAMWORK IN THE
ENGLISH LANGUAGE
CLASSROOM



Marija Vukićević
Elementary school “Stefan Mitrov
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Effective classroom management is one of the key factors of a teacher’s success. What truly makes a difference is the ability to establish rules that students do not experience as strict obligations, but as something they willingly accept and internalize. It is essential that students quickly notice the results of their effort, as this builds a sense of purpose and achievement.

I often tell my students that learning is like playing a computer game: you cannot advance to the next level without mastering certain skills, discovering new strategies, making mistakes, and sometimes returning to the very beginning. A fresh start should never be discouraging—although it may feel overwhelming, this is exactly how everyone feels when faced with something new. Only those who try eventually reach the reward—sometimes greater, sometimes modest, but always meaningful. The goal is to reach the levels that each student can realistically achieve. These do not need to be the highest ones; success lies in progressing as far as possible at one’s own pace.

Learning English is more than grammar and vocabulary; it fosters creativity, responsibility, independence, and collaboration.

To support this, I introduced a bonus point system in my classroom, inspired by mathematics teacher Olivera Kapor from elementary school “Stefan Mitrov Ljubiša”, who has implemented a similar approach successfully for many years. I was amazed by the level of student cooperation when calculating their mathematical progress, and this made me wonder how to adapt the practice to the ESL classroom. It took me a few years to design a system that suits both my students and myself - especially in terms of keeping track of everything. Students quickly recognized the benefits: they became more responsible for their own learning, more tolerant of one another, and much more supportive when working in teams.



Earning Points:

Remedial and Additional Lessons

Students receive 1 point for each remedial or additional lesson they attend, provided they come motivated and ready to work. During remedial lessons, they can also take a special test—with tasks carefully selected and practiced beforehand—based on the content but at a slightly lower level. The highest possible grade on these tests is “Good (3).”

In addition, students can earn points through creative tasks:

1–2 points: posters on grammar or vocabulary

1–5 points: pair or group projects or research

1–10 points: workshops independently prepared in collaboration with the teacher

➤ ***Posters and Classroom Panels***

Only representative work is displayed on classroom walls. This motivates students to put more effort into their projects, consult with the teacher, revise their work, and respect deadlines. A realistic deadline - usually up to one month - is provided.

➤ ***Individual and Group Tasks***

Students who prefer working individually may receive special assignments tailored to their abilities.

Group projects are carried out in small, student-formed groups, each including at least one weaker learner and no more than four members. Students are given a month to complete the task, with ongoing guidance from the teacher.

➤ ***Workshops for Talented Students***

High-achieving students can earn additional points through independently prepared workshops. This idea emerged when I was on extended sick leave and the school could not provide a qualified substitute teacher. I realized that I could train some of my strongest students to temporarily take on certain instructional roles. They selected their own lesson topics, adapted teaching strategies, designed games and quizzes, and presented the material creatively. Their peers participated enthusiastically, and the classroom became even more dynamic.

How Bonus Points Influence Test Grades

A crucial component of the system is that bonus points may be exchanged for a higher test grade. After receiving their test results, students may use their accumulated points to improve the final mark by one grade level. Although some students manage to collect enough points for a two-level increase, this is not permitted - ensuring that the system remains fair and academically meaningful.

Students may also choose to save their points for a future test or until the end of the term. An especially valuable feature is the ability to lend up to 5 points to a classmate. Only one student may borrow points from one friend, preventing misuse and ensuring fairness. This simple rule creates space for altruism, empathy, and genuine peer support—qualities that traditional assessment systems rarely highlight. Through this practice, generosity, responsibility, and care for others become visible and appreciated within the classroom community.

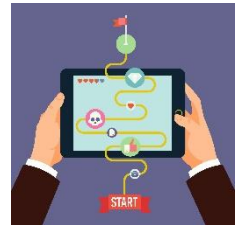
Losing Points: Negative Behavior

To maintain balance and fairness, negative points are also part of the system. These apply when students neglect responsibilities or disrupt teamwork:

- Two missed homework assignments → 1 point deducted
- Cheating on tests → up to 5 points deducted
- Disrupting team members or showing unfair behavior → up to 5 points deducted

At the beginning of the school year, the teacher and students agree on the exact number of penalty points. This increases students' awareness of consequences and strengthens their sense of accountability.

GAMIFICATION



Gamification: Learning as Levels

The most motivating aspect of this system is its game-like structure. Each month represents a new level.

Example of monthly scoring:

- Attendance at 3–4 remedial/additional lessons → up to 4 points
- Poster or classroom display → up to 2 points
- Pair or group project → up to 5 points

Maximum per month: 11 points

Every month, students can “level up” by collecting points. Even students who struggle with English can reach the maximum, which gives them a strong sense of accomplishment. Importantly, points carry over to the next month, supporting long - term motivation.

Visual tools - checklists, charts, or game boards - make progress visible and learning more engaging. These tools also help students monitor their development and celebrate achievements.

Peer Assessment and Shared Responsibility

A key feature of this system is that evaluation does not come solely from the teacher. Students take part in the assessment process.

Here is how it works: I grade the work and explain my reasoning. Then, I select three students at random to do the same. Peer scores are combined with the teacher's grade, and the average becomes the final score for each group member.

In this way, both stronger and weaker learners participate in decision-making. Students must listen carefully to their peers' presentations to justify their evaluations. Conducting this process in English makes it even more valuable, giving students authentic opportunities to practice communication skills in ESL.

Broader Benefits

For younger learners, bonus points can also be awarded for classroom hygiene, acts of kindness, or completing special responsibilities—always with class agreement.

The outcomes of this system are clear:

- Students are more engaged and confident.
- Attendance at remedial and additional lessons increases.
- Teamwork, empathy, and tolerance improve significantly.
- Learning becomes more dynamic, creative, and enjoyable.

Most importantly, students feel ownership of their progress. They learn that effort leads to real results, and that mistakes and restarts are natural parts of the learning process—just like in any well-designed game.

Conclusion



Bonus points are not merely a tool for improving grades. They help build motivation, teamwork, and personal responsibility. By transforming assessment into a game of levels, students not only strengthen their English skills but also develop resilience, collaboration, creativity, and self-awareness. Ultimately, the classroom becomes a place where learning is celebrated, progress is visible, and every student has the opportunity to “level up.”



ALL ABOUT NJEGOŠ A CREATIVE PROJECT BY THE ENGLISH CORNER SECTION

Marina Sbia
Secondary Vocational School
Cetinje



13th November, also known as Njegoš Day, is one of the most important dates in Montenegrin history — the birthday of one of our greatest cultural figures. Inspired by this occasion, students from the English Corner section, coordinated by their teacher Marina Sbia, came up with the idea of presenting Njegoš's life and work in an innovative and modern way. They began developing a creative and educational project: a board game *titled All About Njegoš*.

Students worked diligently and invested great effort into the project. The main goal was to highlight key moments from Njegoš's life, his literary achievements and the historical context. Team spirit and shared responsibility were at a high level throughout the process.





Students formulated questions and ensured that the content was both engaging and accessible to younger learners, carefully balancing the educational and entertaining aspects of the game. The most creatively inclined students worked on the visual template — designing the layout, colours and overall format. The final design, inspired by Njegoš's mausoleum and illustrated with his portrait and birthplace, was created using pencil drawing, shading and subtle colouring. The finished board was then completed with the prepared questions, and made more dynamic with fields such as “go back 3 spaces”. The game also included an answer sheet. Once completed, the game was presented in elementary schools in our town.

Students demonstrated how it worked by playing it with primary students and introduced the activities of the English Corner section, aiming to foster interest in the English language, literature, culture and heritage among younger learners.

Reactions were extremely positive: primary school students participated enthusiastically, answered questions and showed genuine interest in the project. Each school received a copy of the game as a gift, which we hope will be used in the future.

For our students, this experience represented valuable learning, public presentation and collaboration with the local community — and once again proved that cultural heritage can be brought closer to young people in a creative and modern way.





ARTIFICIAL INTELLIGENCE (CHATGPT) IN FOREIGN LANGUAGE TEACHING - SUMMARY

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Secondary school "Danilo Kiš"
Budva



The topic of my master's thesis focuses on artificial intelligence, with particular emphasis on ChatGPT and its application in foreign language teaching. The central premise of the research is that AI should not be viewed as a threat to teachers or education, but rather as a tool which, when used critically and ethically, can significantly enhance the learning process. The aim of the thesis was to provide a theoretical overview of artificial intelligence, examine its ethical implications, analyze the role of ChatGPT in education, and, through empirical research, explore students' attitudes toward its use.

My personal motivation for selecting this topic stems from practical teaching experience and frequent encounters with students' use of AI-generated texts and ideas. Instead of ignoring these changes, the thesis seeks to demonstrate how artificial intelligence - particularly ChatGPT - can be integrated into foreign language teaching without compromising the teacher's role, learning quality, or academic integrity.

In the first chapter I define artificial intelligence as the ability of machines to perform tasks that typically require human intelligence. It outlines the historical development of AI, highlighting Alan Turing and his famous test, as well as the 1956 Dartmouth Conference, which marked the beginning of AI as a scientific discipline. The chapter emphasizes that modern AI systems would not exist without the development of computers, algorithms, the internet, large datasets, and machine learning.

Through the second chapter I tried to address ethical issues related to artificial intelligence. The research draws on the philosophical perspectives of Albert Borgmann, who argues that technology is not neutral but shapes human behaviour and social relations. This chapter also discusses the 2024 EU Artificial Intelligence Act, which highlights the importance of transparency, human dignity, privacy protection, and responsible AI use, particularly in the field of education.



The third chapter examines ChatGPT as an advanced language model based on transformer architecture and natural language processing. It is emphasized that ChatGPT is neither conscious nor infallible; it generates responses based on statistical language patterns and thus requires careful human evaluation, especially in educational settings.

In the fourth chapter my focus is on the role of artificial intelligence in education. It stresses that the teacher remains irreplaceable due to the pedagogical relationship, emotional aspects of learning, and professional judgment. While AI offers advantages such as personalized learning and immediate feedback, potential risks include inaccurate information, plagiarism, and passive learning.

The fifth chapter explores digital pedagogy, emphasizing the thoughtful and goal-oriented use of digital tools. Technology is presented not as an end in itself, but as a means aligned with learning outcomes. At the centre of digital pedagogy are learners and their cognitive processes, supported by the development of critical thinking, media literacy, and the ability to integrate knowledge from both digital and real-world environments.

My focus during the sixth chapter was to examine Generation Z, characterized by high levels of digital literacy, inclusivity, and social awareness. Although members of this generation adopt technology quickly, they require guidance in developing critical thinking skills, media literacy, and responsible information use. Educational systems must therefore be flexible, technologically integrated, and focused on meaningful learning experiences rather than rote knowledge acquisition.

The empirical research, presented in the eighth chapter, involved an online survey conducted among 42 high school students. The results indicate that students primarily value ChatGPT for its clear explanations, fast access to information, and assistance with writing tasks. Although many students report verifying AI-generated information, a significant percentage do so rarely. Particularly concerning is the lack of perceived support and guidance from teachers, highlighting the need for better communication and structured instruction on AI use. Based on the findings, recommendations include systematic education on responsible AI use, fostering open teacher-student dialogue, strengthening critical thinking skills, and the gradual integration of AI tools into the educational process.

Through the final chapter I discuss the potential of AI in English language teaching. AI tools can support vocabulary development, grammar practice, writing skills, and communication simulations; however, their effectiveness depends on pedagogical guidance. Teachers assume the role of facilitators and mentors who guide students toward reflective language use rather than passive reliance on technology. Continuous professional development and institutional support for teachers are identified as essential conditions for successful implementation. While AI may replace certain routine tasks, critical thinking, creativity, and metacognitive skills remain distinctly human and irreplaceable.

In conclusion, artificial intelligence is neither inherently good nor bad; its value depends on how it is used. Instead of fear, education requires knowledge, dialogue, and clear ethical guidelines for responsible AI integration. The thesis emphasizes adaptability and critical thinking as essential skills for navigating the rapid and inevitable changes of the 21st century.



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Elementary school
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DIGITAL CITIZENSHIP IN LANGUAGE TEACHING: FROM SEMINAR TO CLASSROOM PRACTICE



On 5 and 6 September, I had the opportunity to attend the seminar “*Strengthening Digital Citizenship through Language Education*”, organised by the European Centre for Modern Languages (ECML) of the Council of Europe in cooperation with the Institute for Education of Montenegro. The seminar was held in Podgorica and brought together language teachers from different parts of the country who share a common interest in modern, responsible and meaningful language teaching. From the very beginning, the atmosphere was both professional and friendly. It was a pleasure to meet many familiar faces - colleagues with whom I have previously collaborated, attended seminars, or exchanged ideas. This sense of community made the learning experience even more valuable.

The seminar was led by ECML experts Teija Natri and Julie Van de Vyver, who guided us through the concept of digital citizenship and its strong connection to language education. A particular emphasis was placed on the responsible use of digital tools, critical thinking, source evaluation, and ethical online behaviour. One of the key tasks we received was not only to explore digital tools, but also to prepare classroom activities, use those tools with our students, clearly cite sources, and explain the entire process to learners in an age-appropriate way.

Inspired by this task, I decided to implement what I had learned in practice.

On the occasion of the European Day of Languages, my students and I, together with the art teacher, created a short video about our school. In the video, the students present the school in both Montenegrin and English, talking about its history and the current student community. After filming, the art teacher and students worked together on video editing, giving the project an additional creative dimension.

The students then created a QR code linking to the video, which was published on the school's YouTube channel and shared on the school's Facebook page. The QR code was printed, laminated, and placed on the school's entrance door, allowing visitors and passers-by to scan it and learn more about our school.

This project clearly demonstrated how digital citizenship, language learning, creativity, and collaboration can come together in a meaningful and authentic way. The seminar provided not only valuable theoretical insights, but also practical motivation to bring digital citizenship into everyday classroom practice - exactly where it belongs.



LESSON PLAN

Elementary school "Boško Radulović" Komani, Podgorica

Teacher: Milica Radenović, English Language Teacher and Petar Radulović, Art Teacher

Grade: VII

Date: September 25, 2025

Time period: 2 classes

Learning outcomes:

Students will be able to:

- participate in a conversation about present and past events following a model
- write short compositions
- connect sentences into coherent texts using basic linking words
- report on events or situations.

Key competences:

Digital competence

- Students use digital devices and tools (tablet, phone, camera, editing software) to create and publish original content (video/audio).
- Students generate and use QR codes to share digital content.
- Students demonstrate awareness of safe and ethical digital use (permissions for recording, copyright, privacy).
- Students collaborate in a digital environment and use technology to communicate and present ideas.

Concepts/contents

- Basic camera and smartphone functions for recording video and audio.
- Simple video or audio editing software or apps.
- Generating and printing a QR code linked to online content.
- Uploading and sharing digital materials (school website, social networks, etc.).
- Safe and responsible digital behavior.
- Presenting and reflecting on digital work as a group.

Methods: Task-based learning, CLIL

Materials: Camera, laptop, paper, laminator, laminating sheets

Correlation: IT, History, Media literacy, Civic education

Evaluation (review of the implementation of the lesson): Students really enjoyed the classes and were very enthusiastic about creating their own video. The teachers would have been happier if there had been more time. Next year, if we organize a similar activity, we plan to dedicate three lessons to it so that students can work more independently and develop their ideas further. The students really enjoyed watching the final product – video. Presentation of the process of making the video was a bit hard for them, so they used English and Montenegrin languages while explaining.

Length	Activities
<p>Activity 1 Writing a text about school</p>	<p>The English teacher explains the project steps: writing a text about the school in Montenegrin, translating it, recording a video, recording an audio version (in Montenegrin and English), editing, creating a QR code, placing it at the school entrance, sharing it on social networks.</p> <p>Students work in pair since there are just two students in the class. Students use computers and internet to write a short text about the school: when it started working, where it is located, how many students there are...</p>
<p>Activity 2 Translating and editing the text</p>	<p>With the teacher's help students translate their Montenegrin text into English. The teacher supports students with vocabulary and grammar. Students check and proofread both versions of their text.</p>
<p>Activity 3 Video and audio recording</p>	<p>In cooperation with the art teacher students record a short video about their school. The Art teacher shows basic filming techniques: how to hold the camera steady, how to plan scenes (school entrance, classrooms, students in activities, schoolyard). Art teacher records their footage. Selected student with the art teacher's help records the audio – first in Montenegrin, then in English.</p>
<p>Activity 4 Editing and creating a QR code</p>	<p>The English teacher and art teacher edit the video with students (adding the audio and credits). Students upload the finished video to YouTube. Students generate a QR code linking to the video/audio. The QR code is printed, laminated, and placed at the school entrance so visitors can scan it to watch and listen.</p>
<p>Activity 5 Presentation</p>	<p>The students present their work. They talk about how they prepared the text, translated it into English, and describe the process of recording and editing their video. They also explain how they created and uploaded the QR code that links to their final product.</p>

LESSON PLAN

Elementary school "Sjenjak" Tuzla, Bosnia and Herzegovina

Teacher: Jasmina Stuhli

Topic: Adjectives

Grade: IIIa, IIIb, IIIc (9–10-year-old)

Students' preparation for today's class: No preparation

Homework assigned for the next class: <https://www.educaplay.com/learning-resources/26056514-adjectives.html>

Learning outcomes:

Students will be able to:

- identify, recall and name target adjectives
- explain the meaning of adjectives using gestures or examples
- construct simple grammatically correct sentence using the target adjectives (I'm + adjective)

Methods: Presentation, practice (game-based and TPR), production

Materials: Computer, TV/ projector, presentation with AI generated cartoon images, notebooks, paper flies with adjectives written on, swatters, flashcards, a bell (to signal station rotation)

Presentation: <https://url-shortener.me/c/canvafeelings>

Quizzes: <https://wordwall.net/resource/2390194/engleski-jezik/dip-in-1-feelings>

<https://wordwall.net/resource/6996847/engleski-jezik/feelings-dip-in-2>

<https://wordwall.net/resource/2370310/feelings-dip-in-1>, select anagram

Lesson sequence

Length	Activities
Warm-up (3 minutes)	Teacher starts the lesson by playing Canva presentation with the question <i>How are you?</i> Teacher goes around the classroom asking students how they are and different students give answers, as they can already name some adjectives. Teacher instructs students to copy the question into their notebooks.
Presentation/ Revising vocabulary and introducing new words (10 minutes)	Teacher has used AI tools to generate cartoon images that describe the adjectives. Teacher introduces target adjectives one by one, using images to ensure visual comprehension and reading the words out while acting the characters. Students repeat the words and copy them into their notebooks. Teacher then presents the slides without the words and invites students to name the adjective using the construction I'm + adjective. Teacher invites students to act out as well, as if they were a cartoon character.

Length	Activities
Bingo Game/ Writing practice (7 minutes)	Teacher instructs students to draw a 2x3 Bingo grid and write 6 of the 10 target adjectives randomly into the squares. Teacher reads out an adjective and students listen, crossing it off if they had written it. The first to cross all 6 words, shouts Bingo. The game can be played two times (depending on the time).
Feelings Machine/ Forming sentences orally (7 minutes)	Teacher invites students to stand up and huddle together to form a “machine.” Teacher shouts an adjective (<i>e.g., “Bored!”</i>). All students immediately act out that adjective with their bodies and faces (<i>e.g., slumping, long sigh</i>). Teacher then quickly points to one student, who must instantly say a correct sentence using the adjective before the machine moves to the next word (<i>e.g., I am bored.</i>) All the students repeat the sentence.
Giving station rotation instructions (3 minutes)	<p>Teacher gives the instructions for all three stations (online quizzes, fly swatter and adjectives hop) as written below. As students are sitting in three rows, each row is one group (6-7 students per group), and one student is assigned as group leader in each. After the teacher rings the bell, students switch the stations moving clockwise.</p> <p>After the first rotation, teacher writes the game pin (130561) on the board for students to copy and do online quiz for homework (they are already familiar with Educaplay quizzes).</p>
Station 1: Online Quizzes/ Recognition and writing (5 minutes)	Students form a single line in front of the computer and TV. One by one, each student steps forward to complete one short task in the online quiz (such as a matching, multiple-choice, or anagram exercise) using the mouse. As they select or match the correct answer, they read the word aloud clearly. After finishing their turn, the student moves to the end of the line and waits for their next turn while the next classmate steps up to continue the quiz. The activity continues in this rotating sequence until the bell rings.
Station 2: Fly swatter/ Quick recognition, reading (5 minutes)	Ten target adjectives are written on separate paper “flies.” The group leader divides the students into two teams, and each team forms a line facing the flies. One student from each team steps forward and holds a fly swatter. The group leader reads out one adjective aloud. The two students race to find and swat the correct word as quickly as possible. The student who swats the correct adjective first earns a point for their team. After a few rounds, the group leader joins the game and then passes the leading role to another classmate of his/her choice, so everyone gets a chance to read and lead.
Station 3: Adjectives hop/ Naming adjectives (5 minutes)	Ten flashcards are placed on the floor in a zigzag line. Students stand in a line facing the flashcards. One by one, each student jumps next to each image and says the correct adjective aloud. If a student makes a mistake, they return to the starting point and try again from the beginning. The goal is to complete the line correctly as quickly as possible.



LESSON PLAN

Elementary school „Jugoslavija“ Bar

Grade: 8th

Teacher: Sadina Brkanović

Date: February 14, 2024

Learning outcomes:

During the lesson, the student will be able to:

- tell a story
- analyze similarities and differences between cultures
- complete short texts

Content: Functional language

Teaching Aids: Textbook, CD, computer, song lyrics, TV, notebooks, pencils

https://www.canva.com/design/DAF6i5HgTo4/TupzjybgdkvIkOv7DzDyLQ/edit?utm_content=DAF6i5HgTo4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

<https://learningapps.org/display?v=pvgfgf8at24>

<https://wordwall.net/resource/67482732/valentines-day>

Warm up	Students are introduced to the topic through a Hangman game on Wordwall. They work in groups and guess the hidden phrase 'Valentine's Day'. Students are explained that all lesson activities will relate to this holiday.
Activity 1	Students watch a Canva presentation. The teacher asks questions about Valentine's Day, students give opinions, and they watch a short animated video explaining the origins of the holiday. Students learn idioms related to the holiday (lovebirds, puppy love, tie the knot...).
Activity 2	Students look at pictures in the textbook (p. 45) and match them with phrases, then listen to the audio to check their answers. They learn phrasal verbs and their meanings.
Activity 3	Students complete Exercise 2 by filling in missing words using the phrasal verbs. They read the text to verify their answers.
Activity 4	Students work in groups and complete a LearningApps quiz, selecting the idiom or phrasal verb that best fits the sentence.
Activity 5	Students receive song lyrics created in Canva. They listen to 'Perfect' by Ed Sheeran and fill in the missing words.
Conclusion	Students play the Saint Valentine's Wheel game on Wordwall. They answer questions such as: <i>Have you ever received a Valentine's Day card from a secret admirer?</i> <i>What is the most romantic thing about Valentine's Day?</i> <i>Which gift would you like to receive?</i>



Perfect

Ed Sheeran



I found a love, for me
Darling, just dive right in and follow my _____
Well, I found a girl, _____ and sweet
Oh, I never knew you were the someone waiting for me
'Cause we were just kids when we _____ love
Not knowing what it was
I will not _____ you _____ this time
But darling, just kiss me slow
Your heart is all I _____
And in your eyes, you're holding mine
Baby, I'm dancing in the _____
With you between my arms
_____ on the grass
Listening to our favourite song
When you said you looked a _____
I whispered underneath my breath
But you _____ it
Darling, you look perfect tonight
Well, I found a woman, _____ than anyone I know
She _____ my dreams, I hope that someday I'll share her home
I found a lover, to carry more than just my _____
To carry love, to carry children of our own
We are still kids, but we're so _____
Fighting against all _____
I know we'll be alright this time
Darling, just hold my _____
Be my girl, I'll be your man
I see my _____ in your eyes
Baby, I'm dancing in the _____
With you between my arms
_____ on the grass
Listening to our favorite song
When I _____ you in that dress, looking so beautiful
I don't _____ this
Darling, you look perfect tonight
Baby, I'm dancing in the _____
With you between my arms
_____ on the grass
Listening to our favorite song
I have _____ in what I see
Now I know I have met an angel in person
And she looks perfect
I don't _____ this
You look perfect tonight



WILL YOU BE MY
valentine?



ELTAM COLLABORATES WITH



ELTAM IS PARTNER WITH

