



# VOICE UP!

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## *ELTAM Newsletter January, 2024 No 9*

### *Editors*

**Milka Cerović**, ELTAM Board

**Nikolina Bečanović**, ELTAM Board

**Marija Mijušković**, PhD, (docent)

University of Montenegro

Faculty of Philology, Nikšić, ELTAM Board

### *Proofreading*

**Ms. Susan Holman**

English Language Fellow  
in Montenegro

**English Language Teachers'  
Association of Montenegro ELTAM**

**Podgorica, Slobode 37**

**[www.eltam.me](http://www.eltam.me)**

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**Send your submissions electronically to:**

**[info@eltam.me](mailto:info@eltam.me)**

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Dear readers,

May all that is beautiful, meaningful and brings you joy be yours this year.

At the beginning of 2024, we wish you nothing but everlasting happiness and health and, on behalf of English Language Teachers' Association of Montenegro ELTAM, we thank you for your hard work, strong dedication and long-lasting persistence.

At the beginning of another year, it is our great pride and pleasure to present you the ninth issue of our newsletter.

The year behind was abundant with purposeful project activities, and inspiring examples of successful and meaningful teaching practice. We wholeheartedly hope and desire that the year ahead becomes a fruitful one with countless ideas that aim to enhance and enrich English language classrooms in Montenegro. Having the unique gift of teaching and influencing the younger ones, we will always continue to nurture curiosity, knowledge and wisdom.

At the very beginning we would like to express our sincere thankfulness to our dear Ms. Susan Holman, English Language Fellow in Montenegro, who was kind enough to help us with proofreading this issue of newsletter.

During the previous year, we had the immense pleasure of being a part of many successful projects, among which we would emphasize launching of English Access Microscholarship Program in Podgorica.

Herein, you can find reports, results and some of the activities included in the mentioned projects and our overall work during the year behind.

The splendid articles, inspiring and uplifting lesson plans from our colleagues, language teachers from the country and abroad, make the "Voice Up" the perfect place to gather inspiration for the lessons in the following term. Please, feel free to share with us any piece of work you have done or some interesting teaching practices that you may find relevant for the next issues of the newsletter.

Finally, we invite you to become a member of ELTAM, if you are not already. ELTAM membership offers you a lot of benefits, which bring plenty of opportunities to grow professionally and to exchange ideas, experiences and knowledge with colleagues in the country and abroad while becoming a member of the global English teaching community.

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

Once again, wishing you a happy, healthy and successful 2024! Let's teach, colour and change the world.

# ELTAM ACTIVITIES IN 2023

**In 2023, ELTAM provided support to fellow teachers with a wide range of activities:**

- ❖ The eighth issue of the ELTAM newsletter was published in **January 2023**.
- ❖ **On 17 February 2023**, the English Language Teachers' Association of Montenegro ELTAM signed a Memorandum of Cooperation with the Ministry of Education of Montenegro. The Minister of Education, Mr. Miomir Vojinović, and the ELTAM President, Ms. Dragana Radoman, signed the agreement.
- ❖ Through the English Language Teachers' Association of Montenegro ELTAM, English Language teachers from Montenegro had access to a variety of professional development opportunities offered by: the Regional English Language Office (RELO), American English at State, Education USA, American Corner, Pearson Publishing House, Bureau for Education Services, Ministry of Education, Science and Innovation, Nansen Dialogue Centre, National Geographic, Council of Europe, European Centre for Modern Languages, and other partner associations from Montenegro and abroad.
- ❖ Thanks to more than a productive and valuable collaboration with the U.S. Embassy Podgorica and RELO, ELTAM members had an opportunity to attend 8-week OPEN online courses on different topics. Colleagues who used this great professional opportunity in 2023 are Abela Avdiu, Nikolina Jeremic, Ana Markovic, Slavka Lakcevic, Emina Salihovic, Sanja Rmus, Tijana Zivkovic, Snezana Tesovic. Let us know if you are interested in being nominated in one of the next cycles.
- ❖ Access Pljevlja held numerous valuable sessions with numerous notable guests, and therefore, Access students enjoyed discussing various topics with the guests from various areas of expertise. In the past year, Access Pljevlja conducted a total of 71 sessions, offering a diverse and enriching learning experience for Access students and teachers. The program covered an extensive range of topics, promoting personal development, cultural awareness, and community engagement. The sessions kicked off with discussions on Discrimination and Intolerance, encouraging participants to analyze the meanings of discrimination, inequalities, and intolerance. Students explored negative behaviors based on appearance, age, race, nationality, or gender. Following this, the program delved into Mental Health and Well-Being, guiding students to define mental health, identify ways to cope with emotions, and apply positive health strategies. International themes were a highlight, with sessions dedicated to the International Day of Women and Girls in Science, Black History Month, and Women's History Month. The students analyzed the impact of women and girls in science, learned about the history of African Americans, and explored gender equality and women's empowerment. The program also ventured into historical contexts with sessions on the Roaring Twenties, exploring gender issues during that period. Practical skills development was emphasized through activities such as Designing Board Games, Speaking Assessments, and Developing Vocabulary through word games and riddles. Themes related to professional development were incorporated, including sessions on Earning a Living and Writing Job Applications. These sessions facilitated discussions on different occupations, the pros and cons of working in Montenegro, and comparing of working conditions and salaries locally and abroad. Cultural exploration included topics like Culture and American Sports, Baseball, and its influence on American culture, and discussions around Easter and the Environment.

- ❖ Students learned about American sports, compared sports in the U.S. and Montenegro, and discussed environmental issues such as climate change and internet safety. Exploring critical topics like Conflict Styles, Motivation, and Modern Slavery encouraged students to understand conflict, motivation types, and the consequences of modern slavery. Intensive sessions and a summer camp culminated the year, where students engaged in activities like Digital Storytelling, Debates, and Cultural Sensitivity Promotion. The camp fostered teamwork, cultural understanding, and community service, showcasing the program's commitment to holistic education. In conclusion, Access Pljevlja's activities over the past year reflect a comprehensive approach to education, covering diverse themes and providing students with valuable insights, skills, and a broader worldview.
- ❖ Within continuous cooperation with the Bureau for Education services and the European Center for Modern Languages in Graz, several ELTAM members had an opportunity to attend prestigious international teacher trainings: Nerma Dobričanin attended training *Enhancing language education in cross-border vocational education* in **February 2023**, Đultena Bećirović attended training *Young children's language learning pathways – Making early language learning visible* in **March 2023** and Marija Mijušković attended Summer Academy for teacher educators working in the field of languages *Inspiring innovation in European language teacher education* in **July 2023**.
- ❖ The teacher training program *"Introduction to Teaching and Assessment Techniques of Speaking and Writing Skills in English Language Teaching – Module 1 and 2"* was free for ELTAM members. It was held three times in 2023: in Inovaciono preduzetnički centar Tehnopolis – Nikšić on **4-5 February**, at the premises of American Corner Podgorica on **4-5 March**, and at the Bureau for Educational Services on **1-2 April**. English Language Teachers' Association of Montenegro ELTAM organized the training, and Mr. Hansley Cazeau, a U.S. English Language Fellow, led.
- ❖ **On March 25**, the workshop *Fostering Students' Speaking Skills* was organized in Bijelo Polje by the English Language Teachers' Association of Montenegro ELTAM and, Hansley Cazeau, a U. S. English Language Fellow - the leader of the workshop and Slavka Lakčević, an English language teacher from Bijelo Polje.
- ❖ Thanks to the Regional English Language Office in Belgrade and the U.S. Embassy in Podgorica, 15 teachers from Montenegro had a chance to attend the virtual 2023 TESOL Convention in **April 2023**: Dragana Radoman, Milika Cerović, Zorka Radonjić, Elida Crnovršanin, Sandra Smolović, Marija Bojić, Ivana Radulović, Sanja Vučković, Marina Sbia, Slavka Lakčević, Denisa Dacić, Martina Saulačić Lompar, Žana Bulajić, Marija Vukićević, and Nataša Stanojević.
- ❖ As the part of the project *Activate - Make a Difference*, funded by the U.S. Embassy Podgorica and implemented by the English Language Teachers' Association of Montenegro ELTAM, 12 teacher trainings on how to use Activate - Games for Learning American English were held around Montenegro aiming to strengthen English language teachers' skills and improve the quality of EL instruction in Montenegro, as well as to present an innovative State Department's American English Language Office resource – Activate game sets.

1. Podgorica - **February 11, 2023**, in the premises of American Corner: **25 teachers** from Podgorica, Danilovgrad, Tuzi, Zeta, and Kolašin participated; trainers Marija Bojić and Zorana Petričević;
2. Podgorica - **February 11, 2023**, in the premises of American Corner: **23 teachers** from Podgorica, Danilovgrad, Tuzi, Zeta, and Kolašin participated, trainers Ivana Dašić and Milica Radenović;
3. Budva – **February 11, 2023**, 13 in the premises of elementary school „Stefan Mitrov Ljubiša“: **13 teachers** participated from Budva and Cetinje, trainers Marina Sbia, Nataša Stojanović and Aleksandra Vujović;
4. Berane - **February 11, 2023**, in the premises of elementary school „Vuk Karadžić“: **21 participants** from Andrijevića, Berane, Petnjica and Plav, trainers Elida Crnovršanin and Denisa Dacić;
5. Podgorica - **February 18, 2023**, in the premises of American Corner: **21 participants** from Podgorica, Danilovgrad, Tuzi, Zeta, and Kolašin, trainers Ivana Radulović and Sanja Radusinović;
6. Nikšić - **February 18, 2023**, in the premises of elementary school „Braća Ribar“: **23 participants** from Nikšić, Plužine, Šavnik and Žabljak, trainers Žana Bulajić and Nikolina Bečanić;
7. Nikšić - **February 18, 2023**, in the premises of elementary school „Braća Ribar“: **19 participants** from Nikšić, Plužine, Šavnik and Žabljak, trainers Marija Bojić and Sanja Vučković;
8. Bar – **February 18, 2023**, in the premises of elementary school „Jugoslavija,“ “, **24 participants** from Bar and Ulcinj, trainers Sanela Kovačević, Semra Dobardžić and Đultena Bećirović;
9. Rožaje – **February 18, 2023**, in the premises of JU Gimnazija „30. septembar“, **20 participants** from Rožaje, trainers Elida Crnovršanin and Denisa Dacić;
10. Kotor – **February 18, 2023**, in the premises of JU Srednja Pomorska škola, **15 participants** from Kotor, Herceg Novi and Tivat, trainers Nataša Stanojević, Nataša Stojanović and Martina Saulačić Lompar;
11. Pljevlja – **February 18, 2023**, in the premises of American Corner, **15 participants** from Pljevlja, trainers Bojana Klačar and Samira Mahmutović;
12. Bijelo Polje – **February 25, 2023**, in the premises of JU Srednja elektro-ekonomska škola, **21 participants** from Bijelo Polje and Mojkovac, trainers Denisa Dacic and Slavka Lakčević.

- ❖ One of the products from these 12 trainings was developing the game “*What do you know about Montenegro?*”, which was finalized during the follow-up meeting in Nikšić on **April 9**.
- ❖ As the final project activity, on **May 13**, ELTAM organized its ninth national conference, ELTAM Day 2023 - *Activate – Make a Difference: Integrating Global Issues in English/Foreign Language Teaching (Module 3)* at the Faculty in Philology in Nikšić.
- ❖ After the online Camp Counselor Training for English language teachers in Montenegro, held by Alla McCaughey in **May - June 2023**, seven summer camps were implemented across Montenegro.
- ❖ In cooperation with Nansen Dialogue Center Serbia and Global Partnership for Prevention of Armed Conflicts GPPAC English language teachers had an opportunity to attend three online teacher trainings: *Kako da prevazilazimo izazove koji se sa globalnog odražavaju na lokalni nivo - Alatkje koje će podržati naše aktivnosti*, held in **May**, *Unapređivanje saradnje i međuljudskih odnosa: Dijalog u multietničkim sredinama*, held in **October** and *Zaštita od digitalnog nasilja kroz primenu kritičkog mišljenja*, held in **November 2023**.



- ❖ ELTAM also promoted the European Day of Languages celebration and spread the information to all schools in Montenegro. During September 2023, the EDL was celebrated and acknowledged in most schools. All the information, as well as photos, were published on the Facebook page, which is devoted to the European Day of Languages in Montenegro. A total of 27 events were promoted on the European Centre for Modern Languages website. Based on the data collected from the site, the submitted reports, and downloaded promotional material, one preschool and 39 primary and seven secondary schools implemented activities to promote European Language Day, almost equal to the number from the previous school year. The report summarizing the celebration was sent to the Bureau for Education Services and shared with the European Centre of Modern Languages in Graz.
- ❖ On 9-10 September 2023, the 30th BETA-IATEFL Annual International Conference, "A jubilee: the past, present and future of ELT," was held in Sofia, Bulgaria. ELTAM board member Ms. Marija Mijušković attended and presented at the conference.
- ❖ The workshop *"Action Research in Foreign Language Teaching and Learning"*, organized by the Bureau for Education Service in Montenegro, in cooperation with the European Centre for Modern Languages from Graz, was held on **September 29-30, 2023**, at the premises of Bureau for Educational Services. ELTAM members Dragana Radoman, Milka Cerović, Elida Crnovršanin, Ivana Radulović, Zorka Radonjić, Marija Mijušković, Marija Bojić, Nerma Dobričanin, Nataša Stanojević, Đultena Bećirović, Nikolina Bečanović took active part in the workshop. The workshop promoted enhancing language learning and teaching through action research communities for language teachers. The goal of the mentioned workshop was to get acquainted with action research, a valuable instrument that will enable teachers to reflect on their practice and to improve it by applying new methods. The workshop was led by Christine Lechner and Renata Zanin, experts from the European Center for Modern Languages.
- ❖ ELTAM members Denisa Dacić, Edita Šahman, and Selma Toskić had a chance to join the online course *"Protection from Digital Violence by Using Critical Thinking,"* held from **23 October to 27 November 2023**, organized by GPPAC Peace Education Working Group, facilitated by Biljana Lajović, school psychology specialist and Tatjana Popović, peace educator, NDC Serbia. Guest speakers for the course were Dragana Radoman and Milka Cerović, peace educators, from the English Language Teachers Association of Montenegro ELTAM.
- ❖ In **November 2023**, ELTAM members Lidija Lazarević, Jelena Bogičević, Sanja Radusinović, and Đultena Bećirović enjoyed conferencing in Shkodra at ELTA Albania Regional Conference *"Empowering English language Teaching through Innovative Means and Strategies"*.
- ❖ The workshop called *Escape Rooms in the Classroom* by Richard Brown, organized by Knjizara Strana knjiga, Faculty of Philology and English Language Teachers' Association of Montenegro ELTAM, was available in Montenegro, through three different slots: in Niksic on **17 November** at the Faculty of Philology, twice in Podgorica on **18 November** at American Corner.
- ❖ ELTAM president Dragana Radoman and board member Marija Bojic participated in the Cross-Sectoral Forum on Youth Participation in Democratic Life *"New Power in Youth"*, which was held in Jūrmala, Latvia from **28 to 30 November 2023**.
- ❖ Two accredited online seminars were held for English language teachers from Montenegro – both members and non-members by Zorka Radonjić and Ivana Radulović. Training *Developing Writing Skills in Teaching English* was held on **December 9**, and the training *Using Educational Technologies in Teaching English* was held on **December 23, 2023**.

- ❖ English Access Microscholarship Program was officially launched in Podgorica for students from Podgorica, Tuzi, Zeta, and Danilovgrad on **December 13, 2023**, by Her Excellency, U.S. Ambassador to Montenegro Ms. Judy Rising Reinke, The Minister of Ministry of Education, Science and Innovation Ms. Anđela Jakšić-Stojanović and president of the English Language Teachers' Association of Montenegro ELTAM Ms. Dragana Radoman. Twenty talented students received induction certificates and officially joined the Access community, bringing new energy and enthusiasm.
- ❖ In 2022, ELTAM counted 192 members. In 2023, – it counted 242 members. In 2024, we believe and strive to reach a number of at least 280 teachers who appreciate and acknowledge our diligence and hard work and would like to join our ELT community.



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 art of the teacher  
 to awaken joy in  
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 and knowledge."  
 Albert Einstein**

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## *Activate - Make a Difference*

**Nikolina Bečanović**  
Elementary school  
"Ivan Vušović" Nikšić



The English Language Teachers' Association of Montenegro ELTAM had the immense pleasure of organizing the ninth National Conference for English and other foreign language teachers, *ELTAM Day 2023 - Activate – Make a Difference INTEGRATING GLOBAL ISSUES IN ENGLISH/FOREIGN LANGUAGE TEACHING (Module 3)*. The project was funded through a U.S. Embassy grant and was highly supported by the University of Montenegro – Faculty of Philology (Niksic), Bureau for Education Services of Montenegro and European Centre for Modern Languages (ECML) of the Council of Europe, Regional English Language Office – RELO Belgrade and Publishing house Pearson Belgrade. The diverse program was held on May 13 and included numerous presentations, talks and workshops.

**Ms. Milka Cerovic**, the Vice President of the English Language Teachers' Association of Montenegro ELTAM, opened this year's conference, greeted the attendees and wished pleasant and fruitful work to both presenters and participants. Ms. Cerovic addressed all those institutions and organizations that have been highly supportive and valuable for the conference.

**Mr. Micah Risher**, the Regional English Language Officer at the U.S. Embassy in Belgrade, addressed the attendees and wished them enjoyable workshops while encouraging teachers to share practices and take valuable steps towards making the teaching profession more interesting, fun and effective.



The ninth national conference was traditionally held at the premises of the Faculty of Philology in Niksic. English Language Teachers' Association of Montenegro ELTAM has always maintained a wonderful and valuable cooperation with the Faculty, and we were honored to be there once again. **Mr. Igor Lakic**, the Dean of the Faculty, also addressed the participants while highlighting the importance of continuous professional development among teaching professionals. Mr. Goran Drobnjak, on behalf of the Ministry of Education, greeted the guests and wished them a quality, productive and enjoyable time while sharing teaching experiences.



**Mr. Cazeau**, a U.S. English Language Fellow in Montenegro, is an educational consultant, culture enthusiast, and a dear friend of ours who has been sharing his valuable teaching practices for quite some time now. During the first plenary session, our speaker talked about “ChatGPT a gift or a curse?”. The session was a meaningful exploration of AI ChatGPT and its effects in our classrooms. Mr. Cazeau explained how teachers can manage the usage of the app. Moreover, Mr. Cazeau highlighted the importance of looking for inaccurate information and explained how valuable it is to require our students to cite their sources and submit their drafts. It was a very informative plenary session that offered some new teaching perspectives.



The first slot of organized workshops was a worthwhile chance to attend amazing and thought-provoking workshops. It is well-known that devoted teachers always seek rich websites, especially ones offering free materials. Thus, **Mr. Micah Risher**, **Ms. Ivana Bankovic** and **Ms. Marica Vukomanovic** from The Regional English Language Office in Belgrade presented a vast amount of free online materials found on The American English website. During the workshop, the attendees explored AE resources and discussed how to use those in teaching.

It does not come as a surprise that students learn the most and the best while having fun. Our dear **Ms. Zorana Petricevic** successfully presented activities that promote student-centered learning through group work. We all know how much language learners like working in groups, which, moreover, shows us a lot about their learning skills. The guests were thankful to our speaker for sharing some great examples regarding how to easily engage students in collaborative learning.

Our guest speakers from Bosnia and Hercegovina, **Ms. Sabina Skenderovic** and **Ms. Bernisa Aljukic**, demonstrated how to use drama-based pedagogy in addressing social issues in class. These topics can encourage students to use their artistic skills while working on their critical thinking and other skills for the 21st century.

**Ms. Billie Jago** from Pearson presented new and engaging ways to assess students formally and informally. Our speaker highlighted that it is that step that could help us plan our future lessons based on students' needs and skills. By using and observing examples from Pearson's five-level Upper Secondary course, Focus 2nd Edition, participants were given a valuable opportunity to learn how to add a variety to common task types and use more techniques for students' assessment. Listening to such meaningful advice on assessing our students less formally was an extreme pleasure.



U.S. English Language Fellow from Tirana, Albania, **Ms. Loren Lee Chiesi**, shared some noteworthy examples of how to communicate with our students and colleagues more effectively. Do we really know how to deal with tricky situations or hard conversations? Do we know how to formulate our thoughts and feelings or communicate with difficult people? Ms. Lee Chiesi gave us valuable insights on being more collaborative, cooperative and effective in our daily communications.

**Ms. Angela Sokpolie, Ms. Aleksandra Gicala and Ms. Patti Sudendorfs** from the Peace Corps emphasized, once again, how necessary and essential it is to take a step away from a regular textbook lesson and use ways of designing lessons in engaging and interactive ways. For the mentioned workshop, our presenters focused on various teaching methods such as: Classroom gamification, Problem-based learning and Cooperative learning while meeting learning objectives given in textbooks.

The aim of the workshop called “Youth Activism in Classroom” was to explore and demonstrate useful ways of using the classroom as an environment that encourages and nourishes the development of the democratic and civic competencies of young people. **Ms. Ajsa Hadzibegovic** led an inspiring discussion about the links between formal education, democratic practice and youth activism. Some great tools were presented to support the development of democratic and civic education for our students.

Have you ever said or done something completely acceptable and normal in your culture, but you unintentionally offended someone by doing so? How competent are we to engage in intercultural communication? **Mr. Rob Howard** from IATEFL Poland talked about some of the basic misunderstandings that had taken place within different groups of trained, expert educators, native and non-native alike, due to our own varying cultural backgrounds, and taught us methods to keep away from miscommunication.





Teaching the English language gives us a great opportunity to always improve and learn how to use new and modern teaching methods. But what can we do if we want to step away from paper-based to digital instruction in low-tech environments? **Mr. Hansley Cazeau**, the U.S. English Language Fellow in Montenegro, discussed with us the benefits, challenges, and solutions for a teacher transitioning from books to digital instruction. This year's conference could not pass without a games-related workshop.

Games are always a great strategy to motivate and engage students. **Ms. Aleksandra Trebjesanin** and **Ms. Mirjana Pekovic** presented some great practical games for students in the second cycle of primary school. The presented activities undoubtedly make learning fun and easy. By using these in the classroom, students seem eager to participate, and by participating, they acquire new knowledge and develop their English skills.

A special workshop was held for our precious kindergarten teachers. **Ms. Đulvena Becirovic** demonstrated ways to make teaching children in early development fun and creative. Our guest showed us activities that can make young learners concentrate and focus on using several different skills simultaneously. Using rhythm sticks, word games, tongue twisters, nursery rhymes and songs, teaching in kindergarten becomes easier.

**Ms. Billie Jago** is an ELT writer and teacher trainer specializing in digital learning materials and assessment resources. She has written for various Pearson adult titles, including Gold Experience, Roadmap & Formula. Alongside writing materials, Ms. Jago delivers teacher training sessions and is the founder of the ELTcpd professional development podcast. Ms. Jago was our second plenary speaker and held a session called “What is mediation and how can we use it in our ELT classrooms?” Our dear presenter explained what mediation is, as well as what meditation descriptors are. She gave highly meaningful insights on identifying the mediation skills our learners have already been improving in our classroom. With examples from Pearson’s five-level course book iSucceed and seven-level My Disney Stars and Heroes, the attendees caught a glimpse of extremely fun and engaging activities that we can all use to develop and hone the mediation skills of our students.

**Ms. Renata Stoimenova** held the talk called Writing Articles for the English Wikipedia, during which all the participants became familiar with the experience regarding information research. Also, a Peace Corps volunteer in Montenegro, **Mr. Ossian Leighton**, shared the experience of creating and running an English Debate Club.

**Ms. Marina Markovic** showed us some creative and relaxing activities for learning a foreign language. She delivered a session regarding Edutainment (education and entertainment) and proved that these two could always go together. **Ms. Zorka Radonjic** and **Ms. Ivana Radulovic** presented very interesting ideas to help our students acquire language effortlessly.





**Ms. Ivana Dasic and Ms. Marija Bojic** spoke about the use of service learning and cooperation with local communities to improve students' English language skills. That valuable workshop aimed to consider how we, as teachers, could improve students' skills while teaching them some meaningful life lessons. The participants got various practical ideas and guidelines regarding the mentioned matter.



Having fun while learning is highly important. **Ms. Emma Devaney** and **Ms. Catherine Stogner** presented some purposeful ways one can use in order to get young learners focused when they have so many distractions. During that informative session, attendees got familiar with certain methods that they could use to keep students engaged and motivated while learning.

Traditionally, **Ms. Kristina Sebek** invited participants to get some new information regarding SOL. SOL is not a traditional type of English school. Moreover, SOL stands out as a highly effective way of building students' confidence, improving their motivation and ensuring their accelerated progress.

Ms. Ana Radosevic and **Ms. Edita Softic** spoke about a very important topic - *Children, violence and vulnerability*. They emphasized that teaching English is always more than just developing language skills and highlighted the importance of teaching children how to overcome this issue.

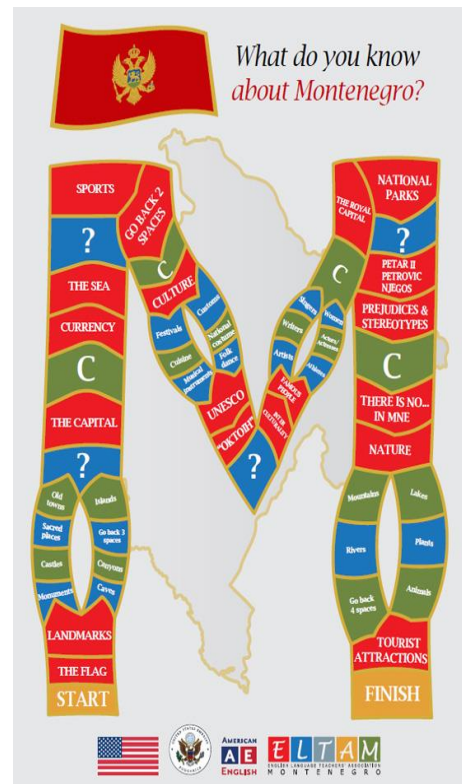




Our precious plenary speaker at the Conference was **Ms. Marija Mijuskovic**, an assistant professor at the Department of English Language and Literature of the University of Montenegro in Niksic. Ms. Mijuskovic gained both her master's and doctoral degrees with a thesis and dissertation in the methodology of teaching foreign languages. Through today's third plenary session called "Activate teaching skills – make a difference," Ms. Mijuskovic reminded us, once again, that teaching skills are essential for all those teachers who want to be effective educators and, more importantly, who want to influence their learners, to make a difference in their lives, education and learning. During the plenary, teaching skills and their importance were observed with a particular focus on what the learners can get with the skills provided by the teacher. Carefully choosing the teaching skills is important, as making a difference in students' learning styles, where knowledge gained in the classroom can be used in real-life situations. According to teaching experience with students of philological studies, Ms. Mijuskovic shared some of the most valuable skills which, furthermore, aim to improve our classroom skills and make a difference in students' learning process. It was our immense pleasure to attend such a highly informative and purposeful session held by our dear. Ms. Mijuskovic.

The final and exceptional product of the **Activate – Make a Difference project**, funded by the U.S. Embassy Podgorica and implemented by the English Language Teachers’ Association of Montenegro ELTAM, is the game *“What do you know about Montenegro?”*

Activate - Games for Learning American English was approved by the National Council for Education of Montenegro as an additional teaching aid - interactive educational material for English in primary and secondary schools. After 12 teacher trainings, held in Montenegro, on how to use Activate - Games for Learning American English, during which English teachers gave valuable suggestions and insights on topics and questions regarding the game about our country – during this year's conference, we could proudly announce that it was set and ready to be used in our classrooms. Two hundred and forty English teachers attended the mentioned trainings, and it was our great pride and pleasure to announce that Montenegrin students would be playing a Montenegrin game while learning and practicing English language skills.







After the educating part, as always, the organizers prepared some symbolic gifts for our dear participants. Thanks to our precious sponsors and friends, we were able to provide this year's conference attendees with valuable gifts. The U.S. Embassy in Podgorica, the Regional English Language Office, Publishing house Pearson Belgrade, American Corner Podgorica, Bookstore 'Strana knjiga' Niksic, Bookstore 'Educational Centre' Podgorica, Bookstore 'Tamigo' Niksic, Private school 'Waves' Budva, Sharing One Language SOL, and bakery 'Bread i Pita' apart from being our valuable supporters for quite some time, were kind enough to give out some specially chosen gifts to our teaching professionals.



The Raffle time was enjoyable indeed, as we were reminded, once again, that we give a gift to ourselves by generously giving to others. Why? It is quite simple and obvious. Happiness is catchy.



*Participating in the 30th  
BETA-IATEFL  
International  
Conference in Bulgaria:  
An inspirational journey  
of exchanging ideas and  
acquiring new skills and  
knowledge*

**Marija Mijušković, PhD**  
(docent)

University of Montenegro  
Faculty of Philology, Nikšić

Participating in international conferences provides an exceptional contribution to the professional development of an English teacher. The 30th BETA-IATEFL annual international conference, which was held on 9–10 September 2023 in Sofia, Bulgaria, had precisely that importance. This conference, which was held in a hybrid format, was particularly important for us members of the Association of English Teachers in Montenegro, having in mind the cooperation that we established with the Bulgarian Association of English Teachers.

The BETA-IATEFL conference, which this year celebrated its 30th jubilee since being established, gathered teachers from the whole world with the aim of finding new ideas and inspiration in foreign language teaching and passing these on to students. The organisers, the Bulgarian Association of English Teachers (BETA-IATEFL) and the University of National and World Economics, offered me the opportunity to share my experience on a subject that is of vital importance for education in this day and age.

As the board member of ELTAM in Montenegro and a lecturer at the University of Montenegro, I presented the results of my research on the subject “The Impact of Role-Play on English Language Learning for Specific Purposes”. The research focuses on the effectiveness of applying role-playing as a technique in teaching the English language for specific purposes at the university level. The aim of the research was to improve speaking skills among English language and literature students, with a particular emphasis on evaluating the influence of role-play on the development of speaking skills in professional contexts.

The importance of role-play in strengthening speaking skills was emphasized, particularly in professional contexts, where this language skill is vitally important.



Participation in the conference offered me the opportunity to share my experiences, to exchange opinions with respected experts in the field of ELT, and gain an insight into innovations in English language teaching. This type of exchange of knowledge and experiences contributes to the improvement of our teaching, enabling us to apply new approaches in our work with students. The conference was an extremely inspirational experience that will definitely influence my further work. Cooperation between the English language teacher associations in Montenegro and Bulgaria has strengthened the connections between teachers in the region, allowing the opportunity for further exchanging of ideas and improving our practice.

This event not only opened doors to new knowledge, but also encouraged useful discussion. The debate that developed after my presentation was extraordinary; new issues and ideas were aired, and it strengthened my resolve to further research this subject to improve my teaching and enable students to improve their English communication skills in various professional contexts. The interaction with colleagues from this area was immeasurably useful, and the workshops and lectures by other participants also contributed to the acquisition of new knowledge.

The importance of conferences like this is seen in the opportunity to gather experts from the same area and interest and to offer them a platform to exchange experiences, ideas and projects. Intense cooperation between participants is becoming the basis for the development of new teaching strategies, while teaching methodologists have the opportunity to enrich their pedagogical approach.

What I learned at this conference will not only influence my further directions, but will also be an inestimable contribution to my students. I will share my new knowledge with them and with my colleagues who work in teaching, thus contributing to the spreading of inspiration and the improvement of our common practice. This conference not only enabled us to get to know the amazing potential of the role-play technique in English language teaching, but also laid the foundations for further growth and development of our teaching practice.

**“THE ESSENCE OF A ROLE-PLAYING GAME IS  
THAT IT IS A GROUP, COOPERATIVE  
EXPERIENCE.”**

**GARY GYGAX**





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

## *Cross-Sectorial Forum on Youth Participation in Democratic Life Jūrmala, Latvia*



**Dragana Radoman**  
Elementary school  
“Milija Nikčević” Nikšić

ELTAM president Dragana Radoman and board member Marija Bojić participated in the Cross – Sectorial Forum on Youth Participation in Democratic Life “New Power in Youth,” held in Jūrmala, Latvia, from 28 to 30 November 2023.

The forum's main focus was enhancing youth participation in democratic life. During two days of discussions, presentations and interactive sessions, participants discussed the role of youth in different sectors.

The main outcome was the “development of different strategies for cross - sectorial collaboration among youth participation and civic education”.

It is emphasized that democracy is a work in progress and not perfect all over the world, but the values connected to it should be nurtured and enhanced. It is not possible to get a democratic surrounding if youth participation is not included. By empowering and educating young people in particular, giving them the right tools, and involving them in the decision-making process, we will get informed individuals who can take part in democratic processes.





Civic education, which covers various topics like civic competencies, critical thinking, human rights, equality, equity, and democratic life, should be included in the everyday education of the young population. The important thing is not to stay only on theoretical inputs; actual participation and involvement in projects valuable for the community are essential in developing a sense of belonging for young people.

Formal and non-formal education are on the same side; they should not be divided, and their methodology should be combined and involved in the teaching process. The teachers should be encouraged and supported to include global topics in every subject, not only through language teaching.



Ms. Radoman and Ms. Bojic had a chance to present the activities of the English Language Association of Montenegro ELTAM, which contributed to the objectives of the Forum. They also had an opportunity to exchange experiences and establish contacts for possible future collaboration with colleagues from Albania, Bosnia & Herzegovina, Estonia, Finland, Latvia, Slovenia and the United Kingdom.



## YOUNG CHILDREN'S LANGUAGE LEARNING PATHWAYS



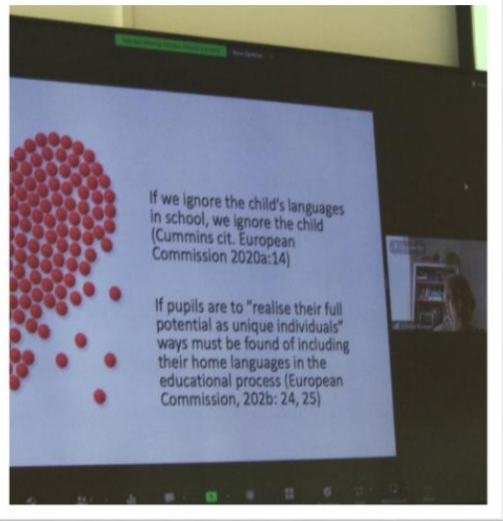
**Đulţena Bećirović**  
JPU "Vukosava I Mašanović" Bar

As representative of English Language Teachers' Association of Montenegro ELTAM and kindergarten "Vukosava Ivanović Mašanović" from Bar, I participated in the training "*Young children's language learning pathways - Making early language learning visible*" on the 15th and 16th of March 2023 in Graz (Austria) in the organization of European Centre For Modern Languages (ECML). This project aims to make early language learning visible in an educational context visible a range of methods and tools. These make it possible to identify, understand and document language learning of children aged 3 to 12 and thereby create learning opportunities allowing them to progress along their language learning pathways.

Throughout the two-day workshop, called "*Young children's language learning pathways - Making early language learning visible*", we engaged in a multicultural perspective learning by learning to better understand how all languages and cultures could impact students' learning and our respective teaching methods.

On the first day, we focused on highlighting how students' differentiating circumstances can be navigated through our education systems.





On the second day, we focused more on a teacher's perspective regarding a multicultural environment and how we could learn alongside and in cooperation with our fellow teachers. I found it particularly useful and I greatly valued the ability to share experiences and to share ideas regarding the non-native youth and their feelings when they migrate to our communities.

The difficulties they may be having in a domestic and personal sense and how that impacts their ability to learn and integrate into their new community are things I will greatly take into consideration going forward. It was also a great opportunity to exchange ideas with language experts, and soon there will be a website with ideas and examples, and we will be in a position to download and upload examples of good practices.







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

## *Launching of English Access Microscholarship Program in Podgorica*



The opening of the seventh group of the English Access Microscholarship Program in Montenegro was held in the premises of the KIC “Budo Tomovic” – “DODEST” hall, Podgorica, on 13 December 2023. Twenty talented high-school students who attend first or second grade from four municipalities, Podgorica, Tuzi, Zeta and Danilovgrad, were awarded the scholarship for this program for the next two years.

Her Excellency **Ms. Judy Rising Reinke** addressed the students and wished them a successful and joyful journey as members of the global Access family for the next two years.

Students got their certificates of induction and materials for upcoming lessons. During the opening ceremony, the audience had the opportunity to watch the welcoming video message filmed by Access Pljevlja students. The Ministry of Education, Science and Innovation minister, **Ms. Andjela Jaksic-Stojanovic**, expressed strong support for the Access Program and wished students to enjoy and embrace the opportunity.





Access Program is a scholarship program for learning the English language and getting to know the culture and values of the United States of America not only through English language classes but also through various additional activities like projects, study visits, educational camps and volunteering in local community. Students get the opportunity to develop communication skills, socio – emotional skills, critical thinking, cooperation and team building skills. This Program is a great opportunity not only for students but for teachers as well to broaden their teaching skills.

English Access Microscholarship Program is financially supported by the U.S. State Department and the U.S. Embassy in Podgorica, and it is implemented by the English Language Teachers' Association in Montenegro ELTAM.





## LIVING MY DREAMS FROM ACCESS TO FLEX (student's point of view)

Aleksandra Vujović  
Gimnazija Cetinje

Travelling was always my passion. Since I was a kid, I dreamed about going to different countries and exploring each one of them. There was never a country that I didn't want to visit, but there was one that I dreamed of going to. The United States was always on top of my list, but besides visiting it I wanted to reach the roots of its culture and tradition.

The first step that brought me closer to that dream was the Access program Cetinje. It is a 2-year English-language learning program that I was a part of. This program did not only help me improve my English, but it was the main reason I reached my goal. It taught me more about U.S. culture, democratic values, and traditions, and most importantly, it taught me what real values are. Thanks to this program, I had a chance to meet wonderful people and make long-lasting friendships. It motivated me to expand my horizons and take a new step, which was the FLEX program.

FLEX program is the gateway for students to be introduced to different cultures, and practicing independency, as well as learning the way people in the U.S. live. The long but not unnecessary procedure provides the program with all the information they need to choose the perfect candidates for this amazing opportunity.

After I got the scholarship and arrived at our first orientation course that was held in Washington DC, I met many more people who got the scholarship. We instantly clicked, and I made so many lifetime companions. People say that you are as rich as the amount of countries you can go to and be able to call up a friend to drink coffee. I'd say that after this experience, not only in the U.S., but many more countries in Europe and more, I'd be able to call up a friend and catch up on many things that have happened after this once-in-a-lifetime experience.

To anyone who is thinking of applying, I would deeply encourage you as it can give you so many fond memories that you'd be reminded of with a smile on your face. Don't miss out on an opportunity that will forever change your perspective on life and all it has to offer.

*When the Access Microscholarship Program opens the door to the world, that door never closes. As Aleksandra's mentor, I would like to encourage both teachers and students to participate and contribute to the overall goals of the ELTAM team, which has provided unique support through Access classes, and beyond. Young people, like Aleksandra, and many more from our school-JU Gimnazija Cetinje, have proven that no matter where they are, they can build lifelong connections all around the world.*

*Nataša Stanojević*

*English teacher at JU Gimnazija Cetinje*





## THE FUTURE LEADERS EXCHANGE PROGRAM (FLEX) EXPERIENCE OF STUDENT JOVANA MARKOVIC



Marina Sbia  
Secondary Vocational School Cetinje

Jovana Marković is a third-year student at the Secondary Vocational School in Cetinje. She is currently spending her academic year in the U.S. as one of The Future Leaders Exchange Program (FLEX Program) alumni from Montenegro. In this article, she will share her experience starting from the very beginning of her journey, the application process, up to now, and her staying in the U.S.

Here's her story:

“In life, we are given many opportunities; it is our choice to decide whether they are right for us, and, luckily, I found the most perfect one for me. My name is Jovana Markovic, and I have wanted to be an exchange student all my life. FLEX made that dream a reality.

The program is funded by the US State Department and carried out by the American Council's office in Montenegro.

The process of signing up isn't really that hard; it's mostly just very tedious. It consists of a lot of essays, tests, and interviews, though they are separated into multiple rounds, which makes it easier.





As far as my exchange experience goes, I'd say I got really lucky. I am living with an amazing, kind family who truly want what's best for me. I've also met lots of great friends, not just from America but also from many countries all around the world. One would say I'm really living the American dream.

I have also had great experiences with my school. It is a pretty big school, but everyone is very welcoming and willing to help. The school system is very different from the one back home. The thing that surprised me the most is the fact that they don't have oral exams, everything is done on a test or quiz, and those are given to us on a weekly basis.

After you are chosen as a finalist, you are assigned a placement organization that tries their best to find the perfect host family for you. Before you leave your country, you have a few mandatory training days to make sure that you are completely ready to embark on your journey.

On the way to the U.S., you are accompanied by a person who works for FLEX to ensure everything goes as smoothly as possible. Once you arrive, you get to meet your host family as well as your local coordinator, who is always there in case you have any problems or dilemmas.



The school gives me lots of opportunities to make friends through activities like sports (football, basketball, wrestling, swimming...) and clubs (band, drama, robotics, language clubs...). After school, I spend a lot of time with my host family and friends, both American and exchange student ones; we watch movies, go get coffee, or just hang out at the park.



I would also like to take this opportunity to thank my teacher, Marina Sbia, who was more than helpful throughout my application process and always there for me. I also need to mention English Corner JU Srednja stručna škola, whose coordinator is also teacher Marina, where we get informed about scholarships and other important opportunities for students, nationally and internationally.”







## Summer English Day Camp - ECO KIDS



**Dragana Radoman**  
Elementary school  
"Milija Nikčević" Nikšić

**Milica Koprivica**  
Elementary school  
"Milija Nikčević" Nikšić

We are happy and excited to share our experience and emotions after organizing the Summer English 5-day summer camp on the theme "ECO KIDS" organized in elementary school "Milija Nikčević" in Niksic, Montenegro. It was something new and challenging but very exciting and useful. Students truly enjoyed it and were very eager to participate in every activity, and their speaking skills, as well as their vocabulary, were improved.

The camp is the outcome of the online teacher training organized by Alla McCaughey, an expert in English Day Camps and the leader of the project "english BY camp" and "english BY camp GLOBAL" in cooperation with English Language Teachers' Association of Montenegro ELTAM.

The program "ECO KIDS" is designed by a group of English teachers in Belarus, and it is adjusted and implemented for 24 students aged 10-12 from the fifth and seventh grade by English teachers Dragana Radoman and Milica Koprivica and very helpful volunteers, ninth graders - Mia, Teodora and Nadja.

Each day had its own topic (EARTH - environment, animals, recycling, transport, humans) that was talked about and dealt with through different activities.



We will try to give you a small insight into our super fun camp: On day 1, campers introduced themselves to each other through different games and activities (snowball, ecological bingo, ...) in a relaxing and exciting atmosphere. The theme song, SAVE OUR PLANET, introduced them to the topic. We danced and sang it together. ECO MAN landed in our classroom to help us to save our planet from all dangerous things. In the English session, campers watched a video about the Planet Earth and learnt and practiced the vocabulary they needed during the five days of camp.

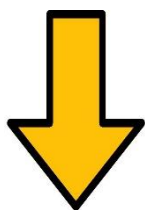
On day 2, campers learned about endangered animals all around the world today. They were divided into 5 groups named after different animals of their choice, completed various tasks in the game called STATIONS, and played different games in those same groups. The presentation about these animals was very interesting for the campers, and they were very active in discussion later on. They enjoyed playing hopscotch, during which they revised the names of the endangered animals. Music, dancing breaks and a caterpillar game made our day even more exciting.

The third day was about recycling. Campers learned which things can or can't be recycled and discovered many surprising facts about recycling materials. They commented and discussed this topic, asked questions and were very active. Scavenger Hunt was the most exciting part of the day. In 5 groups, campers searched for pictures of recyclable and non-recyclable things hidden all over the school. Campers were super excited and competitive. The best hunter group got some awards. Dancing and singing made our day even more amazing, and campers revised recycling words through the song "3 Rs". The challenging game WATER BOWLS made campers laugh and work as a real team, which was one of our main goals.

On Day 4, we dealt with Traveling and transport. Campers revised and learnt some new vocabulary connected to this topic through speaking and singing activities. Outdoor activities are the most challenging and exciting part of every day and the most enjoyable for our campers. They had to be a real team on the stripe net to take the tennis ball from one point to another. This task would be easy, but our volunteers made it more challenging by jumping in the net and making some real obstacles for students to overcome. They needed to think as a team, collaborate, and give instructions to each other, but finally, they managed to complete the task! They showed their creativity in the crafting task. They made different ecological drawings using 2 colors and their index fingers. The game TREE, PEOPLE, CO2 was very interesting for the campers; they thought strategically and worked as a group. Relaxing games with a hula hoop made the atmosphere relaxing and our campers happy. On day four, the local television TV Niksic came to visit our camp and recorded our camp



The fifth day was dedicated to humans. Our mission to save the planet was completed, and our friend Ecoman went safely and happily to the galaxy again. ESCAPE ROOM was the greatest highlight from the fifth day, where campers completed their mission through 5 tasks, showing their creativity, teamwork, collaboration, and art talent and actively participated. At the end, we revised the knowledge campers gained through this camp and from life in general in the quiz- JEOPARDY. Through different outdoor games such as KANGAROO RACE and HUNGRY MONKEYS, campers showed team spirit and made us very proud because that was one of our main goals. Campers and volunteers got certificates and symbolic presents at the end of that day.



It's highly important to mention that the students' motivation was at a high level, and they couldn't wait for the next day. All of the students received certificates at the end of the camp, which were delivered by school director Ms. Natasa Kujundzic, who supported the idea of delivering a summer camp during the school holidays.

We, as teachers, also had so much fun and stepped from our comfort zones, gained self-confidence, built closer relationships with our students, discovered some new teaching methods, and really enjoyed ourselves.

In the same spirit with the same excitement, we can't wait for this year's day camp- SUPER HEROES are coming to our school. LOOKING FORWARD TO OUR NEW CAMP ADVENTURES...Yeeeeeeey!

After each day, campers shared their feelings about the camp through mood trackers. Most of them were excited, happy, had fun, and were energetic, which made us very happy and pleased.

During this camp, students of our school practiced their English, met some new friends, had a lot of fun, learnt how to function in a team, learnt some new vocabulary and discussed the topics from the previous days. It was a great experience for the campers as well as for volunteers and counselors.



## ***P.S.***

We would like to emphasize that seven summer camps across Montenegro were implemented as a result of Camp Counselor Training for English language teachers in Montenegro.

- Podgorica Camp 1 - "Academy of Superheroes" Organized by Marija Bojic and Zorana Petricevic, from Elementary school "Oktoih".
- Podgorica Camp 2 - "A House in the Wood" Organized by Dijana Elezovic, from United Kids International Montenegro.
- Podgorica Camp 3 - "A House in the Wood" Organized by Milica Radenovic, from Elementary school "Bosko Radulovic".
- Niksic Camp - "Eco Kids" Held by Dragana Radoman and Milica Jovanovic Koprivica, from Elementary school "Milija Nikcevic".
- Bijelo Polje Camp 1 - "Academy of Superheroes" Organized by Slavka Lakcevic, from the Secondary vocational school.
- Bijelo Polje Camp 2 - "Eco Kids" Organized by Marina Scekic Kuc and Aleksandra Konatar, from Elementary school "Marko Miljanov".
- Plav Camp - "Eco Kids" Organized by Selma Toskic, from Secondary school "Beco Basic."

Cooperation with our dear Ms. Alla McCaughey is continuous, so if you would like to organize a camp in your school, let ELTAM know.





## *Game-Changer in Education: Fun and Interactive Classroom Activities Boosting Student Engagement and Memory*

**Aleksandra Trebješanin**  
English teacher



**Mirjana Peković**  
English teacher

Being a teacher is one of the most demanding tasks in modern society. Children spend most of their time using phones, and because of that, they lack motivation in the classroom, since their concentration span is becoming short. Teachers are the ones whose task is to find a creative way to present the syllabus and make them as interested in the topic as much as possible. Having most of the books, resources, multimedia, and handouts available online, it is known to be a demanding task to find ones suitable for the level of your students, but also bear in mind that it should be something related to their interests, as teachers know their students the best. While learning through play, students are motivated to participate; they can see that even giving a wrong answer can be a tool for learning, because our mistakes are our teachers, not failures.

Investigating the influence of play in education, we found several interactive activities that boost student engagement and memory and contribute to creating a positive atmosphere during the class. Some of them can be used as warm-up activities to introduce the students to either vocabulary or grammar items that will be discussed in the lesson, or these activities can be used at the end of the class if you finish the lesson earlier than planned. One of the important things about this type of teaching is that it helps in processing new information more quickly, as it is known that students are usually overloaded with new information so that it exceeds their memory capacity.



Integrating educational games into foreign language classes has multifaceted benefits, as it not only goes beyond traditional learning methods but also provides an interactive environment that reinforces critical thinking. The purpose of incorporating such activities is to foster their language skill acquisition through active participation and collaboration. Here are some educational games with detailed explanations and material needed that have the above-mentioned purpose.

### 1. ***Desert Island.***

Material: blackboard and chalk

Activity length: 5 minutes

Explanation: The teacher says that they are going to a desert island, and students have to choose one item to carry there. But there is a catch. The teacher comes up with a rule that must be followed, and the rule is to be found by the students. For example, we decide that all the words should start with the letter P, and we write the first thing that we will bring. It could be a pineapple. One by one, students decide what to bring to an island, for example, pear, potato, and pumpkin, and try to figure out the rule by each other's answers. This type of game is beneficial for various language skills, as it enhances vocabulary expansion through communication and problem-solving skills based on hypothetical scenarios, and it also includes listening skills and critical thinking, where students have to try to use the language to express complex ideas.



## **2. Balloon race game**

Material: balloons, duct tape, slips with words

Activity length: 10 – 15 minutes



Explanation: For this activity, the teacher should prepare several things. First, there should be five balloons stuck on the blackboard. The students are divided into several groups. Each group will pick only one balloon. Inside them, there are pieces of paper from which they need to form a sentence. Each group needs to have a representative who will quickly choose a balloon, bring it to the group, pop it with a pencil or by squeezing it, and rearrange the sentences in the correct order. The first group to finish is the winner. This game can be modified according to the topic that should be covered, and it can also be used for vocabulary, grammar units, various speaking tasks, etc. Except for the benefits from the previous game mentioned, this effective tool enhances spelling and writing skills. Something very useful is that this game can be modified and adapted for different language levels and topics to suit the goals of the class.

## **3. Change the scarf**

Material: scarf

Activity length: 5 – 10 minutes



Explanation: Having a simple thing in hand and trying to motivate students to imagine if it is something completely different helps children enhance their cognitive skills and makes them practice the creative and problem-solving side of their brain. For example, the teacher takes the scarf and says that it is not a scarf but her book, and at the same time, folds the scarf so that it looks like a book. This game can last as long as the students have ideas for it. This is an effective way to challenge students both cognitively and linguistically as it incorporates creativity and imagination in the classroom.



#### **4. *Box of Lies***

Material: box, paper, toys or unusual combination of things

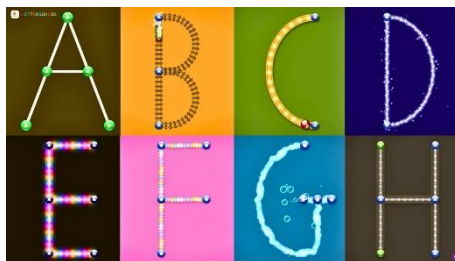
Activity length: 15 – 20 minutes

Explanation: This activity hooks the interest of both younger and more advanced students. Using a simple box that may or may not be decorated and is filled with unexpected items to describe has a positive impact on students as it awakens curiosity in them and, in that way, makes them willing to have their turn. The box can be filled with whatever the teacher thinks is interesting for her students. Of course, it should be adapted to the level of their language. When it comes to the lower grades, those can be some unusual combinations of toys, and for intermediate and advanced students, there can be some unique photos. It is mostly a combination of things that you would never mix in real life; for example, a picture where an Oreo cookie is presented as a piano or an unusual fly, chips, and so on. Two volunteers should be chosen, one of whom is going to pick a random picture from the box in such a way that the other one cannot see what it is. They are allowed to tell the truth, what they see, or tell lies about it. When the first person finishes giving a description, the second one decides whether it is the truth or a lie.

## 5. Alphabet A to Z

Material: paper

Activity length: 10 – 15 minutes



Explanation: This is an interesting and versatile game that students like. The only thing that you need is a printed or written alphabet on a piece of paper. You can also tell your students to write the alphabet in their notebooks, so you don't need extra material. The students should be divided into groups, and each group should get one alphabet paper. The teacher chooses a category, for example, animals. Students in groups should write the names of animals so that their names begin with each letter of the alphabet. Not only does this game promote group work and collaboration, but it also fosters vocabulary building and is perfect for revising vocabulary items after a particular unit. Due to the simplicity of this activity, it can also be, like most of these activities, adapted to a specific level of English language and a specific topic covered during the classes, for example, animals, food, travel, etc.

The best way to motivate students to actively participate in classes and learn English is through play, because they acquire new knowledge more naturally without serious effort. Integrating playful elements into lessons creates a positive and dynamic learning environment. As young teachers, we had a special opportunity to share our ideas through a workshop we held on ELTAM Day 2023: Integrating Global Issues in English/Foreign Language Teaching on May 13. There were a great number of foreign language teachers who participated and enjoyed the workshop. We had the opportunity to share our ideas with them and to present play as a teaching tool. Seeing our colleagues excited and being satisfied with the workshop has reaffirmed our dedication to promoting play-based strategies in language education. This emphasis on playfulness and creativity in the classroom can lead to a more engaging and effective learning experience for both teachers and students.



# THE ROLE OF LITERATURE IN THE PROCESS OF GROWING UP

Extra class activities

**Emilija Pejović**

Elementary school “Ratko Zarić”, Nikšić

The project *The Role of Literature in The Process of Growing Up* was continued throughout this school as well. This project included students from year I to year IX, as well as students who graduated from our school a year ago but had me as their English teacher.

I have been organizing the project *The Role of Literature in the Process of Growing Up* at elementary school “Ratko Žarić” in Niksic for years, in partnership with “Njegoš” National Library and the Faculty of Philology.

This endeavor has proven itself successful, and its participants have arguably changed fundamentally at its end. I would not devote much time to that but merely state that the project has been gradually developed in carefully designed phases, each of which meant a new development in our students’ understandings and their interpretations.

It is both interesting and useful that the experiences and knowledge gained from the project are utilized for the purposes of increasing media literacy which, especially for young people, is imperative in our technological time of swift changes.



I believe that important works, such as *Alice in Wonderland* by Lewis Carroll and C. Dickens's *Oliver Twist* can, via different means – books and films – present and bring media literacy closer to our students, both means in a methodically similar manner even, from researching the author and their work, over organizing a debate on a related topic, to the analysis and adoption of crucial conclusions. It is exactly through these means and intermediaries that students acquire knowledge faster and grasp elements of the project in a better way, which is all enhanced through group work, a high level of curiosity and healthy competition.

The final step of the process is comprised of presentations of students' findings and their experiences about a work and its themes, characters, and emotional sensations. During this stage, a teacher is an observer and intervenes only if necessary. It is only after this phase is concluded that the full effect of the education of children about media gets comprehended. The final result will demonstrate the outcome of media, which will undoubtedly prove the crucial importance of this project in the overall education of children.



## LESSON PLAN

**Schools:** JU Gimnazija Cetinje and Secondary Vocational School Cetinje

**Teachers:** Nataša Stanojević, Marina Sbia

**Theme:** Pop culture

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

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

### Lesson objectives:

By the end of this lesson, participating in various activities and discussions, students will be able to:

- compare the movie industry in the US and in Montenegro, describe changes in the movie industry so far and predict future situations in this field

**Materials, Supplies and Technology:** Zoom app (Breakout rooms) (Activity 4), Laptops, smartphones, Video 1: *Movies are Magic: Crash Course Film History*, retrieved from <https://www.youtube.com/watch?v=vsNB4iBb78o>, 9:44 min. (Activity 1), Handout 1 (Warm-up activity), Handout 2 (Activity 4)

### Lesson sequence

Length	Activities
Warm-up – Pantomime / movies (10 minutes)	There is a box of movie titles (Handout 1). Students are privately sent a movie title in the chat box, and they are supposed to act out the title using hand signals and body motions but no spoken words. Students then try to guess the title. Students volunteer to do the task or they are randomly chosen. Other students can guess the answer using the chat box or orally.
Activity 1 – Video and discussion - Movie industry (20 minutes)	<p>Students watch a video (Video 1) about the very beginnings of movies when people started using sequential images to tell stories. After the video, students discuss the following questions and compare the movie industry in our country and in the U.S.</p> <ul style="list-style-type: none"><li>➤ <i>When did the first production of movies begin? How did it all begin?</i></li><li>➤ <i>Can you compare the movie industry at the beginning and now?</i></li><li>➤ <i>Is the movie industry in your country strong? Why or why not? Can you compare it with the movie industry in the United States?</i></li><li>➤ <i>Do you think that movies from different countries can teach us about other cultures? Give some examples.</i></li><li>➤ <i>Do you like Hollywood movies? Why or why not?</i></li></ul>

Length	Activities
<p>Activity 4 - Breakout rooms (30 minutes)</p>	<ul style="list-style-type: none"> <li>➤ <i>What kind of information about the United States have you learned by watching Hollywood movies?</i></li> <li>➤ <i>What improvements in special effects have you noticed since you began watching movies?</i></li> <li>➤ <i>How do you think that movies will change in the future?</i></li> </ul> <p>Students are split into 4 groups and are sent to breakout rooms where they are supposed to search for information about the films assigned and how they influenced people worldwide. Each group is given a film of a different genre.</p> <p><i>Group 1 - horror (The birds)</i></p> <p><i>Group 2 - drama (Casablanca, Gone with the Wind, Schindler`s List)</i></p> <p><i>Group 3 - musical (Grease)</i></p> <p><i>Group 4 - thriller (The silence of the lambs)</i></p> <p>They are also provided a set of questions to help them analyze the films better. (Handout 2).</p>
<p>Activity 5 – Presentation (20 minutes)</p>	<p>Groups present their work in the main session room. Students are invited to ask the group presenters additional questions about the films. Students can comment both orally or in the chat box.</p>
<p>Activity 6 – Movie quiz (10 minutes)</p>	<p>In order to wrap up the session, students are given a movie quiz with ten questions on the following link: <a href="https://www.youtube.com/watch?v=rfS8ongFZqw">https://www.youtube.com/watch?v=rfS8ongFZqw</a>.</p> <p><b>Assessment (linked to objectives listed above)</b></p> <p>In this lesson plan, teachers monitor students' work during all activities, give additional explanations if necessary and provide learners' feedback in different ways:</p> <ul style="list-style-type: none"> <li>➤ encouraging students to participate during individual and group work</li> <li>➤ non-correcting unimportant mistakes or errors when the students discuss</li> <li>➤ providing positive feedback</li> </ul> <p>Students also help each other during the group work, correcting each other's mistakes if necessary.</p>



## Handout 1

Taxi Driver

The Next Three Days

Night at the Museum

Pretty Woman

The Secret Life of Pets

Pirates of Treasure Island

Gone with the Wind

P.S. I Love You

Spiderman

## Handout 2

- *What type of film is it?*
- *What is the theme of the film?*
- *Who are the main characters?*
- *Give a short summary about it.*
- *Is there a moral the film suggests?*
- *What were the filmmakers trying to tell us?*
- *The film was directed by...*
- *Would you like to see the film (if you haven't seen it yet)? Why?*

Škola: JUOŠ „Oktoih“ Podgorica

Razred: Učenici VIII-3, VIII-6, IX-1

Nastavnice: Gordana Četković, Marija Bojić, Dragana Drljević, Zorana Petričević

Datum realizacije: 22. septembar 2023. godine

Trajanje aktivnosti: 55-60 minuta

Ishodi učenja:

- navede razlog i da objašnjenje
- opiše događaje i procese
- pokaže upotrebnu vrijednost recikliranih materijala

**Ključne kompetencije:**

2.1.7. Pronalazi, procjenjuje, obrađuje i prezentuje podatke i informacije iz različitih izvora – kompetencija pismenosti.

2.5.1. Dosljedno primjenjuje opšteprihvaćeni kodeks ponašanja i pravila efikasne komunikacije prilagođene situaciji - lična, socijalna i kompetencija učiti kako učiti.

2.6.16. Afirmiše odgovoran odnos prema životnoj sredini i održivom razvoju - građanska kompetencija.

**Sadržaj:** Obnovljivi izvori energije, reciklaža

**Materijali, sredstva i tehnologija:**

- Aktivnost 1 – prilog 1, magneti, čiode, tabla
- Aktivnost 2 – čiode, na papirima ključne riječi - *Solar panels / Wind turbine / Hydro energy / Natural Resources / Recycle / Reuse*
- Aktivnost 3 – hamer, markeri, projektor, video o Krnovu vjetroparku preuzeto sa Youtube <https://www.youtube.com/watch?v=MsAZrpSQTHg>
- Aktivnost 4 – prilog 3 radni listići (zadaci)
- Aktivnost 5 – papiri u boji, heftalice, selotejp, slamčice, makaze, lenjiri, čiode, olovke, vunica, igle za heklanje, projektor video *Montenegro by drone* - preuzeto sa Youtube <https://www.youtube.com/watch?v=zSGDKicFUBs&t=67s>, video DIY vjetrenjače za djecu - preuzeto sa Youtube <https://www.youtube.com/watch?v=AZrP2vSghQ4>
- Aktivnost 6 – ogledi koje su učenici sami pripremili
- Aktivnost 7 – Slova za riječi *GLOBAL GOALS*
- Aktivnost 8 – pjesma *Reciklaža* – prilog 4; instrumental muzika za pjesmu “*We will rock you*”, preuzeto sa Youtube <https://www.youtube.com/watch?v=2flzgqCrW8>

**Korelacija:** fizika, engleski jezik

**Cilj časa:**

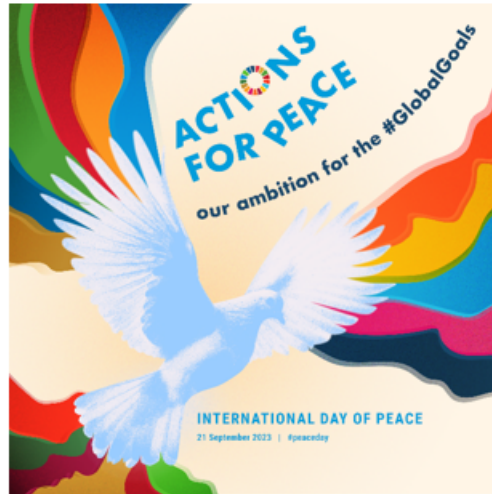
Do kraja časa, učestvujući u različitim aktivnostima, učenici će biti u mogućnosti da:

- razumiju važnost očuvanja životne sredine i kroz različite aktivnosti shvataju i uče šta oni kao jedinke mogu da urade za bolje i zdravije okruženje
- analiziraju date informacije na osnovu kojih izvode zaključke
- predstavljaju moguća rješenja problema
- unaprijede komunikacijske vještine, slobodno razmjenjuju ideje, diskutuju i dolaze do zaključaka

## Aktivnosti učenja

Aktivnost 1 – Uvod (7 minuta)	<p>Učenici će ulazeći u učionicu birati štapiće u boji na osnovu kojih će odmah formirati 4 grupe.</p> <p>Dvije grupe će raditi na sastavljanju postera za Međunarodni dan mira i Ciljeva održivog razvoja (isječeni kao puzzle), dok će druge dvije grupe dobiti riječi od kojih treba da sastave citate koji se tiču očuvanja životne sredine. – Prilog 1</p> <p>Učenici će postere zakačiti na tabli sa magnetima, a citate na plutanoj tabli sa čiodama.</p> <p>Na osnovu obavljenih zadataka dolaze do zaključka o čemu ćemo govoriti tokom časa - održivi razvoj, ekologija, reciklaža, obnovljivi izvori energije.</p>
Aktivnost 2 – Obnovljivi izvori energije (5 minuta)	<p>U kratkim tezama će nastavnica fizike objasniti koji su to obnovljivi izvori energije i zašto su važni za cijelo čovječanstvo. Učenik/ca će dok nastavnica objašnjava ključne riječi iz njenog izlaganja zakačiti na tabli.</p>
Aktivnost 3 Vjetroparkovi (7 minuta)	<p>Učenici IX razreda će nas upoznati sa vjetroparkovima Krnovo i Možura, i na hameru napisati najvažnije činjenice o njima. Istraživanje o vjetroparkovima su odradili sami, pa će biti zanimljivo da čujemo šta je po njima najvažnije da znamo o ovim vjetroparkovima. Dok učenici budu izlagali u pozadini će ići video o vjetroparku Krnovo.</p>
Aktivnost 4 – PISA (10 - 12 minuta)	<p>Učenici rade u grupama određenim na početku časa. Dobijaju zadatke/pitanja koja se tiču energije vjetra i energetske efikasne kuće (Prilog 2). Rade timski, a ukoliko je potrebno nastavnica fizike će im dati dodatna pojašnjenja.</p>
Aktivnost 5 – Kreativni rad (15 minuta)	<p>Učenici biraju da li će praviti mini dječije vjetrenjače ili će se oprobati u heklanju i napraviti podmetače za čaše od vunice. Ako se odluče za vjetrenjače, imaće priliku da odgledaju kratki video kako bi uspješno završili zadatak. Učenici koji se odluče za heklanje imaće pomoć nastavnica pri izradi podmetača.</p> <p>U pozadini dok rade ići će video <i>Montenegro by drone</i>.</p>
Aktivnost 6 – Ogledi (10 minuta)	<p>Učenici VIII razreda će nam prikazati ogledе koje su sami pripremili od recikliranog materijala. Na taj način će nam pokazati da materijale koje imamo kod kuće možemo upotrijebiti za pripremu ogleda iz fizike.</p>
Aktivnost 7 – Ključna riječ (3-5 minuta)	<p>Jedanaest učenika će ustati i uzeti nasumice zalijepljene papire po učionici. Na svakom papiru se nalazi jedno slovo, kad preuzmu slova i poređaju se ispred table ostali učenici bi trebalo što je brže moguće da pogode koje se to dvije riječi kriju iza tih slova. Rešenje je GLOBAL GOALS – Globalni ciljevi lajtmotiv cijelog časa.</p>
Aktivnost 8 – Ritam za planetu (2 minuta)	<p>Uz pomoć instrumentala pjesme “<i>We will rock you</i>” grupe Queen i ritma koji će dati nastavnice, a prateći njih i učenici, svi zajedno će otpjevati – repovati pjesmu <i>Reciklaža</i> koju je napisala nastavnica fizike Gordana Beba Četković (Prilog 3).</p>

**Procjena/praćenje:** Nastavnice prate sve aktivnosti; daju dodatne instrukcije i objašnjenja ako je to potrebno. Tokom svake aktivnosti podstiču učenike da učestvuju, podsjećaju na pravila rada u grupi i tokom prezentacija – ako je to neophodno.



Environment is no one's property to destroy; it's everyone's responsibility to protect.

Mohith Agadi

Earth provides enough to satisfy every man's needs, but not every man's greed.

Mahatma Gandhi



#### 4. S529: Energija vjetra

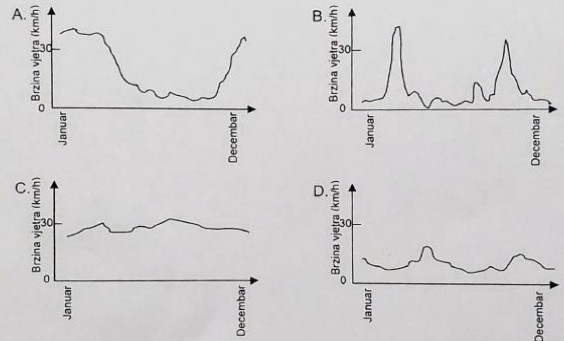
Mnogi ljudi smatraju da dobijanje struje pomoću vjetra može da bude izvor električne energije koji će zamijeniti elektrane na naftu ili ugalj. Ono što se vidi na ovim fotografijama su vjetrenjače sa lopaticama koje okreće vjetar. Njihova rotacija omogućava generatoru u vjetrenjači da proizvodi struju.



Vjetrenjače

##### Pitanje 1: ENERGIJA VJETRA

Na grafikonima ispod predstavljena je srednja brzina vjetra na četiri različita mjesta u toku godine. Na kom mjestu je najbolje napraviti vjetrenjaču za proizvodnju električne struje?



#### S529: Energija vjetra

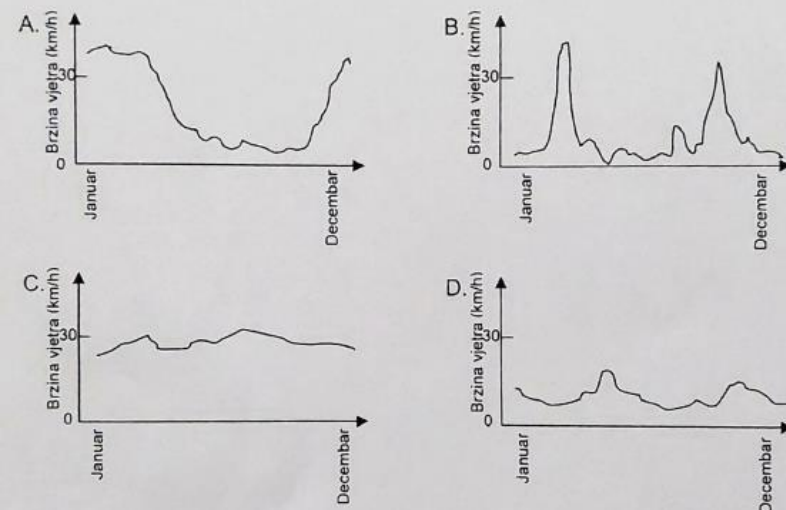
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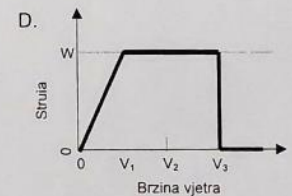
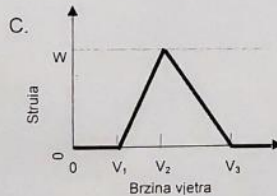
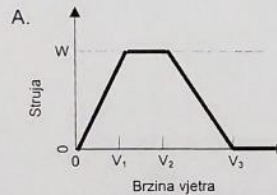


## Pitanje 2: ENERGIJA VJETRA

Što vjetar jače duva, lopatice vjetrenjače se brže okreću i proizvede se više električne energije. Međutim, u realnoj situaciji, ne postoji direktna veza između brzine vjetra i proizvedene energije. Slijede četiri «uslova za rad» neke vjetrenjače u realnoj situaciji.

- Lopatice počnu da se okreću kada vjetar dostigne brzinu  $V_1$ .
- Proizvodnja električne energije dostiže maksimum ( $W$ ) kada vjetar dostigne brzinu  $V_2$ .
- Iz bezbjednosnih razloga, brzina okretanja lopatica prestaje da se povećava kada je brzina vjetra veća od  $V_2$ .
- Lopatice prestaju da se okreću kada vjetar dostigne brzinu  $V_3$ .

Koji od sljedećih grafikona najbolje predstavlja vezu između brzine vjetra i proizvedene struje prema pomenutim uslovima rada?



## Pitanje 3: ENERGIJA VJETRA

Pri istoj brzini vjetra, što je veća nadmorska visina, rotacije lopatica su sporije.

Koji od navedenih razloga najviše odgovara objašnjenju zašto se lopatice vjetrenjača okreću sporije u zonama na većim nadmorskim visinama, iako je brzina vjetra ista?

- A Vazduh je manje gust na većim visinama.
- B Temperatura je niža na većim visinama.
- C Gravitaciona sila opada na većim visinama.
- D Na većim visinama kiša češće pada.

## Pitanje 4: ENERGIJA VJETRA

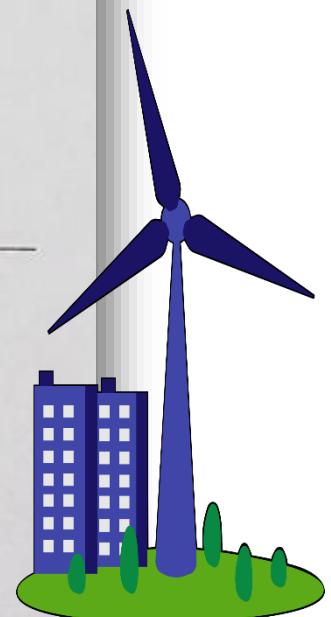
Opiši jednu specifičnu prednost i jedan specifičan nedostatak proizvodnje energije putem vjetrenjača u odnosu na proizvodnju energije na bazi fosilnih goriva poput nafte ili uglja.

Prednost .....

.....

Nedostatak .....

.....







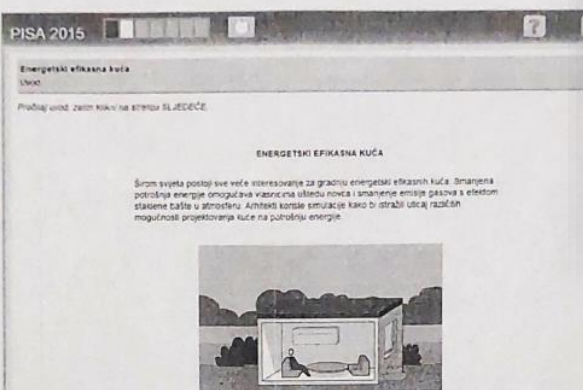
## RECIKLAŽA

Klimatske promjene  
Zahtijevaju izmjene,  
Tražimo mogućnost  
Za bolju budućnost.  
Posadi drvo,  
Ozeleni kraj,  
**ODRŽIVI RAZVOJ-**  
To se zove, znaj!  
Budi dobar đak,  
Ali i vojnik,  
Lopatu u ruke,  
„posadi“ kiseonik!  
Prirodu čuvaj,  
Diši i uživaj,  
Otpad sakupljaj,  
A onda recikliraj!  
Staklo, papir, metal,  
Tekstil i plastika,  
Skupljajmo ih vani-  
Eto nam gimnastika!  
Budimo vrijedni,  
To nije gnjavaža,  
Budućnost zove,  
To je RECIKLAŽA!

22.09.2023.

profesor fizike,  
Gordana Beba Četković

## Energetski efikasna kuća



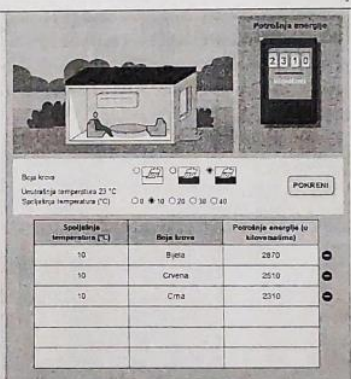
Simulacija omogućava da istražiš kako različita boja krova utiče na potrošnju energije. Jedan dio sunčeve energije reflektuje se od krova, dok drugi dio krov apsorbira, i na taj način se zagrijava kuća.

**Pitanje 1:**  
Kad spoljašnja temperatura iznosi 10°C, koja je razlika u potrošnji energije između kuće s bijelim krovom i kuće s crnim krovom?

Na temperaturi od 10°C, kuća s bijelim krovom koristi ..... energije

- a) manje
- b) više

od kuće s crnim krovom.



★ Da potkrijepiš svoj odgovor, izaberi dva reda podataka u tabeli.

**Pitanje 2:**

Objasni razliku u potrošnji energije opisujući šta se događa sa sunčevim zračenjem kad dopre do te dvije različite boje krova.



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