



inspire  
& be inspired

Hrvatsko udruženje profesora engleskog jezika  
Croatian Association of Teachers of English

# NEWSLETTER

HUPE Newsletter No. 17 • December 2017





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26

years of inspiration

26th Annual HUPE Conference

20-22 April, 2018, Poreč, Croatia

# Editor's note

Dear colleagues,

Welcome to the winter issue of your HUPE Newsletter. We hope it will inspire you with the new ideas to make your teaching practice even more successful and enjoyable.

Preparations for the 26th Annual HUPE Conference are well under way and we invite you all to join us in Poreč, in April. For all the information visit [www.hupe.hr](http://www.hupe.hr). The closing date for submitting speaker proposal forms is 31st December 2017. <http://hupe.hr/index.php/conference/speaker-proposals-form> Conference registration is at <http://hupe.hr/index.php/conference/conference-registration>.

Our branches have been very busy and in this issue you can read more about the workshops they organised in autumn.

Evelina Miščin was the host of another BESIG Satellite Conference. Take a look at her report and join us next year, in Zaprešić.

HUPE members attend international workshops on a regular basis. In this issue you can read about three excellent professional development courses that might give you an idea for your next course.

Are you looking for ideas on how to teach culture? Read Davorka Nekić's reports on her projects.

If you would like to contribute to the Newsletter on a more regular basis, please contact us. We would like to have you on board!

We are also pleased to announce that HUPE is issuing a call for article submissions for the next HUPEzine. The deadline is April 30.

We invite you to send your stories, comments, or reviews to [hupe.newsletter@gmail.com](mailto:hupe.newsletter@gmail.com).

Do not forget to write your name, surname, affiliation/institution and address at the beginning of the text. Photographs are also welcomed, but make sure you send them separately from the text.

May your Christmas be bright and merry.

Yours,

Dajana



# PLENARY TALKS

HUPE 2018

April 20-22nd, 2018

Valamar, Poreč



## Anna Martinović

**TITLE AND SUMMARY:** *Once upon a time there lived a language teacher...*

The role of language teachers has changed throughout the modern history of language teaching. This plenary will take its audience back through time to review the diverse roles of language teachers in the past as well as current ones. The story of language teachers is as varied as the methods and techniques which mark language teaching. Today teachers face many challenges both within and outside of the classroom. How do teachers see themselves today? What motivates teachers to be 'good' language teachers? What resources can teachers use to help them in their profession? As the story of language teachers unfolds, colleagues will be encouraged to reflect on their own teaching experiences in an effort to encourage both professional and personal growth.



## Luciana C. de Oliveira. Ph.D.

**TITLE AND SUMMARY:** *Teaching Writing across Elementary - Secondary and University Levels*

This plenary describes a genre-based approach to writing instruction and provides specific strategies to incorporate writing in lessons. The presenter provides a model of writing instruction and describes a teaching/learning cycle with specific strategies and tips for teachers to address the writing demands for elementary, secondary and university students.



## Mike Mayor

**TITLE AND SUMMARY:** *The Global Scale of English: a data-driven framework to inform teaching*

The CEFR has become a standard framework of reference for teachers, learners and content creators around the world – moving beyond its European roots. The Global Scale of English (GSE) project takes the original CEFR research and Can Do statements and extends the set of learning objectives to address the needs of more learners. This presentation introduces the GSE and the online resources that are freely available to teachers and offers suggestions for the practical application of GSE Learning Objectives in your institution.

# HUPE BRANCHES

## HUPE Karlovac

It has been a great pleasure to host a colleague from Finland, Mr. Jyrki Vesa Tapio Tonder, as a presenter at HUPE - Karlovac second meeting on 16 October 2017 in Vocational Industry and trade School, Karlovac.

Vesa Tonder kindly accepted my invitation to hold a presentation on Finnish education system, reform and the School of the future for Croatian Association of Teachers of English - Branch Karlovac.

The presentation has given us a better insight not only into the structure of the Finnish education but also the values of the Finnish society and reasons why it has been regarded as the most successful in the world. "I am very proud that in Finland we are never satisfied and that we are hungry for always better and better solutions in education!", said Vesa Tonder.

Youtube video "Cilj sretna i znatiželjna djeca-prilog Trend TV 17.10.2017.

<https://youtu.be/9tbQXCGaSmM>

Dubravka Lapčić

HUPE Karlovac Branch President





## Report - Osijek Branch

The first HUPE Osijek Branch meeting in 2017/ 2018 took place on 25th November 2017 at the Faculty of Humanities and Social Sciences. 18 teachers attended the meeting.

Our first speaker was Tihana Mudrovčić with her workshop “eTwinning in ESL classroom”. She introduced us with the eTwinning platform and its benefits. We could see the process and the results of some eTwinning projects in which she participated with her students. She also showed us how working on an eTwinning project can make poetry interesting to students and discover hidden talents in students.

The second speaker was Mirta Kos Kolobarć with her super interesting topic “Super Sleuths Are on the Case”. This workshop puts students’ detective skills to test. Through various seemingly easy and engaging activities students will be able to do the following: show their general knowledge about famous detectives and their special skills; use vocabulary related to crime and sounds, test their listening, observation and memory skills, practice spelling, describe a person’s appearance, solve some easy mystery stories and brain teasers.

At the end of the meeting participants were informed about the news in HUPE and about the upcoming 26th HUPE Conference that will be in Poreč in April 2018.

Tihana Svoren Kolarec  
Osijek Branch President



## SLAVONSKI BROD HUPE BRANCH MEETING REPORT

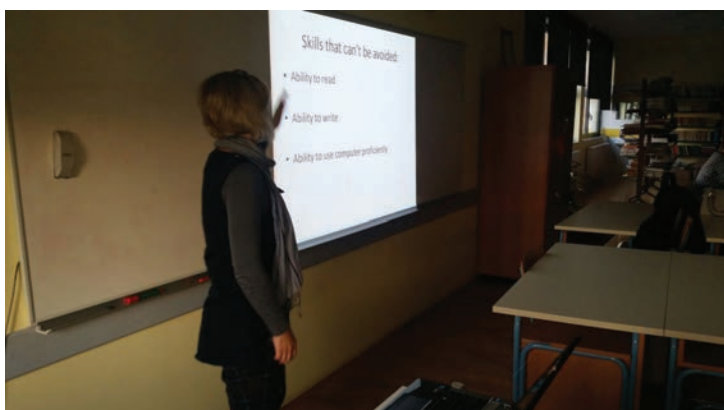
The first Slavonski Brod HUPE Branch meeting in this school year was held on 11th October 2017. The venue was Osnovna škola Bogoslav Šulek Slavonski Brod.

21 teachers attended the meeting and enjoyed the presented activities. They had a chance to listen about Teaching Life Skills (held by Sanja Ivoš, Školska knjiga), to hear about QR codes and how to use them in the classroom (Mirta Kos-Kolobarić) and to cooperate with their colleagues.

Our guest speaker, Sanja Ivoš, shared with us her own experience in teaching and how to integrate personal life and important skills in the classroom. We engaged in a lively discussion on various methods and had an opportunity to reflect on our own methods in teaching "outside the box".

Our next meeting will take place in December. Hope you can join us!

Slavonski Brod HUPE Branch President  
Nikolina Pranjić





## SPLIT BRANCH MEETING REPORT

Second HUPE Split Branch meeting was held on December 1st, 2017 at Info zona Split. The agenda included:

1. HUPE Split Branch work programme for the academic year 2017-18
2. Roundtable Discussion: Challenges of Teaching English as a Second Language
3. Team building

In the first part of the meeting the branch president informed the attendees about the dates and content of the workshops and activities planned for the current school year.

The roundtable focused on common and specific challenges on the different levels of education and types of educational institutions in the public and private sector: elementary schools, secondary schools (general education high- schools / vocational schools) and language schools. After a short introduction by Miranda Barac, Branka Šegvić and Vanja Fazinić, fifteen teachers actively took part in the discussion. The purpose of this meeting was to identify problems our teacher colleagues face in their everyday work in order to gain the wider picture and increase mutual understanding, to share information, experience and ways to deal with these challenges.

Although there is no one-size-fits-all approach or situation when teaching English to students of varying ages and language proficiency level, all participants agreed that one of the greatest challenges in ESL teaching are mixed ability classes. Formal education programmes and teacher trainings do not sufficiently prepare teachers for a room full of students who can range from the gifted, to students whose achievements are below the grade due to learning difficulties. Teachers lack the knowledge of strategies to use in the classroom for a wide range of ability and to meet the needs of students with special educational needs.

In secondary vocational schools a considerable number of students with learning difficulties is one of the major problems. Some of the participants shared their experiences of visiting partnership schools in other countries. As an example of a good European practice, the secondary vocational school Oriani Mazzini, from Milan, Italy was mentioned, where students with special needs, who are placed in general-education classrooms, receive a support of special education teachers.

The participants agreed that the level to which special need students are able to master general education content can





to a great extent depend on the appropriate support they receive. We concluded that non-disabled students also benefit in mixed-ability classrooms by forming positive relation and learning how to accept the variety of people. We agreed to share materials for teaching SENs students.

The attendees discussed the ways to motivate our students to learn English in order to improve their language proficiency and prepare them for the state school – leaving exam, i.e. the Matura exam.

We exchanged views on teaching English to the new generation of students who acquire language due to the extensive engagement with digital media in their everyday lives. These students are usually above-level speakers and listeners. They can not only understand complex topics, but they are also able to speak fluently and denote finer meaning. The growing presence of media in our general lives and the new generation of students have set before teachers requirements for continuous training and enhancement of professional skills necessary for creating an environment which stimulates creativity and learning. We shared tips and strategies for teaching mixed ability classes.

The meeting ended with a team building activity designed to teach participants to solve problems in a group and communicate effectively.

Vanja Fazinić, HUPE Split



## THE SECOND ZAGREB BRANCH MEETING

The second Zagreb Branch meeting was held on 17th November in Svijet jezika.

Our guests were Mirna Trinki and Marijana Vučić. Mirna is a colleague student who had a questionnaire about bilingual and multilingual picturebooks and the benefits they bring.

Marijana Vučić is a teacher, teacher trainer and a Cambridge English examiner. She has worked in ELT for over 20 years. Marijana is also a HUPE fan. She has been the member since 2000.



Here is the abstract:

#### TEACHERS' LANGUAGE

How carefully do you prepare the way you give instructions in a particular lesson? In what ways do you give instructions?

In this workshop we will share our answers to these questions, analyze potential problems which might arise with regard to students understanding our instructions, and offer practical solutions.

Through a number of practical activities, we'll showcase our own style of giving instructions and receive instant feedback from our peers.

Needles to say, lots of fun and exchanging ideas took place.

Lana Duka Zupanc  
HUPE Zagreb



## HUPE Varaždin

The first meeting of HUPE Varaždin Branch in the school year 2017/2018 was held at Srednja škola Ludbreg on Friday, 13 October 2017 at 5 pm.

Our dear colleagues, Stela Pavetić and Irena Žiger, prepared interesting workshops for the attendees.

Stela Pavetić is an experienced elementary-school teacher and presenter. For this occasion she prepared a workshop "Quiz your brains out (ICT and EFL)". An interesting presentation was followed by an interactive activity for the participants. We were introduced to several quizzes and encouraged to use modern technology as an integral part of the language learning process.

Interactive quizzes in our classrooms make learning English more exciting and increase students' motivation.

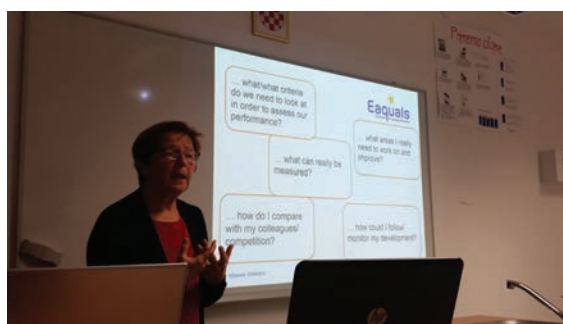
Irena Žiger, the founder of "Žiger" foreign languages school, experienced teacher of English and Russian language and accredited EAQUALS inspector, guided us through EPG (European Profiling Grid). EPG is an internationally recognized **tool for assessing language teacher competencies divided in six stages** of professional experience. The teachers were asked to share their ideas on selected grid categories and use the EPG as a valuable self-assessment tool.

The meeting ended at 7.30 pm.

Dear fellow English teachers, if you'd like to join us, don't hesitate to contact me on [hupe.varazdin@gmail.com](mailto:hupe.varazdin@gmail.com).

We're looking forward to our next meeting in December.

Ivana Pomahač  
HUPE Varaždin





# INTERNATIONAL CONFERENCES

## BESIG Satellite Conference, 11 November 2017

This conference has already become a kind of a tradition. This year we changed the venue as I also changed my workplace. It was held at RIT Croatia, Zagreb (Bundek). Ten eager teachers participated and they did not mind that it was Saturday morning. This year's conference was held at Salini Resort, Salini Bay, Malta. The event started with Helen Spencer-Oatey and her plenary talk 'Culture, language and business relations: recent research and practical implications'. Her arguments were that communication is one of the top three crucial skills of leadership and that successful leaders know that relationships are the engines of success. The aim of her talk was to explore the interrelationship between culture, language and business relations. Her talk was divided into three parts. Part 1 focused on models of intercultural competence where she mentioned that there was very little unpacking of what component skills are really needed in order to communicate effectively across cultures. Part 2 focused on understanding the impact that culture can have on language and business relations. The final section of the talk turned to practicalities: to tools for developing students' intercultural competence.



The plenary talk was followed by a three-hour gap due to World Café session which was not suitable for broadcasting. During that period, we went to 'Vincek' where we discussed the talk we had just heard and some school issues that usually bother us. Some teachers even went to Interliber.

The next session began at 13.30 when we watched the Q&A session based on the Plenary talk. At some point, we also switched to another session called 'Identity-language-culture: the Daimler Chrysler case' given by Rudi Camerer and Judith Mader. They spoke about the culture clash which resulted in the costly breakup between these two companies.

The last session we watched was by Andy Johnson, 'Business English in a self-directed age'. He dealt with four key areas how learners can learn a language today: individual to collaborative learning, brain-based learning, differentiated instruction and multi-tasking.

This talk finished at 15.15 when we decided to call it a day. I think that we all agreed that it was another well-spent Saturday which included both listening to something new and meeting with old friends, exchanging ideas.

Evelina Miščin, RIT Croatia

# Canterbury – the place where Catholics Pilgrimage became English Language Teachers Pilgrims

## Or - From Chaucer to University of Kent at Canterbury

### Formal information:

**Course Dates:** 23 July – 5 August 2017

**The name of the course:** DRAMA TECHNIQUES FOR CREATIVE ENGLISH TEACHING

**Target audience:** - English Language teachers, group leaders and trainers of all ages and teaching levels with at least an upper intermediate level of English (B2)

- Trainees did not require any previous experience with drama in order to attend this course but should be prepared to participate actively in activities. They should attend with a strong desire to explore the enormous potential drama provides for using creative and imaginative English in the language classroom

### Course summary

The course was aimed at introducing drama and improvisation techniques to the participants to enhance and extend the English language teacher's communication skills and to provide the teacher with the confidence to use these new skills and to provide the teacher with the confidence to use these new skills as methodology in the English language classroom for language development and use. The participant were expected to leave this course with a comprehensive variety of engaging and productive activities that were designed to complement language learning by encouraging the English language student with a real desire to listen, speak and write fluently, actively and creatively. This course also provided a large amount of English practice throughout.

### Programme of the training activities

- Developing an effective learning environment through group dynamics and co – ordination as well as trust work
- Improvisation classroom activities, for enriching communication skills, self confidence, spontaneity and risk taking
- Freeing the body: the instrument of communication to enhance social and professional communication
- The study of body language communication and gesture. Improving confidence and effective interaction in class
- Developing improvisational skills for further creative story and dialogue using gesture and voice





- Creating a desire to write stories, monologues and dialogues. How to feedback and assess activities in class
- Freeing the voice: breathing and voice techniques for the language teacher including difficult pronunciation work
- Colouring speech. Looking at intonation, word stress, pauses, pronunciation, lifting words from the text and techniques for enriching spoken English for personal and professional development
- Introduction to Shakespeare: sonnets, monologues and soliloquies. Punctuation and identifying Shakespeare's rhythm and using one monologue and chosen literature on a theme for language development
- Approach to studying and interpreting a variety of texts examining pronunciation, punctuation, language and rhythm through poetry and then a study of prose, monologues and duologues including voice texts for narration, radio and television advertisements
- Presentation of a chosen text to the class as a conclusion to the course which was assessed by peers or a presentation of drama/improvisation based activities on a theme for the language classroom

### Objectives and expected results

The course aimed to develop teachers' comprehension of improvisation/drama methodology for use in the language classroom and to enhance classroom teacher performance and explore effective professional communication and English language skills.

### Informal information:

Lots of fun, interesting thematic evenings (Bollywood dancing, Tea time workshop, Scotland and Scottish songs, Walking around the Kent's wood), picnic (inside – because it was raining most of the days), diners at Canterbury's pubs and restaurants, boat trip on the Stour river with guide through the struggling history of the town, visiting beautiful coastal places around. My choice were Broadstairs with the Charles Dickens house and Viking Bay then Whitstable – fishermen place where I and my Greek, Turkish and Portuguese colleagues had a lovely coffee break in Whitstable



Produce Store (surprisingly for England but I've enjoyed one the best pure forest berries smoothy ever). After this refreshment we visited our Irish root Pilgrims principal at his house and had a little chat about his last visit to Croatia. And of course, I enjoyed the most my first choice that I wanted to see and at the end I saw this town, Margate – coastal place where me and Marisa (my Cartagena's colleague) took long windy walk along the cliffy path from Botany Bay to Turner's Contemporary, inspiring place where J.M.W. Turner had a house. And a great view on the sea which was the main theme in his paintings, in any season. Thanks to my Cartagena's friend we visited both places in one day - Botany Bay beach and Margate. She organized taxi drive there and walk back. That was really nice experience. Greenish sea surface hit by north wind and rare tanker ship on horizon. Lots of wind in hair in the begining of the walk, less later when we covered our heads with scarves. Northern sea scent and colours. Turner's main inspiration surprised us as well. We felt happiness and enjoyed the sun for all day. To compare coastal weather with Kent's inland, we avoided three to four times half an hour of rain and grey sky. Priceless!

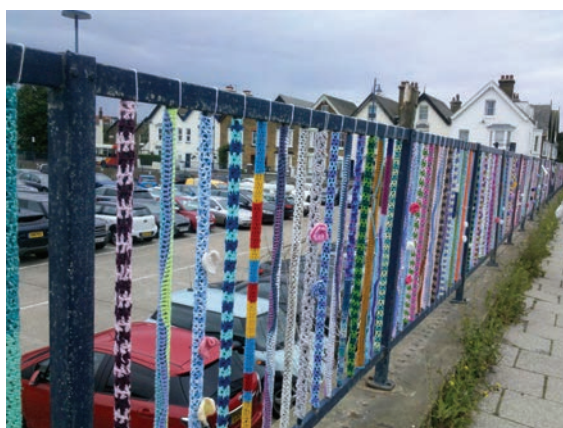
My other Spanish, Greek and German colleagues chose to visit Chilham, Dover, Sandwich ... anyway, lots of pitoresque small places to taste experience from the past.

Other thing to mention is cooking in self-catering accomodation. Carmen, my other Spanish colleague that I shared six bedrooms house with, was very mediterranean about food, and on a special nongluten diet so, as I also prefered healthy food, we used to buy meat, vegetable, fruit, olive oil and spices in "Marks and Spencer" and cooked running together across the kitchen catching the last minute bite before afternoon session. A bit of vivid atmosphere in the house. I loved that. Two bathrooms (one on the ground floor, other upstairs) were usually visited with our rooms' keys because German Claus once closed his room's door and forgot the key inside. The security man had to unlock his room then and another time had to check the house because someone left the backdoor wide opened. He also entered my room and asked if everything was ok with me. So we had from time to time a sort of detective story and soap opera feeling.

And we also did some charity work – our wish was not to feed the world with the food that remained the last day of our stay but to feed one Muslim family with four children, settled down in the house opposite to ours. They were grateful.

The German colleague Claus was also easy going to cope with, so we soon became close teachers -students, ready to go in campus' pub for a drink and talk. His wife is actress and he said he had enough drama at home (two sons included) so he didn't want to choose another drama course. He took Methodology.

In the second week Spaniard Pedro moved in. One artistic appearance with sensitive soul which coloured the athmosphere. And after him one more Spanish woman moved in, too. Southern part of Europe dominated, definitely. We were European group made of one Dutch woman, one German, one Croatian (me) and three Spaniards. It included lively conversations during breakfast and before leaving the house. Nice people with interesting backgrounds. Lots of topics and personalities. Last session was reserved to perform our dialogues, poems and scenes from given texts. We knew that in advance so we prepared that with passion. I was inspired by Shakespeare's Seven Ages of Man and its performing in our drama class so much that it resulted with my own song. Here it is:





### **Life Sailing**

*Catching moments of untimely pun*

*Making laugh and having fun*

*Often buttoned up to start to run*

*With significant lack of appearance of Sun.*

*Bowling job of indefinite hue*

*Mr Purpose, I haven't seen you*

*For so long that I haven't got clue*

*How is to be as proud as you.*

*Splutter, squable, squander, squeak*

*Chuckle, quiver, rest and peak*

*Up and down, left and right*

*Let me chance to have a fight*

*A proper one with yield and zone*

*At the end, with a king on throne*

*A strong one that could give me*

*A bust so tough*

*That relieves installed life hand cuffs*

*King that love his queen so much*

*Make her joy in invisible touch*

*Resting in peace, being in quiet*

*Happy because of happy ending*

*And no rhymes on the Earth more...*

*...are you sure?*

Closing ceremony with our performing of Granny's Rap was something that made the audience clapping and laughing. Peter's Drama Queens succeeded and after two weeks of different courses and exchanged mobile phone numbers and e-mail addresses, photos and videos on google drive through WhatsApp we showed how good is to exaggerate and have fun.

And soon...the end is near...we pack our suitcases and drive by taxies downhill to Canterbury. Some of us to bus station, other to railway station. Then Heathrow airport, Gatwick or for someone just a stay in England with family, for couple of days.

Next year European PhD teachers will exchange their ideas through Erasmus programmes somewhere else, who knows? If the Brexit leaves the space and opportunities to them.

**[PLAY VIDEO 1](#)**   **[PLAY VIDEO 2](#)**

We'll see.

Primary school teacher Ms Tea Bojich

## Tea Horvatić

English teacher

Primary School Strahoninec

teahorvatic@gmail.com

# CLIL in Gran Canaria, Spain

Primary School Strahoninec is part of Erasmus+ KA2 project "Numeracy@English" for the third year now, where we are connecting English with Maths. The topic of the seventh meeting of the project was CLIL, so foreign language teachers from our school joined the mobility and went to Gran Canaria, Spain to CEIP Valsequillo, our partner school from 12-18 November 2017.

The project meeting was organized in five working days and in a very tight schedule with lots of activities. On the first day, we were warmly welcomed to Valsequillo school where all the students and teachers came to the halls and sang their song "Under the Same Sun". The song is a winning song in eTwinning project Schoolvision 2017 and it was performed by the students of the school for which they also made an exquisite music video filmed in beautiful locations around Gran Canaria. You can see the video on the following link ( <https://vimeo.com/216055056> ) and the amazing school surroundings of this picturesque mountainous village. After you see the video, you realize that behind the scenes of Valsequillo school are wonderful teachers, coordinators and the whole local community which tightly cooperates and can organize music video filming in an almost professional way. This is simply the way they do it in Gran Canaria – with lots of love, heart and soul.



Day one continued with the tour of the school and visiting classes. The students were thrilled to receive a little bit of candy from Croatia and our Kiki candy were quite popular (they call them Guminolas). As CLIL was the topic of the meeting, our Spanish partners prepared beautiful artwork on the school walls, taking care of each partner country was represented. They reproduced art by famous painters from each country and displayed their artwork on the walls. For example, they made Ivan Rabuzin's landscape paintings and artwork by Generalić from Croatia. They also made their own painters' art, e.g. Salvador Dali and L. Morales. However, they did not neglect their islands' culture, either. As Canary Islands have seven islands, in front of each classroom there were students dressed in typical island's folk uniform and were offering typical food of the particular island. That was a tasty way to meet Tenerife, Lanzarote, La Gomera, El Hierro, Fuerteventura, La Palma and Gran Canaria. We gained plenty of energy for work and continued with presentations that each project partner had to prepare for the meeting. All our work can be seen on eTwinning project pages here: <https://twinspace.etwinning.net/49130/pages/page/285754>. The day ended with a visit to Valsequillo City Hall and meeting the Lord Mayor along with the tour of the town.

On the second day, we started with Art class and making Pintaderas, a traditional clay decorations of the native Canary people. After that we had a nice trekking from the nearby mountain El Montañón back to school. Having lunch on the top of the hill with the view above the clouds and down to Las Palmas was breath-taking. The walk recharged the teachers for the CLIL workshop, which was held by a secondary English teacher, Angeles Cabrera, who has been working with CLIL method since its early beginnings in Gran Canaria.

Since the Spanish government tried to improve their students' English, they started with CLIL method by combining maths, ICT, social sciences and natural sciences and having English lessons once a week. The aim was to give communication, motivation and cognitive skills a boost. CLIL or Content and Language Integrated Learning is a way of delivering content from other subjects through a foreign language. This way of teaching English was introduced in Canary Islands in 2004/05 as an experimental project where 9 public and pre-primary schools were involved. In the



next school year bilingual sections joined and the project extended to 12 high schools as well. In 2006/07 the project joined 8 primary and 8 secondary schools. The only condition in those years was that the teachers giving lessons in English have at least B1 level of English in CEFR. Today, the EU regulation is that teachers must have at least B2 level.

Throughout the project many questions arose, such as who is the expert in giving lessons – the content teachers (e.g. Maths, ICT, Geography) or the English teachers (who know the language but lack the necessary content knowledge). That is why in 2007/08 Spain started initial training of teachers as well as continuous training and professional development. They introduced CLIL and immersion courses for linguistic and non-linguistic subjects. By 2009/10 already 169 CLIL courses were active and they introduced conversation assistants to improve communication skills of the teachers and students, which continued into 2010/11. From 2014/15 Gran Canaria became a partner in PlayingCLIL project (available at: <http://www.playingclil.eu>) which was funded by Erasmus and in which they continued developing CLIL method. They focused on Thinking-Based Learning, Cooperative Learning and Game-Based Learning as learning strategies for improving CLIL. In 2016/17 Canary Islands joined the PILE project where they started teaching other languages through CLIL along with English (French, German and Italian) and they faced the difficulty of lack of CLIL prepared teachers. They came up with a solution that in primary schools, English teachers can teach other subjects through English, whereas in secondary schools, non-linguistic teachers are giving subject lessons and the English teacher is a coordinator of CLIL lessons. This means that the English teacher checks the work (worksheets, tests and other materials) that subject teachers have prepared and organizes interdisciplinary projects as well as other activities in the school.

Thus, the CLIL strategy has grown throughout the years and the Spanish have come up with some of the basic guidelines for teaching with CLIL: to explain and introduce contents in mother tongue (L1) by using textbook and to design some worksheets in English to review learning. They are using communicative approach, where grammar mistakes do not influence the final results of the course, the communication in the foreign language is the most important. The resources to be used in such teaching must be more visual and communicative, such as using flashcards, matching tasks, memory, games and labelling. Thinking skills also must be practiced, that is why tasks like true or false, multiple choice questions, matching halves of sentences, linking, ticking or ranking are used. The emphasis is on scaffolding tasks, especially when writing and creating sentences. This is achieved by using frames and tables to visually display the content.

The CLIL approach in Spain is taken very seriously and it was thoroughly researched prior its beginnings in the school practice. According to Do Coyle's 4 C's Framework, there are 4 C's that are important in CLIL: Communication, Cognition, Content and Culture. His framework for CLIL starts with content and focuses on the interrelationship between content, communication (language), cognition (thinking) and culture (awareness of self and 'otherness') to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures). It unites learning theories, language learning theories and intercultural learning.

So where do we go with CLIL? Currently the Spanish are in training of new methodologies where the teacher should stop being just an "operator" teacher and start being the "architect" teacher, a teacher who designs own lessons and facilitates students' learning. All of this is achieved by incorporating multiple intelligence theory, thinking based theory (Robert Swart), game-based learning, cooperative learning, problem-based learning, project-based learning, cognition (Bloom's taxonomy), thinking routines (David Perkins) and continuous professional development.



After the lecture, we were ready for some ready-made activities that are often used in CLIL. Those were: You can't take me, I'm...; Finding pairs; Running dictation; Memory and Games-Based learning with useful apps like Padlet, and many more which are available on the presenter's Pearltree (online bookmark keeper): <http://www.pearltrees.com/angelesc4>

On the third day, we visited the teachers' centre in Gáldar where we learned to play folk music on limpets and later we saw a painted cave of Cueva Pintada Museum where the first settlements of Canarian people were found. We saw the town of Agaete and the magnificent rock El Dedo de Dios (God's finger) and later went on coffee/banana/oranges plantation where we tasted some coffee and vine. On the fourth and fifth day, we saw traditional Canarian wrestling and tried pole fighting, a traditional art. We even got a chance to hear a whistling language that the natives used to communicate across the hills. The final students' performances with the traditional music and dance warmed our hearts. Finally, on the last day, we got a chance to swim in the Atlantic ocean, which was an amazing feeling, since it was November, but the temperature of the ocean was 22 Celsius degrees.

It was time to say goodbye to our partners, which we did over our typical international dinner. Each project partner country brought their delicacies from home and we learned about our similarities and tasted wonderful food. The project work continues until the end of the year and we are looking forward to meetings in Northern Ireland and Poland.

## Teacher training course on my professional bucket list

"The capacity to learn is a GIFT; the ability to learn is a SKILL; the willingness to learn is a CHOICE."

Brian Herbert

As my school application for Erasmus+ KA1 project was successful, it enabled five teachers, the school psychologist and the principle to participate in 5-structured courses and two job-shadowing experiences all over Europe. Our school objective is to initiate and include creativity and digital literacy in as many subjects and areas as possible as a result of implementing new knowledge gathered on courses and good practice collected from other education systems.

I had an opportunity to take a new milestone in a long life learning adventure in Creativity lab course in Piraeus in Greece. An intensive in-service course lasted from 9th to 13th October 2017.

Participants were 11 educators from 7 European countries (Finland, Estonia, Lithuania, Belgium, Cyprus, Portugal and Croatia). The course consists of five thematic units:

- Introduction to creativity
- Creating with words
- Creating with words and images: illustrated storyboards, comics
- Creating with digital media: animation, stop motion animation, pixilation
- Organization of Creativity lab in the school







The first day of the course, we worked with Ms. Jean Glover, the British expert in conducting workshops all around Europe and with more than ten years cooperation with the British Council.

After the very nonconventional introduction of all participants, we started with a lecture on creativity, the theme that links all workshops.

We have been actively involved all the time, working in pairs or small groups, comparing and exchanging our experiences, creating new ideas and practicing our presentational skills.

The trainer introduced a variety of activities widely used in the classroom as mind storming activities, collaborative mind mapping, and trigger cards activities. We also practiced well-known creative thinking technique "Six thinking hats."

The second day we had an opportunity to work with Peny Fylaktaki, awarded playwright and theatre translator. Through practical examples, she introduced new ideas on how to be creative with words, how to structure creative writing elements and present them to students as well as how to use storytelling method. During the four hour session, we experienced the process of creating a story. After the presentation of our work, we got the task to reshape the story into the song with ten lines. The results were amazing.



Ms. Fylaktaki also gave us some tips on how to present and start creative writing with the special needs students.

Wednesday's trainers were Polyxeni Tsopanoglou and Danai Saridou. Ms. Tsopanoglou studied Fine Arts at the University of Paris, and she designs and runs art workshops for children.

Throughout the workshop, we have created many interesting characters, our heroes. Each of them contains three very unusual, and on the first sight, incompatible characteristics. We have explored and worked with different materials and techniques.

After that, we created a storyboard, a narrative, visual composition, where we placed our characters and used it to present the story.

In the afternoon Ms. Danai Saridou, a versatile graphic designer that runs workshops for children introduced us to animation, animation categories and showed us how stop-motion could be made at schools. The workshop continued on Friday when we created our first animation and presented it to the group.

To be completely honest, I was never a big fan of comics. Of course, I read them in the early childhood, and I encouraged my children to do so, and they both start reading at the age of 5 as they were very interested in comics. I even use some comics in my classroom from time to time, and I ask my students to make story boards, but my heart was never really into it.

But from Thursday, October 17th, 2017 now on some things were changed. Ms. Lida Tsene that works in Department of Communication, Media and Culture Panteion University, Greece was our trainer. You just cannot stay untouched when she talks about her great love, comics. I believed her when she said that comics have the supernatural power of transferring knowledge and can be used as a learning tool inside and outside the classroom.

Furthermore, I found out about some comics like Maus (winner of Pulitzer prize), the first Spiderman as well as Persepolis, that talk about serious issues and can be used with teenagers. Ms. Tsene also gave us some examples how to use comics in Geography and History lessons.

She also presented Japanese Kamishibai storytelling techniques that are suitable for young English learners.

We also had a lot of practical work, and I cannot wait to try some of the things with my students.

Besides workshops, our hosts IDEC S.A. training center organized an educational visit to UTech lab of Eugenides Foundation. It is a creative laboratory where students can enroll in free workshops in the fields of audiovisual (video, photography, sound, graphics) and robotics (programming, 3D printing).

Additionally, for the team building of the group and the intercultural experience of Erasmus+ program was enriched with a guided tour of Athens and farewell dinner with live traditional Greek music.

One of the most significant accomplishment was networking. Group spirit was great, and it was stimulating to hear some new ideas and reflection on practice. After widening the scope of my experience, I hope to be able to respond to the needs of my students, even more. An interactive and inspiring relevant course with friendly atmosphere should be on your professional bucket list, too.

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# A SNEAK PEEK INTO OUR CLASSROOMS

**Davorka Nekić, prof.**

Primary school I. G. Kovacic Vrbovsko  
Branch school Nikola Tesla, Moravice

## A boo from us to you!

Looking at the title, you can easily guess what I'm going to write about. And you're right! It's that special time of the year again! It's Halloween! And this is a boo from all of us to all of you!



Happy Halloween

That we love Halloween is very true. Therefore, we take it very seriously and we dedicate ourselves to decorating our English classroom in a genuine Halloween style. When you enter our haunted classroom, there you'll see an eerie Jack o' Lantern as well as flying bats, spiders, floating ghosts, scary skulls, wicked witches, funny-looking mummies, bony skeletons and so much more.



Photo – Halloween classroom

This year we decided to mark Halloween a bit differently than years before. So there were two Halloween quizzes for the upper classes. The first quiz was for Class 5 who competed against Class 6 while the other confronted Classes 7 and

8. The questions were all connected to Samhain. They had the buzzers of different sound which they had to press after the teacher finished reading a question. Who pressed it before, lost the turn. The teams were very competitive and they proved to be true Halloween experts. Each quiz consisted of 15 questions and the final result in both quizzes was almost tied. It was 8 points for the gold medal winners and 7 to the silver medal winners. Very close, indeed! There were two judges who monitored the buzzers, the team, the answers and the points...and they took their job very seriously. The judge in charge of the calculating was our principal Anton Burić, who is also a Maths teacher (You see why we chose him? And if anything went wrong, of course, we would blame it on him.) and the one in charge of the buzzers and the correctness of the given answers was our special guest from the University of Cambridge dr Sarah Clarke-Habibi, who enjoyed the whole event very much.



The judges with all the participants

But that's not all! We had another dear guest from the Centre for Peace, Nonviolence and Human rights from Osijek, Mrs Nikolina Svalina. She was also quite amazed after seeing and taking part in our Halloween activities. All the participants were given Halloween certificates and the medals as well. The medals were specially designed for that occasion and done by Trofeo from Rijeka. So, thank you, Trofeo!



Halloween quizzes - teams





Bobbing for apples

Did you notice that I had mentioned activities? Not an activity but activities? Oh, there were activities, o right! Did you mean the quizzes were all we had prepared for that day? Oh, no! After the quizzes, we had a blast thanks to a traditional game played at Halloween. Bobbing for apples is its name. The four teams, each presenting one of the upper classes, had a go in bobbing for apples. There were three members in each team who had to catch three magnificent apples. Team 7 was the most successful one who managed to catch the apples quite fast. They got wet, they laughed, the younger pupils joined us and cheered...they had fun! The wet and happy participants also got certificates and the winning team got a goody bag with lots of sweets. It was almost like going trick-or-treating!



Halloween costumes

The last but not the least came our younger pupils who showed us their beautiful Halloween costumes ranging from Screams, monsters, Frankensteins to witches, samurai, wicked cats, and so on. They walked down one of the corridors so that all the other pupils, teachers and our guests could see them and take photos. They were given the certificates for the best Halloween costume because they were amazing! They were scary and funny at the same time! They were cute and original! They spread the true Halloween spirit!

So, as you can see, we are genuine Halloween lovers who enjoy that day and everything that goes with it very much! If you are a Halloween lover, too – next year put on a costume, get in the right spirit and join us! We'll boo the entire school!

Happy Halloween to all!  
And to all – a big boo from our little school!

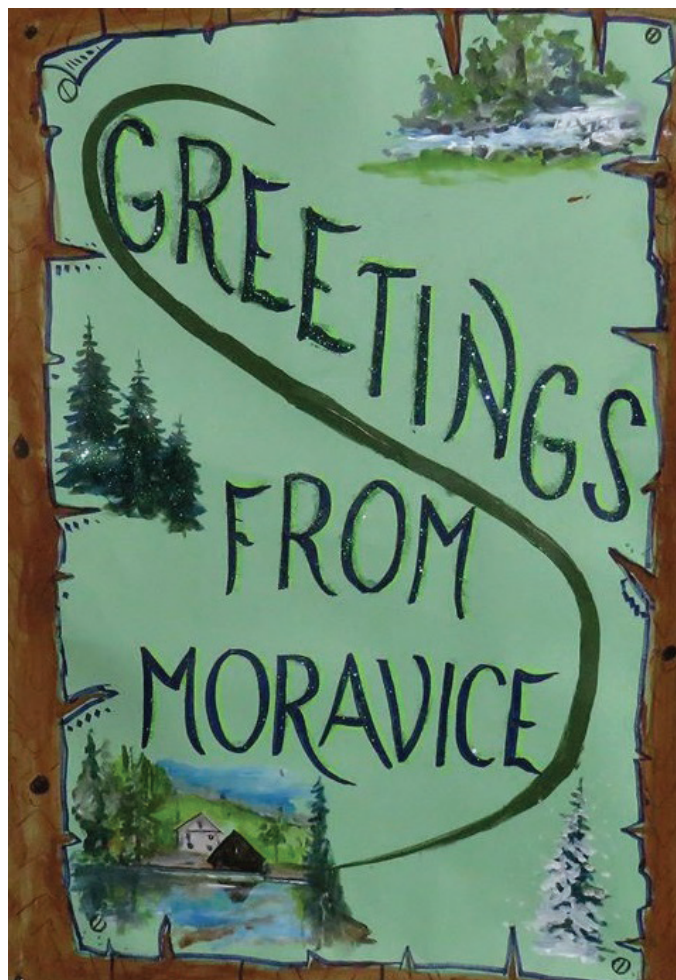


Maleficent and the gang

**Davorka Nekić, prof.**  
Područna škola Nikole Tesle, Moravice

# Greetings from Moravice

**A set of 25 postcards from a little place in a hollow**



Greetings from Moravice

December 6th was a very special day for me, my students, my school and the entire Moravice area. It was the day when Moravice got a set of 25 postcards for the first time in the history of the village.

How did it all start?

As some of you may know, my students and I take part in a penpal project with students from BiH, Serbia, Turkey, Ukraine, Portugal, Spain, Mexico and Brazil. Mostly we are exchanging e-mails and X-mass cards, as well. But we started thinking that it would be great not only to write to them about Moravice but also to show them the natural beauty of the cluster of villages that make up Moravice. So we went to the local post office. Unfortunately for us, there was only one motive of Moravice and only two copies of it were left. Quite a shame! We needed 25 different motives because there are 25 students taking part in the penpal projects and we are doing this with 8 different countries. So, if you are good at Maths, you'll see that we needed much more than the 2 postcards that were left at the local post office!

This being the case, we decided to make our own postcards. First, we needed good-quality photographs of Moravice and I contacted my former student, now 17-year-old Natalija Dokmanović who loves walking around the villages of Moravice



and taking breath-taking photographs. She kindly agreed to give me 25 of her photographs. But, busy bee Natalija couldn't just bring me those 25, she brought me approximately 300 photographs to choose from! And, believe me, it was a demanding task which I did with the help of my grade 8 students. Somehow, and don't ask us how, we managed to choose 25 photographs that we wanted to use on the postcards.



Postcards 1

After that, I contacted several printing firms to find the most acceptable (or the lowest) price. We came up with Grafis d.o.o. from Split. Although their price was the lowest one, there was a question of the graphic preparation of the postcards. If they did it, it would be 100 kunas per motive. And we had 25 motives. Now multiply that by 100 kunas... actually, don't. I can tell you it's way too much! So my former student Nebojša Petrović stepped in and gave me a hand in bringing the postcards to life and saving us 2500 kunas.

When the postcards came from the printing firm, they were like a dream come true! They were like 25 pearls, 25 breath-taking and heart-stopping postcards!



Postcards 2

So we decided to present them to the public and we did so on Saint Nicholas' Day. It was our present to all the people of Moravice. To those who still live there as well as those who had left many years ago but their hearts still beat and weep for their birthplace.

The promotion was quite poetical thanks to teacher Željka Vrcelj who gave an amazing speech about Natalija and her love for photography. How deep is that love? Imagine a teenage girl getting up at dawn so she can go around Moravice and catch a perfect sunbeam or a perfect sunrise. She would embrace low temperatures to just to take a photograph of a frozen lake; a glittering snow cover which reminds her of the sea, the sea of Gorski Kotar.



Photo - Postcards presentation

I want to thank my dear colleague Željka Vrcelj for linking poetry and photography. I want to thank my former student and my personal ICT expert Nebojša Petrović for putting up with me and all my crazy ideas, and there are plenty of those. I want to thank Natalija for simply being herself and pursuing her dream which is becoming a professional photographer. The first one in Moravice.

And last but not least – I want to thank all the people of Moravice and those who cherish Moravice in their hearts for making this project a truly great one!

So, come to this pearl of Gorski Kotar! See the beauty that is shown on the postcards! But mind this! If you ever come to Moravice, you will fall in love with this beautiful place. These postcards show that love and my love for the place that has been my professional home for the past 11 years!



# Maths is Fun in Elementary School Župa Dubrovačka

For the last three years pupils and teachers of our school have been proving that doing Maths can be fun. Maths Night is held every December and each year more and more pupils participate in this event. Teachers take time to prepare fun and engaging games, activities, and projects. However, hosting a Math Night event is more than just the activities – it is about spending quality time with your pupils, watching them enjoying themselves, seeing older pupils helping younger ones.

Since last year our students have had the opportunity to do Maths in English. The workshops were organized in such a way that through Maths activities pupils could practice and develop all four language skills. All the activities were hands-on and they brought out the creativity in kids. They solved problems, played games, did quizzes, worked in groups, shared ideas, made new friends, enjoyed the opportunity to use their own thinking, and through all the giggles and smiles they learnt something new.

But the best thing about Math Night is a super fun experience for all! “When can we do this again?” is the most frequent question we hear from our pupils. And when kids say that you know they are having fun!



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