



2022

VOICE UP!

ELTAM  
Newsletter #7  
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## *ELTAM Newsletter January 2022, No 7*

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*Dear readers,*

*At the beginning of another year, hoping to find you in good health, we proudly present you the seventh issue of our newsletter.*

*The year behind us was challenging but full of motivating activities and successful teaching examples. We hope that our newsletter will bring you some sparkles of stimulation we all need and bring up some positive energy. At the very beginning we will thank two fantastic ladies, Sarah Day and Callie Collins, Fulbright Teaching Assistants in MNF, who helped us with proofreading of this number of newsletter.*

*Inspired by numerous webinars and workshops our colleagues attended during the past year, as well as by their own practice, they presented us with some lesson plans again. Therefore, you will have the opportunity to discover some new ideas for teaching methods and techniques, and lead your teaching practice to perfection, especially with tips related to online teaching. We are sure you will find those ideas tremendously useful and practical.*

*During the year behind us, we had a great pleasure to be a part of "Think Globally, Teach Locally", the project funded through a U.S. Embassy grant. So far, we have held four workshops: in: Pljevlja, Berane, Ulcinj and Herceg Novi.*

*The last one will take place via Microsoft Teams, on 12/2/2022 for teachers from Podgorica, Juzi, Kolašin, Cetinje, Nikšić, Danilovgrad, Plužine, Žabljak and Šavnik. This way we invite you to apply and take part in this wonderful event (the registration link can be found on ELTAM's social network profiles and on our site, as well).*

*We are also proud of being selected to be a part of the PRELIM 2 project and will be working in partnership with "Speak Up", a language school from London, to raise teachers' confidence in the English language classroom.*

*At the end, we invite you to become a member of ELTAM, if you already aren't.*

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

*John Meehan*

*Wishing you a happy, healthy and successful New Year,*

**ELTAM**  
*editorial team*



# ELTAM ACTIVITIES IN 2021

Despite all the challenges in 2021, ELTAM managed to provide support to fellow teachers with the wide range of activities:

- ❖ Access English Microscholarship Program, a two-year program of intensive English-language learning for talented students, supported by the U.S. Government, was successfully completed and closed during the online ceremony held on January 21, 2021 in Niksic. The U.S. Ambassador to Montenegro, Ms. Judy Rising Reinke, being a special guest at the closure ceremony, gave a speech, addressed Access Niksic students and congratulated them on outstanding achievements and results along with the president of the English Language Teachers' Association of Montenegro, Ms. Dragana Radoman, who addressed numerous guests on behalf of ELTAM and Access Montenegro teaching team. Both ceremony and program were highly acknowledged by a video input from the Head of Department for International Cooperation and European Integration at the Ministry of Education Science, Culture and Sport, Mr. Marko Vukasinovic.
- ❖ Access Cetinje year held 24 valuable sessions with numerous notable guests, and therefore, Access students enjoyed discussing a variety of topics with the guests from various areas of expertise. The hosting season was opened with the topic of Black History Month, and later on continued with covering and discussing the topic of World Teacher's Day and Christmas. Through meaningfully organized sessions, students explored and learned more about International Women's Day, topics related to Money and financial literacy, Culture and American Sport. Students gained more knowledge regarding the importance on getting more familiar with the Earth Day as well. We are proud to highlight wonderful sessions through which students, guests and teachers celebrated Easter, spoke about Poetry, and the huge importance of News and Media Literacy which led Access students towards becoming more responsible and conscious readers. With our dear guests, students researched on Native Americans and their Legacy in the US, and of course on Hispanic Heritage Month. They also got familiar with the U.S. Education and learned about the importance of Cultural and Language Diversity. The immense importance of Human Right's Day was highlighted and celebrated during one of the sessions as well and in order to mark the ending of a very successful Access teaching year, the topic of Christmas and its miracles was brought to our students' attention.
- ❖ Publishing house Pearson, being partner institution, in close cooperation with ELTAM, held two webinars for Montenegrin English language teachers. The topics of the webinars were 'False beginners' and 'Know-all's' and those were held on February 13, 2021.
- ❖ The sixth issue of ELTAM newsletter was published in March 2021.
- ❖ The 2nd International and the 6th National Conference ELTAM Days 2021 for English Language Teaching Professionals was held online via Microsoft Teams on March 12-13, 2021. The Conference gathered 213 language teaching professionals from all levels and different institutions: 184 Montenegrin participants, 7 international participants, 22 international speakers and 4 guests. The event was supported by the U.S. Embassy in Podgorica and the Regional English Language Office in Belgrade – RELO Belgrade.

- ❖ Online teacher training *Let's innovate in foreign language teaching* was organized on April 29, 2021. Furthermore, the training was supported by the Bureau for Education Services and facilitated by ELTAM board members Ms. Milka Cerovic and Ms. Dragana Radoman.
- ❖ The call for ELTAM board members and working group members was published and therefore, English language teachers from Montenegro were welcome to take a more active role in the work of the Association. In that regard, new board members were elected, as well as working group members. In case you are interested in joining one of the working groups – the call is continuously open.
- ❖ ELTAM conducted two needs assessments in order to improve the work of the Association and with the aim to develop teacher trainings based on the needs of English language teachers in Montenegro.
- ❖ Within the project "Young talents - present and future of Montenegro", implemented by Organization of Montenegrins Studying Abroad (OMSA) and English Language Teachers' Association of Montenegro ELTAM, with the support of the Ministry of Education, Science, Culture and Sports, the call for models of good practice in working with gifted students (and those who show a high level of interest in certain areas) was opened and the examples of good practice will be published soon.
- ❖ The 7th National Conference ELTAM Day 2021 for English Language Teaching Professionals was also organized online, using Microsoft Teams, on May 8, 2021. The Conference gathered 134 Montenegrin participants and 34 speakers.
- ❖ At the 19th ELTA Serbia conference, held on May 21-22, 2021, colleagues Marija Bojic and Ivana Dasic facilitated a workshop called *Critical Thinking in Action*.
- ❖ At the SOL's 30th Anniversary Festival – Save Our SOL Campaign, held on May 29, 2021 ELTAM team delivered a set of sessions: Dragana Radoman and Marija Bojic facilitated a workshop *Homeroom Teacher – the Power of Bonding*, Marija Bojic and Ivana Dasic guided a workshop *Critical Thinking in Action*, Milka Cerovic and Milena Danilovic conducted a workshop' *Going Digital*, whereas Zorka Radonjic and Ivana Radulovic led a workshop *Keep it Up*.
- ❖ During the three-day conference entitled The 4Cs and 21st Century Learning, organized by RELO Belgrade on August 26-28, 2021 ELTAM board member Marina Sbia facilitated a workshop *City Guess With No Stress* and ELTAM working group member Zorana Petricevic conducted a workshop *Fostering 4Cs through Group work*.
- ❖ Yearly plans for English language 2021/22, for all grades of elementary schools, were adjusted by colleagues Milka Cerovic, Zana Bulajic and Elida Crnovrsanin and shared with all the teachers. Yearly plans for general English of secondary schools were adjusted and shared as well.

- ❖ Set of workshops *Think Globally, Teach Locally*, which are financially supported by the U.S. Embassy in Podgorica and implemented by ELTAM were held during the previous year: September 25, an online info session, October 1 in the Center for Culture in Pljevlja, October 16 in elementary school "Vuk Karadzic" in Berane, November 6, in elementary school "Daso Pavicic" in Herceg Novi, December 4 in elementary school "Bosko Strugar" in Ulcinj. Workshops were facilitated by the U.S. English Language Fellow Hansley Cazeau. The final workshop will be held online and all Montenegrin teachers are encouraged to take part in.
- ❖ ELTAM also promoted the celebration of European Day of Languages and spread the information to all schools in Montenegro. During September 2021, the EDL was celebrated and acknowledged in most of the schools, and all the information, as well as photos, were published on Facebook page which is devoted to European Day of Languages in Montenegro. The report summarizing the celebration was furthermore sent to the Bureau for Education Services and shared with the European Centre of Modern Languages in Graz. So far, it was the biggest event and more schools took part in the event in comparison to the previous years.
- ❖ ELTAM has been selected to be a part of the PRELIM 2 project and will be working in partnership with Speak Up London with the aim to raise teachers' confidence in the English language classroom. The Partnered Remote Language Improvement project is a joint initiative from British Council, IATEFL and English UK with NILE as managing consultants. The project will include one 8-week course for 4 groups of selected teachers. The course will represent a combination of synchronous and asynchronous online sessions.
- ❖ At the 3rd National IATEFL Slovenia Conference, held on October 2, 2021 and at the 30+1 Birthday IATEFL Hungary conference, held on October 9, 2021, ELTAM board and working group members shared their teaching practice. Colleagues Marija Bojic and Ivana Dasic facilitated a workshop *Critical Thinking in Action*, and colleagues Milka Cerovic and Dragana Radoman led a workshop *Words have Power*.
- ❖ During October 4 until October 9, representatives of partner organisation, publishing house Pearson, in cooperation with ELTAM, conducted 11 webinars on how to successfully and meaningfully use e versions of English course books on digital platform 'ActiveBooks' for English language teachers in Montenegro.
- ❖ At the 11th ELTAM MK (Northern Macedonia) Biannual Conference, held on October 17, 2021, ELTAM board members, Dragana Radoman and Marija Bojic, facilitated a workshop *Homeroom Teacher – the Power of Bonding*.
- ❖ Through English Language Teachers' Association of Montenegro ELTAM, English Language teachers from Montenegro had access to a variety of professional development opportunities offered by: Regional English Language Office (RELO), American English at State, American Councils, Education USA, American corners, Peace Corps, publishing house Pearson, Bureau for Education Services, Ministry of Education, Science, Culture and Sport, British Council, Nansen Dialogue Centre, National Geographic, Council of Europe, European Centre for Modern Languages, SOL and other partner associations from Montenegro and abroad.

- ❖ Having active ELTAM members, four schools from Montenegro had an immense pleasure of hosting U.S. English Language Fulbright Scholar Ms. Sarah Day and U.S. English language Fellow Mr. Hansley Cazeau. Students from elementary schools “Oktoih”, “Bosko Radulovic”, “Milija Nikcevic” and from High School of Economics “Mirko Vesovic” were delighted with such a valuable opportunity of chatting with guests, who are native English language speakers.
- ❖ Within previous cooperation with Bureau for Education services and European Center for Modern Languages in Graz, our members had an opportunity to attend prestigious international teacher trainings: Elida Crnovrsanin - *Mediation in teaching, learning and assessment* (May 18-19, 2021), Marija Bojic - *Developing teacher competencies for pluralistic approaches* (September 29-30), Marina Sbia – *Digital citizenship through language education* (November 3-6), Milica Radenovic-online training *RECOLANG – Resources for Assessing the Home Language Competences of Migrant People* (December 2-3).
- ❖ Thanks to more than a productive and valuable collaboration with the U.S. Embassy Podgorica and RELO, during previous years, ELTAM members had an opportunity to attend 8-week OPEN online courses on different topics. After reading some of the experiences in the newsletter, do let us know if you are interested to be nominated in the next cycle.
- ❖ ELTAM vice-president, Ms. Zorka Radonjic, got a scholarship for *International Visitor Leadership Program on 21st Century Change Makers: American Language and Multicultural Diversity* and attended a part of the program, held online, from October 4 to October 22, 2021. The second part will be a study visit to Washington DC. Colleague Radonjic was nominated by the U.S. Embassy as the leader in the field of education and the English language in Montenegro.
- ❖ ELTAM board members, Dragana Radoman and Marija Bojic, developed a teacher training program *Designing students’ personalized learning pathways* as the third module of the program *Improving the quality and inclusiveness of education in the digital environment* implemented by UNICEF and Bureau for Education Services of Montenegro. A part of the teacher training team for the implementation of the module 3 of the program are ELTAM teachers: Dragana Radoman, Marija Bojic, Milka Cerovic, Sandra Smolovic, Ivana Dasic, Elida Crnovrsanin, Milena Danilovic, Zorka Radonjic, Ivana Radulovic, Tanja Djonlaga and Natalija Savicevic Mrvaljevic.
- ❖ In 2021, ELTAM counted 162 members. In 2022 – we believe and strive to reach a number of at least 200 teachers who appreciate and acknowledge our diligence and hard work and who would like to join our ELT community.

# UPCOMING EVENTS

- ❖ The final workshop with the U.S. English Language Fellow Hansley Cazeau *Think Globally, Teach Locally* will be held online, on February 12, 2022. Our workshops are organized and conducted with the aim to train teachers on how to apply innovative teaching methods and techniques through the teaching content of global issues such as civic engagement, human rights, tolerance and inclusion. Participants will have the opportunity to get familiar, both theoretically and practically, with the discussion method called the Socratic Seminar, which they will implement and practice with their students over the next few weeks. This method represents an important tool for the development of students' critical and analytical thinking skills, and furthermore contributes to the development of critical awareness and soft skills - social, interpersonal and communication skills. By taking part at the workshop, you and your students are eligible to enter a competition and get valuable prizes.
- ❖ The 3<sup>rd</sup> International and the 8th National Conference ELTAM Days 2022 for English Language Teaching Professionals is planned to be held online via Microsoft Teams, on April 9 and on May 8, 2022. One part of the mentioned Conference is planned to be organized as a hybrid event.
- ❖ English Access Microscholarship Program, a two-year language program for talented students, supported by the U.S. State Department will be opened in Pljevlja, in January 2022.



ELTAM DAYS

MART 2021

INNOVATIONS IN  
TEACHING



**Marija Bojić**

Elementary school “Oktoih” Podgorica

English Language Teachers’ Association of Montenegro - ELTAM organised the 2<sup>nd</sup> International and the 6<sup>th</sup> National Conference, ELTAM Days 2021, *Innovations in Teaching* in March, 2021. The conference was held online via Microsoft Teams platform.

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

The first day started with welcoming notes of our president Dragana Radoman, H.E. Judy Rising Reinke, the U.S. Ambassador to Montenegro and Marko Vukašinić, the Head of the Department for International Cooperation and European Integration at the Ministry of Education, Science, Culture and Sports.

After their inspiring and enthusiastic words more than 200 teachers enjoyed the conference. Since the pandemic reorganized the whole teaching world, we started to explore more digital and online resources and this was an excellent opportunity to make an exchange of ideas and tools with teachers from the region.

Professionals from all over the world shared their experience, what they learned and how they organized lessons and activities during the online teaching. Those were two days of fantastic, inspiring workshops, talks and demo classes.

Let's not forget our plenary speakers who tickled the teachers' imagination and made them push their boundaries in teaching.

**Kevin McCaughey, the Regional English Language Officer for Central Europe and the Balkans**, gave us some writing tips for students to write short complete pieces such as proverbs and axioms, one-paragraph autobiographies or essays, memory poems, and more. The main point was to make writing outcomes achievable for students of all levels.



**Regional English Language Office  
for Central Europe and  
the Balkans**

**Kevin McCaughey & Ivana Bankovic**

REGIONAL  
ENGLISH  
LANGUAGE  
OFFICE  
US Embassy Belgrade



Facebook.com/RELOBelgrade

BelgradeRELO@state.gov

AmericanEnglish.state.gov

The first day finished with **Ursula Stickler ECML**, whose plenary talk touched on theoretical aspects and different methods for researching online communication. She presented alternatives to the deficit view of online teaching and she gave some practical examples of making the most of a shared understanding of knowledge creation of online teaching and learning materials.

**Phil Warwick, Pearson**, opened the second day of the conference. During his session he explored the advantages and shortcomings of distance learning and how to complement this with bursts of face-to-face teaching revisiting blended learning in the context of the current situation and using all this to equip us with the skills to be better 21st educators regardless of the surrounding situation.

**Dr Marija Mijušković, the University of Montenegro** held the closing plenary session where she talked about new perspectives and approaches to teaching English at the University of Montenegro. She put special emphasis on the balance between theory and practice in the lecturing context explaining how this was done with students. Aiming to explain this in a more profound way, she provided the audience with examples of new teaching approaches being used with the students.



It is not possible to list all the great activities and ideas mentioned during this conference. My tip would be – check out the ELTAM’s website <http://www.eltam.me/march-2021/> where you can find all the presentations from this event since all the presenters were very willing to share their work with all of us.



## Critical Thinking in Action

Marija Bojić, elementary school “Oktoih”, Podgorica  
Ivana Dašić, elementary school “Niko Maroš”, Podgorica  
March 13, 2021



THE VIRTUAL  
**SCAVENGER HUNT**

Don’t miss our next conference - [April/May 2022!](#)

It will be a blast and a new way of organising educational events in Montenegro!

***ELTAM moves the boundaries! See you! Stay tuned!***



## ELTAM DAY MAY 2021

### A BRIEF OVERVIEW OF THE CONFERENCE PROGRAM



**Tiana Čović**

Faculty of Philology, Podgorica

Through these challenging professional times, ELTAM continues to be a voice for English language teachers through networking, and professional development.

We know that teachers always rise above any challenge turning these into powerful social movements. Why would this be the exception? The ELTAM conference planning committee tirelessly worked to realize the seventh National Conference (first virtual Conference) for English language teachers, **ELTAM Day 2021**.

Focusing on the theme of **“Innovations in Teaching”**, this conference provided valuable insights into teaching and research in the field.

Our dear president **Dragana Radoman**, gave the introductory and welcome remarks and thanked all the enthusiastic English teachers who are always eager to learn more and develop professionally.





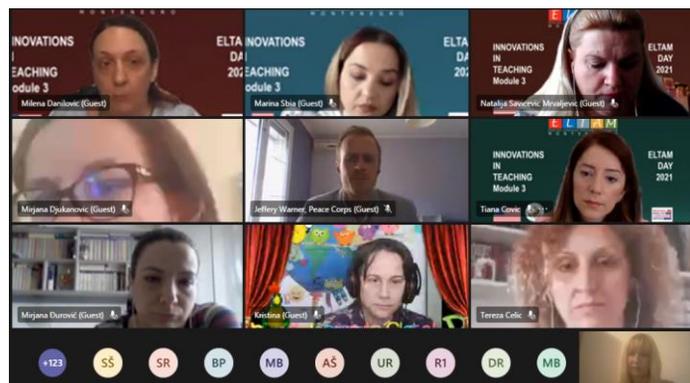
Dragana thanked the **U.S. Embassy in Podgorica** and the **Regional English Language Office in Belgrade**, who supported the Conference and all our amazing partners and wished us fruitful work and many applicable ideas. Then **Nicole Gallagher, Public Affairs Officer at the U.S. Embassy Podgorica** greeted the participants of the Conference and highlighted the fact that ELTAM has been an invaluable partner of the Embassy in the implementation of the Access Program and talked about the role English teachers have in helping students develop and enhance 21st Century Skills and navigate the online world. We are grateful for the continuous support of the U.S. Embassy in Podgorica and we are looking forward to our future cooperation!





On behalf of our partners from the **Regional English Language Officer from Belgrade, Kevin McCaughey**, addressed the attendees and expressed his appreciation for the hard work and dedication ELTAM team put in organizing this event and said that organizing a conference is like organizing 100 dinner parties which we must agree upon. First plenary session was given by *Matthew Benton, an English Language Specialist with the U.S. Department of State's English Language Programs.*

Matthew's talk was entitled *Fake News and Post-truth: **Media Literacy Education for English Language Learners.*** In this talk, he discussed the urgent need for media literacy education in the English language classroom. He talked about different types of media and the myriad challenges facing young language learners as they try to make sense of the world in the 21st century. Matthew shared a range of tools, resources and activities that can be used by English teachers to successfully integrate media literacy education into their language classes.



We had a pleasure of welcoming **Director of Programming and Training of Peace Corps Albania and Montenegro Jeffery Warner**, who made a short introduction of the Peace Corps, an American volunteer organization with 60 years of history around the world and recently operating in Montenegro as part of the Peace Corps Albania and Montenegro post.

Currently, there are no Peace Corps volunteers serving, however when the conditions allow volunteers will come back to their host countries and continue their service, and we are more than excited to welcome back Peace Corps Volunteers who will be serving in Montenegro!



Our colleague from Bosnia and Herzegovina **Sabina Skenderović Bukvić** gave a second plenary session. In this talk Sabina talked about the potential of service learning. Through presentation of several small-scale projects that have already been implemented, Sabina demonstrated how English language class can propel serving our community and shape students who take responsibility for both their learning and behavior and who become aware of the impact they can make on the world around them. So many great ideas!



Interesting sessions at the state conference allowed for new networking opportunities and understanding the educator needs in the country.

These workshops are our way to facilitate relevant and pertinent professional development and also our way to structure opportunities to hear each other's classroom experiences. We believe that in our stories we find inspiration and lessons to be learned.

We greatly appreciate the support we have received from our partners, and their presence has been invaluable and, without any doubt, has helped make the event a great success. We wholeheartedly thank each participant for participating and sharing their thoughts. Once again, shoutout to all the incredible English teachers!

Stay hungry!

**Some of the presentations from the conference can be found at:**

<http://www.eltam.me/may-2021/>



# Fake News and Post-truth: Media Literacy Education for English Language Learners

ELTAM DAYS 2021 – PLENARY 1



**ENGLISH  
LANGUAGE  
PROGRAMS**

*The World is  
Your Classroom*



# DIGITAL CITIZENSHIP THROUGH LANGUAGE EDUCATION



**Marina Sbia**

Vocational High School Cetinje

Thanks to the nomination of Bureau for Educational Services, I was privileged to present our country during the two-day hybrid workshop **“Digital citizenship through language education”** that was held on the 4th and 5th of November 2021 at the European Centre for Modern Languages (ECML) in Graz, Austria. There were representatives from twenty-eight European countries, and as it was a hybrid workshop, a number of participants followed it via Zoom.

There are several key elements that were discussed throughout the workshop: the concept of citizens as users of languages and digital technology, a pedagogical approach that combines language learning and digital citizenship education, as well as suggestions on how to implement that approach through creating real-world tasks together with practical activities undertaken in the context of digital citizenship development.

The project itself focuses on helping learners become digital citizens and developing their capacity to interact with digital media critically, creatively and autonomously in several languages. The idea was to get educators familiar with the concept of a digital citizen and the role foreign language teachers have in the process of creating one. How can language teachers contribute to it? By focusing not only on a pure grammar/vocabulary teaching approach, but on supporting and enabling students to develop critical thinking skills by engaging them in real-world tasks, which have been previously and

carefully selected and that are to be carried out in a safe online environment.

Profiles of digital citizens are classified in different categories: consumers and viewers, mediators of information or content, creators who produce new content, practices, tools, as well as new ways to interact with and to engage in the digital society, and changemakers who participate in the construction of a societal project. When it comes to their rights and responsibilities, they are supposed to respect copyright laws and not download music or films illegally, abide by GDPR on websites, report abusive content on social networks, engage positively with forums and respect others' views. They act within various domains: social (with others or within communities), socio-economic, educational, cultural (or intercultural), political (in the broadest sense of the term).



**Through team work, we came up with engaging real-world tasks such as creating a LinkedIn profile, and making a podcast on a certain topic, e.g. the environment.**



Also, the following competences should be in focus, such as: ability to communicate (which requires awareness, attitudes, knowledge and skills promoted by (digital) citizenship education), plurilingual competence, mediation, and respect of the diversity of human beings, societies and communities.

As participants, working in small groups, we actively took part in creating learning tasks and activities contributing to digital citizenship education and planning how to implement them in a way that would help learners develop their language competence as well as their digital citizenship awareness. Tasks and activities can be adapted to different contexts and proficiency levels.

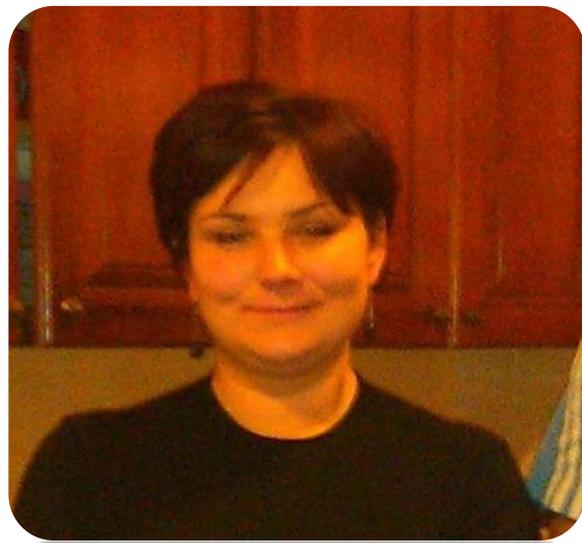
Teachers might also implement real-world tasks into their curriculum to help their students become good future digital citizens such as contributing to Wikipedia, Wikitravel, or Wikimini participating in online discussion Forums, joining a Facebook group, an Instagram community, being active on Twitter, subscribing to or creating a YouTube channel, creating vlogs on Youtube, TikTok videos, etc. Some of the sites suggested by project team members for real-world tasks are: Reddit, Quora, and LibriVox, where students can actively participate and contribute by taking part in forum discussions or uploading audio materials.



To sum up, the role of teachers, and especially foreign language teachers is of great importance in the process of creating new generations of digital citizens. Foreign language knowledge is not sufficient any more. It is only a tool that would help students develop other competences and skills. Engaging students with real-world related tasks, selected with special care and attention will more motivated and engaged students who will be able to think critically, and possess digital and media literacy skills necessary for living and participating in a modern society.

This workshop was not only an excellent opportunity to learn something new but also a great opportunity for exchanging and networking with colleagues from different teaching backgrounds.

# PARTNERED REMOTE LANGUAGE IMPROVEMENT (PRELIM) PROJECT



**Sanja Vuckovic**

“Educational Center” Pluzine

**The Partnered Remote Language Improvement (PRELIM)** project was conceived and funded by British Council English for Education Systems under the leadership of Roy Cross, Principal Consultant, Partnerships.

The aims of the project were threefold:

- To increase the language proficiency and professional confidence in using English in the classroom among teachers worldwide.
- To foster and support partnerships between teachers, English Teacher Associations and English UK member schools.
- To create opportunities for increased global contextual awareness and teacher training for English UK members, and to build a sustainable community of practice among them.

At the broader organisational level, **PRELIM brought together British Council, IATEFL and English UK** as coordinating bodies, who developed the project strategy and supported its implementation and evaluation. Norwich Institute for Language Education (NILE) were brought in as managing consultants to coordinate the 40 partnered projects and develop the UK schools’ Community of Practice (CoP).



## Join PRELIM II

A unique collaboration between Speak Up London and ELTAM Montenegro bringing you a bespoke language and methodology course.

One 8-week or two 4-week courses (24 Jan - 1Apr 2022) depending on the number of applicants.

Apply by 6th Dec 2021



Invitations to be involved were issued to English Teachers Associations in countries worldwide eligible for Official Development Assistance (ODA), and to English UK members. The selection process identified 20 partnerships, which began in November 2020. In the first phase, each partnership of an English UK member school and an English Teacher Association worked on developing contextual understanding, identifying teacher participants, and planning a remote language development course for teachers. Each project and course model (both in terms of content and mode) was different, and emerged organically from these 20 collaborations, tailored to the local needs, infrastructure and ambitions of the participants.

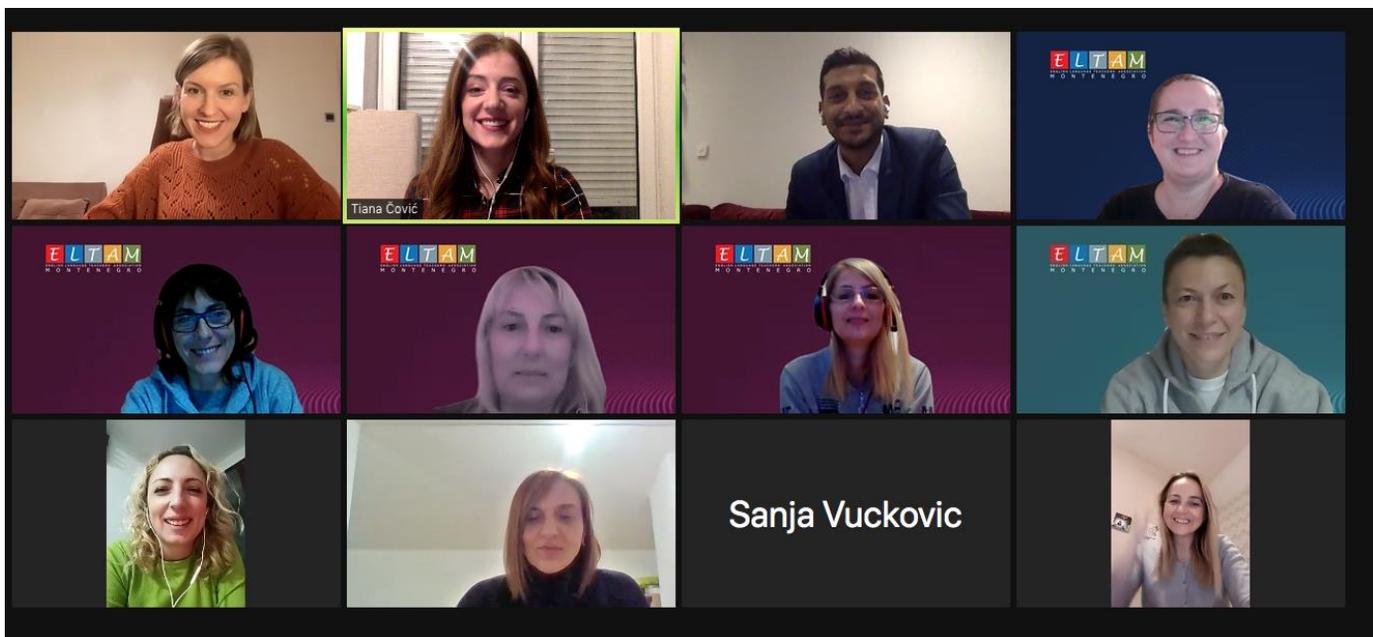
From January to March 2021, the 20 courses were run by the English UK schools, with support from their ETA partners, and total in over 3,000 teachers across the 20 countries. A final evaluation stage collated project reports from each partnership, and the project's conclusion was celebrated with closing ceremonies and video testimonials from hundreds of participants. The PRELIM project participants shared moving reflections about their learning experience in their testimonials, and emphasized their appreciation for the opportunity for collaborative professional development provided by this project, underlining its success.

English Language Teachers' Association of Montenegro ELTAM has been selected to be a part of the PRELIM 2 project and will be working in partnership with Speak Up, a language school from London, to raise teachers' confidence in the English language classroom.

The Partnered Remote Language Improvement project is a joint initiative from British Council, IATEFL and English UK with NILE as managing consultants.

It is aimed to attract teachers who want to grow professionally, advance in certain elements of their everyday teaching and improve and diversify classroom activities. The course is tailored to the needs of the participants and run by experienced teachers and teacher trainers.

The PRELIM 2 course in Montenegro will be eight weeks long and formal sessions will start by the end of January 2022.



The course is going to be a combination of synchronous and asynchronous online sessions. The number of hours required to complete the course will be based on the participants' needs and availability. Since the number of registered participants (more than 70) exceeds all expectations, the course will bring a significant shift in teaching practice in our country.

Teachers will receive a certificate upon successful completion of the course.



# THE CONTENT BASED INSTRUCTION OPEN PROGRAM ONLINE



**Sandra Smolović**

United Kids International Montenegro (UKIM) in Podgorica

Hello, dear fellow Teachers and Educators!

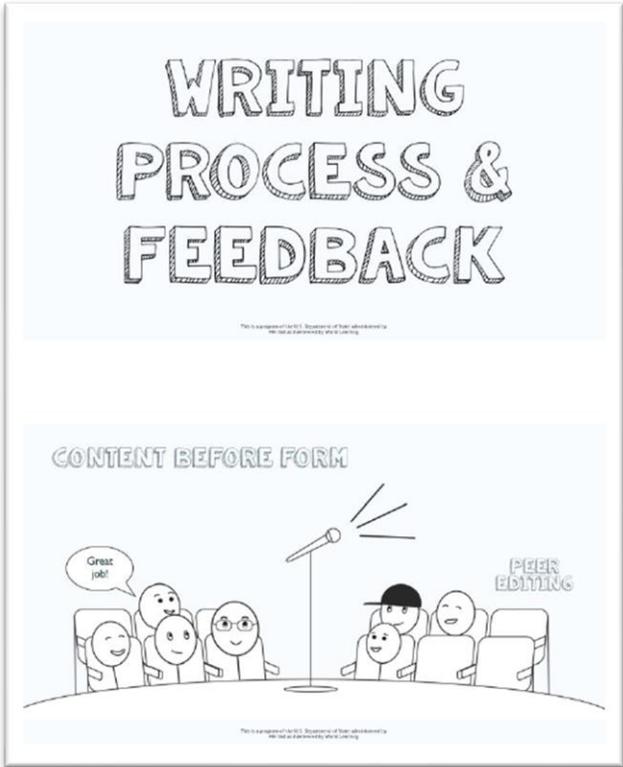
I want to share my experience from the OPEN Program online CBI course. **The Online Professional English Network (OPEN)** Program offers courses for professional development for English language teachers and educators, as well as other professionals around the world. As listed in the network program, their goal is to “increase the capacity of participants to use English effectively in their professional contexts, increase access to openly licensed learning materials, increase understanding of U.S. society, culture and values, provide opportunities for mutual exchange, and build the capacity of participants to apply what they have learned within their educational and professional communities.” The OPEN program is sponsored by **the U.S. Department of State, Bureau of Educational and Cultural Affairs**, with funding from the U.S. government and administered by FHI 360.

The Content Based Instruction (CBI) course is designed for teachers who are already teaching or those who are preparing to teach content-based instruction courses in English. It prepares teachers to balance the teaching of both language and content. Depending on the teaching context, the ideal way to strike this balance differs. Since I teach at an international school, this course was perfect for me! It helped me meet these challenges and prepare

me for decision-making and problem-solving in the area of CBI by guiding me through a series of practical, hands-on activities that were supported by necessary theoretical information. The course lasted for 2 months and was divided into 8 modules, each module lasting a week. These 8 hard-working weeks were an amazing experience for me! The topics were diverse. In Module 1, we were introduced to Basic Concepts of CBI, in Module 2 we created lessons for teaching core vocabulary. In Modules 3 and 4, we were exploring open source teaching resources, identifying the ways to adapt them, and creating lesson plans. In Module 6, we developed assessment items (for exams, etc.), and in Module 7 and 8 we created and reviewed lessons on listening and reading comprehension. We were informed about all these assignments in advance so we could plan ahead of time.



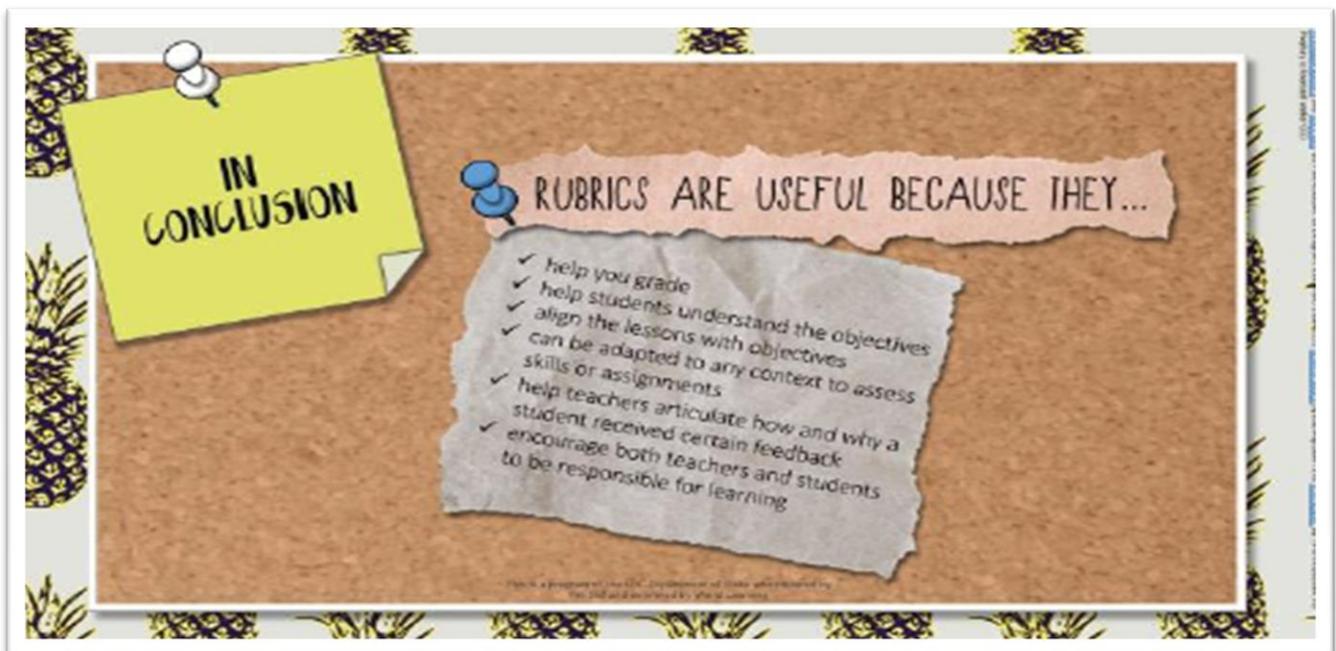
*World Learning (2018). CBI Basic concepts. In "Content-based Instruction." [Online Course]*



*World Learning (2018). Developing students' academic writing skills in English. In "Content-based Instruction." [Online Course]*

Despite my busy schedule and the fact that those 8 weeks were challenging, the experience and knowledge I gained was worth it and it met all my expectations! The course consisted of various activities such as: videos, presentations, quizzes, background diagnostics, discussions, peer reviews, creation of different lesson activities, lesson plans, and cascading new knowledge. All of these materials and assignments were planned carefully, purposefully, and in detail, offering participants the possibility of online as well as offline learning. As you are already aware, in any good teacher development course, there is an important element of discussion and reflection.

Since we are talking about an online course, where participants do not even get the chance to meet face-to-face, this opportunity is even more crucial. My classmates came from all over the world and had rich experience and diverse perspectives to share, and they presented one of the greatest resources of the course. What's more, each participant received valuable guidance, support and meaningful feedback from the CBI course teacher.

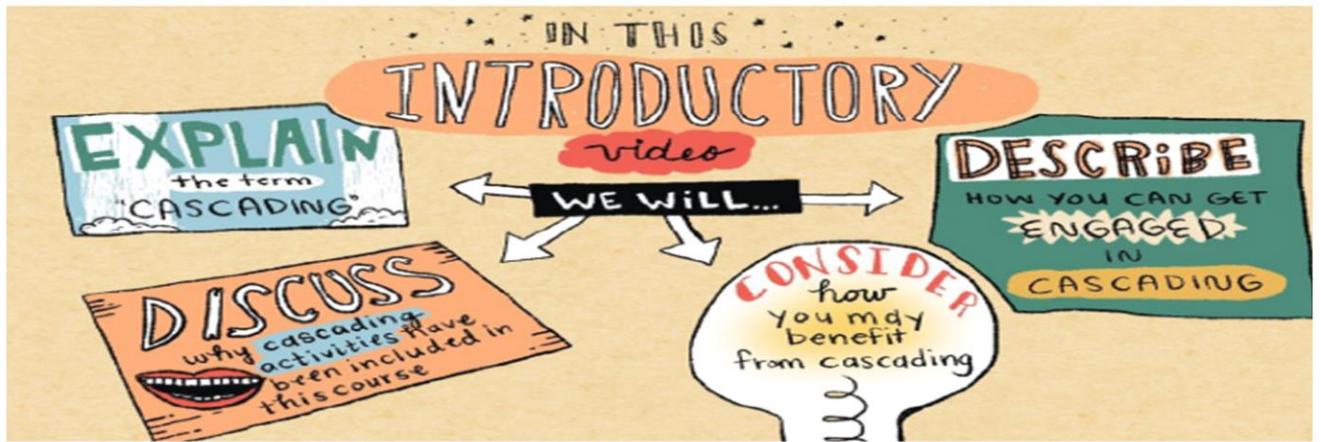


*World Learning (2018). How to create a rubric. In "Content-based Instruction." [Online Course]*

The CBI course went by quite quickly and even though it was sometimes challenging to fit all obligations in my busy schedule, I succeeded. And thanks to everybody's support and willingness to share, I learned so much! It felt wonderful to be a part of such a diverse, highly motivated and dedicated global group of educators. All the comments that I received made me realize how valuable it is to have a consistent and reliable peer support! All the people involved in the course helped me develop and improve my teaching practice, and their experience sharing in our discussion groups was priceless. I am sincerely grateful for this learning opportunity!

WRITING RUBRIC			
	Sentence structure	Spelling	Capitalization and punctuation
 <b>Excellent</b>	I can use simple and compound sentences correctly to express a complete thought.	I can spell correctly age appropriate words and make no mistakes.	I can use appropriate punctuation and capitalisation every time.
 <b>Good</b>	I usually can use simple and compound sentences to express a complete thought and make 1-2 mistakes.	I usually can spell correctly age appropriate words and make 1-2 mistakes.	I can use appropriate punctuation and capitalisation some of the time and make 1-2 mistakes.
 <b>Fair</b>	I usually can use simple and compound sentences to express a complete thought and make 3-4 mistakes.	I usually can spell correctly age appropriate words and make 3-4 mistakes.	I can use appropriate punctuation and capitalisation some of the time and make 3-4 mistakes.
 <b>Needs improvement</b>	I can't use simple and compound sentences to express a complete thought and make many mistakes.	I rarely can spell correctly age appropriate words and make many mistakes.	I can't use appropriate punctuation and capitalisation.

# MODULES 2-8



World Learning (2018). Introduction to cascading new knowledge. In "Content-based Instruction." [Online Course]

I made a promise that I will continue to share knowledge gained through this course with my colleagues and other educators in Montenegro, and beyond. The CBI course is only one of many OPEN Program courses, and I would encourage English language teachers to apply for the courses that suit them best and will further broaden their teaching horizons. This is definitely a chance you don't want to miss!

Dear teachers, I wish you the best of luck in your future teaching endeavours. Let's share ideas, knowledge and experience! Keep up the great work and stay awesome!



**Radmila Rakočević,**

Elementary school "Vuk Karadžić" Podgorica

TESOL METHODOLOGY

CASCADING NEW  
KNOWLEDGE

OPEN (ONLINE  
PROFESSIONAL ENGLISH  
NETWORK) COURSES

If you are not familiar with this title - cascading new knowledge, then you should really apply for one of OPEN (**Online Professional English Network**) courses.

Since COVID-19 has entered our world, the world changed, and we can start talking about pre-covid and hopefully post-covid times. The obvious and fastest change in teaching was going online. We exchanged our physical classrooms for virtual ones. Teachers had to go online using the most practical and reachable means. So, we went on TV classes, YouTube channels, Skype, Google classrooms, Zoom, Viber, Microsoft Teams and many other internet platforms and applications. Many of those things were partially familiar to the teachers, but abrupt necessity increased our awareness of the virtual world. This article is not going to give pros and cons of virtual learning or good old classroom style or even the latest hybrid classes. From my experience, this online course was a huge opportunity in lockdown to reach the world and colleagues across the globe.

So, as the member of huge and heroic group, project #Učidoma, I had an opportunity to participate in OPEN programme course. The course I chose was a TESOL Methodology. I would highly recommend to all my fellow Montenegrin teachers to go for this topic.

OPEN courses are eight weeks long. During 64 hours of practise, regarding your own pace, you will get the certificate which will give you credit for your teaching license or even for higher titles. Besides improving your knowledge or revising and remembering already known things, you will have the wonderful opportunity to test yourself and self-evaluate.

Twenty-five to thirty participants in a course is a nice number for collaboration and wonderful instructors will reply to you through the platform CANVAS. No need to worry, if you are not familiar with this platform, you will have introductory short course to see how it functions.

In my group there were people from Mongolia, Cambodia, Chile, Kyrgyzstan, Turkey, Kazakhstan, Bali, Egypt and Vietnam. Many of them were primary school teachers, but also there were high - school teachers and a lot of University teachers. TESOL is short for Teacher of English for other speaking languages. There were eight modules: teaching English across culture; foreign language teaching methods; focus on the learner: student-centered teaching; learning styles, strategies, and critical thinking; instructional strategies for teaching reading, writing, and vocabulary; instructional strategies for teaching listening & speaking; lesson planning using backwards design; self-reflection and professional development: beyond this course. Each module has activities and assignments.

Each module involves discussing the topic and your experience with your peers, as well as a quiz to revise basic facts from that module. Cascading new knowledge is where you share your experience and your attitude towards the given topic with your classmates. It is also very practical base of sharing OER – open English / educational resources. As an example of something that I found refreshing, I will post a test of intelligence as an example from this course. It is something that you can think about and maybe change your existing point-of-view. The last module of this course was dedicated to reflective thinking and professional development.

Reflective teaching and continuous professional development are important because times are changing, students are changing, and approaches and methods are adapting. This is an on-going process, and if you do not reflect and develop professionally, one might find it difficult to teach new generations of students. So, finding the best possible way to improve oneself is a necessity. Teachers know how important it is to prepare a lesson and make a good lesson plan. This course also tackles this important issue. Everything is important when you come up to designing and teaching an English lesson. Clear objectives and using backward design in planning the lesson is the most important starting point. After preparing a good lesson plan, you have to create a warm and pleasant atmosphere to make your lesson plan work. Student-centered activities are important part of the class and of course, we are there for our students.

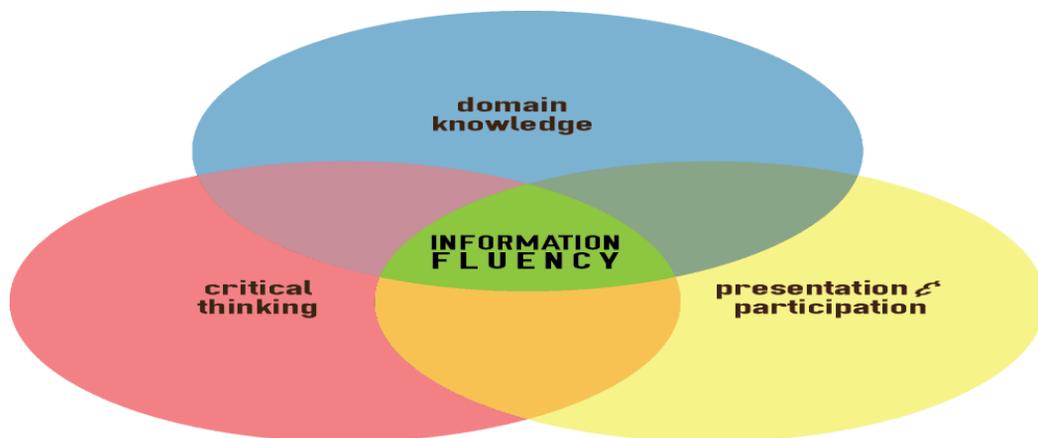
This course made me realise that in every corner of the world, there are diligent and hard-working English teachers that want to know more and who question all of their knowledge and approaches, methods and activities. What I found interesting is the fact that I thought that I am pretty sure that my every class has a conclusion and evaluation of the learning process, but now I question the form and try to find better ways to check the objective of the class. The exit ticket is something that I would work on more often as well as the graphic organisers.

I would also like to share with teachers this cooperative learning structure technique:

### Fluency Circles (Inside/Outside Circles)

Fluency circles provide multiple opportunities for students to speak with partners, while getting them out of their seats. This structure maximizes the number of students who are using English at one time because they are all practicing with a partner at the same time. Learners form a circle. They count off by two (one, two, one, two, etc.). Students with the number 1 take a big step toward the centre, then turn around to face a student who is a number 2. The insider circle of students with the number 1 partner with a person with number 2 in the outside circle (if there is an odd number of students the teacher can be a 2). The teacher will then give students a prompt and they will talk to each other in the target language. After each discussion, 1's or 2's might take one or two steps to the right to face a new partner, to practice a new conversation.

For example, the teacher might say, "1's, ask your partner about their favourite hobbies," or "2's, tell your partner what you did for summer break."



Learners can keep moving from partner to partner in the circles to have more opportunities to practice. Conversations might be as simple as practicing introductions, "Hi, my name is..." or more complex, such as "Talk with your partner to find three ways to improve your community."

The other example from the seminar that I liked as idea and for sure will be performed in the classroom is the running dictate.

## Running dictate

In this activity, you divide your group of students into two teams. Somewhere far from the classroom, you put a letter, a message, a story, or some written document for students to read. You set the clear rules to both teams in the beginning. Each team has a leader, and he/she is writing sentences on a piece of paper provided by teacher. These other members of the team are dictating. The first student is running out to read the letter and try to memorize as much as it is possible. When he/she comes back, he / she dictates to the team leader the memorised text. Both teams are doing this task at the same time. First to finish is not a winner, but it ends the running. The next step is checking the written letter. Both teams are comparing their letter with the original and counting the mistakes. The team with less mistakes is the winner. Learners enjoy this cooperative task.

What I want to share with teachers is a will to reflect, think, rethink, and look beyond to the future because we create the future. We should be responsible and proud of it.

Here is the example of intelligence test that I would like to share with you. Spare a moment or two, have fun and change the world.

## Multiple Intelligences Self-Assessment

[https://drive.google.com/file/d/1DPruYAGYyS3gO1Tu3-lpuU\\_cN9Psh5i9/view?usp=drivesdk](https://drive.google.com/file/d/1DPruYAGYyS3gO1Tu3-lpuU_cN9Psh5i9/view?usp=drivesdk)





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Elementary school  
"Bogdan Kotlica", Šavnik

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Elementary school  
"Olga Golović", Nikšić

OUR ALUMNI EXPERIENCE  
PROFESSIONAL DEVELOPMENT FOR TEACHER  
TRAINERS

Thanks to the U.S. Embassy in Montenegro and Regional English Language Office Belgrade (RELO), both of us had such a great opportunity to attend the OPEN (the Online Professional English Network) course for teachers *Professional Development for Teacher Trainers* from January 12 to March 9, 2021. Successful completion of the *Winter 2021 Orientation Course* (a program sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by FHI 360), was its prerequisite, which we participated in from November 30 to December 30, 2020.

We wanted to take part in the selected course because it offers various methods, useful tools, and techniques for designing, delivering and evaluating effective and relevant teacher-training programs. We strongly believe it will have a great impact on our professional development, as well as our region's teaching context. We have already been holding seminars and workshops for teachers, and this course develops our skills as teacher trainers. We had to explore both classroom teaching and teacher training and transform ourselves from teachers to trainers.

The course ***Professional Development for Teacher Trainers*** consists of eight modules that cover all the necessary strategies for designing an impactful training. The first module deals with the selection of the relevant topics for meaningful teacher training using a needs survey and interpreting its data, setting the goals and creating worthwhile instructional objectives using S.M.A.R.T. criteria and Bloom's Taxonomy for the training in our specific professional context. S.M.A.R.T. stands for specific, measurable, achievable, relevant and time-oriented.



The course also offers strategies for assessment tasks based on objectives, creating a training course outline and eventually training lesson plan, applying strategies to cascade new knowledge to our colleagues by designing student-centered and engaging lessons. The last module of the course emphasizes the reflection on our training and submission of the evaluation plan as well as the final action plan. In our opinion, the most useful tools and techniques of this course are related to pitching our training. In other words, how to be persuasive and share our problem, offer the best solution and support our argument to our stakeholders. The course also deals with peer collaboration, mentoring and observation. We had to reflect on the most adequate ways of peer mentoring in order to create a peer mentoring plan.

In addition, we are very pleased to have the opportunity to become members of a large community of practice for teachers and trainers. The most demanding task is definitely how to sustain effective community engagement in order to help participants of our course keep in touch after completing the training so that they can support each other. In that way, they grow professionally, improve their skills and knowledge, and they may advance in their career. That is definitely something new for us - having attended the training, the Montenegrin participants are supposed to apply at least one technique in their teaching context and send the report to the organiser of the training in order to get a certificate, but we didn't reflect on the ways to sustain their further involvement.



Keeping in mind all the things previously mentioned, the course itself was very demanding - we had to spend approximately 10 to 12 hours online each week for the duration of the 8-week course. Each module requires a lot of reading and reflection, taking part in discussions and quizzes in order to check our understanding of the topic, and finally submitting a detailed plan for the task of the week. All of the participants certainly learned a lot regarding professional development for teacher trainers. We feel more confident to deliver a training and cascade knowledge to their peers.

Even though it was indeed a demanding training, and the journey through the new aspects of teaching trainers was occasionally rather time-consuming experience, we were really privileged to attend it. We have gained new skills and priceless knowledge which will certainly improve us as teacher trainers. We also hope to have an opportunity to put our new teacher trainers' skills into practice.

# USING EDUCATIONAL TECHNOLOGY IN THE ENGLISH LANGUAGE CLASSROOM



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Though we may object to using technology in everyday classroom after all we have experienced in the last year, we cannot and must not diminish its importance and impact in education. Personally, I advocate for its significance and necessity but tend to use it moderately. There are so many apps and resources online and offline that can help us teach, but I strongly believe that nothing can replace the human touch in teaching. However, should you wish to learn more on how and what technologies to use, then this course is the thing for you. It made a great and significant impact on me as a teacher and my teaching practice. The course gives insight in the advantages of using technology in teaching English.

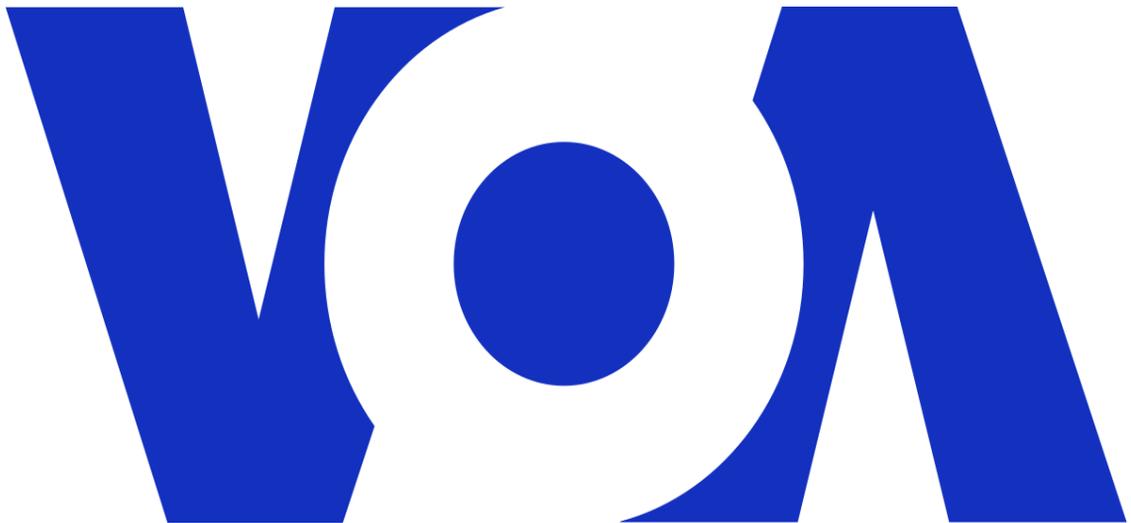
***Using Educational Technology in the English Language Classroom*** opened my eyes on the vast variety of online resources for English language classroom and how to use them. Resources that are adaptable, applicable, and handy to use. And what's more, they cover elements of all skills that we tend to develop at our students.

Somehow, my students find it hard to acquire new vocabulary; they simply don't like to memorize new words. Here I have realized that there are apps that could help. One thing first, we should make learners see that vocabulary is not just word meaning. If we put specific vocabulary in context, acquisition will be more successful. Sometimes it's easier to learn new words as a group rather than individually. The most accessible tool for checking words is *Google* engine search. A learner should just type in the word and look it up. If he/ she still isn't certain about the meaning, then choose the option image. The image will pop out, and the learner will understand for sure. This is a simple yet practical and effective way to learn, particularly for beginners. This works for most words, especially nouns. Using a browser, students can also check spelling, which is one of the points covered in EL classroom . However, for this they can use an MS Word document which automatically underlines the mistakes in red. That goes the same for grammar mistakes. This way they can use editor and see the suggestions and thus learn the proper way.



When reading a text, *Lingro* should be used. It's an amazing app, since it offers translation to 11 languages (if you want to use it), and it provides explanations for every word in the text with a click of a mouse. Additionally, you can recall the words you have checked in history. Making your own dictionary and saving it for later is worth experimenting with. You don't have to copy and paste the text because you can add a file or type in a URL, which is not too demanding.

*Voice of America (VOA)* videos can help learners learn new words and develop skills. They watch, listen, and learn. What is excellent is the fact that it has different levels of proficiency. Level 1 is appropriate for beginners since the videos are updated, interesting and with sound and transcript. Level 2 is cut for intermediate learners with more serious topics and complex sentences along with the words explained below the story. Level 3 is appropriate for non-native speakers who would like to improve reading and listening skills, and which have words explained and the audio is included as well. A little bit of everything for everybody. You can teach various grammar and vocabulary points with VOA videos, and most importantly develop critical thinking since they also cover certain cross-curricular topics.



Also, *VOA news* offer numerous articles on current stories for developing reading. Or you could use material from *American Teens Talk* on <https://americanenglish.state.gov>. Just pick the appropriate context for the level you are teaching. Your learners get the insight on the US culture, along with advancing in reading and listening. They could even engage in discussions on certain topics. And not to forget the *Project Gutenberg* ([www.gutenberg.org](http://www.gutenberg.org)) which is a huge library of books in different formats (online, with or without images, plain texts etc.) which one can save on Google Drive or Dropbox.

Writing is considered as the most demanding to teach and acquire. Students find it hard to express themselves in the written form and having some help is handy. Collaborative writing assignments can help them improve and learn how to write something in the target language. It's easiest to use a Google Document since they could all work together at the same time, and the teacher can track and see who has done what and to what extent. Writing is a process and to be successfully acquired, it takes time and goes through many stages, so it's wise to teach things step-by-step. Technical things, like spelling and grammar, can be checked with editor within the document. Improving a student's ability to express themselves takes times. Working side-by-side with peers not only helps them master the written form, but also builds identity and strengthens relationships. One more app that could help is *Grammarly*. It's a writing assistant that helps you with the mistakes you make when writing. It's definitely worth checking out.

When considering listening skill, we immediately think of *YouTube* or *TedEd*. They are practical and have myriad of resources, but during the course, I learned about *ESL Lab* (free to use), *ESL Lounge* or *Many Things* (offers audios for different English accents). All of them are great for listening practice, and they have different levels to suit the needs of your learners.

Last but not the least, speaking. With all the previously mentioned apps and tools, your students will most definitely develop and improve speaking, but still there are those struggling ones who seek perfection and are timid to speak. To get a proper pronunciation, learners could try out *YouGlish*, where it's sufficient to type in what you would like to hear, and you get a video of it. They could also use *Skype* as an opportunity to connect with other English learners worldwide and practice the language together or keep it local within the classroom group or form.

All of the above I learned about during this 8-week-long course. Not only did we get the information on the tools, but we also used and tried them out ourselves, which was a switch from a teacher role to a student. It was an amazing experience which taught and helped me develop as an English teacher, try out new ways of teaching and collaborate with colleagues around the globe.



## Integrating Critical Thinking Skills into the Exploration of Culture in EFL Setting

TEACH THEM TO  
THINK CRITICALLY

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The newest occurrences in education and in lifestyle on a global scale have settled some important issues in front of educators, and we must be aware that we must get accustomed to the new ways and adapt to the always changing demands of the system. Most of us were not able to catch up with the endless possibilities that online teaching offered, as we became aware of its potentials only when we had no other options but to comply. We were instantly pulled into a whirl of webinars, online tutorials, conferences, and courses from which we expected help and useful tips, and although everything seemed chaotic at first, most of us gained a lot of new skills and broadened our competences, which would not be possible otherwise.

As for myself, I cannot escape feeling that I am a quite different teacher nowadays in comparison to last year. I have changed a lot in my teaching style and gained new knowledge in many different areas. My priority was to complete the 8-weeks-Spring Course AE American English E- Teacher Program, which enriched the area of my interest due to a great collaboration and cascaded knowledge with colleagues from all over the world. I took up the course ***Integrating Critical Thinking Skills into the Exploration of Culture in EFL Setting***, which I recognized as a great opportunity for self-evaluation and broadening my horizons in this area.

Critical thinking should be the core of the learning process in a world where the objectivity of information depends on the source it was taken from. Every teacher's goal should be to teach learners how to learn and provide them with the skills to draw their own conclusions on any subject outside the classroom.

Critical thinking includes complex metacognitive skills like reflecting, valuing, reviewing, checking, organizing, analyzing, comparing and many others. This concept goes against the notion that people are nothing but numbers that can be very easily manipulated and forced to think as the media and general public expect. Critical thinking reinforces individuality in a manner which fosters and values the individual opinion over the group opinion, but only if it is based on arguments, facts and proofs. The result of critical thinking is not predictable; it is always new and developing, aiming to promote new ideas and new contexts.



It can be practiced, but since it is based on life-long learning, reading, and revising what has been learned, it can be seen as the skill of few. Here comes the role of the teachers, the practitioners of critical thinking for younger generations. They are the ones (after the parents) to foster individualism, to teach about different aspects of cultural identities, to promote democracy but at the same time teach students to put themselves in a position of the person or the situation they observe or criticize. Teachers help youth develop an attitude of acceptance, but at the same time develop creativity with respect to differences.

There are many ways to achieve this goal through the curriculum:

*Cultural Bump* is an activity which would be great for the intermediate to advanced learners, especially if the class consists of students from different countries. Such multicultural environment may produce different stories on this topic if the teacher encourages the usage of at least three critical-thinking techniques given in the list.

The learners are to think about and describe one occasion when they realized that the practice of one culture which is considered normal can be taken as offensive or rude, or even has a totally different meaning in another cultural context.

The students might share about different situations within the same country, as well as within different ones.

**Critical thinking techniques:**

- Use your full attention to read/listen
- Reflect before responding
- Make sure you understood what the other person wrote/said
- Recognize emotional side
- Offer alternatives
- Share your point of view, knowledge or experience
- Request more information
- Ask questions the other person hasn't thought of
- Take the objective stance
- Offer a different way of seeing things
- Get the other person thinking about the future

Researching on this subject, you might find that nodding your head in Bulgaria when you want to approve something or say YES, actually means quite opposite in their cultural context. It means – NO, which can be the source of misunderstanding on many levels.

The Easter Check tradition called 'pomlažka', when the boys whip the girls with the coloured branches, might seem to someone from outer cultural contexts violent or disrespectful to women, but this traditional practice is actually fun for both parties and symbolically brings luck for the following year.

The Muslim tradition of burying their dead does not encourage monuments, elaborate markers, or flowers, which is a common case with other cultures. Women are not typically involved for most of a funeral procession. One could easily make a mistake if he/she follow his/her known patterns of behavior, even with the best intentions.

There are many other differences between cultures which we must be aware of since the process of acculturation (becoming a member of different culture) is complex, and yet requires a lot of time and mutual understanding in the classroom and outside of it.

The students could discuss examples of the practices from their own culture that might be awkward or silly to other people. The teacher might ask them to put themselves 'in the shoes' of the person who observes such practices. To describe their feelings and thoughts, so that they could identify and understand the issue from different perspectives.

### *Identity Wheel*

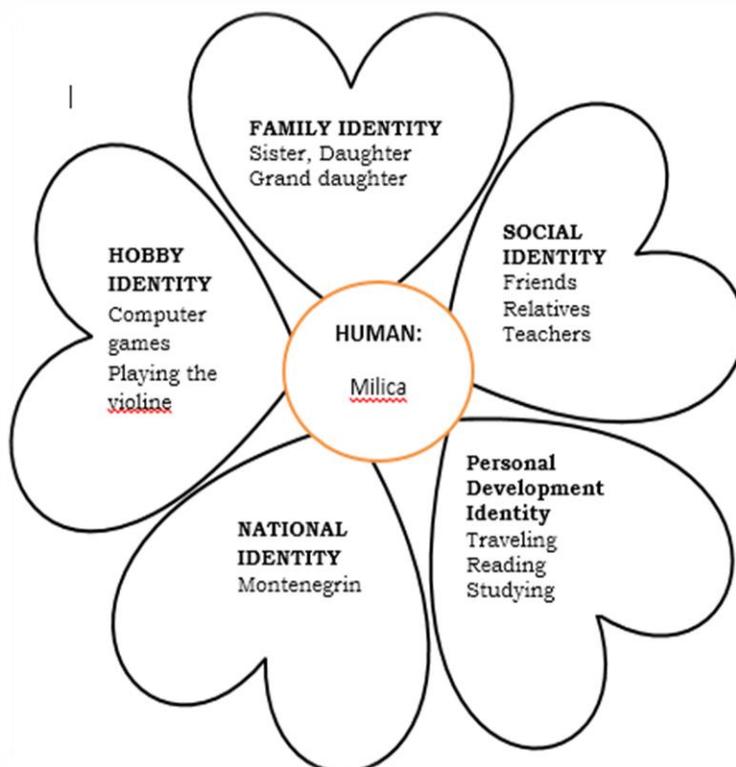
To develop students' awareness about their own cultural identity, *the Identity Wheel* is very useful for contemplation and speaking/ writing activities within the classroom. Students can compare and analyze the 'wheels' of their peers and reach conclusions. The activity does not require much pre-lesson preparation since the template can be drawn on the blackboard and copied by students.

The aim of the activity is to observe the life priorities for every individual student, to understand their preferences and skills, to compare them with those of other students, and to discuss the mutual preferences and differences.

Thus, the students are to write down the elements of their human being, which is made up of different micro-identities. While giving the reasons for their choice, the students will find out more about themselves and others.

They might add identities of their own. Pay attention to the fact that the top circles are reserved for the most important elements of their individuality. They can present the wheel in pictures if they are not strong English speakers.

The activities previously mentioned are just few of those that could fit within the time lapse of one workshop presented during the Conference. My colleague co- author Kanda Jocović and I prepared the presentation to inform other teachers and to raise awareness about the importance of intercultural communication and tolerance. Hopefully, the participants enjoyed the time spent with us as much as we enjoyed cascading knowledge with them. The ideas and experience from their classrooms will also be a great source for our future lessons.





## ONLINE PROFESSIONAL ENGLISH NETWORK

## FOSTERING STUDENT MOTIVATION AND ENGAGEMENT ONLINE COURSE

**Zorana Petricevic**

Elementary school „Oktoih“,  
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I had a great opportunity to follow the ***Fostering Student Motivation and Engagement*** (FSME) online, spring-term course. This course is provided by the University of Oregon as part of the Online Professional English Network (OPEN). This program is sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360.

Before the course started, I had an orientation course from March 8<sup>th</sup> to April 2<sup>nd</sup>. I had the opportunity to get acquainted with the Canvas platform where I communicated with my course instructor and course colleagues. The course lasted eight weeks, from April 12<sup>th</sup> to June 7<sup>th</sup> and included eight modules. Each module covered a different theme relevant to fostering student motivation: *Key concepts and Current Practices, Community Building and Needs analysis, Differentiated Instructions, Collaborative Learning, Project-Based Learning, Games and Gamification, Formative Assessment, Reflection and Future plans*. Modules included: warm-up discussions, required reading and video, quiz on required reading and video, reading options, share activities and ideas for portfolio, cascading new knowledge, and wrap-up.

I had an opportunity to learn what cascading new knowledge means: sharing new knowledge with others. I met new people and shared my thoughts, fears, and doubts with them. In each module, we started from the two key concepts. Our task was to share our experience and practice the given concepts. When it comes to required reading and video part, we had different articles to read followed by videos from which we learned more information needed to do the quiz afterwards. The quiz was graded automatically, and each participant could repeat it if he/she was not satisfied with the result.

Each module had three to four articles as reading options, and we had to choose one to read and share with others why we chose it and what we learned. I liked this part of the modules because we had an opportunity to choose what to read. Articles covered different students' age (from 6 years old to 15 years old) so I could choose topics relevant to students' age I teach. In each module, I shared activities and ideas from my classroom. These activities followed the modules topic and after we shared our ideas, we were allowed to copy-paste others' activities and ideas. Thus, after eight modules, I now have a portfolio filled with different kind of activities and ideas I learned about from my course colleagues. After each module, we had to share our plans for cascading new knowledge and sum up what we learned during that week.

For each module, participants of the course had seven days to complete the given tasks. After the due period, the instructor of the course read and commented on our writing. I liked the communication we had with our instructor, Beth Sheppard, who was always there to answer to any question or doubt, supporting us till the end of the course by giving us clear and constructive feedback. Communication with my course colleagues was regular during each module. After every answer we gave to the given topic, we were expected to comment on others' answers and thus share ideas, ask questions, and help each other.

I also had group work. Our task was to design a project which we could use with our students in our classes. This part was both interesting and challenging because of communication problems with the other members of the group due to different time zone.

Our task was to come up with a theme, describe the project in detail, design assignment sheets, describe the benefits and possible obstacles, and plan actions we could take to minimize the anticipated challenges. In one of these eight modules, we discussed using games in the classroom. In the warm-up part, we started this module discussing games from our own perspective. We talked what games we liked to play while we were students and how we felt about it. Everyone's answer was expressing the joy even at the thought of playing any kind of game which made us laugh because later on we came to a conclusion that we rarely use games in classroom.

One of the main reasons why teachers avoid using games was the classroom management. This module provided answer to that. In required reading and video<sup>2</sup> we saw that, in order for students to remain on task while learning through games, we should consider the following: *students know what to do, they feel they can do it, the teacher is on their team*. Teacher should make instructions clear and dedicate roles. Teacher can also use a students as a volunteer to explain the game rules. Once the instructions are clear, teacher becomes a facilitator who observes and helps when needed. Sometimes, teacher can also be one of the players. After the game, according to the article and video, it is useful to talk about the game with students. They can freely express what they liked or did not like about the game, as well as what was easy or difficult. This would help teacher to perfect the game for the next time.

The article points out positive characteristic of the games: they involve clear rules that help scaffold language learning, they introduce a sense of fun, play, and friendly competition, and they build feelings of competence. Factors that increase the chances that students will pay attention and be engaged in an activity are: the activity is at the right level - not too hard or too easy or boring, students know what to do and why they are doing something, the teacher praises the students and does not yell at or embarrass them, and the teacher communicates clear expectations.

In reading options, I chose *Learning Vocabulary with Games* (various authors)<sup>3</sup> because my students told me that they would like to learn vocabulary through games. I learned a lot from the article because I was always sceptical about teaching through games.

I would rather use them to revise vocabulary. In this article I found out about *Word Knowledge Matrix*. It takes 24 hours for a student to forget 80% of what they have learned. A learner needs to encounter a new word up to twelve times in different context over one or two weeks in order to acquire it. *Word Knowledge Matrix* helps teacher analyse which type of knowledge are practiced in games. (see picture 1)

	Phonological form	Orthographic form	Conceptual meaning	Part of speech	Register	Lexical field	Collocations	Frequency of usage
Recognize								
Recall								
Produce								
Legend: X = definitely doing; P = possibly doing; S = silent production								

**Picture 1:** *Word Knowledge Matrix*

The importance of practicing vocabulary through games is described and *Memory game*<sup>4</sup> caught my eye.

*Memory game* begins with one student saying a sentence and the next student in turn adds another word or phrase to the sentence, repeating what has gone before in the same order, for example:

Student 1: I went shopping.

Student 2: I went shopping and bought a jacket.

Student 3: I went shopping and bought a jacket and a cap.

In the share activities and ideas part, we exchanged our ideas and experiences of using games in the classroom. Of all activities my course colleagues shared in this module, I chose five and *Balloon stamp* is one of them.

## Balloon stamp<sup>5</sup>

Purpose: game that helps students practice asking and answering questions. Language skills that can be developed using the activity are reading, listening and speaking.

Time: 15 minutes

Materials: balloons for each student

Give each student a balloon with a question inside. The students then attach their balloon to their ankle with a rubber band. The objective of the game is for the students to stamp on another student's balloon. When a balloon is popped, everyone stops moving. The student who popped the balloon then asks the question to the student who had their balloon popped. If the student answers the question correctly, they continue trying to pop other balloons. If not, the student is out of the game and has to sit down. The game continues until everyone has had their balloon popped. The remaining students left in the game are the winners. You could play this game without putting the question slips in the balloons. In this case, you would ask a question to a student when their balloon is popped.



After this module, I decided to try and teach vocabulary using games. I want to see if my students will remember any word and which one: the easiest one or the difficult one. (They believe that if the word is long, it is difficult). Then, I will test it during the next class, as well as the next few weeks. During that period, I plan to provide different context for the words and see if they will memorize it. Also, I will let them create a game: board or computer game. I believe this will motivate them more to learn new words and engage every single student in the activity.

Starting from motivation and engagement definition, I learned about the importance of a classroom-needs analysis, critical thinking, and the effect of feedback on motivation. We discussed differentiated instructions, shared ideas about using games in the classroom, wrote a group project, reflected on everything we talked about, and shared our future plans. This wonderful eight week journey taught me new knowledge relevant to my teaching career, and gave me a chance to grow personally and professionally by getting to know teachers from all over the world and sharing my experience with them.





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ONLINE PROFESSIONAL  
ENGLISH NETWORK

CONTENT BASED  
INSTRUCTION



Thanks to the US Embassy Podgorica, I was one of the teachers nominated to attend AE E-Teacher Program Course called Content Based Instruction (CBI). Having accepted the opportunity to attend it, I was supposed to choose three courses out of several courses offered at the time in order of my personal preference. After the selection was made, I was nominated for CBI. To be honest, CBI was not my first option, but from this perspective, I do not regret it at all.

In this article, I will try to help you better understand what CBI is, to give you a better insight into this type of courses, and some tips and essentials needed to complete it successfully.

Before you start the course, you are supposed to complete a mandatory orientation course so that you get acquainted with the Canvas platform, where the course is implemented, works, how modules are organized, how you are assessed and how your progress is checked. What I personally liked is that you are assigned with an instructor who follows your progress, suggests solutions if an issue occurs and provides additional support, as needed.

The course lasts eight weeks and consists of eight modules. Participants are given certain period of time to complete each module together with assignments that can be in form of quizzes or in written form. Quizzes are automatically graded while written assignments take some time to be graded by the instructor. Throughout the process, you can follow your progress and grades. To get a certificate, you are supposed to complete 70% of the course successfully.

In order to implement CBI correctly, you must understand what CBI is.

According to one definition “... we are using the term content-based instruction (CBI) to describe classroom-based instruction where the content is taught in the students’ second language (L2)<sup>1</sup>, which they are still in the process of learning (Tedick & Cammarata, 2012).” The very content can vary depending on which subject you teach (maths, history, science...).

In CBI there are two types of learning objectives: language learning objectives and content learning objectives. The catch with learning objectives is that content-learning objectives don’t require much language production; they focus on content. Once we understand the difference, we should think of ways to include explicit instructions in second-language classrooms. Here we find two ways: focusing on form and focusing on forms. It is essential to organize classes around activities and not to focus on form, which means not to focus on grammar rules. This approach leads to better language acquisition rather than learning of grammar and words, thus students would actually produce language, which is the purpose of language learning.

In CBI, there is the term cognitive load and all language teachers, in my opinion, should be fully aware of its meaning and take it into account when preparing classes. Cognitive load is about adapting material to fit our students in order to better acquire language. *“We must be aware of the cognitive load that each element of a task represents. If too many elements of the task require too much mental effort, students are almost sure to be unsuccessful. ....*

*It is necessary to structure lessons so that students are able to give their full attention to component skills first and then later work on integrating multiple skills.” (World Learning. (2018). Sources of task difficulty in “Content-based Instruction” [Online course])*

Together with cognitive load, we come to scaffolding and supporting students’ acquisition of the language and ability to complete tasks successfully.

*“Scaffolding in CBI classroom involves two major steps. The first step is the development of lesson plans to structure the teaching in a way so that it transitions from what the students already know to acquiring new concepts. In the second step, the execution of the lesson plan takes place and every step involves the support of the teacher. (Lange, 2011).”*

The instruction starts with the teacher who is performing the task while students are observing it. Then students start doing it while being guided by the teacher. As students become more comfortable with the task, the very task gets more complicated and the support reduces. Once the students complete the task with little or no support from their teacher, the scaffolding stops.

Here are several scaffolding methods presented:

### **1. Think-aloud**

Think-aloud takes place in a controlled setting where students are directed by a series of questions to think about and answer while reading. It is a technique that helps students monitor their thinking while reading any text and reveals how much they have understood. To make their understanding and thought process visible, the following list of questions can be posed:

- ❖ What do I know about this topic?
- ❖ Do I understand what I just read?
- ❖ What do I think I will learn about this topic?
- ❖ Do I have a clear picture in my head about this information?
- ❖ How does it fit in with what I already know?
- ❖ What more can I do to understand this?
- ❖ What were the most important points in this reading?
- ❖ What new information did I learn?

(AdLits, n.d.)

## *2. Pre-teaching Vocabulary*

Vocabulary words should be introduced in context while associating them with the things that the students already know and find interesting. Since vocabulary is a critical component of a CBI classroom, it should be taught outright. Teachers should also allot time for discussion of those words in pairs, small groups or with the whole class. Instead of using dictionaries at early stages of a lesson, these should be used later, after the discussion, to compare the definitions that the students have already discovered and come up with (Williams, 2015).

## *3. Think-Pair-Share*

Think-Pair-Share is a co-operative discussion strategy that involves three steps:

- ❖ Think: the teacher provokes students' thinking by posing a question, prompt or observation and students take a few minutes to think about it.
- ❖ Pair: Students, then, pair up with their classmates and talk about the answer or thought that they came up with. While doing so, the students compare and identify the answers that they think are the most suitable, convincing, or unique.
- ❖ Share: After discussing the question, each pair shares their responses and thinking behind them with the whole group or class. (Alber, 2014)

#### 4. Use Visual Aids

Visual aids like graphic organizers, infographics, charts and pictures can serve as effective and interactive scaffolding tools. These tools help represent ideas and concepts visually, organize information, and show the relation among various other concepts. Although not everyone uses graphic organizers, visually representing ideas by synthesizing several hypotheses can help students use and deal with new and challenging information (Alber, 2014).

Free online resources for teachers are great timesavers and at the same time a way to see new methods, techniques, presentation ideas and so on. In that terms CBI course gave us a chance to find out more OER with numerous educational materials available on the internet, handouts, lesson plans, tests, and even whole textbooks for other teachers to use. I will share some of them here:

- ❖ Open Educational Resources Commons <https://www.oercommons.org/>  
More than 30,000 educational materials Specifies grade, topic, and whether it is aligned with the common core standards. Includes several textbooks.
- ❖ MERLOT II – Multimedia Educational Resources for Learning and Online Teaching <https://www.merlot.org/merlot/index.htm>  
Very large collection of materials for a wide range of subjects and levels. Searchable. Many results connect you to other OER websites.
- ❖ Curriki <http://www.curriki.org/>  
Searchable OER collection available in English and Spanish, designed to address the “Education Gap,” or unequal distribution of educational resources. Focused on kindergarten through 12th grade (K-12).
- ❖ The Khan Academy <https://www.khanacademy.org/>  
Extensive collection of high-quality tutorial videos, as well as other teaching materials. Wide grade span and subject area, with focus on math in early grades.

Looking back to this exciting, challenging, and very rewarding experience, I am thankful not only for gaining knowledge but also for meeting and working with great and enthusiastic EFL teachers and experts from all over the world. I would recommend all of you to take part in AE Teacher program if given a chance.



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ONLINE  
PROFESSIONAL  
ENGLISH NETWORK

TEACHING  
ENGLISH TO  
YOUNG  
LEARNERS

The US Embassy in Podgorica and the State Department Regional Office for the Promotion of English Programs (RELO) based in Belgrade, in cooperation with ELTAM, offered scholarships for attending the Online Professional English Network (OPEN) course for those teachers who recorded lessons for the project “Učidoma.” Since the impressions of colleagues who attended one of the programs of this course were positive, I decided not to miss this opportunity and apply.

Luckily, I received a scholarship to attend. Several topics were offered from which we had to choose the three that suited us best. As I currently work in kindergarten, the topic that interested me the most was “Teaching English to Young Learners,” so I attended this course. I was very excited because it was the first online course I have attended, but I was also unsure if I would be able to complete all the tasks on time.

The course lasted eight weeks - from January 12 to March 9 (with overtime). Before the start of the course, it was necessary to do training for using the CANVAS platform. Every week we followed one module which consisted of reading materials, writing posts, describing various activities, and commenting on the posts of other colleagues and quizzes.

Since the school year was in progress, it was quite challenging to do everything on time. During the course, I have learned how my colleagues around the world organize classroom activities for students of different ages. There were many interesting activities and experiences. We all supported each other and gave advice. I really liked the description of activities for different topics, so I could apply many of them in class.

I chose some module activities I found the most useful for classes. For example, module 3 was about teaching listening and speaking. There are two useful articles about that.



## A 1: Incorporating Opportunities for Interaction and Sharing

The attention span of young learners is a lot shorter than that of older students. Young learners need frequent opportunities to move around, take breaks, and interact. They also love to share information about their lives and experiences. This article introduces simple ways to incorporate interaction to your young learner lesson. The strategies described are Turn and Talk, Think-Pair-Share, and Stand Up/Sit Down. They keep young learners moving and talking!

## TURN AND TALK

Turn and talk may already be familiar to some teachers, but it is very significant when working with young learners. In this strategy, students have a partner toward whom they physically turn and talk about a question asked or topic stated by the teacher. For instance, the teacher could say, "I want you to turn and talk to your partner about something fun you did over the weekend." Then, partners turn to each other and discuss the topic for a set amount of time. This simple strategy is great to use with young learners because the more frequently you provide opportunities for young students to share about their experiences or opinions, the more they will feel connected to content and valued in the classroom community.

This strategy is quite easy to integrate throughout the school day and requires very little preparation. The most important aspect is to rehearse procedures and expectations with your students. This will train your class to start and stop talking efficiently so that you can get back to your lesson. This strategy can be used with any topic or content. For instance, if you are reading a book to students, follow these steps:

Steps	What to say and do
Link the content to students' lives with a question.	"Wow, (name of character) feels very surprised right now! Can you think of a time that you felt surprised? What made you feel that way?" Give students about ten seconds to think quietly.
Remind students of the proper procedures to follow.	"In just a moment, I will signal you to turn and talk to your partner about a time you felt surprised. Be sure that you both have time to share. When you hear the signal, start talking. When you hear it again, it is time to stop."
Give students a signal to begin.	Ring a bell, clap your hands, or loudly say a special word to signal students. Listen in on their conversations and be sure both partners share. They should have about one minute for both partners to speak, depending on the question.
Give students a signal to stop talking.	Ring a bell, clap your hands, or loudly say a special word to signal students. Quickly acknowledge some of the conversations you heard by saying, "I heard that (student's name) was surprised once because ____." Return to the lesson by saying, "Let's keep reading to find out why (character's

	name) is so surprised.”
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When you introduce this strategy in your classroom, you will likely have to review procedures many times and remind students of your expectations. However, if you remain consistent, students will master the procedures. For very young students, it is helpful to assign partners ahead of time and have them seated next to each other. Initially, you may also want to plan and write 2 or 3 *turn and talk* questions into your lesson plans where you see opportunities for students to share information. Once you have done this several times, you will be able to quickly come up with *turn and talk* questions while you are teaching or when you feel that students are becoming restless and need to interact.

### STAND UP/SIT DOWN (OR THUMBS UP/THUMBS DOWN)

You can also give young learners a chance to share opinions or information nonverbally. You can ask learners to stand up or sit down, or show thumbs up or thumbs down according to their opinions and experiences. This is a very easy strategy to integrate, and the questions can be simple, such as:

- Stand up if you like \_\_\_\_\_. Sit down if you do not like \_\_\_\_\_.
- Show thumbs up if you have been to \_\_\_\_\_. Show thumbs down if you have not been to \_\_\_\_\_.
- Stand up if you think (character’s name) did the right thing. Sit down if you think what (character’s name) did was wrong.

You can extend this strategy by asking students to quickly find someone who is displaying the same response or the opposite response and explain why they made their choice. Or you can use this strategy to collect data about different topics for use during an activity. You can also use this to review information by making true/false statements and asking students to respond according to what they think is correct/incorrect.

While many of these strategies are likely familiar to many English teachers, the difference lies in how often you should use them if you teach young learners. As mentioned before, young learners have trouble sitting and listening for long periods of time. The more frequently you can include opportunities for young students to move around, talk, and share ideas, the more they will learn. The strategies presented this week require very little planning and are therefore a quick and easy way to incorporate interaction and sharing into your lessons.

## A 2: [Get Up and Sing! Get Up and Move! Using Songs and Movement with Young Learners of English](#) by Joan Kang Shin

Children love singing songs. They love saying chants in rhythm. They enjoy repeating phrases that rhyme. They enjoy moving to the rhythm, clapping their hands, tapping their feet, and dancing to the beat. Music and movement naturally connect to children's hearts, minds, and bodies.

Young children learn through repetition, but the repetition should be meaningful and enjoyable. Luckily, at the younger ages, children often ask to repeat songs they love. It can be fun for YLs when the teacher plays with the different aspects of music such as tempo, volume and rhythm. Altering these can also serve as language exercises to help students improve fluency, pronunciation, intonation, and retention.

Tempo- Teachers play with the tempo to make songs more dynamic and memorable. Teachers can lead students to speed up or slow down the song in different ways. Two fun song games using are described below.

### **Tempo Games**

*Speed It Up:* The teacher starts singing a song slowly, then sings it faster and faster in subsequent repetitions of the song. This is a great exercise to build fluency. For example, using “Head, Shoulders, Knees, and Toes,” students point to the body parts as they sing. The faster the song goes, the more challenging the singing and movement become. YLs love this activity, and they will also be sure to remember the word “faster” as you repeat the direction before each repetition.

*Super Slow Motion:* A fun tempo activity is to give instructions for students to sing a song with actions in super slow motion. Children will love slowing down the actions with their bodies and mouths, and they can practice accurate enunciation with the exaggerated slow tempo.

One way to help students develop language through the use of songs and chants is to personalize the songs. That is, students connect the new language and content to their own lives. For example, there is a verse from a song from Shin and Crandall (2015). This song, originally from Tunisia, can be integrated into a unit about toys.

'I have a ball, and it's the best!  
I have a ball, and it's the best!  
I like my ball. It's blue and red.  
I like my ball. It's blue and red.  
I have a ball, and it's the best! Yeah!  
I have a ball, and it's the best! Yeah!'

It is fun to personalize the song by having students bring in their own toys for Show and Tell and sing about them. For example, a student who brings in a stuffed animal bear that is brown and black can sing the verse like this:

'I have a bear, and it's the best!  
I have a bear, and it's the best!  
I like my bear. It's brown and black.  
I like my bear. It's brown and black.  
I have a bear, and it's the best! Yeah!  
I have a bear, and it's the best! Yeah!'



YEs will enjoy personalizing the song. Most importantly, it will help them stretch their ability to use the language in new ways and connect new content and language to their own lives.

After completing the course, I was selected by the instructor as a facilitator of the OPEN Community of Practice. The duty of the facilitator is to help the community, write posts on various topics, and give advice to other colleagues who are members of the community. Being a member of the community is a great opportunity to share materials, experiences, grow professionally. It was an unforgettable experience. If I had the chance, I would apply for the course again. I advise all colleagues to apply for courses funded by the US Embassy.



ONLINE PROFESSIONAL  
ENGLISH NETWORK

## Teaching Grammar Communicatively

**Milica Radenović**

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In December 2020, I received an offer to attend the OPEN (Online Professional English Network ) course. Without thinking even for a moment, I enthusiastically said: “Yes!” The course started in April and lasted for two months.

First, I had to choose which course I wanted to attend among the 10 – 15 course options. Each course looked more tempting than the previous option; I chose ***Teaching Grammar Communicatively***. I think most of you will know why I chose it.

Every time I mention grammar, I feel like my students are ready to start crying. I’m the one who likes grammar, and I’m the one who likes presenting grammar. I was aware that something needed to be done differently, but I didn’t know how to make a change. This course led me to a solution on how to make changes in teaching grammar.

The course consists of eight modules with five to seven tasks per module. In Module 1, we learnt what efficient grammar instructions should look like. In Module 2, we learnt about effective grammar presentation. Module 3 was full of different kinds of practices: controlled, guided and free practice activities. Module 4 was halfway to the end, and we had to do a mid-course assignment about everything we learnt in previous modules. Module 5 was about teaching grammar as a skill. It sounds strange, but if we have speaking, reading, writing, and listening, why wouldn't we have "grammarizing?" We learnt about SARS – Supplement, Adapt, Reject, Substitute – which is how to adapt your course book to meet your students' needs.

Module 6 was about TBLT – Task Based Language Teaching. We learnt a lot about activities that involve real communication, as well as about all the phases, stages and activities involved with planning an effective and engaging class. Module 7 was the hardest one for me – Error Correction; we learnt which errors should be corrected and how. Module 8 was a final project that involved making a plan and implementing all that we have learnt.

It was a lot of tasks, but also a huge amount of acquired knowledge, practice and experience. A few tips I need to keep in my mind that might be useful for you too:

1. Grammar should be always taught in context to make it engaging and interesting to our students. Don't forget – just because something is interesting to us doesn't mean it will be interesting to our students.
2. Always do some controlled, guided and free activities. Also remember, if you don't have enough time, it's better to skip controlled or guided activity, than to skip free activity.

1. Errors shouldn't be corrected because of errors, but because it's beneficial to the students. Don't forget that there are many ways of correcting them. Always be aware of the fact that we are working with people who respond differently to different approaches.
2. One tip that I have to keep in my mind all the time „don't tell the whole truth“. Most of us (for example me) like telling too many rules and exceptions, but it shouldn't be done because most of students aren't ready to acquire all of them.
3. Always remember „If you learn slowly, you forget slowly“. So dear colleagues, as we all know, there is no need to rush.
4. Always give examples to your students. If they are supposed to make an interview, give them an example interview. If they are supposed to write an essay, always give them an example. Because something that looks obvious and easy to us, doesn't mean it will be obvious and easy to our students.
5. Always be supportive.
6. Don't forget to share your knowledge, experience, well-planned and complete classes with your colleagues. As we all know „sharing is caring“.

I know you already know that, but it's not bad to be reminded.

Thank you to the U.S. Embassy for this wonderful journey.



## LESSON PLAN 1

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**Teacher's name:** Selma Nokic (Gymnasium "30. septembar", Rozaje)

**Grade:** All gymnasium grades

**Title:** English literature – William Shakespeare's biography and the play "*Hamlet*"

**Time:** 45 minutes

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

- Identify the main idea of a longer formal/informal text
- Outline the requested information in a longer formal/informal text (who, what, when, how, which, whose, how much/many, why...)
- Improve listening skills
- Develop critical thinking skills
- Increase interest in learning about English literature and culture
- Be familiar with the life of W. Shakespeare and the play "*Hamlet*"

### Material & Resources

- Handout 1: Presentation text; Handout 2: Matching (Biography questions – recap); Handout 3: Audio Transcription of the plot summary of the play *Hamlet*; Handout 4: Possible unfamiliar words; Handout 5: Sequencing of the events in the play; Handout 6: Characters' traits; Handout 7: Brief discussion - The major theme of the play
- PowerPoint Presentation - '*Shakespeare's biography*' <https://youtu.be/EX-C2H-H8vU>
- Audio track no.19. - A short summary of the play *Hamlet*
- PC
- TV used to project content from the PC
- Internet access

### **Activity 1-2: Introduction- Answer questions, PowerPoint Presentation and Matching**

(10 min)

Students are divided in groups of 3-4. Students are told that the topic of the class is about the greatest man in the field of English literature and one of his popular plays. Students answer the following questions: *Do you know who the famous Englishman we are to become familiar with is? What do you know about him and his work?*

Students will most likely guess correctly which writer it is and know some basic things about his work. The teacher announces the PPT and the topic of it. Before presenting the PPT, the teacher asks students to follow and listen to the presentation carefully, to take notes and try to memorize the main facts in the PPT (Handout 1) in order to do the next exercise correctly. Teacher presents W. Shakespeare's short biography using PPT, reading slowly and clearly, giving any explanations concerning unfamiliar words, if necessary.

After watching the PPT, students are asked to do exercise 1 / Handout 2: Matching (Biography questions – recap), matching numbers with letters revising the main facts about W. Shakespeare's biography in brief. Students do the exercise in pairs, provide correct answers and read them aloud.

### **Activity 3: Listen to the plot summary of Hamlet and take notes (7 min)**

The teacher tells students the next activity is listening to the plot summary of one of the most popular Shakespeare's plays. Students answer the questions: *Do you remember, from the PPT, which play is the longest of all plays written by W. S.? Has anybody read or watched the play Hamlet? What do you know about it? What kind of play is it - is it a comedy, a love story, a tragedy?*

Students will most likely guess/give the correct answers to the 1st and 5th question. The teacher distributes handouts, Handout 3: Audio transcription of the plot summary of the play *Hamlet* so that students can, while listening, read the plot summary. Optionally, depending on language proficiency level, teacher distributes Handout 4: Possible unfamiliar words, which will help students comprehend the text better. Teacher reads and briefly explains possible

unfamiliar words from handout 4. Teacher points out the importance of being silent and concentrated on the chronological order of the events and its characters while listening. The track is 5.37 minutes long. After listening, the teacher explains any other unfamiliar word beside the given words in handout 4, if necessary.

**Activity 4: Sequencing of the events in the play (8 min)**

Students are introduced with the next activity and are given Handout 5: Sequencing of the events in the play. Students are asked to think carefully and spend some time finding the correct chronological order of the events of the play. Teacher monitors the students' work and gives additional explanation if necessary. Students do the ex. in groups. Students read the answers aloud.

**Activity 5: Characters' traits (10 min)**

Students do activity in pairs/groups. Students are introduced with the exercise and given Handout 6: Characters' traits. They are given some time to finish the task. The teacher points out the importance of justifying their choice of personality adjectives/traits for the given characters through a short explanation, associating chosen adjectives with behavior or actions/events in the play, if possible. Students share their opinions with the class reading/saying it aloud.

**Activity 6: (10 min)**

The teacher introduces the students to the topic of the last activity/discussion by asking the 1<sup>st</sup> question from Handout 7: Brief discussion - The major theme of the play and starts the discussion with the whole class asking other questions from handout 7. Students alternately respond and express their opinions individually, participate in the discussion, agreeing or disagreeing with the opinions of others. Teacher gives additional explanations if necessary, encouraging students to express their ideas, points of view and to think critically.

**Lessons learned for future activities:**

During the class students are always eagerly engaged in all activities. They participate and are especially interested in last two activities where they present various points of view and reflect critically on others' arguments.

**Note:** Since English literature, as well as literature in general, is not widely present in English textbooks, this type of class could bring English literature closer to students and motivate students to study and become more familiar with it in an interesting way. Students will learn about the literature of the language they study which is a compulsory subject in primary and secondary schools. This class can be a part of the annual curriculum, as one of the open curriculum classes or a class that will be conducted as part of extracurricular activities.

## **HANDOUTS**

**Handout 1: Presentation text**

**Slide 1: The biography of a Great man - William Shakespeare**

**Slide 2: William Shakespeare was an English playwright, poet and actor widely regarded as the greatest writer in the English language, often called England's national poet and the „The Bard of Avon“. He was born on the 23<sup>rd</sup> of April, 1564 and died on the 23<sup>rd</sup> of April 1616, in Stratford-upon-Avon, where he grew up and married Anne Hathaway when he was eighteen. They had 3 children.**

**Slide 3: In his early twenties, he began to work in the theatre in London as an actor. In the 1590s, he started writing and acting in plays for a theatre company. They performed at the Globe Theatre in London, which became the most famous theater of its time, and they also went on tour.**

**Slide 4: Shakespeare's plays were first published in 1623, seven years after his death. His works consist of about 38 plays, 154 sonnets, two long narrative poems, and several other poems. These are usually divided into four categories: histories, comedies, tragedies, and romances. His early plays include *Richard III* and *Romeo and Juliet*; among his famous comedies are *A Midsummer Night's Dream* and *Twelfth Night*; and his great tragedies include *King Lear*, *Macbeth* and, of course, *Hamlet*, his longest play.**

**Slide 5: His works radically changed the English language through the creation of thousands of new words and phrases. In 2000, British citizens voted him the man of The Millennium - the most important person since 1000 A. D.**

**Slide 6: "All the world's a stage, and all the men and women merely players."**



William Shakespeare

## Handout 2: Matching (Biography questions – recap)

Match the numbers with the letters:

1. The year of his birth
  2. The year in which his plays were first published
  3. His occupations
  4. Famous theatre in London where his plays were put on, even nowadays
  5. His hometown
  6. The years he started writing
  7. Names of his plays
  8. The complete works of W. Shakespeare
  9. The year of his death
- 
- a) 1590s
  - b) April 23.1616.
  - c) Stratford-upon-Avon
  - d) Playwright, poet and actor
  - e) Globe theatre
  - f) Romeo and Juliet, Hamlet, King Lear, Othello, Much Ado About Nothing,....
  - g) April 23, 1564.
  - h) 38 plays and 154 sonnets
  - i) 1623.

*Created by teacher*

### **Handout 3: Audio Transcription of the summary of Hamlet**

#### **Hamlet**

**When Hamlet's father, the old King of Denmark, died, his brother Claudius became the new king. After only a few weeks, Claudius married Gertrude, the old king's wife. Hamlet was angry with his mother because she remarried so quickly. He also hated Claudius, his stepfather.**

**One cold, dark night on the walls of Elsinore Castle, a friend of Hamlet's saw the ghost of Hamlet's father. The friend told Hamlet about the ghost and that night, they both went up onto the castle walls. It was another very cold night, and as the clock struck midnight, the ghost suddenly appeared.**

**He took Hamlet aside and talked to him. 'People say a poisonous snake killed me but they are wrong. I was sleeping in my garden when Claudius came and he put poison in my ear! It was a painful death. Your uncle is a very evil man. You must take revenge for my murder and kill him! But please, do not harm your mother!' Then the ghost disappeared.**

**Hamlet was full of anger and hatred. He wanted to kill Claudius, but he was indecisive. He started behaving strangely and Claudius began to suspect that Hamlet knew something. He asked Polonius, his chief minister, to find out about Hamlet's strange behaviour.**

**Polonius knew that Hamlet was in love with his daughter, Ophelia. He sent her to look for Hamlet to find out what was wrong. When Ophelia found Hamlet, he was thinking about life and death: 'To be, or not to be - that is the question...'. Ophelia tried to comfort Hamlet, but he became angry and told her to get out of his life. Ophelia was very upset and believed Hamlet was mad.**

A few days later, Hamlet was walking around the castle when he saw Claudius. Claudius was praying. Hamlet had to make a quick decision. 'Now is my chance to kill him,' he thought. 'But no, not while he is praying - he will go straight to heaven.'

Hamlet went to his mother's room. She looked sad. 'You have offended your father' said Gertrude. 'And, mother, you have offended my father,' replied Hamlet. While they were talking, Hamlet heard a noise behind a curtain. He was suspicious and thought it was Claudius. This time, Hamlet was decisive. He took out his sword and killed the person behind the curtain. But it was not Claudius - it was Polonius!

The situation in Elsinore was getting worse. Claudius sent Hamlet to England. While he was there, Ophelia went mad and killed herself. When Hamlet returned, he was more depressed - now both his father and Ophelia were dead while the evil Claudius was still alive!

Soon, Laertes, Ophelia's brother, arrived back in Elsinore. He blamed Hamlet for the deaths of his father and sister, and challenged Hamlet to a fight. Claudius wanted Hamlet to lose and so he poisoned Laertes's sword. He also prepared a glass of poisoned wine to give to Hamlet in case he won.

The fight began. During the fight, Hamlet's mother, Gertrude drank some of the poisoned wine from Hamlet's cup. Hamlet cut Laertes and then Laertes cut Hamlet. Suddenly, Gertrude fell to the floor. Laertes told Hamlet that his sword and the wine were poisoned - and that it was Claudius's plan. Without hesitation, Hamlet killed Claudius - and then died himself. Elsinore Castle was dark and silent.

*Adopted from New Opportunity, Pre-intermediate (pg. 31.), Pearson 2000*

#### Handout 4: Possible unfamiliar words (optional handout depends on the language proficiency level of students)

1. revenge / rɪ'ven(d)ʒ/ n. - something you do to punish someone who has been unkind, harmed you, etc.
2. hatred /'heɪtrɪd/ n. - the strong angry feeling towards someone or something you do not like
3. suspicious /sə'spɪʃəs/ adj. - describes the situation when you have an idea that someone has done something wrong or that something bad is happening
4. indecisive /ɪndɪ'sɪsɪv/ adj. - (of a person) not able to make decisions quickly and effectively
5. offend /ə'fend/ v. - to cause to feel upset, annoyed, or resentful
6. comfort /'kʌmfət/ v. - to ease the grief or distress of; to console
7. sword /sɔ:d/ n. - a weapon with a long metal blade and a hilt with a hand guard

#### Handout 4: Sequencing

Put the sentences into the order of when they occurred in the play. Then, read the sentences in your order to see if the story makes sense. You have been given the first answer/event.

#### Answers:

- a) Claudius put poison onto Laertes's sword.
- b) Hamlet spoke to his father's ghost and was told that he had been murdered.
- c) Hamlet and Laertes started to fight.
- d) Hamlet behaved strangely, pretended to be 'mad' and was nasty to Ophelia.
- e) Gertrude, the queen, married Hamlet's uncle, Claudius, who became the king of Denmark.
- f) Hamlet accidentally killed the clerk of the court, Polonius.
- g) Hamlet was sent away to England.
- h) Hamlet's girlfriend Ophelia killed herself.
- i) Claudius killed Hamlet's father. - 1
- j) Hamlet killed Claudius.
- k) Hamlet's mother, Gertrude, drank from a poisoned cup meant for Hamlet and died.
- l) Laertes died in a fight with Hamlet.

*Created by teacher*

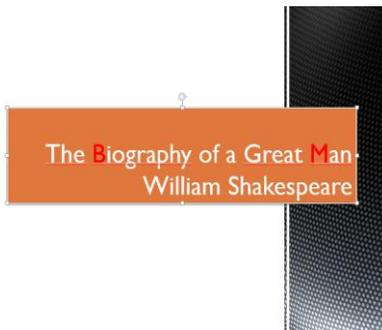
## Handout 4: Play characters' traits

1. Choose three adjectives to describe the personalities of these characters and justify your choice of adjectives: *Claudius, Hamlet, Laertes, Ophelia, Gertrude*
2. Who is your favorite character, if any?

*Created by teacher*

## Handout 5: Brief discussion - the major theme of the play

1. What is the major theme in Hamlet? (answer - revenge) Name all the characters who desire revenge.
2. What is the end result of this desire? Hamlet both seeks revenge and is the target of revenge.
3. What is the overall lesson, the play offers, on the subject of revenge?

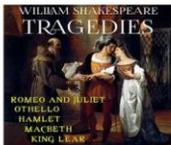


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THE TRAGEDIE OF  
HAMLET, Prince of Denmark.



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### Phrases

Some say Shakespeare's phrases are some of the most used of all time. He used phrases we still commonly use today. The phrases breaking the ice, I wear my heart on my sleeve, green-eyed monster, and heart of gold are first seen in Shakespeare's plays and poems. What's done is done and to be or not to be, that is the question, are some of his most popular.

His works radically changed the English language through the creation of thousands of new words and phrases. In 2000, British citizens voted him the man of The Millennium - the most important person since 1000 A.D.

All the world's  
a stage, and  
all the men  
and women  
merely players.

*William Shakespeare*

**Emilija Pejovic**

**Elementary school "Ratko Zaric", Niksic**

On the occasion of the **World Book and Copyright Day** on July 23, 2021., students of the Elementary School "Ratko Žarić" (lovers of literature), with their English language teacher, Emilija Pejović, visited libraries and book stores "Narodna Knjiga" and "Strana knjiga", where they received a warm welcome. The decision to mark this occasion was brought in the General Assembly of UNESCO in Paris in 1995.

Students marked the World Book and Copyright Day with numerous activities. During their visit to the libraries and bookstores, students were reading texts, writing stories, and creating presentations. This was a unique opportunity where they got introduced to the complex and scholastic echelons of literature whilst expressing their creative stream of storytelling.

At the core of our attention were the works of Shakespeare and Cervantes, accompanied by many more literary virtuosos of world literature. The students of Year 7 were profoundly impressed by Shakespeare and his poetic use of Medieval English. They attempted to write essays and comments on some parts of his works they were introduced to. Following the instructions of their teacher, Emilija Pejovic, students tried to emulate the 'GCSE English literature' essay writing style on Shakespeare used by students in the UK. GCSE English literature specification demands from students to combine and pivot around making comparisons between a given work and other pieces of literature students are familiar with followed by the necessary breaking down of language and structure to understand the writer's ideas, themes, and imagery in-depth.

Additionally, to explain what has impacted an author to write about chosen tropes, students must familiarise themselves with socio-historical, cultural, economic, and literary contexts surrounding the given texts and the time they were written. Ultimately, these tasks must be brought and blended through a thorough critical analysis. One can feel free to say that our students were fairly successful in their first attempts to unravel the enigmas hidden beneath Shakespeare's ink.

Above everything else, we must celebrate a book as a beacon of light that guides us through the darkness. It has been for centuries. In our time, there is a special reason for this to continue. Many loudly preach that the time of a book has passed under the invasion of e-books that are more available and accessible. However, that theory, just like the theory of the 'death of a novel,' has no ground in facts because a book and its limitless world, abundance, and aesthetic beauty cannot be pushed out. This is underpinned by the vast popularity of the current world novels, and more importantly: by the interest in books that young people have, as evidenced on this occasion.



# HOW DOES THE CORONAVIRUS PANDEMIC AFFECT OUR LIFE AND ENVIRONMENT

Petra Tadić, 9<sup>th</sup> grade „Olga Golovic“, Niksic

A student of Tanja Djonlaga

Coronavirus is a new type of pandemic that appeared in 2019, due to still unknown reasons. Of course, there were various theories, but the most interesting thing to me, is that every big pandemic happens once in a hundred years.

The coronavirus pandemic has made a large number of people lose their jobs and payments, many educational institutions have closed. In addition, lots of people died in a few past months. Everything started being online and people were locked in their houses. I think that it greatly affected the children, because playing outside was already at a lower rate due to social networks, TV and computer games. So nowadays children don't even have a chance to play outside in the sun or walk in nature, which is really important for their growth and health. And when we talk about jobs, economics has fallen to a lower state, many people couldn't even feed their families.

Perhaps corona has also affected mental health, because constant listening and reading about infected ones and death cases, makes you a little paranoid and scared for yourself and your loved ones.

But like everything, you can always find some light in the dark, so corona isn't all black. Lots of factories stopped working and the pollution has decreased, the nature started "healing" itself because we all know how much damage we cause to it. You could say that conclusion is that our planet started breathing again. I can't really see a lot of light in this situation, although there is one more important thing I would like to mention - people collectively realised that nothing is permanent, nothing lasts forever and we all, even if it's hard, should be thankful for what we have and enjoy this little time we spend on Earth, and not constantly focus on material things we don't have.

At the end, we are all the same, because we breathe the air into and out of our lungs and we deserve to be happy, even if the air we are breathing it via masks.

# Nouns or Verbs

## NOUNS OR VERBS

*Complete the sentences with the correct form of the given words.*

1. John got an \_\_\_\_\_ for the party. (INVITE)
2. Maria had an \_\_\_\_\_ with her boyfriend. She's sad. (ARGUE)
3. Nostradamus \_\_\_\_\_ that the world would end in 2012.  
(PREDICT)
4. Our team won the \_\_\_\_\_. (COMPETE)
5. Do you \_\_\_\_\_ drinking coffee by the sea? (ENJOY)
6. Some children have vivid \_\_\_\_\_. (IMAGINE)
7. You must \_\_\_\_\_ your English. (IMPROVE)
8. \_\_\_\_\_ can be very unpleasant. (DISCUSS)
9. I think you should \_\_\_\_\_ her. (INVITE)
10. The actors tried to \_\_\_\_\_ the audience. (ENTERTAIN)
11. Many factories \_\_\_\_\_ rivers and air. (POLLUTE)
12. He has shown \_\_\_\_\_ lately. (IMPROVE)
13. You can only \_\_\_\_\_ his reaction. (IMAGINE)
14. Mum and I \_\_\_\_\_ about my grades last night. (ARGUE)
15. His \_\_\_\_\_ were true. Everything happened as said. (PREDICT)
16. \_\_\_\_\_ is a number one problem in the world. (POLLUTE)
17. If you want to \_\_\_\_\_ in the race, tell me now. (COMPETE)
18. Witches \_\_\_\_\_ bad life to people. (PREDICT)
19. We \_\_\_\_\_ some people for dinner. (INVITE)
20. Politicians have \_\_\_\_\_ every day. (DISCUSS)

# Read the sentences carefully and circle the best options!

1. I don't like that \_\_\_\_ of people who are negative.

- a) tip
- b) kind
- c) kinde
- d) tipy

2. Mark is a world famous \_\_\_\_\_. He cracked many governments secrets.

- a) hack
- b) hackr
- c) hacker
- d) hacks

3. Her favourite instrument is the \_\_\_\_\_.

- a) flute
- b) play
- c) fair
- d) pianos

4. December is round the corner, and the \_\_\_\_\_ is almost finished.

- a) school year
- b) term
- c) story
- d) test

5. The whole story is great. I particularly like the \_\_\_\_\_ where he talks about his feelings.

- a) paragraph
- b) text
- c) section
- d) slice

6. There are a lot of \_\_\_\_\_ children. You just need to identify them.

- a) baggy
- b) familiar
- c) brainy
- d) inteligent

7. It's common for dogs to \_\_\_\_ cats.

- a) run
- b) spy
- c) chance
- d) chase

8. For the party, you have to be \_\_\_\_\_.

- a) smart
- b) floral
- c) spotty
- d) casual

9. My cousin \_\_\_\_\_ a new computer software.

- a) formed
- b) designed
- c) solved
- d) realised

10. Does this key \_\_\_\_\_ to you?

- a) belong
- b) belongs
- c) belonged
- d) bilong

11. People generally don't like \_\_\_\_\_ people.

- a) old-fashioned
- b) trouble
- c) curly
- d) confident

12. Our school team won the state \_\_\_\_\_.

- a) compete
- b) competition
- c) compite
- d) compatition

<p>13. Everybody thinks he's _____. He has no friends.</p> <p>a) weird b) tight c) wise d) casual</p>	<p>14. Their children are always _____. They can't sit still.</p> <p>a) passive b) on the go c) move d) happy</p>
<p>15. Police had a _____ who described what the criminals had done.</p> <p>a) persons b) guy c) witness d) camera</p>	<p>16. I always have files saved on my _____.</p> <p>a) CD b) keyboard c) download d) memory stick</p>
<p>17. The famous artist _____ his work last night.</p> <p>a) saw b) displayed c) posted d) show</p>	<p>18. Our school organises _____ for children every year.</p> <p>a) journeys b) travels c) trips d) going</p>
<p>19. Teenagers spend a lot of time together. They _____ in parks or playgrounds.</p> <p>a) hangs out b) hang out c) is d) go</p>	<p>20. 007 is a famous British _____.</p> <p>a) secret b) spies c) spy d) criminal</p>
<p>21. He was charged for _____ expensive cigars into the country.</p> <p>a) smuggle b) smuggling c) smuggler d) smuggles</p>	<p>22. The _____ broke into our house. We were so scared when we heard the glass breaking.</p> <p>a) robber b) murderer c) thief d) hacker</p>
<p>23. The _____ was on the spot and the TV channel had the news first.</p> <p>a) journalist b) presenters c) reporter d) media</p>	<p>24. Many people learnt Spanish while watching _____.</p> <p>a) documentaries b) soap operas c) news d) quiz shows</p>

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<p>25. Our school has just updated the _____, It's more interesting and looks better.</p> <p>a) magazine b) film c) website d) newspapers</p>	<p>26. People send less and less _____ nowadays.</p> <p>a) instant messages b) text messages c) blogs d) posts</p>
<p>27. He is such a great storyteller. We were all _____ after his stories.</p> <p>a) shocked b) guilty c) lonely d) amused</p>	<p>28. I was so _____ when my dog was hit by the car, but he's OK now.</p> <p>a) worried b) angry c) jealous d) proud</p>

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