



UDRUŽENJE NASTAVNIKA ENGLESKOG JEZIKA
C R N E G O R E

VOICE UP!

ELTAM
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WHERE TO FIND WHAT YOU WANT...

FOREWORD

Page 4

Pages 10-17

CONTINUING PROFESSIONAL DEVELOPMENT

- Lead Like a Champion
- Project "UčiDoma"
- Education for Peace in the Western Balkans - A review of activities of GPPAC Western Balkans network in 2020

ELTAM ACTIVITIES IN 2020

Page 6

Pages 7-9

CONFERENCE REPORTS

- 18th International ELTA Serbia Conference: *Be the change you want to see in the world* - Mahatma Gandhi

Pages 18-37

TEACHERS TO TEACHERS USEFUL TIPS FOR YOUR LESSONS

- The State's Department's Access Program closed in Nikšić
- Teaching English Language in Kindergarten
- Homeroom teacher – the power of bonding
- Online teaching - one more opportunity to grow
- Online studying – student's point of view
- Online teaching - Use pupils' interests to motivate learning
- Lesson plans for teachers

Dear readers,

Hoping to find you in good health and mood, we are proud to present the sixth issue of our newsletter.

In this world of global pandemics where not only teaching, but our whole lives have turned upside down, we all need some sparkles of motivation from time to time to keep us moving ahead. We hope that our newsletter will come to you as a small, but inspirational, stimulation which will enrich your teaching practice and bring up some positive energy.

At the very beginning we will introduce Mr. Hansley Cazeau, Virtual U.S. State Department English Language Fellow, who helped us with proofreading of this number of newsletter and who will be working as English Language Fellow in Montenegro this upcoming September 2021.

While reading about different conferences our colleagues attended you will have the opportunity to discover some new ideas for teaching methods and techniques, especially related to online teaching practice. We are sure those ideas will be useful in your teaching settings as well.

Moreover, inspired by different webinars and workshops they attended as well as by their own practice, our colleagues have shared some teaching tips and lesson plans again. We hope you will find some interesting activities which you can use with your students, too.

At the end, we invite you to become a member of ELTAM, if you already aren't. Together we can always make a difference.

Enjoy our newsletter and stay well,

ELTAM editorial team



Hansley Cazeau
Virtual U.S. State Department
English Language Fellow

Letter from a Fellow

Hello, Teachers and Educational Professionals in Montenegro, my name is Hansley Cazeau and it is my extreme pleasure to be working with you as your English Language Fellow this upcoming September 2021.

A little about my history, I am a Haitian American, from New Jersey. My ESL career started in 2007, working in Japanese private and public schools in Japan. Deciding I wanted to go back to school, I returned to the U.S. in 2010 where I obtained a Master's in Multilingual Education with a specification in TESOL. Afterward, I did various things in the field which include working with IELTS, becoming a High School Public School Teacher, a University Professor, and currently a Virtual English Language Fellow.

Outside of teaching, some of the things I really enjoy are nature, food, and coffee shops. Two of which, food and nature, I hear are great in Montenegro. Culture and languages are also a passion of mine. At the moment I speak 3 languages which are English, Haitian Creole, and Japanese, and I'm looking to add Montenegrin to the list. Coming to Montenegro, I look forward to not only experiencing the country but meeting new people and learning from you about your culture and history.

ELTAM ACTIVITIES IN 2020

Although the last year was quite challenging for professional development due to global pandemics, ELTAM managed to deal with the challenges and offered several opportunities to its members.

❖The second *Lead Like a Champion* leadership training was held in Niksic on March 7, 2020. Training was organized with the financial support of the U.S. Embassy in Podgorica, as part of the project Supporting Professional Development of English Language Teachers in Montenegro and held by the U.S. English Language Fellow Ms. Annabelle Royer and English Language Teachers' Association of Montenegro ELTAM board members.

❖The third and the final *Lead Like a Champion* leadership training was held online over Zoom platform on June 16, 2020.

❖English Access Microscholarship Program was officially launched in Cetinje on March 9, 2020 for the first time by Her Excellency Ms. Judy Rising Reinke, the U.S. Ambassador to Montenegro, president of the English Language Teachers' Association of Montenegro ELTAM Ms. Dragana Radoman, mayor of the old royal capital of Cetinje, Mr. Aleksandar Kascelan and Director-General of the Directorate of education of national minorities and other ethnic communities Mr. Marash Dukaj.

❖Online seminar *Teaching English through TESOL methods* was organized on June 17 and 18, 2020 and was held by Ms. Annabelle Royer - the former U.S. State Department's English Language Fellow, MA in TESOL. During two-days, the participants were able to employ various activities and resources related to: Activities for Developing Communication Skills, Content & Language Integrated Learning, Assessment and Feedback techniques and Activities for Developing Literacy Skills.

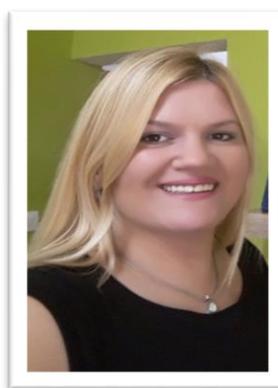
❖ELTAM members took part in the project of the Ministry of Education Ucidoma. Teachers Milka Cerović, Žana Bulajić and Elida Crnovršanin developed yearly plans for 2020/21 in accordance with the official curriculum for English language. The project also involved teachers who both prepared and recorded the TV lessons to help Montenegrin students learn in the time of global pandemics. All teachers showed great enthusiasm and creativity, teamwork and efficiency. They managed to implement innovative methods and tools and, in that way, increase students' motivation for acquiring knowledge.

❖Since the beginning of pandemics ELTAM shared information about numerous webinars, online conferences, MOOCs and online courses, organized by different professional organizations in the region, including Regional English Language Office (RELO) in Belgrade, British Council, Pearson, English teachers' associations of Macedonia, Bosnia and Serbia, American English at State, and others.

❖In previous years, through the U.S. Embassy in Podgorica, ELTAM members got an opportunity to apply for and get scholarships for prestigious eight-week online courses OPEN – the online professional English Network, a program sponsored by the U.S. Department of State.



Tanja Đonlaga
Elementary school
“Olga Golović”, Nikšić



Natalija Savićević Mrvaljević
Elementary school “Bogdan
Kotlica”, Šavnik

18th International ELTA Serbia Conference
Be the change you want to see in the world.
– Mahatma Gandhi

The 18th international ELTA Serbia Conference entitled *Be the change you want to see in the world-Mahatma Gandhi*, was the first entirely online Serbian conference due to the coronavirus pandemic.

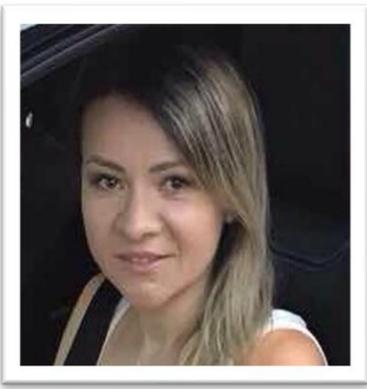
The program lasted for two days, from 11 to 12 December, and included a large number of workshops, commercial presentations and panel discussions among ELT professionals from thirteen different countries (Montenegro, Romania, Italy and UK, Serbia, Croatia, Bosnia and Herzegovina, Turkey, Slovenia, Poland, Hungary, Bulgaria).

We had an opportunity to hear three renowned plenary speakers Kevin McCaughey, Chaz Pugliese and John Wolf. Apart from plenary sessions, there were over twenty sessions on various topics.

Opening plenary session was held by Kevin McCaughey, the Regional English Language Officer (RELO), and the topic was Virtual Classroom Management. Kevin talked about the importance of virtual classroom management for providing efficiency in online lessons.

We were introduced with a list of activities that he found much more effective when conducted online, compared to face-to-face. On the other hand, Chaz Pugliese, in his session *Enhancing Learning through Principled Creative Teaching (PCT)*, focused on creative approaches to teaching and the students' increased attention and motivation. He provided a brief overview of the numerous reasons for PCT, highlighting the need to surprise and stimulate students. The presented ideas and principles apply to teachers working online, as well as in more conventional f2f context. The third plenary speaker, John Wolf, talked about the evolutionary process which forced both teachers and students to leave their comfort zones and change their roles. He tried to answer the question what the next evolutionary phase is, which is obvious from the title of his session *Are We There Yet?*

The representatives of the English Language Teachers' Association of Montenegro (ELTAM) participated with three presentations.



Gordana Milić
Elementary school
“Dušan Djukanović”, Nikšić



Vojo Mrvaljević
Elementary school
“Jagoš Kontić”, Nikšić

Vojo Mrvaljević and Gordana Milić delivered a presentation *Grammar Rocks!*, the talk given by Natalija Savićević Mrvaljević and Tanja Đonlaga was entitled *Make it simple, make it fun!*, and Dragana Radoman and Marija Bojić talked about *Homeroom teacher – the power of bonding*. Those talks stirred up a great interest, bringing in a large number of attendees.

Vojo Mrvaljević and Gordana Milić - *Grammar Rocks!*

Teaching grammar has always been considered as one of the hardest tasks teachers face. Additional responsibility for teachers to create stimulating and engaging lesson plans is required, as well as creative approaches to teaching grammar. All the presented activities were followed by interesting video materials.



Natalija Savićević Mrvaljević and Tanja Đonlaga - *Make it simple, make it fun!*

This talk emphasized the 21st century classroom, which is a very dynamic universe where students with different personalities, abilities and learning styles work together and teachers have a challenging task to keep up with the constantly changing students' interests and needs. The session offered simple, motivating and time-efficient activities with clear and easy-to-follow instructions with video clips included.

Natalija Savićević Mrvaljević, Tanja Đonlaga - *Make it simple, make it fun!*

ELTAM
English Language Teachers Association
MONTENEGRO

Killing the Fly

- ▶ Participants are divided into two large groups. They stand in two rows (relay race)
- ▶ The first two opponents have the fly swatters and try to answer the teacher's question by **killing the fly!**
- ▶ The winner is the team with the highest score

ENGLISH LANGUAGE TEACHERS' ASSOCIATION

Exit full screen (f)

The slide features a blue header with the title 'Killing the Fly'. Below the title, there are three bullet points describing the activity. At the bottom, there are two illustrations: one showing a group of children running in a relay race, and another showing a yellow fly swatter with a black fly on it. The ELTAM logo is in the top left, and the English Language Teachers' Association logo is in the bottom left. A video call interface is visible on the right side of the slide, showing three participants and a 'Exit full screen (f)' button at the bottom right.

Organizing the international conference and doing it entirely online was a challenging task, however ELTA Serbia once again proved that with such a great organization and collaboration, excellent results are inevitable. We congratulated ELTA for such a successful conference where we had a wonderful opportunity to share ideas and learn a lot of new and useful things.

Preparing and holding a presentation online was a big challenge for all of us, since we are pretty inexperienced in that field – we had to think in advance how to overcome the possible technical issues, how to organize and present interactive group tasks and convey our teaching experience through fun and engaging activities. That is why we are more than happy for the fact that we contributed to this exceptional educational online event.



Dragana Radoman
 Elementary school
 "Milija Nikčević", Nikšić



Marija Bojić
 Elementary school
 "Oktoih", Podgorica



Milka Cerović
 Elementary school
 "Jovan Draganić", Nikšić

Lead Like a Champion

Lead Like a Champion was the training organized with the financial support of the U.S. Embassy in Podgorica, as part of the project Supporting Professional Development of English Language Teachers in Montenegro and held by the U.S. English Language Fellow Ms. Annabelle Royer and English Language Teachers' Association of Montenegro ELTAM board members – Dragana Radoman, Milka Cerović and Marija Bojić.

Three trainings were held from December 2019 to June 2020 – one in Podgorica, one in Niksic and the third one was organized as an online training due to the pandemic situation with the virus Covid-19.



The training itself was designed to facilitate professional development, networking, and leadership opportunities, while also providing



ELTAM member participants with hands-on experience problem-solving challenges in educational leadership. The training lasted for four hours during which participants had the chance to be actively involved.

Through the discussion and quiz participants discovered and evaluated their own leadership styles. Working in teams, teachers went through a session of four different workshops where facilitators engaged them to demonstrate leadership abilities through task-based activities. There were four stations:

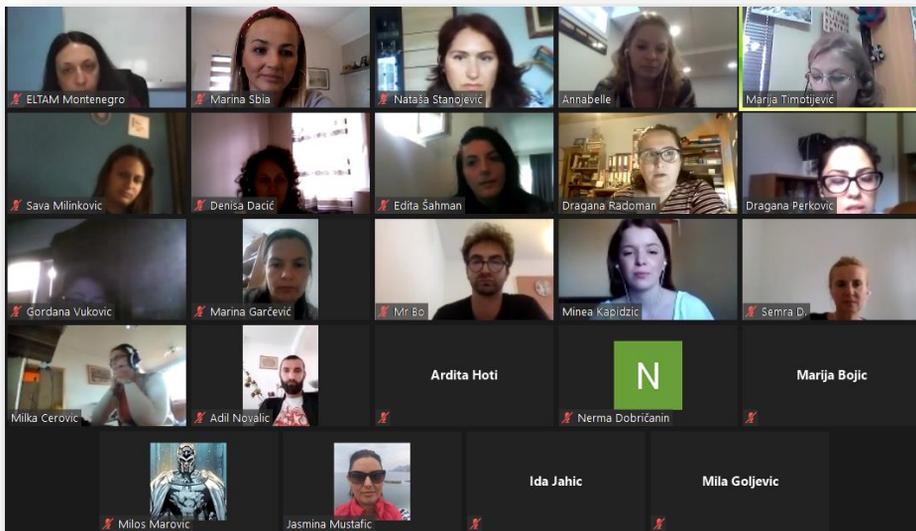
- Management station – the main task was to debate and decide on new committee members to join the team.

- Finances Station – it dealt with financial planning and creating a budget for a national conference.
- Public Relations Station – the focus was on the ideas to promote ELTAM's Conference.
- Member Engagement Station – teachers brainstormed ideas on how to continuously engage members.



In the end teachers learned how they can generally contribute to the process of developing and promoting the ELTAM. There are so many things you can do to promote yourself and to be in touch with all opportunities for the Professional Development (newsletter submissions, accredited PD trainings/seminars, online sources for seminars, webinars, courses).

This training gave us the opportunity to share and develop ideas in the relaxed but still working atmosphere, to make new contacts and through various discussions to realize what we can do together to make our Association grow and become even better and even more recognizable not only in the home country and our region but worldwide.





Elida Crnovršanin
Elementary school
“Vuk Karadžić”, Berane

Project #Učidoma

The beginning of March 2020 was marked by a pandemic caused by the COVID-19 virus. The whole world found itself in an unenviable situation and all countries tried to slow down the spread of this virus. In the sphere of education, many of the measures that our country has adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology), the support and mobilization of education personnel and communities, and concern for the health and overall well-being of students. The Ministry of Education organized distance learning under the slogan #Učidoma. This type of teaching officially began on March 23, 2020.

English Language Teachers' Association of Montenegro ELTAM took part in the project of the Ministry of Education Učidoma!



In the new situation, English language teachers have shown full responsibility, togetherness and willingness to cooperate, getting involved in the preparation and recording TV lessons, as well as adapting curriculum to new conditions.



We are thankful to the Bureau for Education Services for our fruitful and long-term cooperation as well as to the educational supervisors Ms. Rabija Šarkinović, Ms. Fadila Kajević and Ms. Vesna Babović for their great support during the project.



Teachers Milka Cerović, Žana Bulajić and Elida Crnovršanin developed yearly plans for 2020/21 in accordance with the official curriculum for English language. Plans were developed in cooperation with the educational supervisors Ms. Rabija Šarkinović and Ms. Vesna Babović.

We are very pleased to present you teachers who prepared and recorded English language classes for primary and secondary schools within the project UčiDoma!

Elementary school:

Grade 1: Ivana Dašić – elementary school “Niko Maraš” Podgorica, Kristina Šebek – elementary school “Aleksa Đilas Bečo” Mojkovac; while some of the presentations were prepared by: Biljana Jović – elementary school “Božidar Vuković Podgoričanin” Podgorica.

Grade 2: Ivana Dašić – elementary school “Niko Maraš” Podgorica, Suzana Grozdanić – elementary school “Vuko Jovović” Danilovgrad and Tijana Peruničić, while some of the presentations were prepared by Dragana Sorat – elementary school “Božidar Vuković Podgoričanin” Podgorica, Marija Bojić – elementary school “Oktoih” Podgorica, Mirjana Djukanović – elementary school “Ratko Žarić” Nikšić and Marija Bjelobrković.

Grade 3: Edita Ajdarpašić – kindergarten “Đina Vrbica” Podgorica, Sanja Šučur – elementary school “Milija Nikčević” Nikšić, while some of the presentations were prepared by Silvija Marniković – elementary school “Marko Nukulović” Ulcinj and Marija Vukičević, elementary school “Stefan Mitrov Ljubiša” Budva, Dragana Radoman – elementary school “Milija Nikčević” Nikšić, Milena Danilović – elementary school “Radoje Čizmović” Nikšić i Nataša Šovran – elementary school “Lovčenski partizanski odred” Cetinje.



Grade 4: Miloš Marović – elementary school “Vladimir Nazor” Podgorica, while some of the presentations were prepared by Zorana Petričević - elementary school “Oktoih” Podgorica.

Grade 5: Milanka Asanović Čupić – elementary school “Pavle Rovinski” Podgorica, Milica Marković – kindergarten “Radmila Nedić” Berane, while some of the presentations were prepared by Žana Bulajić – elementary school “Braća Ribar” Nikšić, Elida Crnovršanin – elementary school “Vuk Karadžić” Berane and Milka Cerović – elementary school “Jovan Draganić” Nikšić.

Grade 6: Dragana Giljanović – elementary school “Marko Miljanov” Podgorica, Marija Bojić - elementary school “Oktoih” Podgorica, while some of the presentations were prepared by: Nataša Šovran, elementary school “Lovčenski partizanski odred” Cetinje, Bojana Klačar, elementary school “Ristan Pavlović” Pljevlja, Zorka Radonjić, elementary school “Kekec” Sutomore, Silvija Marniković, elementary school “Marko Nukulović” Ulcinj, Dragana Radoman – elementary school “Milija Nikčević” Nikšić, Elida Crnovršanin – elementary school „Vuk Karadžić” Berane,

Milka Cerović – elementary school “Jovan Draganić” Nikšić, Žana Bulajić – elementary school “Braća Ribar” Nikšić and Ivana Dašić - elementary school “Niko Maras” Podgorica.

Grade 7: Dragana Giljanović – elementary school “Marko Miljanov” Podgorica, Radmila Rakočević – elementary school “Vuk Karadžić” Podgorica, Aleksandra Prelević – elementary school “Oktoih” Podgorica, while some of the presentations were prepared by: Marija Bojić and Zorana Petričević – elementary school “Oktoih” Podgorica, Milica Radenović – elementary school “Boško Radulović” Podgorica, Bojana Klačar, elementary school “Ristan Pavlović” Pljevlja, Nataša Šovran – elementary school “Lovčenski partizanski odred” Cetinje, Almira Murić – elementary school “Donja Lovnica” Rožaje, Milena Danilović – elementary school “Radoje Čizmović” Nikšić, Gordana Milić – elementary school “Dušan Đukanović” Nikšić, Natalija Savičević-Mrvaljević – elementary school “Bogdan Kotlica” Šavnik, Tanja Đonlaga – elementary school “Olga Golović” Nikšić and Vojo Mrvaljević – elementary school “Jagoš Kontić” Nikšić.

Grade 8: Dragana Radoman – elementary school “Milija Nikčević” Nikšić, while presentations were prepared by: Zorka Radonjić – elementary school “Kekec” Sutomore, Marija Bojić – elementary school “Oktoih” Podgorica, Silvija Marniković – elementary school “Marko Nukulović” Ulcinj, Marija Vukičević – elementary school “Stefan Mitrov Ljubiša” Budva, Milka Cerović – elementary school “Jovan Draganić” Nikšić, Gordana Milić – elementary school “Dušan Đukanović” Nikšić, Natalija Savičević-Mrvaljević – elementary school “Bogdan Kotlica” Šavnik, Tanja Đonlaga – elementary school “Olga Golović” Nikšić and Vojo Mrvaljević – elementary school “Jagoš Kontić” Nikšić.

Grade 9: Ana Raičević – elementary school “Pavle Rovinski” Podgorica, Nataša Marković – elementary school “Aleksa Đilas Bećo”, Mojkovac, Zorka Radonjić – elementary school “Kekec” Sutomore, while presentations were prepared by: Milena Danilović – elementary school “Radoje Čizmović” Nikšić, Žana Bulajić – elementary school “Braća Ribar” Nikšić, Elida Crnovršanin – elementary school “Vuk Karadžić” Berane, Milka Cerović - elementary school “Jovan Draganić” Nikšić, Gordana Milić - elementary school “Dušan Đukanović” Nikšić, Natalija Savičević-Mrvaljević – elementary school “Bogdan Kotlica” Šavnik, Tanja Đonlaga – elementary school “Olga Golović” Nikšić and Vojo Mrvaljević – elementary school “Jagoš Kontić” Nikšić, Silvija Marniković – elementary school “Marko Nukulović” Ulcinj, Marija Vukičević – elementary school “Stefan Mitrov Ljubiša” Budva, Marija Bojić - elementary school “Oktoih” Podgorica and Dragana Radoman – elementary school

“Milija Nikčević” Nikšić.

High school: Nataša Bešović, Vlajko Glušica, Katarina Popović, Tanja Bojić i Dragana Djukanović-Četković – Gymnasium “Slobodan Škerovic” Podgorica and Marija Lazarević – High school of Economics “Mirko Vešović” Podgorica.

We are very grateful to all the teachers who gave their contribution to the realization of this project.

Thanks to the kindness and support of the U.S. Embassy in Podgorica and Pearson, symbolic gifts were provided for the teachers to appreciate their devotion and hard work.



Dragana Šarengać
NDC Serbia Regional Cooperation Officer Western Balkans/GPPAC WB Regional Liaison Officer

Education for Peace in the Western Balkans - A review of activities of GPPAC Western Balkans network in 2020

Dear ELTAM colleagues,

It is a pleasure to present the work of regional peacebuilders joined through the Global Partnership for the Prevention of Armed Conflicts (GPPAC) for the Western Balkans in your Newsletter!

Nansen Dialogue Centre Mostar has been Regional Secretariat of GPPAC Western Balkans since 2020 and the key partner organization is Nansen Dialogue Centre Serbia. The members of the network are teachers, peace educators, ministry of education advisers and civil society representatives from Montenegro, Serbia, Bosnia and Herzegovina and Croatia.

Education for Peace has been the regional priority since 2006 and the members have been working towards peaceful schools and peaceful communities in the region. Few years ago, a new thematic priority emerged – Prevention of Radicalization among Youth. There are various ways how the members implement peace education in schools: by developing and practising social and conflict resolution skills among teachers and pupils/students; advocating for integration of the values of education for peace, inter-ethnic dialogue and interculturalism in the school curricula; providing trainings on school mediation and the prevention of violence in schools. In the process of regional sharing, valuable teaching tools such as a handbook for teachers and educators were created. Education for Peace-Experiences from Practice handbook was developed by teachers, educational advisers and peace educators from Montenegro and Serbia. The process was facilitated by Nansen Dialogue Centre Serbia and Nansen Dialogue Centre Montenegro.

https://www.peace-ed-campaign.org/wp-content/uploads/2016/07/education_for_peace_14-07-2016.pdf

The year 2020 was marked by the challenges brought by the pandemic, but as well provided new opportunities. We all had to adapt quickly to the work online. Our members showed great motivation to share their experiences; to learn and discuss about the new methodologies of work and continue investing in peacebuilding in these turbulent times.

In that sense, 2020 was a fruitful year with a great number of capacity building trainings and webinars.

The theme of the first regional training held in May 2020 was **Resilience and Dialogue in the Times of Crisis**. The facilitators were Biljana Lajović, school psychology specialist, and Tatjana Popović, facilitator of dialogue processes, NDC Serbia. The participants were teachers, pedagogues, psychologists and educational advisers from Serbia, Bosnia and Herzegovina, Montenegro and Croatia.

The autumn cycle of trainings started in October with the online training on **Restorative Practice and Conflict Analysis Tools**. The facilitators were our colleagues Tatjana Popović, NDC Serbia and Elvir Đuliman, NDC Mostar.

What followed was a one-day webinar on **Resilience and Critical Thinking** facilitated by Biljana Lajović and Tatjana Popović.

In December 2020, we organized the training on **Prevention of Radicalization of Youth-Human Security**. The facilitators were Biljana Lajović and Tatjana Popović.

ELTAM representatives took an active part in all the trainings and contributed to these regional exchanges.



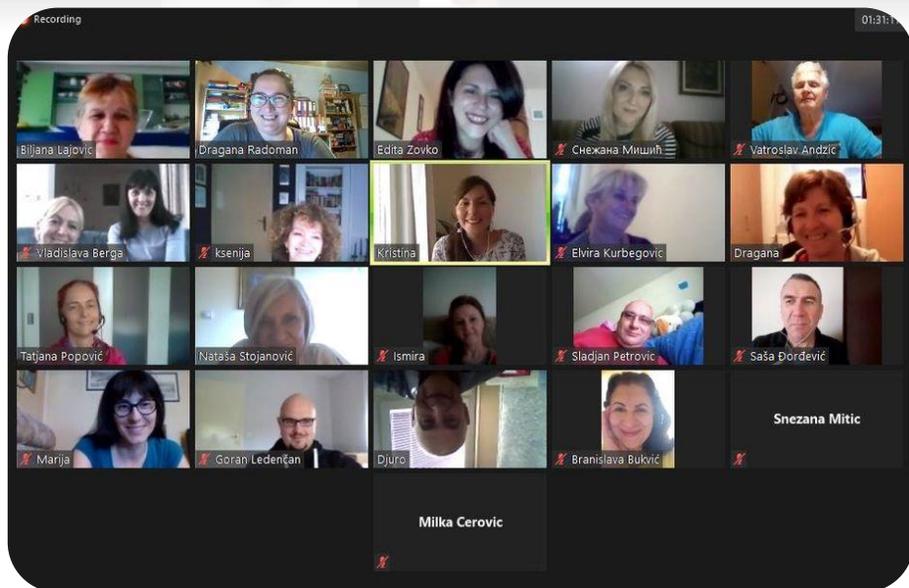
In addition to the trainings, we organized 3 webinars with guest-lecturers, our colleagues from the network. The first webinar was held in April on **The Role of Animated Film in Education for Peace**. The lecturer was Dragana Pejčić, teacher of “Miroslav Antić”, primary school from Belgrade.

In June 2020 we talked about **Communication in Difficult Circumstances** and facilitator was Branislava Bukvić, Serbian language teacher at “Jan Čajak”, primary school in Bački Petrovac.

We closed the year in December, with the webinar on **Celebration of the International Day of Peace** with Dragana Radoman, English language teacher at “Milija Nikčević” primary school from Nikšić and president of ELTAM. Dragana showed great enthusiasm while presenting her work and considerable experience in implementing Peace Education in school and local community.

Teamwork is a key to success and we all could learn from experiences of each other last year.

We look forward to organizing new online trainings and webinars in the coming period!





**In the name of Access Program team Nikšić
Nikolina Bečanović
Access Program teacher**

The State's Department's Access Program closed in Nikšić

English Language Teachers' Association of Montenegro ELTAM, with the financial support of the U.S. Department of State through the U.S. Embassy Podgorica, implemented the State Department's English Access Microscholarship Program for 25 talented students from Nikšić. The program started in December 2018, for the second time in Nikšić, and lasted until January 2021.

Through an intensive two-year English language program, as additional lessons for talented students, participants had the opportunity to hone their English language communication skills, learn about American culture and values, compare those to Montenegrin ones, and above all, to develop and nurture creativity, teamwork, and leadership skills.

The program was officially closed on January 21, 2021, and the closing ceremony was held via the Zoom platform. The Access program was officially closed by the U.S. Ambassador to Montenegro, Ms. Judy Rising Reinke and ELTAM President, Access Program Coordinator Ms. Dragana Radoman and representative of the Ministry of Education, Science, Culture and Sport in Montenegro.

The representatives of Nikšić Municipality, Center for Social Work, Access program teachers, students and students of Access program from Cetinje, former Access group from Rožaje, and numerous other native speakers who were guests during the lessons, as well as institutions and organizations which cooperated with us throughout the past period were present at the closure ceremony as well.



During the two years of dedicated and intensive work of the program, Access students had 360 hours of English language lessons, which were held in the premises of the elementary school "Luka Simonovic", Faculty of Philology in Nikšić, and the premises of "Igrackoteka i Razvojni centar Nikšić". A part of the teaching was organized via the Zoom platform and Google classroom, with the use of various online tools. In addition to regular lessons, students also had 40 hours of the winter intensive sessions and one summer camp of 40 hours which was held on Ivanova Korita.

In the course of the program, Access students took part in numerous projects and had the unique opportunity to improve and master their communication skills in English through lessons conducted with native speakers. While hosting more than 20 native speakers, Access students ameliorated their foreign language communication skills, developed a strong sense of teamwork, mutual respect, support, and appreciation towards others. In addition to the program's resolute desire and effort to awaken, inspire and nurture creativity, teamwork, and leadership skills, the program also sought to inspire and help students to develop positively in the terms of self-awareness, efficiency, self-esteem, empathy, desire, and willingness to help others and community.

The fact that the adoption of the mentioned values was one of the primary goals of the program was noticed and recognized by NGO-Alfa Center and as a result of strong dedication and hard work, students of the Access Program Nikšić won the annual award for volunteerism for 2019 which was presented by the Volunteer Club of Alfa Center-NGO Alfa Center. We can proudly point out that Access students recognized potential problems in our community and made a brave and big step in solving those issues. During 2019, numerous volunteer activities were conducted: a survey on the topic of health and healthy lifestyles, making posters that students shared in their schools, cleaning the neighborhood in Street Dragica Pravica, planting trees in the botanical garden of the High School "Stojan Cerovic" Nikšić, participation in the action of cleaning and arranging a part of the protected natural area-Park-forest Trebjesa, painting benches at National Park Lovćen on Ivanova Korita, sharing symbols of peace with messages to citizens of Nikšić, donation of food prepared by students for the users of the National Kitchen, helping in tidying up the premises of the National Kitchen, collecting children's books and donating those to "Igrackoteka i Razvojni centar Nikšić".



A very important aspect of Access program is the cooperation with the local community. In the course of the program, collaboration was at a very high level with numerous institutions: the U.S. Embassy Podgorica and the Department of Media and Culture, elementary school "Luka Simonovic", Center for Social Work, Faculty of Philology, "Igrackoteka i Razvojni centar Nikšić". Close and meaningful cooperation was also achieved with the Municipality of Nikšić, American Corner in Podgorica, Alpha Center, FLEX scholarship holders, local gym Bodyfit Fitness Studio, Hospital in Nikšić, JKP "Komunalno Nikšić", National Kitchen in Nikšić - NGO "Izvor Života", National Park Lovcen, "Lovćen-Bečići" Resort Ivanova Korita, National Park Biogradska Gora, Day Care Center

for the Elderly People in Nikšić, Innovation, and Entrepreneurship Center Tehnopolis, local media RTV Nikšić and portals onogost.me and mladniksica.me.

Through Access program, 25 talented students from Nikšić were given the valuable and noteworthy opportunity to learn English through interactive workshops while using modern methods and techniques.

The workshops were organized by the teachers of English Language Teachers' Association of Montenegro ELTAM: Dragana Radoman, Milka Cerović, Milena Danilović, Ratka Strunjaš, Aleksandra Krivokapić and Nikolina Bečanović.





Đultena Dacić – Bećirović
Kindergarten
„Vukosava Ivanović-Mašanović“ Bar

Teaching English language in kindergarten

Teaching children in early development should be fun and creative. At this age, children develop fine motor skills and therefore working with hands, touching, squeezing, and rolling are very important. The child's concentration is much better when they have something in their hands.

I collect used bottle caps each day and when I started to work in kindergarten, I decided to do an activity with them. I brought them in the working room and just turned over the dishes with bottle caps on carpet.



The children with smiles on their faces stood up from their chairs and sat down on the carpet. They chose the colours they would like to work on, brought them to their space (a table, corner in the room, or the carpet) explored the sizes (big, small) the colours (red, blue, yellow, green, orange...) and made discoveries about what they could do or make with them. Then I asked some of them to count how many caps they picked up, and what colours they had.

To make my activities more interesting and fun I made up a toy named - COLORCO. I used recycled materials such as laces and bottle caps. The aim was teaching English as a foreign language through the game, and to develop fine motor skills like grasping and twisting along with hand-eye coordination, as well as developing concentration and perception.



These plastic bottle caps may look simple, but they are perfect for counting, sorting, matching and so much more. Every interaction with these colourful caps is a chance for each kid to work on developing their motor skills as they manipulate the caps they would like. This is also suitable and useful for kids with disabilities.





Marija Bojić
Elementary school
“Oktoih”, Podgorica



Dragana Radoman
Elementary school
“Milija Nikčević”, Nikšić

Homeroom teacher - the power of bonding (workshop)

In December 2020, we participated as presenters in the 18th ELTA Online Conference which was held for two days (12 and 13 December). It was an amazing experience and priceless opportunity to listen and to take part into various workshops which were held by our colleagues from the region and beyond. Even though the Conference was organized online we all had the immense chance to share our ideas and experiences and to meet some new people.

Our workshop was about the activities that we organize with students when we do not teach our curriculum and when we can manage our time differently. It was about the actions that homeroom teachers take to get to know their students and prepare them for the outer world.

Teachers’ work is complex. It’s like a cake with so many layers – you need to put an effort to prepare it and spend a lot of time to make it, but in the end you know it was worth it.

Being a homeroom teacher is a great obligation, but also an opportunity to affect on young people to wake up their minds for new ideas and shake their imagination. We shared a great number of various activities and some of them you can even adapt and use while teaching English and vice versa.

There are so many games and activities that can be used, we will mention – energizers, teambuilding activities, talking about hobbies, vision boards, new accomplishment jar, joint community service actions.



However, several of the presented ideas teachers found very interesting and we decided to share them with you.

Wooden sticks with children's names.

They can be very useful if you want to form groups, to play lottery or to take turns in addressing the class. Students get the chance to decorate their own name stick and to add symbols which mean something to them. It's a great activity for encouraging creativity and to teach students that they need to respect the order and listen carefully to others while presenting because they might be called next to discuss the topic. An online version of this activity is a "Wheel of names" – random name picker <https://wheelofnames.com/>.



There are numerous activities which you can use if you want to find out more about your students lives and everyday challenges. All of those can help you understand your students and get close to them to build better relationships.

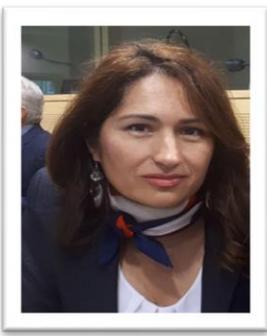
Birthday chart – very simple and amusing activity where they practice the communication without words. They need to form a line/chain like a calendar. Doing it like this it is really a challenge. However, the activity can be adapted – students can write their birthdays on a paper and then stick them on a handmade calendar which can be hanged on the wall.

"I wish my homeroom teacher knew" – an activity where students write about their problems, expectations, fears, ambitions in a way they want to and it's only for teacher's eyes. If a student knows that his/her thoughts will be read only by teacher and that his/her privacy will be respected, he/she will approach more freely to the teacher when the help is needed.

"Identity wheel" and "Flower power" – two great activities where students can represent themselves and talk about their family and friends, ambitions, how they see themselves in the world, what they want to accomplish. They have the possibility to draw their own flower with the number of petals they want to and after completing it, teacher can make a gallery and they can present themselves. In that way they develop their critical thinking skills and presentation skills.

The possibilities are enormous and the students actually enjoy these activities and at some point they even have their own suggestions. At that point you are sure they are into the process of learning, learning about themselves, people and world around them. It is our task to pay attention, support and encourage them or just to be there for them. It will make the difference and gradually they will become group of young people ready to be a involved in the society with awareness of what they can accomplish together.





Nataša Stanojević
High school Cetinje

Online teaching - one more opportunity to grow

A year ago, it was almost impossible to think of online learning in our teaching environment in Montenegro. First, of course, there was fear and uneasiness about using computers for teaching. But then, slowly I adapted to the situation, reaching again for online help, tutorials prevalently, wanting to improve my teaching practice.

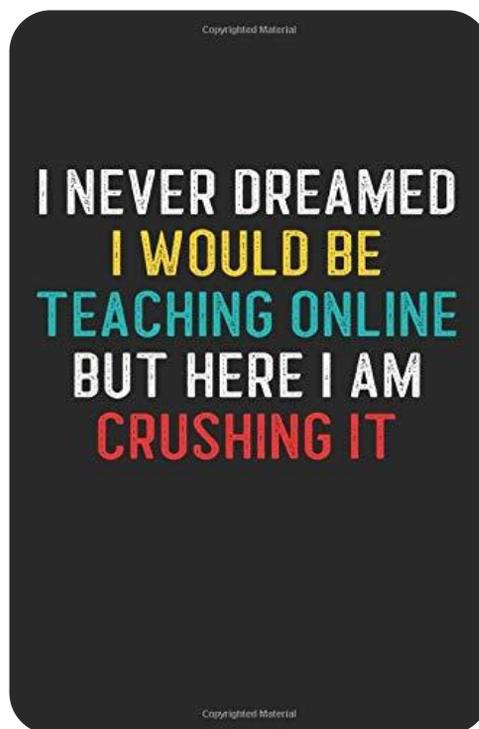
After some time, I found myself searching for new materials, online tools, webinars, tutorials, presentations - in one word anything that could make my job easier and my classes more interesting for my students. A whole new world opened before my eyes. I wasn't afraid anymore, but eager to find and try new things on a daily basis.

I felt like a student again. One more thing, I was doing better than them this time. I set a good example for my kids, too. They saw their mother struggling a bit with Zoom, green screen, Prezi, and Canva, but they were there to help and learn with me. Sitting at the computer was not about playing video games anymore. We were together, almost having the same task. A wonderful feeling. At times stressful, but priceless.

Online courses from RELO Belgrade, American English website, MOOCs, and many other new things were reachable, doable, interesting, very often mind-blowing.

One more great thing was the opportunity to take part, even participate in international conferences - online of course but, otherwise they would mean a lot of effort, time, traveling, expenses. Now, I didn't have to leave my home and still, be anywhere in the world.

So, when life gives you lemons...





Iva Parača
(Nataša Stanojević's student)

Online studying - student's point of view

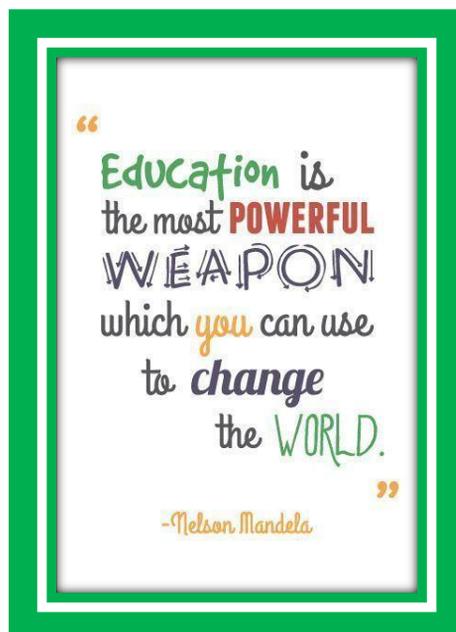
In a time like this that is going written on a page of the world's history, learning how to bottle up everything and move on, is the only way to keep a clear head.

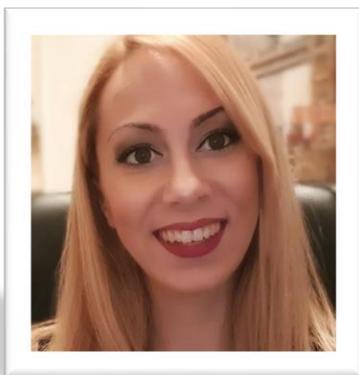
Learning is the only reason we get up every day, from learning new skills to learning Archimede's principle, we try to learn as much as possible in the short period of time that is given to us. As a student online learning can be a bit overbearing, not being able to ask as many questions as every single one of us wants, the fact that we can't hear the jokes made in the last rows, changed the complete outlook of school for us. A lot of people point fingers and agree that nothing is impossible when the doubt is turned into the will, however, they probably haven't gone through the same things as many students and teachers go now, the stress, living through our laptops, being isolated from the people that mean a lot to us. I do agree that when we develop a true passion for learning, it never stops growing, just like the plant that grows with every drop of water. It has been a tough journey in which, we grew a new set of skills and gratitude for things we felt like we're going to last forever.

A way to make everything a little easier was definitely the comfort between each other. The teacher-student bond has developed and believe it or not, even though we had every day as the

opportunity to speak with them, we haven't put out much thought about that up until now. Maybe this year is just showing us that we can be robbed of moments and plans that were made, but we fail to realize that nothing can rob us of our willingness to do something great the next day. We can turn every single thing into a lesson, that we need each other, even if our faces are like a splash of pixels on each other's screens during a class.

Someone once told me that it's never too late, even if we think it is. We just need to sort out our priorities, and by doing that we can start fresh, since you get up you have the ability to change.





Zorana Petričević
Elementary school
“Oktoih”, Podgorica

ONLINE TEACHING

Use pupils' interests to motivate learning

In March 2020 Viber became my classroom. My pupils from the sixth grade were sitting by their mobile phones waiting for the message notification, instead of the school ring, to come as the sign of the beginning of the class. And there I was, typing explanations to my pupils and, at the same time, nervously reading their constantly coming questions, excuses for being late, etc.... It was tiring, hard and lessons were not interesting.

To improve my teaching, get their intention, involve them more, have interaction, even on Viber group, I decided to try PowerPoint presentation. That is not something new for my pupils; I used it before in the classroom, but this time I did something different.

On the first slide, I put a gif to introduce the theme – *prepositions of movement*. A seal jumping through the hoop was an excellent way to draw pupils' attention to the new lesson. The aim was to get the pupils interested in what was coming.

For this lesson I decided to use popular cartoon characters: SpongeBob, Patrick and Squidward. I created a story for my pupils; similar to the cartoon *Sponge Bob Squarepants*. The presentation was divided in two parts: *Let's learn* and *Let's revise*.

In the *Let's learn part*, I explained prepositions of movement by using popular cartoon characters and moving effects of Power Point. I gave pupils the instructions to play presentation on slide show so that they could see on each slide the cartoon characters moving in the specific direction. There were 6 prepositions: *over, towards, around, through, away from and under*, used in six sentences with six different pictures which represented the context. Pictures were not only the context. Given the fact that they were the pictures of the pupils' favourite cartoon, they motivated them to find out more what the sentences were about. They amused them and made this lesson look like a real cartoon.



Let's learn part:

- Patrick goes **over** the rock.
- Squidward walks **towards** his house.
- SpongeBob goes **around** his house.
- SpongeBob walks **through** the Jellyfish Fields.
- Squidward goes **away from** SpongeBob and Patrick.
- Patrick goes **under** the rock.



In the *Let's revise* part, I gave them the same pictures, but this time their task was to complete the sentences using prepositions of movement. I used the same pictures to make sure that every pupil would understand. Pupils were following the presentation on their computers and sending responses to the Viber group. Solutions were provided later on in an updated PowerPoint presentation I posted after this class.

Let's revise part:

- Patrick goes **over** the rock.
- Squidward walks **towards** his house.
- SpongeBob goes **around** his house.
- SpongeBob walks **through** the Jellyfish Fields.
- Squidward goes **away from** SpongeBob and Patrick.
- Patrick goes **under** the rock.

As you can see, the sentences were the same and, in some examples, only prepositions were missing while in the others verb or adverb were missing too.

At the end, I also gave them the exercise from the book to check their understanding. First, they did it by themselves in their book, afterwards we checked it.



After the lesson pupils send me feedback and told me how wonderful it was:

Teacher, did you make this? It is like the real cartoon. It's the same. It's great. It's awesome! Even here Squidward is annoyed by Patrick and SpongeBob. I liked this lesson! It was fun and easy!

This class was very interesting for pupils and a useful way to present a new lesson online. They were motivated to follow the slides and participate actively. The lesson was made by following their interests in this cartoon, it was easy, simple and short which is also important while teaching new lessons online - make it interesting, brief and effective.

LESSON PLAN 1

Nastavnica: Mirjana Đukanović, JU OŠ „Ratko Žarić“ Nikšić

Razred: prvi

Ishodi učenja

Obrazovno-vaspitni ishod 1

- Na kraju učenja učenik će biti u stanju da pokaže da razumije živi ili snimljeni govor na poznatu temu, koji sadrži poznatu gramatiku i leksiku.

Obrazovno-vaspitni ishod 2

- Na kraju učenja učenik će biti u stanju da, uz prihvatljiv izgovor i intonaciju, učestvuje u kraćim vođenim usmenim aktivnostima i razgovorima na poznatu temu, u okviru poznate gramatike i leksike.

Ishodi učenja na času

Učenik/-ca će biti u stanju da:

- odgovori na *What?* pitanja *Yes/No*
- izvršava kratka i jednostavna uputstva
- uoči glavnu misao/ suštinu teksta
- identifikuje i imenuje morske životinje, veličinu, boju, broj

Pojmovi/sadržaji: Unit 5 - *The Sea*; Vokabular: morske životinje, igračke, hrana, boje, brojevi; Gramatika: pitanja- *What is this? Is it...? What colour...? What can you see?*

Nastavni materijal i sredstva: Udžbenik, poster, igračke, pozornica od kartonske kutije, pjesmica posvećena vremenu, fleškartice, priča preuzeta i prilagođena iz knjige *Children learning English*, Patricia Jayne Moon

Korelacija: Muzička kultura, Likovno vaspitanje

Tok časa

Faza časa	Aktivnosti učenika
Uvodni dio časa	<p>Učenici odgovaraju na uobičajena pitanja:</p> <ul style="list-style-type: none">➤ <i>How are you today? Are you happy? Why?</i>➤ <i>What is the weather like today?</i>➤ <i>What can you see outside?</i> <p>Učenici slušaju pjesmicu posvećenu vremenu.</p> <p><i>The Sun, Sun, Sun is hot, hot, hot</i> <i>I like the Sun a lot, lot, lot</i> <i>I have, have, have a hat, hat, hat</i> <i>for the Sun, Sun, Sun like that, like that.</i></p>

Faza časa**Aktivnosti učenika**

Učenici odgovaraju na pitanje: *What is this?*

Nastavnik pokazuje školjku i dobija odgovor.

Učenici odgovaraju na pitanja:

➤ *What can you hear? (waves, birds)*

➤ *Where are we now? (by the sea)*

Učenici pokušavaju da ponove brzalicu:

SHE SELLS SEA SHELLS BY THE SEASHORE.

Učenici se dijele u grupe - dobijaju malu sliku i grupišu se - (velike i male ribe, morske zvijezde, rakove, morske konjiće i odgovaraju neverbalno na naredbu koju izgovori nastavnik – TPR aktivnost

ex. *Big fish –Stand up!*

Small fish- swim!

Starfish-Jump! i slično.

Učenici igraju igru pogađanja - *What is in my bag?* (Šta je u mojoj torbi?)

U torbi se nalaze slike plave ribe i crvene ribe, školjke, morskog konjića, više njih.

Učenik/ca postavlja pitanje: *Is it a/an...? (Da li je to...?)* i dobija potvrđan ili odričan odgovor (NO/YES).

Učenici igraju igru – True/False (Tačno/Netačno) kako bi utvrdili vokabular.

Nastavnica pokaže fleškarticu (po mogućnosti koristiti kartice koje će učenici kasnije vidjeti na posteru i dok slušaju priču), i izgovori rečenicu.

Učenici odgovaraju da li je rečenica tačna ili ne.

Ex. *Nastavnik: It is a red crab.*

Učenici: True.

Nastavnik: It is a big blue fish.

Učenici: False. It isn't a big fish. It's a small fish.

Učenici igraju igru pogađanja - Open the window!

Na tabli se nalazi poster sa usvojenim vokabularom, koji je prekriven papirima na čijoj se poleđini nalazi napisan broj. Učenici ne mogu vidjeti sliku na posteru.

Oni biraju broj, uklanjaju papir i odgovaraju na pitanje šta se krije ispod, na posteru.

Ex. *What is number one?*

It is a starfish/a fish.

I can see five fish.

Glavni dio časa

Faza časa**Aktivnosti učenika**

Učenici slušaju priču - The big fish and a small fish.

Glavni dio časa

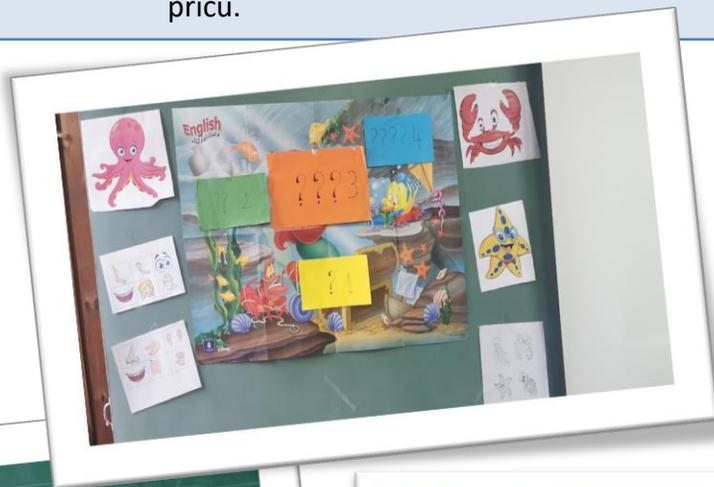
*This is the story of a big fish and a small fish.
This is the Big blue fish. (It is big, very big)
This is the Red fish. (It is small, very, very small)
They live in a deep blue sea.
The small fish is afraid of a big fish.
One day the Big fish says: I am hungry, I am very, very hungry.
Where are you the small fish?
The small fish hid under the shell.
But the big fish can see its tail.
Blue fish: "Where are you ? I can see you. I will eat you. I am hungry. Very, very hungry."
The red fish is frightened.
The red fish : "Please, do not eat me! I am too small.
My mum will cry and will be sad.
Come and have a picnic with me and my family".
The big fish was nice and they all had a picnic together.*

Nastavnik može provjeriti razumijevanje priče kratkim jednostavnim pitanjima.

Završni dio časa

Učenici slušaju pjesmicu - *Come and have a picnic with me* iz udžbenika (Unit 8).

Ukoliko ostane vremena učenici bojažu sliku koja se odnosi na priču.



LESSON PLAN 2

Teachers: Denisa Dacić (Gymnasium “30. Septembar” Rožaje), Nerma Dobričanin (Secondary vocational school Rožaje)

Grade: II

Time: 45 min

Topic / Title: U3 Going places - Asking for, giving and accepting advice (speaking)

Type of lesson: flipped classroom / interactive online lesson

Lesson outcomes: By the end of this lesson, through given materials and activities, students should be able to:

- ask for, give and accept advice
- communicate in everyday situations in a manner natural to the language and culture they learn about
- participate in conversation about past, present and future events based on the model presented.

Material, supplies, technology: Mentimeter.com, Course book and Active teach Focus 3, Audio material: U3.2 dialogue (or Handout audio transcript), MS Teams quiz, Speaking rubric-created by the teacher, MS Teams questionnaire

Preparation for the lesson (blue colour = asynchronous learning, red colour= synchronous learning)

Stages of the lesson	How?	When?	Tools
Send learning outcomes to students	Write learning outcomes in the Channel.	2-3 days before the synchronous class	MS Teams
Audio material Handouts Check their knowledge - MS Forms Quiz Speaking assessment rubric	Send audio material which will be used as a model for their role-plays on online class. Send online quiz to check understanding of the phrases. Send rubric for assessing their speaking performance.	2-3 days before the synchronous class	MS Teams-English language Channel MS Teams Forms Quiz
Synchronous class	Activities described in the lesson plan	The day of the synchronous class (45min)	Mentimeter.com MS Teams video call / MS Teams Breakout rooms
Feedback questionnaire	Send feedback questionnaire to get feedback from students about the class.	After the synchronous class	MS Teams questionnaire forms

LESSON PLAN 2

Approximate time	Activity sequence
Up to 5 minutes	<p>Activity 1 – Warm up- Mentimeter</p> <p>Given that students are familiar with the goal of the lesson and vocabulary to be used, which was previously sent to be listened to, and to extract the phrases for asking, giving and accepting advice, after greetings teacher starts sharing the screen and students are given instructions to visit menti.com where teacher (using mentimeter.com) already set questions about travelling: whether they have been on a long voyage, which places they have visited, what the things are they wouldn't travel without... As students provide answers for each question, the results are presented in a word cloud. Students' answers are discussed – whether they remember thinking about what's important to bring on a long journey, whom did they ask about it, and so on.</p>
Up to 5 minutes	<p>Activity 2 - Breakout rooms - Brief discussion</p> <p>Students are explained that they are going to be divided in pairs/groups (MS Teams Breakout rooms) and instructed to agree on 5 most important things to bring when going travelling, which they individually provided answers for in Mentimeter warm-up activity. So, they already have a good starting point. They are advised to write their lists in the chat box, so that the teacher can check it later on. When students return to the main session, they report about their lists.</p>
Up to 10 minutes	<p>Activity 3 – Breakout rooms – Practicing the dialogue</p> <p>Students are sent to their Breakout rooms again, this time to prepare their dialogues based on the audio material previously sent. They also previously completed the quiz (MS Teams) containing tasks to extract target phrases as a post listening task, which they should use in their dialogues. They were also sent speaking rubrics with clear instructions of what is expected from them considering their speaking performance. As students prepare dialogues in their groups, teacher “visits” them to monitor their work, provide help and additional information if needed, and so on. The same as for the first grouping, teacher sends “Important Announcement” to all groups to inform them about time and when they will be brought back to the main session.</p>

LESSON PLAN 2

Approximate time	Activity sequence
Up to 20 minutes	<p>Activity 4 – Role play</p> <p>When students get back to the main session, they role play their dialogues. Each group listens actively and assesses performance of other groups according to the rubrics sent previously. They note down remarks for every group member, so as the teacher.</p>
Up to 5 minutes	<p>Activity 5 – Wrap-up</p> <p>After roleplaying the dialogues, the groups vote the best performing using annotation tools: raising hand. The rules for voting are simple: they can vote only once and cannot vote for their own group.</p> <p>In the end, teacher sends a questionnaire (MS Rating form) as a feedback from students to find out their opinion about the class.</p> <p>Lessons learned for future activities</p> <p>Applying flipped learning as a model of learning/teaching can be beneficial to both students and teachers. Preparation for this kind of class is specific since students are introduced to content at home and are given tasks to complete in order to understand the content before the actual class. When they come to the class, to a real classroom or virtual one, they already have some knowledge about the content. That way, the whole class can be devoted to practicing, applying, analyzing, and creating.</p>

LESSON PLAN 2

Speaking assessment rubric

Mark (Pts.)	Accuracy	Fluency	Interaction and collaboration	The achievement and appropriacy
5	-uses wide range of structure and vocabulary (phrases for advice giving, asking, accepting, refusing) -errors minimal -excellent pronunciation	-coherent spoken interaction; good speed -few hesitations	-contributes fully and effectively through interaction (helps others to make dialogue flows without interruptions, support others)	-the language is appropriate to the task (phrases, responses, elaboration of ideas)
4	- uses good range of structure and vocabulary (phrases for advice giving, asking, accepting, refusing) - a few minor errors which do not impede communication - minor difficulties with pronunciation	-occasional but noticeable hesitations which do not impede communication	- contributes with ease for most of the interaction	-occasional and minor difficulties and inadequacy of language or execution
3	-fairly frequent errors and restricted range of vocabulary or target structures (phrases for advice giving, asking, accepting, refusing), which do not prevent communication -difficulties in pronunciation repeated	-fairly frequent and noticeable hesitations -communication achieved but it can strain the listener	- contributes effectively for some of the interaction, but with difficulties in supporting others	-uses target phrases in a limited manner -the language is often inappropriate -redirection may be needed at times
2	- frequent basic errors and limited range of vocabulary or target structures (phrases for advice giving, asking, accepting, refusing), which impede communication -heavy L1 pronunciation which impede communication	-disconnected speech and/or frequent hesitations	-does not contribute <u>in</u> maintaining interaction -may respond to a simple interaction obviously learn by heart	-uses very few target phrases with limited language -requires major redirection or assistance
1	-errors and almost no structures and /or vocabulary -no attempt to produce structures, phrases, pronunciation	-no flow of speech at all -hesitations -in general, no speaking at all	-does not contribute at all in maintaining interaction -no response even to a simple interaction	-language inappropriate -no response to redirection or assistance

LESSON PLAN 3

Teachers: Dragana Radoman (elementary school “Milija Nikčević” Nikšić), Milka Cerović (elementary school “Jovan Draganić” Nikšić)

Grade: students of the 2nd and 3rd grade of high school (Access Program Nikšić)

Time: 60 min

Topic: Vocabulary in use

Lesson objectives: Given word games students will be able to practice and apply vocabulary with 80% of accuracy.

Material, supplies, technology: Zoom app, Google classroom app, Laptops, smartphones, PPT presentation, Mentimeter: www.menti.com, Padlet link, Handout 1: *Which one is different and why?*; Handout 2: *Numbers for guessing*

Lesson Sequence

Approximate time	Activity sequence
15 minutes	<p>Activity 1 – English words</p> <p>Students are introduced with the topic of the lesson: <i>Vocabulary in use</i>. Students discuss the questions through Mentimeter. They are given Mentimeter link to answer the questions:</p> <ul style="list-style-type: none">➤ <i>What’s the first English word you remember?</i>➤ <i>What are your favorite word(s) in English?</i> <p>When students share their answers in Mentimeter they also discuss the reasons for their choices.</p>
10 minutes	<p>Activity 2 – Which one is different and why?</p> <p>Students are shown the words and pictures in PPT and their task is to think carefully and decide which word is different and why. Students write their answers and reasons in the chat box, but also share with the group. The words used for the game are given in Handout 1.</p>
20 minutes	<p>Activity 3 – Made up word</p> <p>Using Padlet students make up their own word or a phrase using the word “access”. They provide a definition and an example of how to use the word in the sentence. Students share their examples with the whole group.</p>
10 minutes	<p>Activity 4 – Guess numbers</p> <p>First teachers share their numbers for students to guess (Handout 2), then some of the students share their numbers for other students to guess.</p>

LESSON PLAN 3

Approximate time	Activity sequence
5 minutes	<p>Activity 5 – Game of the day</p> <p>Using Zoom poll students share their impressions about the games they played.</p> <p>Assessment (linked to objectives listed above) Teachers monitor students’ work, giving additional explanations if necessary, encouraging students to participate, non-correcting unimportant mistakes or errors when they discuss, encouraging to ask for clarification as a form of correction, providing positive feedback.</p> <p>Lessons learned for future activities: Students enjoyed the lesson and eagerly participated in all activities. They were very creative while making up new words connected with the word „access“. They also find „guess the number“ the most interesting game of the lesson and had really great ideas while discussing the numbers. We all enjoyed the lesson and had fun while playing vocabulary games.</p>



Which one is different and why?

Teacher Dragana:

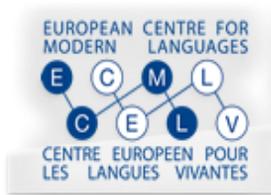
- 2
- 8
- 101
- 38

Teacher Milka

- 10
- 2
- 12
- 21

Guess the numbers

ELTAM COLLABORATES WITH



ELTAM IS PARTNER WITH

