



Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English



inspire
& be inspired

HUPEzine

No. 9 • May 2018





27th Annual International HUPE Conference

12 - 14 April, 2019
Valamar, Porec, Croatia



PRESIDENT'S LETTER

Dear colleagues, HUPE members and friends,

This school year is almost over and it is time for another HUPEzine, time to share our stories of learning, teaching and professional development during this year, to look back at our 26th conference and to plan for a new and even better next school year in HUPE.

Some old and some new forms of professional development were offered to members, and I would like to thank all colleagues who participated in online webinars, face-to-face workshops at our branches and at the annual conference in Poreč. Creating opportunities for professional development and supporting each other through active membership are the main aims of HUPE.

A big thank you also goes to a lot more people than in previous years who have completed the feedback form after the annual conference. Your answers and kind words of appreciation for the organization, the choice of programme, the work of volunteers and the whole atmosphere of the conference mean a lot to the volunteers of the HUPE Executive Committee who had worked all year to organize the conference. We have also very carefully read the suggestions for improvement. The same Executive Committee has already started working on the 27th Annual International Conference and we hope that all active members will join us with more suggestions for improvement and with speaker proposals. Of course, we hope to see you all in Poreč, 12-14 April 2019.

All the news, information about new opportunities for free professional development for HUPE members, as well as the recordings and materials shared with us after the past professional development events, will be made available to members on our official webpage.

Our plans for the future are big. There is a very exciting year ahead of us in which we will continue working on curriculum reform. HUPE will try to make sure that our professional development efforts help our members have an active role in the reform and to be the right teachers for the 21st century. We are working hard to create possibilities for you to take part in the best possible professional development – online and face-to-face.

On behalf of the HUPE Executive Committee, I wish you all the best for the end of this school year at your schools and a lot of success in your professional and private lives. Stay tuned for all the news and stay true to the motto of our association – to inspire and be inspired.

Best wishes,
Sanja

EDITOR'S NOTE

Dear HUPEzine readers,

HUPE is proud to present the ninth issue of your magazine.

We hope you will appreciate the articles published in this issue, and, of course, special thanks to the contributors. We also look forward to receiving your feedback and article contributions for our next issue. This is an excellent opportunity to share your ideas and good practices with your colleagues in Croatia and abroad. The deadline for the article submission is November 1, 2018.

The 26th HUPE conference was a big success and we are already planning the next one. While you are waiting for the latest information about it, read some of the impressions about this year's conference.

The second part of the magazine is dedicated to using new technologies in your classroom. We hope you will try them out in your classroom and let us know how you liked them.

We wish you a stress- free end of the school year.

Yours,
Dajana

Impressum

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Contributions:

The best way to support your association and the HUPEzine is to write to us and send us your contributions. All contributions should be submitted on a CD or by e-mail. Please note the document name clearly on the CD. The deadline for the next issue is 1 November 2018.

Write and send your contributions to the HUPEzine editor. Please, be sure to write your name, surname and affiliation / institution and address at the beginning or end of the text

Being a Language Teacher

Anna Martinović

University of Zadar
Croatia

It was great to be back at the 26th annual international HUPE conference. My past and present HUPE experience has come full circle with the honour of being a plenary speaker at this conference. It was wonderful to see old friends and meet new colleagues. The conference still buzzes with the electric charge of learning, laughter, and lots of fun! Congratulations and kudos to Sanja and the HUPE board for their wonderful job in organising the conference!

During my plenary, I talked about the role of language teachers. Throughout the history of language teaching, the role of the language teacher has changed as various methods and approaches have come and gone. With the advent of the Communicative Language Teaching (CLT) approach and the post-communicative approach, the focus of teaching has been on language use and language as communication with the learner at the centre of the language learning process.

Today language teachers are faced with many challenges. Issues that teachers continue to grapple with include: Should the basis of teaching be on the spoken or written word? Should we teach fluency or accuracy? Should the L1 be used in the classroom, and if so, how much? Should grammar and vocabulary be taught implicitly or explicitly? Should our goals in teaching English to be based on native-speaker norms? Which variety of English should we teach? What kinds of feedback should we give our learners? How can we help encourage learner autonomy? In addition to the challenges related to language learning, the language teacher has to play dozens of roles throughout the lesson, such as that of a facilitator, a guide, a coach, a motivator, a manager, a model, and an assessor to name only a few.

It's not easy to choose and make decisions about the numerous approaches, methods and techniques to use in the classroom. An 'eclectic approach' to language teaching suggests that teachers need to be informed about the various possible teaching options. Decisions that teachers make might be based on the needs and goals of their learners, their own experiences as learners, the teaching experiences that they have already had, and classroom observations. However, although teachers can learn much from their own classroom experiences, it is also necessary to be informed about current research in language acquisition and pedagogy which have provided a deeper understanding of language learning processes.

One of the pitfalls that language teachers might face is burnout. Teaching is marked by many cognitive, emotional, social, and cultural factors which can take a toll on an individual. Teachers need to find ways to deal with the stress, demands, and pressures that they face every day. Continuous professional development (CPD) can help teachers overcome some of the difficulties associated with teaching. Considering teaching as a lifelong process of constant change and renewal can encourage teachers to work and talk with other colleagues, and to do other activities. Many consider CPD an essential part of teachers' continual professional growth. Nevertheless, professional growth also goes hand in hand with personal development. Both professional and personal development entails being inquisitive about the world around us and having a willingness to try new things, in other words, having a 'growth' as opposed to a 'fixed' mindset. Believing that your basic qualities can be developed creates a passion for learning which we need nurture and to share with our learners.

What are some of the ways that a teacher can develop professionally? By joining HUPE, of course! Learning new things, meeting and talking with colleagues, and having fun are ingredients for successful professional and personal growth. HUPE's logo sums up the basis of this association - 'inspire and be inspired'.

To learn, to grow, to inspire... being an English language teacher today.

Impressions from my first HUPE conference

David Fisher - The Bear Educational Theatre

Over the past fifteen years, I have attended and presented at a lot of ELT conferences in The Czech Republic, where our theatre is based, as well as in Poland and Slovakia. This year was the first time I have made it to the HUPE conference. It was a memorable weekend and different to my other conference experiences in several ways. I am only sorry I have to keep this short.

My wife and I were invited primarily to perform one of our shows as a part of the Saturday evening entertainment program. The show – Should I Stay or Should I Go - was an extremely satisfying collaboration with teacher-trainer Mark Andrews, a long-term collaborator with HUPE.

I had hoped to participate in the conference as fully as possible, but in the end, most of the time was taken preparing to perform and following the agenda of our four-year-old son. Thus what follows is, unfortunately, a weak reflection on the conference as a whole.

Firstly, and importantly, most of the participants were staying in the same luxury hotel. The benefits of that are several, extra time to be with people informally, a shared experience for all participants, and the luxury. After all, a lot of what a conference should be about is teachers recharging, getting some input, doing something nice for themselves for a change. There is a holiday feeling about the event, you are by the sea and you are full of great food and drink. People did take the conference seriously and attended the sessions, but the atmosphere of the hotel stay permeates through the atmosphere of the conference, a good recipe for success. No matter what happens with the program, everybody is basically feeling okay and having a great weekend.

One downside was the hotel conference rooms. I only presented and played in the main space, which actually got converted back into an indoor sports hall after the last talk. My workshop turned into more of a talk, or even a yell, because of the nature of the space. I think it went well, but it was fortunate that I have a huge voice and am used to performing to large groups in school gyms. Otherwise running a workshop with a microphone is alienating and the few events I saw in that space would have benefited from a more intimate setting. For our show, we arranged the chairs around one corner of the space to at least change the dynamics slightly.

The most interesting thing for us was the audience for our evening show. In Poland and Hungary, people generally love what we do but in Austria, not so much (fair enough). So how would it be in Croatia, just south of Austria and Slovenia? There was a genuine chance of our show bombing. During the conference, I noticed that low-level interaction was less than I am used to (eye contact, small smiles, etc ...). Then we had an excruciatingly long delay before starting our evening show. It was partly due to my misunderstanding of the schedule and largely due to problems handing over our young son to the volunteer babysitter at that time of the evening. But, the audience was very understanding and when Lenka arrived; she got a round of applause that was genuine and heart-warming. And the reaction to our show was generally the same.

So thank you to the organizers for inviting us and thank you to the participants for being so generous and accepting of our work. We would love to come again and get to know everybody better.

Elements of Teacher Evaluation in the Promotion Process

Izabela Potnar Mijić, prof.

Senior Advisor for English and German as Foreign Languages
Education and Teacher Training Agency
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This year's chosen topic, which presented the elements of teacher evaluation in the process of promotion to the status of mentors or advisors, has proven itself to be of great interest to the participants of the Conference. The document that regulates the rules and procedures for this process is very well known to the interested teachers, but as it could be seen during the presentation, there are a lot of issues to be taken into account. When we talk about the conditions to be fulfilled, many teachers hesitate to make the first steps; to express the idea of being promoted to their principals, to be evaluated by the principals and let the evaluation be analysed and accepted by their colleagues, to collect the necessary documents and to prepare them for the procedure.

Even more, questions are raised when discussing the observation process of their teaching by advisors and senior advisors. The teachers are often insecure about the quality of their teaching, regardless of the fact that they had obtained the necessary degree, have experience in teaching, attend seminars and conferences and read the relevant literature. The process of observing can sometimes cause insecurity if it is not completely clear to the participants what is being observed and why. It can sometimes be a signal that the decision to start the promotion procedure is not completely "clear". It can be seen as subjective, but one of the characteristics of being a mentor is the assurance of his/her own value. The participants of the conference, future mentors and advisors, had a lot of questions regarding the collection of certificates and the calculation of necessary points needed to start the procedure. *Pravilnik o napredovanju učitelja i nastavnika u osnovnom i srednjem školstvu*, the document that regulates this procedure, has to be implemented in this process and must not be reinterpreted. It gives the candidates different possibilities and options to collect, prove, and produce evidence of their competence and their extracurricular activities.

The issue of continuous professional development was also mentioned during the presentation. It is not always easy to balance the requirements of the profession and the necessity to develop as a professional. The opinion of this audience was very clear about the issue of attending seminars, workshops and conferences: they are necessary not only for getting the certificates of attendance to qualify for being promoted but also for raising the quality of his/her own work. Apart from learning, the exchange of opinions, the sharing of ideas and meeting peer teachers give the necessary support to every professional.

From the participants' feedback it is clear that The Education and Teacher Training Agency and HUPE have recognized each other as partners and associates whose main goal is to provide high-quality professional development for the teachers of EFL in the Republic of Croatia. This cooperation can only produce successful future Conferences as was the case this year.

HUPE report

János Ujlaki

IATEFL-Hungary

The 26th International HUPE Conference took place on 20-22 April, 2018 in Porec, Croatia.

The theme of the conference was "*Inspire and be inspired*", which, I think, truly fulfilled the needs of the participants. Over 500 teachers and ELT experts attended the conference where more than 60 speakers shared their views and ideas on various topics in ELT.

The five plenary speakers delivered great talks, but for me, the most outstanding was Penny Ur and her talk about research for teachers. The talks and workshops covered a huge variety of interests, such as media literacy, literature and drama techniques, boosting speaking, motivational strategies, digital technology and creativity. The participants were able to gain really good ideas to use in their teaching. The plenaries and the workshops were well attended and the speakers received good feedback. There was a panel discussion on the topic "*English as a Lingua Franca*" with great experts in ELT.

The venue, Valamart Hotels & Resorts, was a perfect choice to organize the conference. The hotel is located in the holiday resort of Porec and the view from the hotel as well as its surroundings was picturesque. The hotel offered wellness services, sports facilities and fabulous gourmet experiences (Istrian, Croatian and International cuisine). All the speakers and participants stayed at the hotel, so everyone was close to all the events. Most of the conference events took place at the Diamant Hotel, while some workshops took place at the Rubin Hotel, which is only a short walk from the main venue. The service of the hotel was superb; the staff took good care of everything.

The city of Porec is a stunning place to visit with its Italian and Croatian roots. It is located in the Istrian peninsula, so the view and closeness of the beach are magnificent. HUPE organized a guided walking tour of the city during its annual AGM, so the non-members could spend their time well. We saw some remarkable architecture, the city strives to preserve its heritage in its original form. It was not easy to reach Porec by public transport in April as it is not the summer season, so HUPE organized coaches for the participants to get there.

Social events were organised too, these included stand-up comedy with British and American comedians, a theatre performance and a retro disco. During these events, participants got more of a chance to make new friends as well as to enjoy the entertainment.

Communication with HUPE before the conference was excellent, thanks to the friendly and supportive staff. In conclusion, I highly recommend that everyone visit the next HUPE conference which is going to be organized at the very same venue on 12-14 April, 2019.

CAN WE MOTIVATE STUDENTS FOR ADDITIONAL WORK?



Alenka Pavlin

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Videoconferencing is one of the possibilities for enriching teaching, upgrading knowledge, and motivating students. Each teacher has his/her own story, his/her own teaching methods, his/her own approach to students and each of us is looking for ways to motivate students for work. Adapting to the new generation should be faster and the quality of teaching should be higher, which would consequently improve results as well as provide greater satisfaction for everyone; pupils, their parents, and teachers. So far, teachers have paid special attention to students with learning difficulties, but for those who want to do and can do much more, we have not offered enough. It is how we as teachers can innovate, changing the content of what we teach by changing the content of the classroom. If we don't like the attitude inside our classroom, why not change its latitude. If our students do not like to read the same old books or they are burned out from blackboard drills - why not bring instruction to life. Videoconferencing is just one of the new approaches or methods of teaching that gives new opportunities to those students who, according to their knowledge, interest and commitment, stand out from their midst. It is right not only to offer these students lessons, but they should receive more attention and be provided with better conditions for their development as well. In this way, they will gain self-confidence and become more independent and creative. The school will also improve the quality and breadth of education, which are the basic goals of every good, modern school.

Celje School of Economics has worked hand in hand with the World Affairs Council of Pennsylvania, USA for seven years. We have also cooperated with Del Valle High School and West Brook High School in Texas, Passaic Valley School in New Jersey, and Po Leung Kuk Laws Foundation College in Hong Kong. By actively participating in the videoconferences G20 Summit, Global Alternative Energy Debate, Around the World, and Earth, Wind, and Fire: Economics of Energy Consortium I wanted to offer students more than I could during the lessons, use a different approach to work, and discover the principles of students' motivation for additional work outside their classroom.

Studies have shown that teachers who support autonomous action are encouraging students' intrinsic motivation, curiosity, and the desire for challenges, which was my main objective. By using different methods of teaching, we achieve better results, so seven years ago I decided to begin videoconferencing and I accepted the invitation for participating in the World Affairs Council's G20 Summit on Financial Security. There were several e-mail exchanges prior to the conference. The Council's Director of Student Programmes sent us a few preliminary documents that provided a foundation and context for the discussion. It was a very educational concept. Assuming the role of representatives of Slovenia, students simulated the dynamics of an international economic partnership charged with securing both global financial stability and sustained and equitable growth. The student delegates' task was demanding, requiring defining, debating and crafting policy actions that could accommodate respective national interests as well as the needs and demands of the greater global community. The final deliverable of this summit was one integrated policy paper, called a Communiqué. The students were praised for their outstanding performance, their knowledge about the topic, and their English. They were immediately kindly invited to the next G20 Summit about youth unemployment and food security. We gladly accepted their invitation and continued participating in videoconferences from all over the world.

I was driven by the desire for new knowledge and experience as I knew that I would make personal and professional progress while at the same time helping to increase intrinsic motivation in students, because students feel their teacher's enthusiasm and passion immediately, and this is crucial.

In the years that followed, we have attended nine more videoconferences and have discussed different topics with students from Philadelphia, Texas, New York, New Jersey and Hong Kong, mostly energy-related but also famine, piracy in Somalia, and culture. As part of the international programme Eco-schools, which I have been coordinating at Celje School of Economics for five years now, I received an award for the best example of good practice on the efficient use of energy and renewable energy on 13th November 2017 while reporting on the Videoconference Global Alternative Energy Debate. The video-conference on energy sources was organized by the World Affairs Council Philadelphia on Earth Day 2016. As we had received their invitation a few months prior to the event, there was enough time for us to prepare well and to present our points of view eloquently. After registration, we exchanged electronic letters with the American organizers, in which we specified the time and duration of the project implementation, agreed on the equipment that we would use for the videoconference, the time and day of testing the equipment, how many students would work in groups, how many would participate in debates, what they were supposed to do before the event, and how they should present the topic. A few days before the conference we had been notified that we would be paired with Del Valle High School, Texas from the United States.

Regarding the current topic, which is also part of our curriculum, I prepared five-lesson plans dealing with climate and climate change, energy sources and energy consumption. I prepared reading comprehension activities, vocabulary exercises, a quiz about fossil fuels, information about alternative sources of energy and climate change, a short film, and a questionnaire about students' willingness to change their habits in order to live more responsibly. In the end, the students wrote essays entitled "My cause for concern". Both essay writing and the topic itself are part of the curriculum. The students were quite autonomous at work. I assumed that most students would not be interested in the topic, but it turned out to be the opposite. They knew a lot about the issue, which was evident from their answers and their essays. They had already covered the topics about environmental problems in science and biology lessons. I mostly helped them with English vocabulary. I informed the students about the GAED video-conference and invited them to participate. Eleven students decided to actively participate in the project. From then on they worked in pairs, each pair choosing which alternative source of energy to investigate. We met once a week and communicated via e-mail regularly. We received instructions on what to prepare and specific questions that needed to be answered and then presented this at the videoconference. Students could choose which alternative sources of energy to study. Our students decided to explore biomass, nuclear, solar and wind energy. They began collecting data about our country's investment in different energy sources, the advancements, how much energy was being generated at the time, pros and cons of alternative sources of energy, and what the economic and political factors limiting the expansion of different alternative energy sources were. Finally, proposals about which renewable energy source should receive more funds for research and development were submitted. We followed the proposed time format that assured equal time for paired schools to present their findings and enough time for students' discussion. During the videoconference the students were expected to take notes and be prepared to ask and answer questions. Answers could be presented orally or with a Power Point presentation.

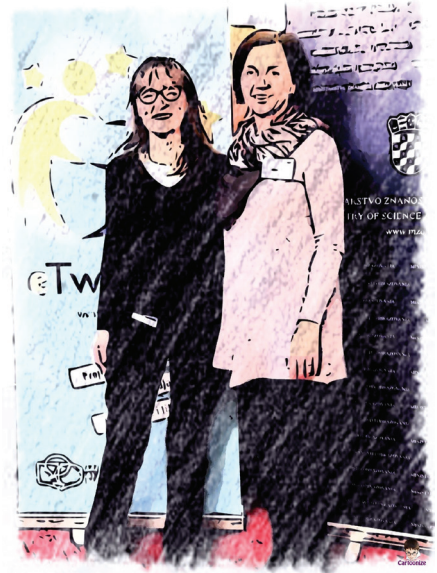
The 90-minute videoconference started with introductions and school presentations. For this, 10 minutes were allotted to each school. Following this were the PowerPoint presentations based on answers to previously prepared questions, and forum discussions. Each school had 5 minutes to present each renewable energy source. While watching and listening to peers from Del Valle High School, Texas, our students made notes, asked and answered questions. For this part, the time limit was 20 minutes. The students were discussing the topic of renewable energy sources live, supported their points of view with arguments and debated the problems they faced and how to solve them. In the last 20 minutes, they conveyed their impressions and provided suggestions for the next year. The 2016 GAED was a great way to celebrate Earth Day.

Participation at videoconference meetings enables students to make use of academic theory in a wide variety of disciplines, cultivate critical thinking skills, improve English language skills, while it encourages students to become more responsible and tolerant, and raises awareness as they learn about other cultures and current issues. We look forward to participating in such events in the future, not only because of the positive feedback we have received, but also because of all the set goals that we have achieved. Our students enjoy this kind of work as they know that the acquired knowledge and experience will be useful for the vocational matura exam and for everyday life.



The 21st Century Classroom - Our First KA1 Erasmus+ Project

Helga Kraljik, prof. savjetnik (hkraljik@yahoo.com)
Ankica Šarić, prof. mentor (ankica1403@gmail.com)
High School Ban Josip Jelačić, Zaprrešić



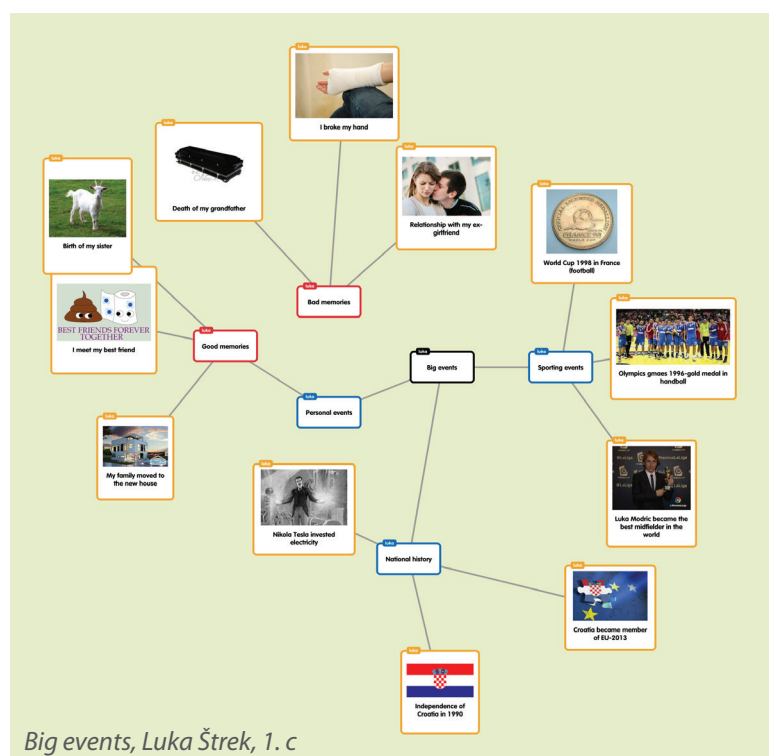
Just a year and a half ago, we were two English teachers who thought they were in a rut and wanted as well as needed a change. But, what to do? This is when our Erasmus+ story began.



We had decided to apply for an Erasmus KA1 project and the rest is history, as they say. Together with a group of teachers who also wanted a change, we came up with the things that needed some improvement to make our lessons more interesting and engaging. Since our students are digital natives, we decided to enhance our ICT skills, learn more about innovative teaching methods as well as build a

European network with other European teachers in order to cooperate on international projects. While writing the project proposal, we didn't sit still. We enrolled on some online courses at School Education Gateway and the European Schoolnet Academy so we would be better prepared for the courses we applied for in our Erasmus+ KA1 project. Luckily, our project proposal was approved and we are now in the middle of the KA1 project *The 21st Century Classroom*. The two of us took part in the courses Teaching English with Technology (Brighton, Great Britain) and Flipped Classroom (Berlin, Germany) where we learned a lot about the efficient use of online tools and apps in a class as well as some innovative teaching methods like ICT, blended, flipped and project-based learning. (links to our learning diaries: <https://padlet.com/ankica1403/pvrnc518t7qd> & <https://padlet.com/hkraljik/uym1dvp9hu6x>)

The courses we attended encouraged us to modify our teaching in a way which is more student-centered. Students are required to take an active role in their learning while teachers take the role of mentors. Moreover, digital tools have become an integral part of our teaching and students' learning in everyday lessons as well as in international eTwinning projects. We are taking part in a couple of international eTwinning projects like: *The 21st Century Classroom* (Croatia, Poland, Portugal, Bosnia and Herzegovina), *Clicks in the City* (Belgium, Croatia, Spain and Poland) and *Europe and Us* (Croatia, Germany, Poland)





eTwinning project Clicks in the City (logo)

where our students cooperate internationally with their peers improving their basic (ICT and English language) skills as well as transversal skills and competencies which they will be able to use, not only in school, but also at college and work. This is still a journey for both us and the students and it has its ups and downs but we won't give up, and we are learning about what works best in our context along the way. Our goal is to blend traditional with modern learning.

Here are some examples of the changes we have made in our lessons. Firstly, there is more digital content in our lessons but not just for the sake of being digital. We always bear in mind the SAMR model, which adds the value that digital tools bring to our lessons. Instead of the photocopier, Google Disk is used on a regular basis in order to share files with our students and to encourage their collaboration on joint homework. Online quizzes like Kahoot!, Quizzex and Quizlet have become a must when it comes to revising



It's Kahoot! Time! - 2.a

These are not the only digital tools we use on daily basis. As a follow up for F.S. Fitzgerald's *The Great Gatsby*, students were asked to choose the most memorable part of the story and create a comic. Some drew the comics themselves while others chose online tools.



The Great Gatsby Comics (Tea Bašić, 3.b)



Dominik Markota, 1.a

Online mind maps, infographics and wordarts are often used as well, both by teachers and students for introducing new vocabulary, revising and giving presentations. They help us connect regular classes with eTwinning projects like *Europe and Us*.



Being European (Klaudija Čujko, 4.a)



A Campaign Poster (Tea Bašić 3.b)

We have noticed the biggest changes in our students' attitude and involvement when it comes to the projects (big and small) that they work on. Project-based learning allowed them to express their creativity, develop critical thinking, learn how to collaborate with others and take pride in the work done. Since PBL is time-consuming, we have organised only a handful of projects.

After finishing the lesson on campaigns, students participated in a project where they had to answer the question *What can I do for the world?* Here they had to do research on the issue they had chosen, organise the campaign, create online posters on the chosen campaign with basic information, upload it on Padlet for the teacher and other students to comment on, so it could be improved if needed and then presented it in front of the class.

Students have also participated in PBL projects as part of eTwinning projects *The 21st Century Classroom* and *Clicks in the City*. The driving questions for two of the projects were *What makes my city worth visiting?* and *What can I prepare for my European friend?* Students have created their own videos and photo notes with short text on famous sights in their town as well as filmed themselves preparing Croatian national dishes. The videos and photo notes were put on either on Thinglink or a Padlet wall.



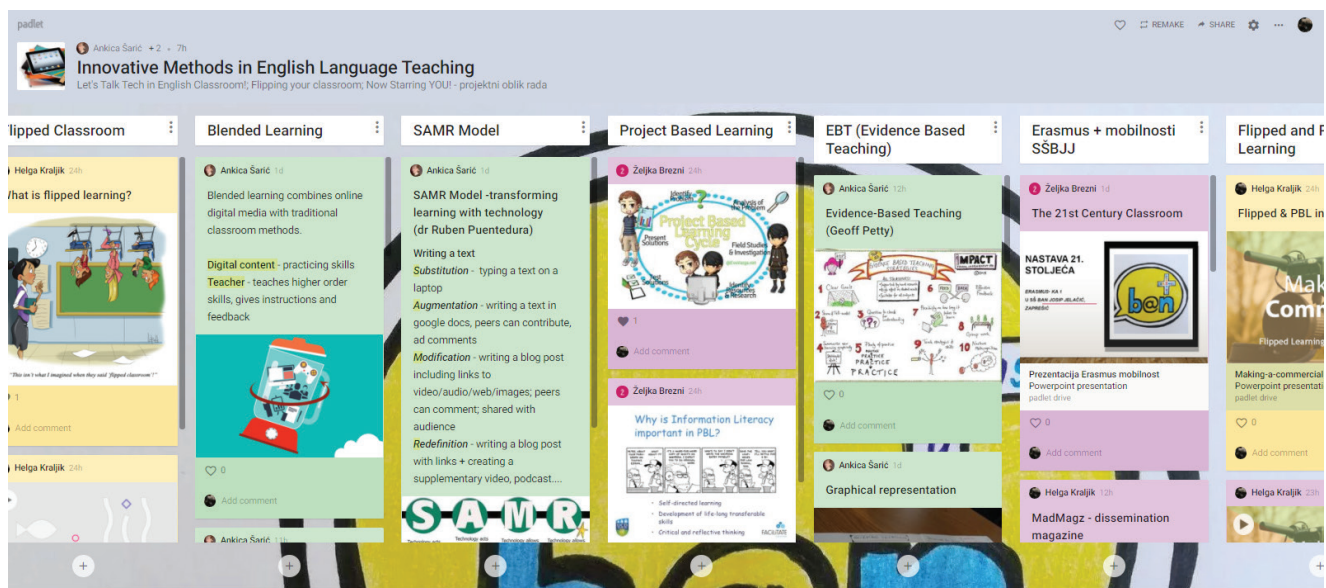
International LIVE chat (eTwinning project)

(Thinglink on Zaprešić: <https://www.thinglink.com/scene/982284908019843075>; Padlet wall on Food as Cultural Heritage: <https://padlet.com/hkraljik/e0h4s9ouv1s7>; Padlet wall on Our European Cultural Heritage: <https://padlet.com/emartasanchez/9khk50gddoot>)



This was not the first time we organised a mock trial but this time we used the method of a flipped classroom. The mock trial was a follow up for their required reading of *Misery* by Stephen King. For the sake of the mock trial, Annie Wilkes was resurrected and put on trial. Students were provided with the materials needed to organise a mock trial (vocabulary, court procedure rules) as well as an assessment sheet (peer assessment and teacher assessment) on Google Disk. After having studied them at home, they rehearsed the trial at school with their teacher as a mentor and then presented it in front of a jury. Annie was found not guilty by reason of insanity and the students were rewarded for their excellent work with excellent marks.

Mock trial based on Misery, 3. b



<https://padlet.com/ankica1403/buyh9rfjam88>

Besides changing our teaching practice, we have also become more active in disseminating our knowledge, experience and examples of good practice. We have organized lectures and workshops in school as well as at the County Teachers Council meetings. So far we have had three lectures and eight workshops. The topics were the use of ICT and innovative teaching methods - flipped learning, project-based learning, collaborative learning and blended learning. We have also published two issues of our dissemination magazines:

<https://madmagz.com/magazine/1204099#/> (issue 1) and

<https://madmagz.com/magazine/1264961#/> (issue 2).

Furthermore, we have applied for an Erasmus+ KA229 project in which our students would participate as well. It is safe to say that we are no longer in a rut.

GOING GRAPHIC: 4 SQUARES FOR BETTER SPEAKING

By Svetlana Kandybovich
British Council Montenegro

If we google “teaching speaking in English”, we’ll get over 66,300,000 search results with numerous tips, fabulous games or tricks how to get learners speaking – all pointing out the same frustrating tendency showing that many learners are either timid speakers reluctant to participate in any conversation, or that despite mastering the language, as attested by a great number of grammar and vocabulary exercises thoroughly done by the learners in class, their speaking still lacks fluency and coherence. The latter is sometimes ignored at lower levels. However, speaking is about both fluency and coherence.

Coherence is about linking ideas together – just like in a paragraph or essay. This means organising what you say so that your answer is “a whole”. All the bits within it fit together. This should be familiar from writing. The difference in speaking is that the structure is looser.

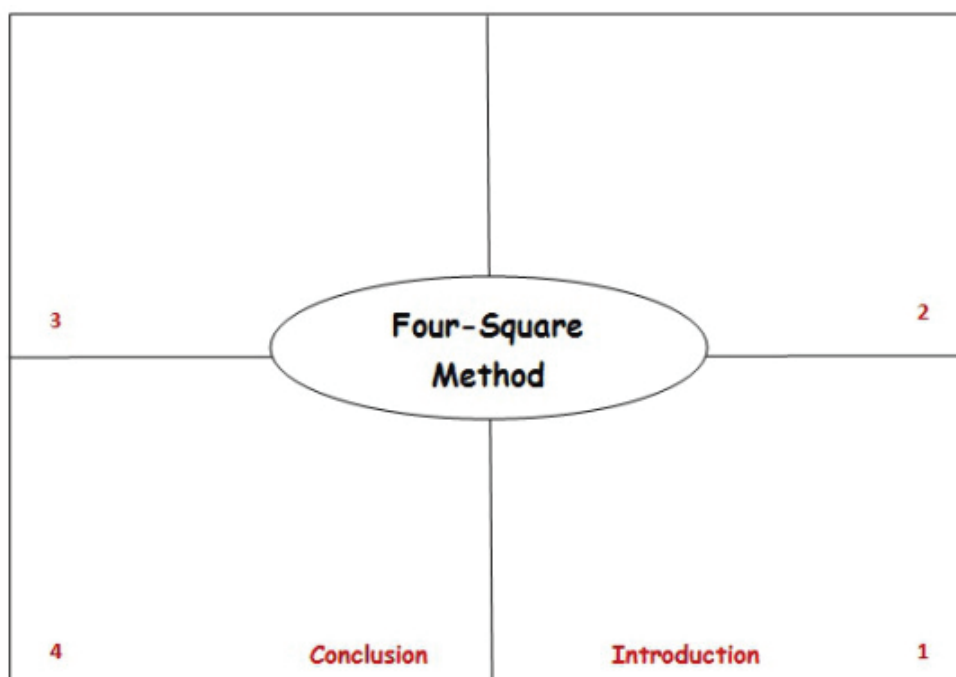
This blog post gives some ideas on how to help learners organize what they say into a coherent speech using the Four Square Method. Although it is mainly used for teaching basic writing skills (usually to primary level school kids), it could be successfully applied to teaching speaking with a focus on coherence. **The Four Square Method** is a graphic organizer that helps organize concepts, vocabulary and grammar in a way that is easier and much simpler for learners to grasp.

What do we start with?

We need 4 squares.*

Step 1.

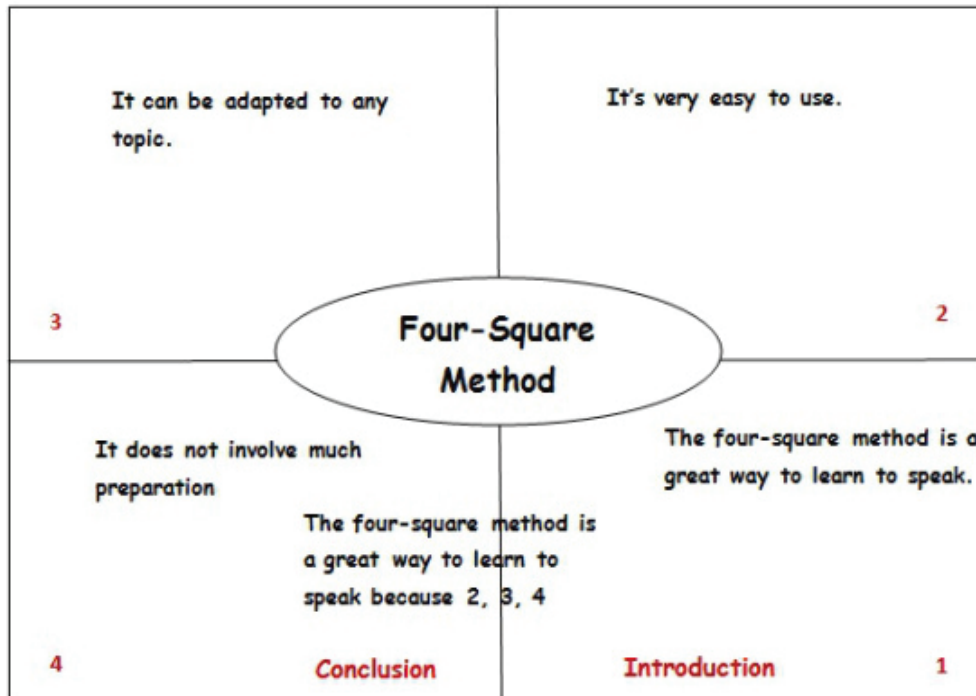
Choose a topic and put it the center box.



Boxes 1, 2, 3 and 4 will contain the introduction, reasons, examples, and explanations that support the topic, and conclusion.

Step 2.

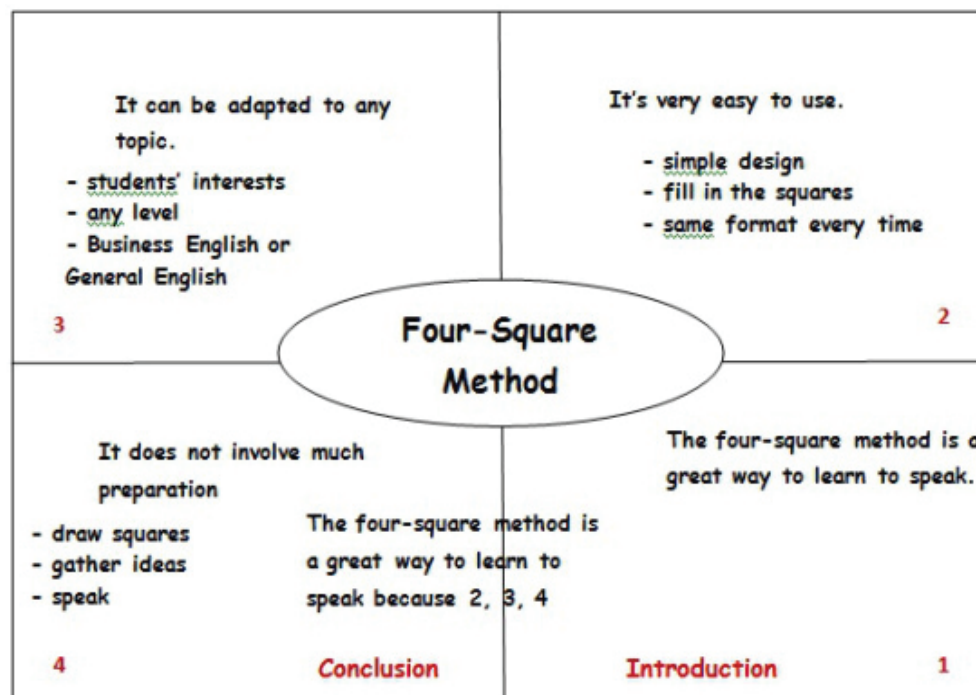
Now we will add supporting ideas (2, 3, 4).



These supporting ideas will be used to wrap up our speech.

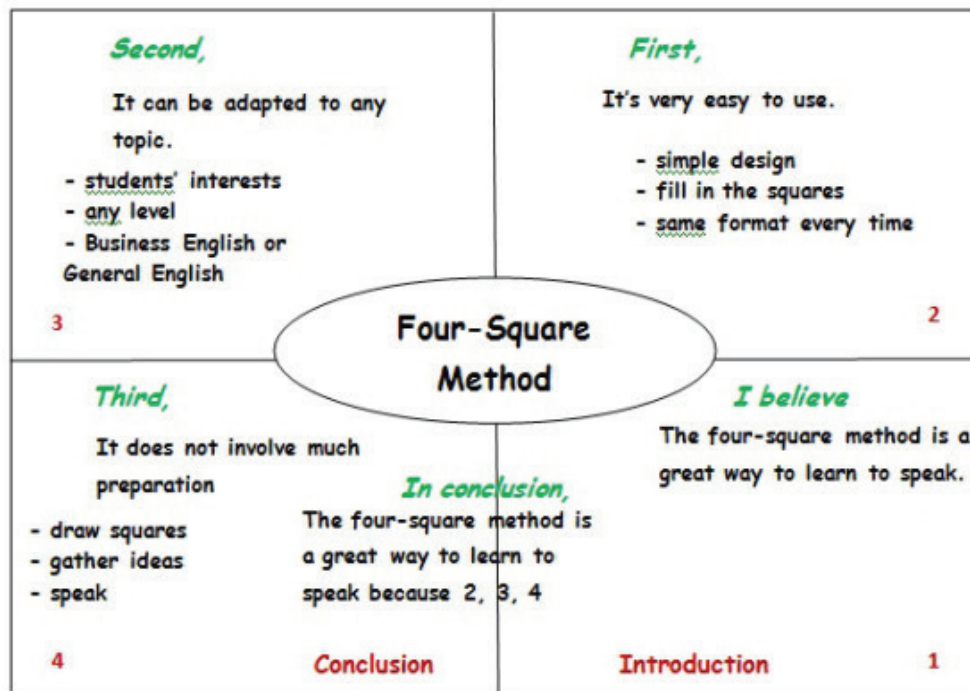
Step 3.

Now we need to add details (reasons, examples and explanations) supporting our ideas.



Step 4.

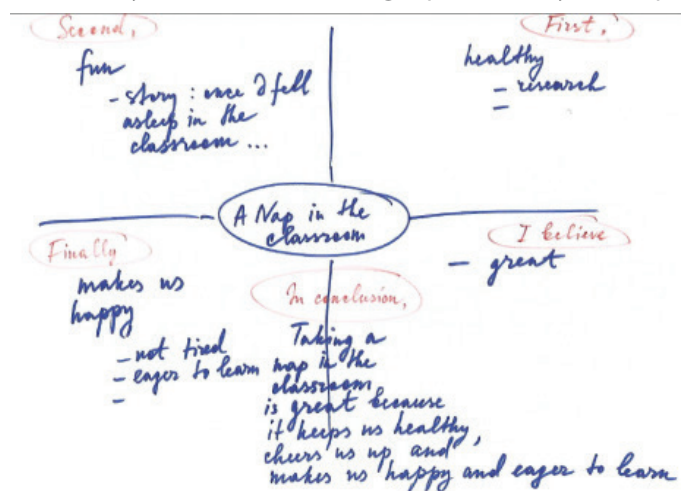
Once we have made a general outline of our speech, we should bridge the gap between our ideas with the help of transition words (connectors and linkers).



Your speech is ready. Practice time.

Practice tips:

- Keep it **simple**. It is important for students to understand the relationship of ideas in the four square format before moving on to some more elaborate forms of speech.
- Do not introduce all the points and forms of details at once – do it **gradually** by adding one additional supporting point in each square.
- Introduce **variety** – show different supporting points that may be used by students, e.g. stories, statistics, jokes, etc.
- Use the same prompt **repeatedly** when introducing the steps – familiarity aids instruction.
- Practice **linking** words. Do not provide a long list of linkers, introduce them gradually.
- Make it **fun** and build in surprises – it will boost students' memory. Give some interesting topics like "Daytime naps in the classroom/at the working place".
- Get your students to **record** their speeches (*put their cell phones to good use*), **think** about more detail to add in, **focus** on connecting ideas, and **repeat** until they are happy with their speeches.
- Provide for **peer and self-assessment**.
- Work on **delivery**.
- Don't limit **creativity**. This tool is just an organizer of thoughts and ideas.
- You can use this method further to work on storytelling (by placing particular questions in the squares), public speaking (making presentations) and 4 corner debates.



The article is retrieved from <https://eltcation.wordpress.com/2015/04/02/going-graphic-4-squares-for-better-speaking/>. It was awarded as **Featured blog of the month for June 2015** at British Council website <http://www.teachingenglish.org.uk/article/featured-blog-month-june-2015>.

My visit to Future Classroom Lab in Brussels or *One Applicant's Loss is Another Applicant's Gain*

Suzana Anić-Antić

OŠ Brezovica, Zagreb

It was a spur of the moment thing really. I was surfing the FB wave and stumbled upon the post by the Agency of Mobility regarding e-Twinning mobility. What I found was a very appealing educational opportunity: *Active learning in the FCL in Brussels*. So I decided to apply for the workshop. This was my first e-Twinning application. I followed the instructions, completed the forms and thought to myself, well let's see what happens.

Swept away by numerous family and school activities I just didn't have time to think too much about the possibility of going. But then I received an email.

"We are sorry to inform you that your proposal has not been accepted."

Ok, I said. I wasn't too depressed. I sent an email back asking to see the comments on my proposal in order to make my next application more successful.

Several minutes later, I received another mail informing me that one of the applicants was unable to go and that I was the first one on the waiting list. They asked if I would you like to go.

Would I??? Of course I would! So I went. And it was amazing.

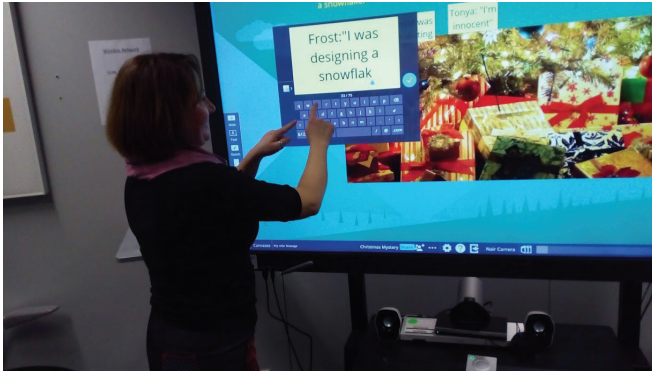
At the airport, I met my colleagues Marko Brajković, Damir Belavić and Mario Racić. And then we saw Ms Blaženka Divjak, the minister. She was completely engrossed in a big pile of papers, nevertheless, after a short introduction, she took an interest in our forthcoming training in the Future Classroom. We chatted a little and took a picture. Our trip couldn't have started better.

As it happens, Marko, besides being a teacher, is also a tour guide, so he completely took over the sightseeing part, for which I was extremely grateful. We had arrived a day earlier so we had a whole day to explore Brussels.



It was Advent time so you can imagine the gorgeousness of the city.

On Saturday morning we started the course at the Future Lab. Did I mention that a few years back I took an online course organised by European school network? I saw pictures of the Future Lab together with some people mingling in this great, creatively designed learning space, and I wondered if I would ever get a chance to go there? Well, here I was. And it was everything I hoped it to be. I met some great colleagues, connected and made plans for future cooperation.



And now for the formal part.
What is FLC?

Created by European Schoolnet, the Future Classroom Lab (FCL) is an inspirational learning environment in Brussels, challenging visitors to rethink the role of pedagogy, technology and design in their classrooms. Through six learning zones, visitors can explore the essential elements in delivering 21st-century learning: students' and teachers' skills and roles, learning styles, learning environment design, current and emerging technology, and societal trends affecting education.



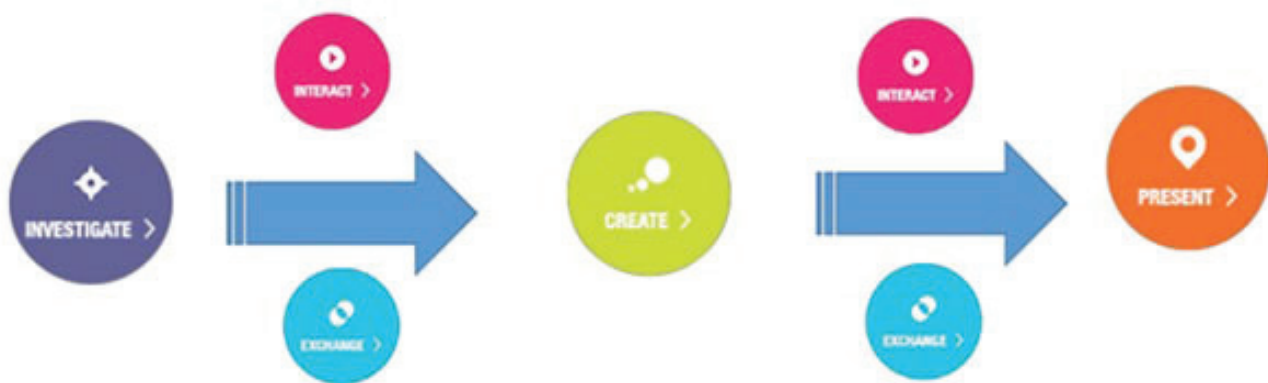
The Future Classroom Lab is formed by six different learning spaces. Each space highlights specific areas of learning and teaching and helps to rethink different points: physical space, resources, the changing roles of student and teacher, and how to support different learning styles.



The Future Classroom Lab is a place for active learning.

What is active learning?

Active learning includes three fundamental activities- **investigation, creation and presentation**. The three activities are continually intertwined with students' interaction and exchange of experiences, suggestions or potential solutions to the questions.



When organising the first activity the most important thing is to define a driving question which can't be a simple yes or no question. The answer to it can't be found on google. It has to be a non-googleable question which motivates students to select data/resources, carry out surveys and questionnaires, interview experts, organise the collected data and evaluate their quality. When choosing the driving question we should be guided by students' interest and the learning outcomes we wish to achieve.

In the next activity, students create material which is the product of their research and they take ownership of it. By creating their own material students become aware of their responsibility for their own learning and it increases the level of their interest in the subject or an issue. As a result of their research, students build animations/videos, design digital games, code/program their robot, make a poster/infographic, design a model for 3Dprinting, develop an app or in any other way express their creativity.

The final activity enables students to communicate-share their material/product. They can post it on a blog/site, use their portfolio, animate their presentation, have a panel discussion of "experts", write a series of tweets relevant to the topic, do a newscast, and the list goes on and on.

Active learning presupposes constant students' interaction and exchange. Students can work in pairs or groups with clearly assigned roles so that every student equally participates in the creation of the final product

The occurring question is- What is the role of a teacher in active learning?

In addition to defining a driving question, therefore, initiating the activity a teacher manages and guides students' progress. He/she is responsible for the creation of a favourable learning environment as well as for the appropriate communication between students. He/she encourage self-assessment and ensures that every student has a specific task or a responsibility for a part of the process.

The organisation of active learning requires thorough preparation and planning. Furthermore, it is important to develop assessment tools and criteria for the evaluation of the final product, and even more importantly, the students' motivation and progress.

Future classrooms, with different learning zones technology, are places most suitable for active learning activities. The layout of the traditional classroom does not lend itself well to the organisation of active learning. However, some educational trends that can be implemented in traditional classrooms yielded positive results. Here are a few examples.

BYOD (Bring Your Own Device) is an approach in which students (and staff) bring their smartphones, tablets, and other mobile devices into the learning environment. Students bring their own technology to school for educational use and improvements in their learning processes

Flipped classroom

The traditional model of teachers lecturing in the classroom and students completing practice and homework on their own is changing. Instead, students are learning on their own and using the classroom as a place to dig more deeply into what they've learned. How does the flipped classroom work? Students watch lecture videos or complete readings at home. The following day in class, the teacher clarifies anything students didn't understand. Students then work with the

information to answer questions, complete projects and do other activities that used to be reserved for homework. The flipped classroom provides benefits for students and teachers alike. Teachers spend more time helping students with the content they don't understand. This means more one-on-one help for students and less time listening to boring lectures in class.

Cloud computing

Nowadays, cloud computing is used more and more. It allows users to store data in the cloud, on a safe server rather than on a personal computer. This allows for better collaboration and ease of access to lessons or other educational resources. An interesting and helpful benefit of introducing cloud computing is that location barriers disappear. Students, teachers and even parents can access important information without being required to be in a school or a classroom

Gamification

Gamification is the concept of applying game-design thinking to different classroom tasks to make them more fun and engaging. The idea is to use the typical game system of providing challenges, rewarding winners, then providing harder challenges with respectably bigger rewards. When you win a game, your mind releases dopamine, a chemical in the brain that triggers motivation and pleasure. This makes learning a positive experience, one that you won't have to force students to enjoy. So the main concept is to challenge the students, let them feel good about overcoming the challenge, then challenge them more.

Flexible learning materials

Teachers copy, share, adapt and reuse free educational materials. They prefer paperless, digital materials and provide different materials according to the level of the students in the classroom.

I hope my experience in the Future Lab will encourage you to seek your own opportunity and visit this amazing learning space in Brussels.

Until then I'm sprout to be Brussels



Croatian teachers in the Future Classroom Lab – Damir Belavić, Mario Racić, Suzana Anić-Antić, Marko Brajković

Sources: Future Classroom Lab web page: <http://fcl.eun.org/>
<https://sprouttobebrussels.be/en/home/>

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