



inspire
& be inspired

Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English

NEWSLETTER

HUPE Newsletter No. 24 • December 2019





28th

Annual International HUPE Conference

24 - 26 April, 2020
Valamar, Poreč, Croatia

Speakers proposal

November 29 – December 31, 2019
(30/45/60 minute workshops)

Registration from December 1

(Early bird until January 31)

What to expect?

- about 60 workshops and 4 plenaries
- national and international speakers
- AGM meeting, news, questions and answers
- Social: Evening show **From us to you**, **Quiz 9090** by Nino Sertić, **DJ dance-off**, **Tour of Poreč**
- raffle, prizes and awards
- Book swap
- Hall of Fame
- positive atmosphere, meeting old and making new friends
- ... and a few secrets to be announced later

Follow us on www.hupe.hr and Facebook

Put the dates in your calendar!

See you at the
28th Annual International
HUPE Conference!

**COME AND SHOW US/LEARN
SOMETHING NEW, ENJOY A COFFEE BY
THE SEA WITH YOUR COLLEAGUES,
TAKE PART IN EVENING PROGRAM AND
DANCE THE NIGHT AWAY.
MORE DETAILS COMING SOON
(APPLICATION FORMS FOR ATTENDEES,
SPEAKERS, SPONSORS, PLENARY
SPEAKERS, ETC.).**



VALAMAR
HOTELS & RESORTS

**HUPE IS LOOKING
FORWARD TO SEEING
YOU! JOIN US – INSPIRE
AND BE INSPIRED.**

Editor's Note

Dear colleagues,

Welcome to the autumn issue of the HUPE Newsletter. This one is a bit late due to changes in the HUPE Executive Board, but we have tried our best to sum up all the hard work HUPE has done in the last few months.

We proudly announce our 27th annual conference that is to take place in Valamar, Poreč between 24-26 April 2020. Stay tuned and follow our Facebook and web pages for new information.

There were also numerous events in our branches that you can read about in the new issue of the Newsletter. Most branches have elected a new president and HUPE welcomes them aboard. As for the old ones, the excellent work they have been doing for the last two years will undoubtedly be continued in the next period.

HUPE representatives attend international conferences on a regular basis. Read about our experiences in the International Conferences part.

In this issue, you will also be introduced to the new HUPE Board who will try its best to continue the good work of the previous board.

A special thanks goes to Jakob Patekar who generously provided us with the infographics that illustrate the main ideas of the new curricula as well as all the others who have decided to share their ideas with us.

We invite you to send your stories, comments, or reviews to 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.

21st May 2019

The agenda included:

1. HUPE Rijeka presidential election
2. Anita Jokić: The Power of Women
3. Gracijela Orobabić: How to teach "Domain B"? No Biggie or OMG?
4. AOB

HUPE Rijeka Branch held elections for a new branch president. We proudly announce that **the new HUPE Rijeka Branch President** is our dear and active member **Dario Abram**.

The first workshop was held by Anita Jokić, from Prva riječka hrvatska gimnazija. The workshop focuses on the role and position of women through history and focuses on six women who changed our perspective (Billy Jean, Princess Diana, Malala, Rosa Parks, etc.). Students took a look at six biographies (they did research and watched videos, materials provided). They learned about the changes the women made and why these women are important. Carefully selected songs were used to connect the historical events with modern times and the position of women in the modern world. Several short videos were shown to help understand the position of women through various periods, and how these 6 particular individuals helped women all over the world. Students played a quiz, did a bit of acting (interviews), did group research using 'old-school internet'– printed out articles on paper and hung them around the room. Students had questions and needed to find the answers in the articles. Based on the information they gathered and using photos they were given – they created a newspaper cover celebrating various important life moments in the lives of these women.

The second workshop was held by Gracijela Orobabić from Gornja Vežica Primary School. "Teaching Domain B No Biggie or OMG?" - "Domain B" outcomes give learners an opportunity to learn, not just the facts about the target English speaking country and its people, culture, values, customs and traditions but also it gives them an opportunity to better understand, accept and respect other people's cultural identity. Teachers can choose teaching materials that encourage learners' development of social and life skills such as critical cultural awareness, adaptability and





intermediation as well as the ability to accept cultural differences, become tolerant, be able to establish intercultural social contact and be ready for cooperation and compromise. Workshops on different types of teaching materials about Thanksgiving and the exchange of ideas among teachers as well as a discussion about the best ways to achieve "Domain B" outcomes will help us become aware of the possibility of preparing lessons on hospitality, tolerance, caring, and compassion, while refraining from criticism and judgment, and many other things which are important in intercultural relationships. The goal is to help young learners become active and positive citizens of the world.

If you wish to join HUPE Rijeka, contact Dario, your new president at hupe.rijeka@gmail.com

Nataša Žarkov
HUPE Rijeka



SPLIT BRANCH MEETING REPORT

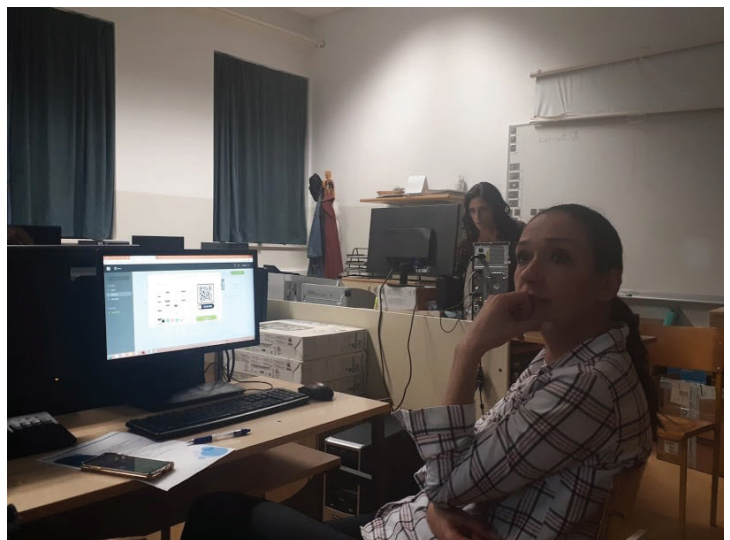
The sixth HUPE Split Branch meeting was held at Don Lovre Katića Elementary School in Solin on 3rd October 2019.

The agenda included:

1. Election of the Branch President
2. Tajana Bundara: Good Practice Examples

Eight members attended the meeting and voted for Tajana Bundara as the new HUPE Split Branch President. She presented her work using examples of good practice in her workshop. The topic of the workshop was '*Fostering Critical Thinking Through IT Tools*'.

In an attempt to meet the demands of developing 21st-century skills Tajana Bundara presented her ideas on how to implement IT tools in fostering critical thinking skills. The topic of the lesson was *Teenagers and Money* and it referred to cultural differences. The central teaching strategy was a debate with a debate-video-clip on the thesis 'Should children be paid for household chores?' as

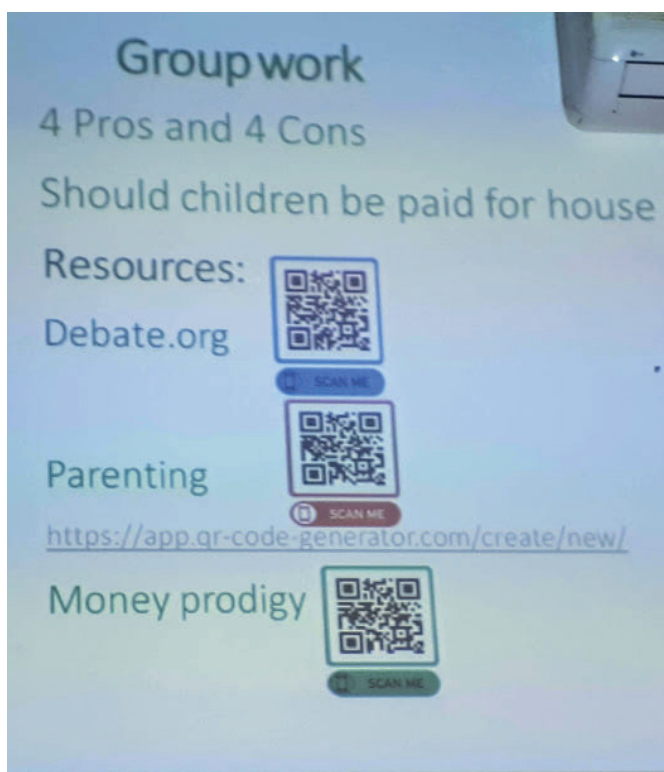
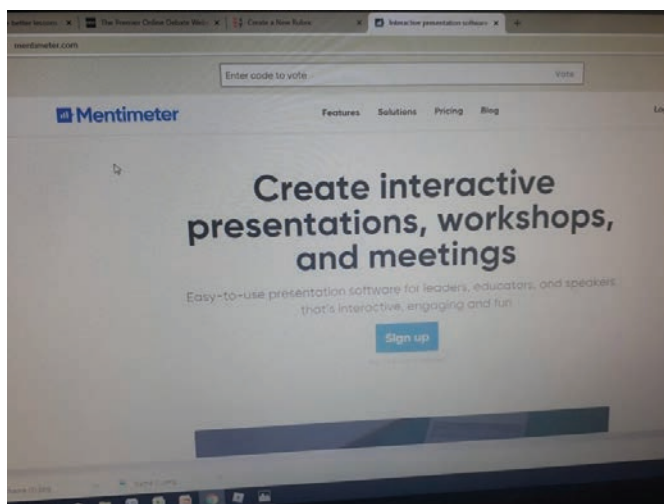


the debate-trigger-point. She underlined the importance of using online dictionaries and demonstrated how to use QR codes. She showed us how to implement mobile phones and use them as a powerful classroom tool, conduct peer assessment and conduct formative assessment as well. The final objective of the workshop was to inspire and motivate colleagues to open their minds to new teaching challenges and strategies.

Thank you all for coming and hope to see you at our next meeting!

If you are an English teacher and want to join HUPE Split, feel free to contact me at hupe.split@gmail.com.

Tajana Bundara
HUPE Split Branch President



1st ANNUAL ZADAR BRANCH MEETING REPORT

The first annual HUPE Zadar Branch meeting was held at Primary School Petar Preradović on 18th October 2019.

The agenda included:

1. Election of the Branch President
2. Jakob Patekar: Breaking with tradition



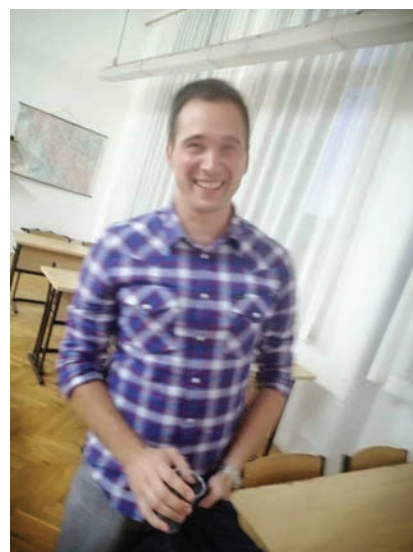
Eleven members attended the meeting. The first point of order was the election of a new branch president. All members who were present at the meeting unanimously elected Marko Morić as the new HUPE Zadar Branch President.

In light of the changes brought by the new curriculum, Jakob Patekar stressed the importance of the change of perspective in the approach to English language teaching. His workshop, "Breaking with tradition", provided an insight on how to break with traditional language teaching and learning while trying to implement the

new curriculum. One of the key authors of the new curriculum documents, Jakob Patekar presented several practical ideas and views on how to shift our approach to teaching writing, as well as implementing grammar into teaching and assessing all language skills.

Thank you all for coming and hope to see you at our next meeting!

Anita Žepina
HUPE Zadar Branch President



ZAGORJE BRANCH MEETING REPORT

The first HUPE Zagorje meeting this school year was held at Bedekovčina Secondary School on 15th November 2019.

There were three workshops held as well as a short introduction of what is new at HUPE. The first one was a workshop held by Anita Jokić, a great fellow teacher and the new HUPE president. Anita's workshop titled **Story of a friendship: Tom Jones and Elvis Presley** was very inspiring. All of the tired teachers attending it on this rainy Friday afternoon were gladly singing (maybe a bit out of tune), joyfully laughing and working together on



numerous tasks. This workshop presented very interesting and fun activities that could be applied to any other subject matter, but we all felt that the choice of singers and music was great and many said that they would try it out in their classrooms.

The second workshop was held by Sanja Rašković, from Global Lingua, an inspiring enthusiast full of great ideas. Sanja's workshop **The Magic of Storytelling** was filled with useful activities on using the magic of storytelling in the classroom. It made the members laugh and participate all the way through.

The third presentation was held by our own colleague from the HUPE Zagorje branch and is the new HUPE vice-president, Petra Blajić. Petra's presentation **28th IATEFL POLAND Conference in Gdansk – dissemination** was a very welcomed compilation of useful activities, tips and tricks from the workshops and talks she had attended there. She gave us a handful of readymade and easy-to-use things, some of which we already use or have used in our classrooms, but this was a great way of revising and making a useful compilation.

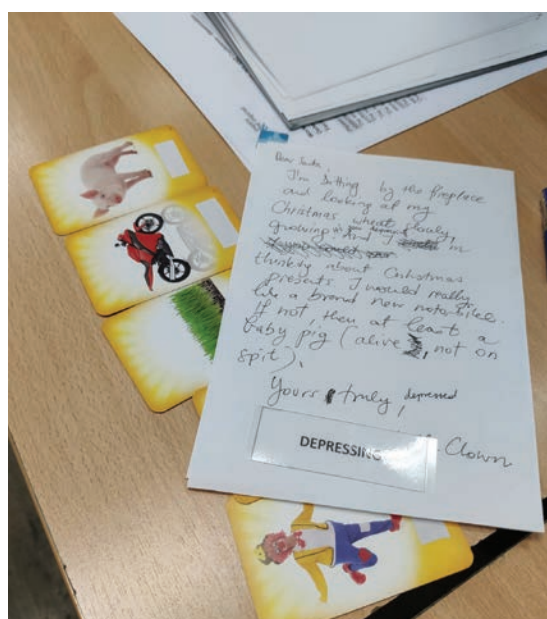
This was also a great introduction to our next topic **News in HUPE**. Anita and Petra briefly explained all the benefits that membership in HUPE offers – such as the open call for workshop proposals for HUPE representatives at the upcoming IATEFL Slovenia Conference in March (all expenses covered), or the opportunity to present your work at one of the Branch meetings or Annual Conference and many more.

The energy at the meeting was such that when the meeting was finally over, waaaay into the evening, people were still chatting, drinking coffee, and were reluctant to leave.

HUPE Zagorje is thankful to our members and the speakers for coming. HUPE Zagorje will continue to inspire and hopefully become a bigger branch in the future.

If you wish to join us, contact me at hupe.zagorje@gmail.com

Gordana Bujanić Tretinjak
HUPE Zagorje Branch President



DOS & DON'TS

U NASTAVI ENGLSKOGA JEZIKA U 1. RAZREDU OSNOVNE ŠKOLE

Igrati se, pjevati, skakati, plesati	Očekivati da učenici sjede 45 minuta
Često mijenjati aktivnosti	Bojiti, bojiti i samo bojiti
Dati (i pokazati!) jasne upute	Dati upute jednom; ne provjeriti razumijevanje uputa
U zadatke uključiti određeni oblik potpore (scaffolding) Npr. učenik može zadatak riješiti služeći se udžbenikom, bilježnicom, uz pomoć vršnjaka; slikovni prikazi dani su kao pomoć, riječi su zadane, riješen je primjer i sl.	Ne pružiti pomoć
Razvijati vještinu - slušanja - govorenja - čitanja (jednostavnih i učestalih riječi) - pisanja (prepisivanjem ključnih riječi)	Čitati rečenice Prepisivati baš sve riječi Prepisivati duge rečenice Očekivati da učenici išta mogu napisati bez podrške Npr. "Napiši pet najdražih životinja."
Formativno vrednovati sve četiri vještine (pa tako i čitanje jednostavnih riječi i prepisivanje)	Zanemariti važnost davanja kvalitetne povratne informacije (koja je razumljiva sedmogodišnjaku)
Razvijati samovrednovanje i vršnjačko vrednovanje	Biti jedina osoba koja vrednuje u razredu
Ocjenjivati vještinu - slušanja (riječi i uputa) - govorenja (produkcija i interakcija)	Ocjenjivati - čitanje s razumijevanjem - čitanje naglas - recitiranje - pisanje - diktat

JAKOB.PATEKAR@OUTLOOK.COM

ISHODI, VJEŠTINE I VREDNOVANJE u 1. razredu osnovne škole

U prikazu su u lijevome stupcu odgojno-obrazovni ishodi iz kurikula Engleskoga jezika za 1. razred osnovne škole, podijeljeni u tri domene. U desnome je stupcu prvo navedena vještina kroz koju se ishod ostvaruje. Krajnje desno nalazi se simbol koji pokazuje vrednuje li se ishod formativno ili sumativno (tj. ocjenjuje) ili oboje. Određene je ishode iz domene B i C potrebno opisno pratiti pa u tome slučaju stoji takva napomena i primjer opisnoga praćenja.



VREDNUJE SE
FORMATIVNO



VREDNUJE SE
SUMATIVNO
(OCJENJUJE SE)

ishodi

vještine vrednovanje

A. Komunikacijska jezična kompetencija OŠ (1) EJ A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja. OŠ (1) EJ A.1.2. Učenik prepoznaje grafijske slike jednostavnih riječi. OŠ (1) EJ A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova. OŠ (1) EJ A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova. OŠ (1) EJ A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice. OŠ (1) EJ A.1.6. Učenik preslikava slova engleske abecede. OŠ (1) EJ A.1.7. Učenik preslikava jednostavne učestale riječi.	SLUŠANJE 5 ČITANJE GOVORENJE (reprodukcija) GOVORENJE (produkcija) 5 GOVORENJE (interakcija) 5 PISANJE PISANJE
B. Međukulturna komunikacijska kompetencija OŠ (1) EJ B.1.1. Učenik uočava međukulturna iskustva u poznatome kontekstu te prepoznaje osnovne činjenice i obilježja kultura ciljnoga jezika ili drugih kultura i uočava sličnosti s vlastitom kulturom. OŠ (1) EJ B.1.2. Učenik prepoznaje i oponaša osnovne obrasce uljudnoga ophođenja u simuliranim i/ili stvarnim međukulturnim susretima. OŠ (1) EJ B.1.3. Učenik pokazuje zanimanje za učenje o kulturi ciljnoga jezika. OŠ (1) EJ B.1.4. Učenik prepoznaje i reagira na primjere prihvatanja i/ili isključivanja drugih i drugačijih u poznatim kontekstima.	GOVORENJE (produkcija) 5 kroz domenu KJK GOVORENJE (interakcija) 5 kroz domenu KJK OPIŠNO PRAĆENJE Npr. Učenik pokazuje zanimanje za sadržaje vezane uz stranu kulturu. (B.1.3.) Npr. Učenik zagovara uključivanje drugih u igru. (B.1.4.)
C. Samostalnost u ovladavanju jezikom OŠ (1) EJ C.1.1. Uočava i koristi se najosnovnijim kognitivnim strategijama učenja jezika. OŠ (1) EJ C.1.2. Uočava i koristi se najosnovnijim metakognitivnim strategijama učenja jezika. OŠ (1) EJ C.1.3. Uočava i koristi se najosnovnijim društveno-afektivnim strategijama učenja jezika. OŠ (1) EJ C.1.4. Uočava i primjenjuje najosnovnije tehnike kreativnoga izražavanja. OŠ (1) EJ C.1.5. Uočava činjenice i mišljenja u vrlo kratkim učestalim jednostavnim izrazima i rečenicama. OŠ (1) EJ C.1.6. Učenik prepoznaje različite izvore informacija.	OPIŠNO PRAĆENJE Npr. Učenik pažljivo prati nastavu. (C.1.1.) Npr. Učenik je usredotočen na zadatke. (C.1.2.) Npr. Učenik surađuje sa suučenicima. (C.1.3.) Npr. Učenik se kreativno izražava kroz glumu. (C.1.4.) Npr. Učenik na poticaj iznosi svoje mišljenje. (C.1.5.) SLUŠANJE GOVORENJE (produkcija, interakcija) 5 kroz domenu KJK

Vrednovanje je detaljno objašnjeno u kurikulu i metodičkom priručniku.

jakob.patekar@outlook.com

ISHODI, VJEŠTINE I VREDNOVANJE

u 5. razredu osnovne škole (5. godina učenja)

U prikazu su u lijevome stupcu odgojno-obrazovni ishodi iz kurikuluma Engleskoga jezika za 5. razred osnovne škole, podijeljeni u tri domene. U desnome je stupcu prvo navedena vještina kroz koju se ishod ostvaruje. Krajnje desno nalazi se simbol koji pokazuje vrednuje li se ishod formativno ili sumativno (tj. ocjenjuje) ili oboje. Određene je ishode iz domene B i C potrebno opisno pratiti pa u tome slučaju stoji takva napomena i primjer opisnoga praćenja.



VREDNUJE SE
FORMATIVNO



VREDNUJE SE
SUMATIVNO
(OCJENJUJE SE)

ishodi

vještine vrednovanje

ISHODI, VJEŠTINE I VREDNOVANJE

u 1. razredu gimnazije (9. godina učenja, 105 sati tjedno)

U prikazu su u lijevome stupcu odgojno-obrazovni ishodi iz kurikuluma Engleskoga jezika za 1. razred srednje škole, podijeljeni u tri domene. U desnome je stupcu prvo navedena vještina kroz koju se ishod ostvaruje. Krajnje desno nalazi se simbol koji pokazuje vrednuje li se ishod formativno ili sumativno (tj. ocjenjuje) ili oboje. Određene je ishode iz domene B i C potrebno opisno pratiti pa u tome slučaju stoji takva napomena i primjer opisnoga praćenja.



VREDNUJE SE
FORMATIVNO



VREDNUJE SE
SUMATIVNO
(OCJENJUJE SE)

ishodi

vještine vrednovanje

A. Komunikacijska jezična kompetencija

OŠ (1) EJ A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.

OŠ (1) EJ A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.

OŠ (1) EJ A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.

OŠ (1) EJ A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.

OŠ (1) EJ A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.

OŠ (1) EJ A.5.6. Zapisuje jednostavne učestale izgovorene riječi.

OŠ (1) EJ A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.

SLUŠANJE
ČITANJE



5

GOVORENJE

(reprodukcija)



5

GOVORENJE

(produkcija)



5

GOVORENJE

(produkcija)



5

GOVORENJE

(interakcija)



5

SLUŠANJE I

PISANJE



5

PISANJE



5

U 5. razredu

dužina je

govorenoga i

pisanoga teksta

koli se ocjenjuje

40 – 60 riječi.

B. Međukulturna komunikacijska kompetencija

OŠ (1) EJ B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.

OŠ (1) EJ B.5.2. Održava kratku i jednostavnu komunikaciju koristeći se ključnim konvencijama ugodnoga ponašanja u međukulturnim susretima.

OŠ (1) EJ B.5.3. Prepoznaje i opisuje osnovne strategije za izbjegavanje i/ili prevladavanje kulturno uvjetovanih nesporazuma i raspravlja o utjecaju prihvaćanja i/ili isključivanja drugih i drugačijih u poznatim situacijama.

OŠ (1) EJ B.5.4. Izabire prijateljstvo, suradnju, altruizam, solidarnost i prihvaćanje različitosti i posebnosti u različitim kontekstima međukulturnih iskustava.

GOVORENJE
PISANJE



5

kroz domenu KJK

GOVORENJE
PISANJE



5

kroz domenu KJK

OPISNO PRAĆENJE

Npr. Učenik prepoznaje različitost vrijednosti i običaja u drugim kulturama. (B.5.3.)

Npr. Učenik se prijateljski odnosi prema suučenicima. (B.5.4.)

A. Komunikacijska jezična kompetencija

SŠ (1) EJ A.1.1. Analizira jednostavan prilagođen ili izvoran tekst srednje dužine pri slušanju i čitanju.

SŠ (1) EJ A.1.2. Čita prilagođene književne tekstove.

SŠ (1) EJ A.1.3. Prilagođava prozodiju različitim komunikacijskim situacijama.

SŠ (1) EJ A.1.4. Govori tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti.

SŠ (1) EJ A.1.5. Sudjeluje u dužemu planiranom i jednostavnome neplaniranom razgovoru.

SŠ (1) EJ A.1.6. Piše strukturiran tekst srednje dužine koristeći se jezičnim strukturama srednje razine složenosti.

SLUŠANJE
ČITANJE



5

ČITANJE



5*

GOVORENJE

(produkcija)



5*

GOVORENJE

(produkcija)



5

GOVORENJE

(interakcija)



5

PISANJE



5

U 1. razredu

dužina je

govorenoga i

pisanoga teksta

koli se ocjenjuje

80 – 200 riječi.

B. Međukulturna komunikacijska kompetencija

SŠ (1) EJ B.1.1. Raspravlja o informacijama o zemljama ciljnoga jezika i drugim kulturama.

SŠ (1) EJ B.1.2. Prilagođava zadane komunikacijske obrasce u različitim, unaprijed određenim kontekstima.

SŠ (1) EJ B.1.3. Preispituje i procjenjuje stereotipe i predrasude na svim razinama i u svim oblicima te predlaže strategije za izbjegavanje i/ili prevladavanje nesporazuma, otkrivanje i razgradnju stereotipa i predrasuda.

SŠ (1) EJ B.1.4. Prepoznaje i objašnjava utjecaj međukulturnih iskustava na oblikovanje vlastitih uvjerenja i stavova prema drugima.

GOVORENJE
PISANJE



5

kroz domenu KJK

GOVORENJE
PISANJE



5

kroz domenu KJK

OPISNO PRAĆENJE

Npr. Učenik zna kako razriješiti nesporazum koji proizlazi iz predrasuda. (B.1.3.)

Npr. Učenik razumije kako međukulturni susreti mogu djelovati na stavove. (B.1.4.)

C. Samostalnost u ovladavanju jezikom

OŠ (1) EJ C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.

OŠ (1) EJ C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.

OŠ (1) EJ C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.

OŠ (1) EJ C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.

OŠ (1) EJ C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama.

OŠ (1) EJ C.5.6. Tumači osnovne informacije iz različitih izvora te izvodi kratke prezentacije jednostavnih sadržaja i upotrebljava ih.

OPISNO PRAĆENJE

Npr. Učenik povezuje naučeno s prijašnjim znanjem.

Učenik zapisuje nove riječi. (C.5.1.)

Npr. Učenik prihvaća savjete za uspješnije rješavanje zadataka. Učenik planira svoje učenje. (C.5.2.)

Npr. Učenik se uključuje u suradničko učenje. (C.5.3.)

Npr. Učenik pokazuje kreativnost u pisanim zadacima. (C.5.4.)

Npr. Učenik pokazuje razumijevanje za drugačije stavove. (C.2.5.)

SLUŠANJE, ČITANJE
GOVORENJE, PISANJE



5

kroz domenu KJK

C. Samostalnost u ovladavanju jezikom

SŠ (1) EJ C.1.1. Prepoznaje i koristi se složenim kognitivnim strategijama učenja jezika.

SŠ (1) EJ C.1.2. Prepoznaje i koristi se složenim metakognitivnim strategijama učenja jezika.

SŠ (1) EJ C.1.3. Prepoznaje i koristi se složenim društveno-afektivnim strategijama učenja jezika.

SŠ (1) EJ C.1.4. Izabire različite tehnike kreativnoga izražavanja i koristi se njima: tumači i vrednuje postojeće i osmišljava nove ideje povezane s osobnim iskustvima i poznatim temama.

SŠ (1) EJ C.1.5. Izabire različite vještine kritičkoga mišljenja i koristi se njima pri tumačenju i vrednovanju mišljenja, stavova i vrijednosti povezanih s osobnim iskustvima i poznatim temama.

SŠ (1) EJ C.1.6. Izabire i organizira informacije iz različitih vrsta tekstova i izvora, uočava osnovna pravila za citiranje izvora te izvodi duže prezentacije srednje složenih sadržaja.

OPISNO PRAĆENJE

Npr. Učenik upotrebljava jednojezični rječnik. (C.1.1.)

Npr. Učenik prepoznaje problem i odabire odgovarajuće rješenje. (C.1.2.)

Npr. Učenik se povezuje s vršnjacima kako bi učinkovitije učio. (C.1.3.)

Npr. Učenik se kreativno izražava. (C.1.4.)

Npr. Učenik analitički pristupa tekstu. (C.1.5.)

SLUŠANJE, ČITANJE
GOVORENJE, PISANJE



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kroz domenu KJK

Vrednovanje je detaljno objašnjeno u kurikulumu i metodičkom priručniku.
bit.ly/engleskikurikulum
jakob.patekar@outlook.com

* Ishodi A.1.2. i A.1.3. mogu biti dijelom sumativnoga vrednovanja kao jedan od elemenata. Primjerice, pri ocjenjivanju govorenja, A.1.3. može biti jedan od elemenata uz grammar and vocabulary i discourse management.
Vrednovanje je detaljno objašnjeno u kurikulumu i metodičkom priručniku.
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ELTAM Days 2019 - EMPOWERING 21st CENTURY LEARNERS AND EDUCATORS: MEETING CHALLENGES, EXPLORING SOLUTIONS, 21-22 JUNE 2019 Nikšić, Faculty of Philology

This two-day conference was a great joy!

I had the pleasure to attend the first international ELTAM conference after winning a 50€ prize awarded by HUPE (thank you!).

The Association of English Teachers of Montenegro ELTAM, with the support of the US Embassy, as well as the support of the Faculty of Philology in Nikšić, Regional Office of the State Department for English Language Programs with headquarters in Belgrade, Pearson Publishing House in Belgrade and SOL (One Language), organized the first international and fifth national conference for English language teachers ELTAM Days 2019.

The aim of the conference is to improve the professional competences of English teachers by expanding their knowledge of innovation, creative methods and techniques, as well as sharing experiences and examples of good practice.

I had the great pleasure to enjoy and listen to eminent experts in the field of English methodology - Jen MacArthur (RELO), Vaughan Jones (Pearson) and Zuzana Tomas (Eastern Michigan University). A series of workshops, demo classes and presentations were held by colleagues from Montenegro, the region and beyond: Bosnia and Herzegovina, the Czech Republic, Hungary, Poland, the United States, Serbia, Ukraine, the UK and, of course, Croatia.

I knew this was going to be a great conference right from the start: the choir of the elementary school "Milija Nikčević" from Nikšić, led by Music teacher Marica Pejović spread positive vibrations throughout the venue.

The opening plenary was held by a great speaker and a dear conference friend, Jen MacArthur from the Regional English Language Officer (RELO): **Is Seeing Believing? Teaching Critical Thinking**. Jen reminded us that Teaching Critical Thinking through Visual Literacy is important to be able to understand pictures and how they affect us, and it is as important as it is to be word-literate. It's more important than ever that we help our students to develop skills to see, describe, analyze, and interpret information – both with words and through images. Jen's message was: Let's move from using visual aids to putting visual literacy at the core of our curriculum!

The second plenary was held by Vaughan Jones who talked about bringing our Learning into FOCUS. In our experience, students learn best when a lesson combines motivating material with memorable exposure to language through a series of meaningful tasks. Motivation, Memory and Meaning - 'the 3 Ms' - are therefore the foundation stones of FOCUS, a new upper secondary course. This practical session explored ways in which topics, texts and tasks can reflect these priorities and help teachers to create the optimum classroom conditions for learning to take place.

My 'working days' begun after the second plenary and I held three workshops. We laughed, sang, smiled and won some prizes. I once again thank all the attendees for their positive ideas, feedback and hard work and hope to see many of the happy faces in Poreč.



Workshops I held:

Story of a Friendship: Tom Jones & Elvis Presley, Tribute to Vincent, and Power of Women,

Here are the summaries:

The Power of Women

This workshop looks at the role and position of women through history and focuses on six women who changed our perspective (Billy Jean, Princess Diana, Malala, Heddy Lamarr, etc.). Students take a look at six biographies; they do research and watch videos. They learn about the changes the women made and why these women are important. Carefully selected songs are used to connect the historical events with modern times and the position of women in the modern world. Several short videos are shown to help understand the position of women through various periods, and how these 6 particular individuals helped women all over the world. Students also play a quiz, do a bit of acting (interviews), do group research using 'old-school internet' – printed out articles on paper and hung around the room. Students are given questions and need to find the answers in the articles. Based on the information they have gathered and using photos they are given – they create a newspaper cover celebrating various important moments in the lives of these women.



Story of a Friendship: Tom Jones and Elvis Presley

This workshop focuses on a friendship between Tom Jones and Elvis Presley. Students take a look at various aspects of being a true friend (a discussion on what makes a good friend). They learn about the lives of Presley and Jones, how they met, what they did together and how their friendship never wavered, not even during the hardest times. Some of their most famous songs are analyzed and discussed, and vocabulary is expanded. Several short videos are shown to help understand their bond, their fame and their life-long friendship. Students also do a quiz, do a bit of acting (interviews), do group research using 'old-school internet' – printed out articles on paper and hung around the room. Students get questions and need to find the answers in the articles. Based on the information they have gathered and using photos they are given – they create a newspaper cover celebrating various important moments in the lives of Tom Jones and Elvis Presley (eg. marriage, first no.1 hit...).

A Tribute to Vincent - Workshop

The Tribute to Vincent Workshop focuses on Vincent van Gogh, his life, paintings and background information from an interdisciplinary perspective (English language, Arts, History, first language). The workshop describes a four-lesson class project where students discover the colorful world of Vincent, act, collaborate, research, do quizzes, listen and sing a song, watch videos, write a letter, do a bit of drawing and create an exhibition.

Best memories from the conference: Quest Night

Oh, boy, how we enjoyed this activity! Imagine 50 teachers running around the city, from one site to another, solving one puzzle after another trying to be faster, smarter and better. My perfect teammates were each from a different country, sharing the same thirst for victory. We even crashed a folk dance troop rehearsal, fed burek to a stray dog and, of course, WON! Thank you, my girls from Macedonia, Serbia, Slovenia, Bosnia, and Montenegro!

Last, but not least!

We did a lovely city walk, discovered a few Nikšić's secrets and before heading home - enjoyed a wonderful lunch by the lake and local Montenegrin food.

Thank you once again my friends, good luck and see you next year!

Anita Jokić, prof.

The Czech conference with no limits

'No Limits 2019' was held from 6th to 7th September 2019 by the Association of Teachers of English in the Czech Republic and hosted by Střední škola gastronomie a služeb, Přerov. The organizing committee continued the successful tradition of previous ATECR conferences and to attract ELT professionals from the Czech Republic as well as from abroad. The Conference offered a varied program of talks, workshops and research-oriented presentations. The range of topics was wide enough for everybody to participate and contribute to the success of the conference.

I had the pleasure to enjoy lectures and workshops on modern technology in ELT, teaching English to different age groups, teaching English in inclusive classrooms, refreshing our language, culture in ELT, ELT for Secondary Schools (lower and upper secondary) and many others.

A number of distinguished speakers attended and presented at the conference and a large resource exhibition was open throughout the conference. I enjoyed the wonderful speakers' dinner that was beautifully presented and organized by Catering school students. Well done!

I held two workshops – A Story of a Friendship and Tribute to Vincent. Attendees said they had enjoyed it so much I had a re-run the following day. A special thanks goes to a great Czech colleague who spends her summers in Baška.

An incredible weekend soon came to an end, with an endless list of unforgettable memories; a great conference, kind and generous people, stunning views and great food. What more could one ask for?

Till we meet again,

Anita Jokić



Four Seasons of Moravice

A set of 20 seasonal postcards from a little place in a hollow

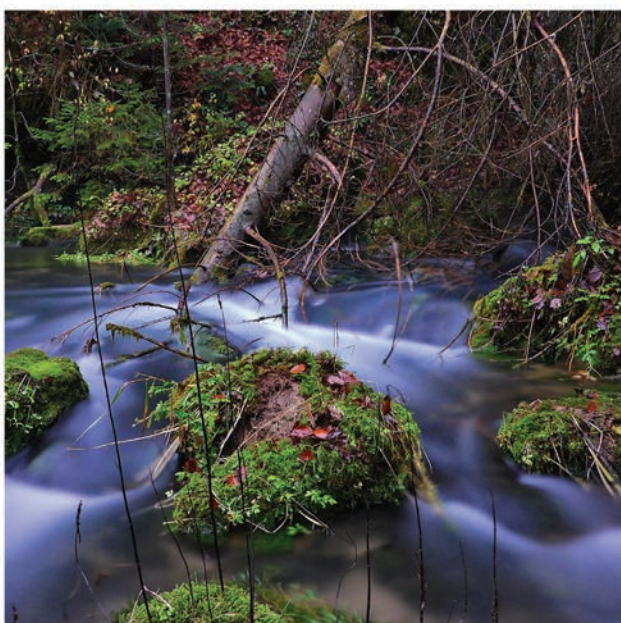
After a rather rainy and cold May, June tiptoed quietly and brought us not just lovely weather but also the 2nd set of postcards of Moravice, a picturesque little place in the green heart of Gorski Kotar.



Invitation

It has only been a year since Moravice is richer by a set of postcards named **Greetings from Moravice**. It is a set dedicated to Moravice and all 25 postcards present some aspect of that place in the hollow. **Greetings from Moravice** did not only spread the beauty of the place throughout the world but they also emphasized the unique sense of photography of a young Moravice girl, **Natalija Dokmanović** who, without any question whatsoever, gave her permission for the usage of her photographs as postcards.

As some of you may know, my students and I take part in a *penpal* project with students from all around the globe. This school year we exchanged letters, emails and cards with our *penpals* from two schools from Israel (Pinsker School from Kiryat Ata and Eylot School from Ganne Tikva). We were mostly exchanging emails and also Xmas cards as well. But we started thinking about how 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. However it is very difficult, if not impossible, to describe or explain that unique beauty, so we decided to make another set of postcards which shows Moravice throughout the seasons. Inspired by the seasons in Moravice which are amazing regarding colours and scents, we opted for 5 postcards per season which make a set of 20 postcards in total. This is the same as the previous set. We also used **Natalija Dokmanović's** photographs again. Who is Natalija really? She's a local girl whose love for photography made her one of the best young photographers in the region as well as in the country. Judging by the number of breath-taking photographs she gave us to choose from, we knew in the very beginning that it wouldn't be easy to choose the best ones for the postcards.



Some original photographs

The photographs were chosen with Natalija's guidance since, after all, she is an experienced photographer who knows much more about that than the rest of us. After choosing about 20 or more photographs, we contacted the printing firm who did the last set of our postcards and thanks to **Grafis d.o.o.** from Split and **Mr Branimir Čaljkusić** we prepared the ***Four Seasons of Moravice*** set of postcards which we think is even better than the first one. The designing and editing was the responsibility of my former student **Nebojša Petrović**, a young IT expert from Moravice, and me. Natalija was, of course, supervising the whole process of postcard designing. The experts from Grafis d.o.o. suggested adding a white border to every postcard which really made them look like a set. The white border may symbolize different things to different people. For some it represents the whiteness of the snow in Moravice during the harsh winter months, for others it is the clarity of the Dobra River that flows through the place...some may say it's the freshness of the air in Moravice in the early spring mornings while for others it symbolizes the scent of the air before the rain starts in early autumn.

The result of all that is the set of 20 postcards named the ***Four Seasons of Moravice*** which are ready to be sent into the world thanks to our *penpal* project.



Some postcards during the design process

The very promotion, held on July 1st, 2019, 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 early dawn while everyone else is sleeping so she can go around Moravice and catch the perfect sunbeam...the perfect sunrise...or to enjoy low temperatures to take a photograph of a frozen lake...a glittering snowy cover which reminds her of the sea, the sea of Gorski Kotar...to catch a butterfly in beautiful flight...to see a reflection in a raindrop....to catch a glimpse of hope in the eye of a deer...the playfulness of a little squirrel...



D. Nekić, N. Dokmanović & Ž. Vrcelj



Four season fairy-helpers

This set represents the crown jewel of Natalija's primary and secondary school days since she graduated recently and is ready to conquer the university world. Congratulations, dear Natalija and best of luck in the years to come!



Photo 7 – Four Seasons of Moravice postcards

I want to thank my dear colleague Željka Vrcelj for inserting poetry into photography or vice versa. I want to thank my former student and my personal IT expert Nebojša Petrović for being a part of this project. I want to thank Natalija for simply being herself and pursuing her dream which is becoming a professional photographer. And much more.

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

All I can say is...Come to Moravice! See the natural beauty of the place and you will soon realize that it is even more beautiful and breath-taking than on the postcards! If you decide to come, you can be sure that the people of Moravice will welcome you with open hearts; that's the true beauty of Moravice!

Photo 8 – Promotion stars ☺

Back row: B. Dokmanović, N. Dokmanović, D. Nekić, Ž. Vrcelj

Front row: Petra Rebić, Tamara Kljaić, Ana Lešnjaković & Lorena Soldat

Davorka Nekić, prof.

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

Sky fliers

A bilingual screenplay and cartoon for children and those who feel like one

The school bell. The last day of this school year. It's over! Finally! But it wasn't over for Class 8. Now you are probably wondering why. Let me tell you a story about Class 8 and their **Sky fliers**.

Class 8 together with their English teacher Davorka Nekić decided to make a cartoon this school year. Yes, they knew it was very ambitious of them. And yes, they knew how much work it meant. But they were ready to plunge into the world of cartoons. They thought: *If Disney can, so can we!*

Maybe some of you remember the storybook Đuro the Seagull written by **Vanja Vučinić**, a last-year 8th class pupil of Nikola Tesla Branch school from Moravice. Well, this year the eighth graders decided to make a short cartoon based on that very book.

As every beginning is usually difficult, so was theirs. The first thing they had to do was a lot of brainstorming and putting all their ideas into a pile, and picking the best one for a story on which they would base their cartoon. During the process of brainstorming, they read and re-read Đuro the Seagull and finally, they came up with an idea for a cartoon on which they all agreed.

Stage 1 was over. Stage 2 meant writing the screenplay in their mother tongue, so they got busy and in a few days the screenplay was there. As one of their mentors on the project, their English teacher had a look at their writing and suggested some changes to which they agreed.

After Stage 2 they were divided into teams and each team did a different task so they could perform faster and be more efficient. And that was all their idea!

Stage 3 included translating. They had to translate their screenplay into English which was demanding and in some parts a very tricky task. Some parts they translated easily but they had discussions when translating some other parts. As you know, translating isn't easy...and after doing it, they know it, too! They used online dictionaries while translating but the problem was how to choose the right word when you find dozens of words that correspond to the Croatian word you are trying to translate. They had ups and downs doing that but they managed to come up with an excellent translation in which their English teacher only changed 3 or 4 words. Great job, Class 8!

While the translation was being done, one of the other teams did some illustrations that were missing. They used original illustrations from the storybook Đuro the Seagull done by **Valentina Alinčić** and **Roberta Vučinić** but they lacked more so they became illustrators as well. They had to illustrate a female seagull that appears in the cartoon. They managed to create Luca after several not so successful tries. But at the end of that process, they all agreed that Luca looks exactly how they imagined her. Luca rules!



Sky fliers



Đuro the Seagull



Photo 3 – Luca

Another team was creating scenery for the cartoon within which they inserted the characters they had illustrated earlier. They had to be very careful while doing that because the scenes needed to be the same or nearly the same as in the screenplay. They had to add some accessories to the characters to present the scenes as truly as possible. They even used some photo editing programmes on their mobile phones, with the teacher's permission, of course!

Two pupils also worked on the opening and closing credits. Because every cartoon needs to have them.

Stage 3 was a demanding one but they learnt a lot from it.

Stage 4 included voice recordings. They decided among themselves who would be which character. They had to learn their roles well before the recording day. They used the programme Audacity to record their voices within which they cut, pasted, equalized, exported, and so on. They had headphones and a microphone...like true professionals!



Voice recording

Stage 5 meant inserting their voice recordings into the cartoon which they did in a split second. Really impressive!

Stage 6 was the last one in which they added some special effects and 'polished' their animated 'jewel'.

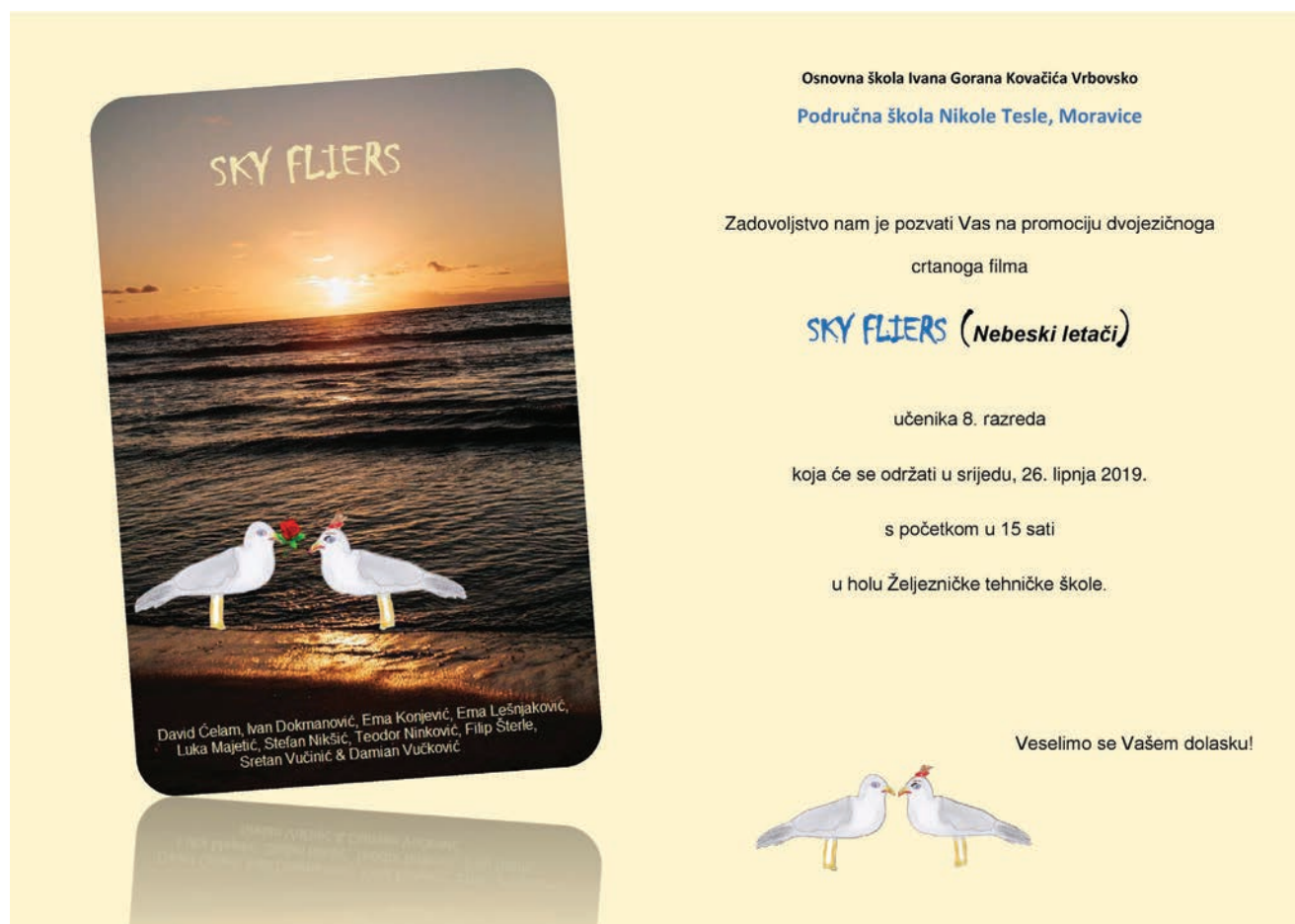
The cartoon was done in the programme Movie Maker and pupils read lots of tutorials while creating and putting it together.

At the end of the cartoon making process, the eighth graders got a chocolate cake on the ***Sky fliers*** screenplay cover as a sign of appreciation of their English and ICT mentors.



Sky fliers cake

The ICT part of the project was mentored by the ICT teacher **Anamarija Diklić**. The whole project is a great example of the integrated teaching in which English and ICT were interrelated to create a bilingual cartoon.



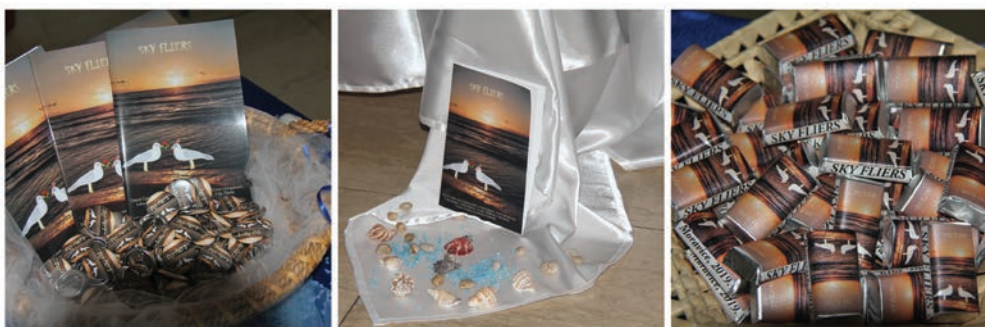
Invitation

The cartoon ***Sky fliers*** was officially promoted on June 26th, 2019, at 3 pm. I believe that's the date Class 8 will remember for many years to come. Many people came to support them and to show how proud they are of them. There were other pupils, students, teachers, family members and locals. A whole lot of people just for them. After several words from the principal **Anton Burić**, the English teacher **Davorka Nekić** moderated the whole event while the ICT teacher **Anamarija Diklić** was in charge of playing the cartoon and making sure the high tech didn't fail... but the main stars there, the ones who talked about the cartoon and all the stages of their cartoon making were Class 8 pupils: **David Čelam, Ivan Dokmanović, Ema Konjević, Ema Lešnjaković, Luka Majetić, Stefan Nikšić, Teodor Ninković, Filip Šterle, Sretan Vučinić** and **Damian Vučković**.



Sky fliers promotion

Besides the cartoon, there were published copies of ***Sky fliers*** printed by Demago d.o.o. from Maribor, Slovenia, ***Sky fliers*** badges done by Što čitaš? from Zagreb and little ***Sky fliers*** chocolates done by 'T.B.M.-93' d.o.o. from Zagreb. All you need for a grand finale while you say Goodbye to the primary school which you attended for the past 8 years.



Accessories

Dear Class 8, you are a great generation and you will always be remembered by Sky fliers. Your enthusiasm and the effort you put into making a cartoon dream become a reality. Thank you and best of luck in your further education!

Class 8

Generation
2018/2019



Class 8 in the chill mode

And remember: *All you need is faith, trust and a little pixie dust!* (Peter Pan)

Branka Lamza, II. osnovna škola Čakovec

Erasmus KA2 project Innovate Together: How to teach disability etiquette

Marking important dates has always been an important part of the primary school curriculum. Projects are a great way to expand marking important dates on an international level. The article tackles the theme of marking the International Day of Persons with Disabilities. I will share with you ideas on how to mark this important date, which I selected and implemented together with my project partners and friends: **Zoi Kaouri** (9th Primary School Limassol, Cyprus), **Ewa Tyborowska** (Szkoła Podstawowa nr 19, Legnica, Poland), **Mihaela Mihăilescu** (Școala Gimnazială nr. 1, Independența, Romania), **Angela Gordino** (Agrupamento de Escola de Rua Afonso III, Loureiro, Portugal), **Tina de Rosa** (Istituto Comprensivo San Rocco, Faenza, Italy) and **Emma Foster** (St Michael's Roman Catholic Voluntary Aided Primary School, Houghton-le-Spring, UK).

All activities have been a part of the Erasmus+ KA2 and eTwinning project **Innovate Together**, carried out between 2017 and 2019 by primary schools from seven countries, including II. osnovna škola Čakovec, Croatia, as the coordinator.

The main aim of the project was to strengthen eight key competences for lifelong learning. Among the many activities carried out, for this article we have chosen activities to mark the International Day of Persons with Disabilities.

Second graders from Croatia had a guest – a mother of one of the pupils, who kindly told them a story about her life. She has used a wheelchair since she was thirteen - it was difficult for her at first but eventually, she got used to it. She graduated from a faculty, works and has a family. The children had a chance to try moving in a wheelchair and walk with their eyes blindfolded, to see how disabled people must feel in their everyday activities.

In their English class, seventh graders from Croatia tried to move and identify objects with their classmates' help, with their eyes blindfolded. They watched and discussed [a short film](#) about a girl with a disability. The Pupils from Čakovec also did research on disability etiquette – how to treat people with disabilities with respect. They were asked to highlight the rules of good communication which they find the most important. Here are some of them:

Speak directly to a person with a disability, not to their companion; Respect their personal space; Offer your arm - don't take theirs; Be specific when giving directions; Always ask before you help; Children with disabilities are interested in the same topics as all other children.

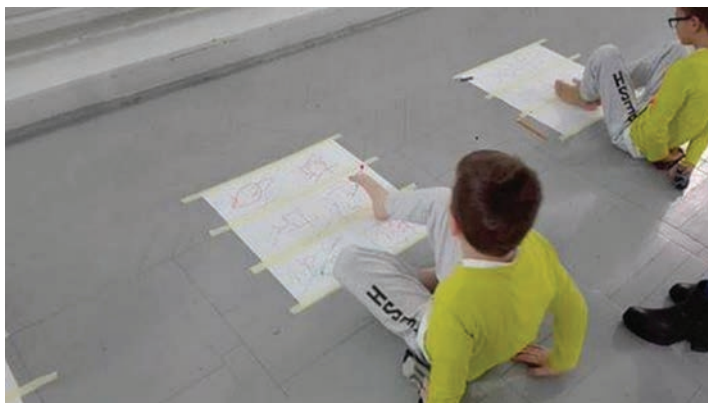
Web 2.0 tool [Voki](#) was used to create animated characters with audio messages containing previously selected rules of disability etiquette. We also used [Kizoa](#), a very simple-to-use tool to create slideshows.



In Cyprus, Mr. Kyriakos Tsioupanis, a Civil Engineer, was hosted at school. Mr. Tsioupanis has an artificial leg because of an accident while serving in the army. He was invited to 9th Primary School Limassol to talk about the inner strength that enabled him to study abroad and overcome the difficulties he had to face.

Following the event (that took place on the 3rd December), in the coming few days, the pupils were taught issues related to diversity. As a result, they produced different kinds of creative assignments and activities. In particular, the first-grade children wrote acrostic poems using the word "respect". They wanted to give the message that people with disabilities need respect, not pity.

In Poland, sensory workshops for children from grades 1-3 were prepared. During the classes, pupils experienced how to get to know and perceive the world of a person with motor, visual and auditory disabilities. Children with blindfolds recognized the flavours and smell of products demonstrated by teachers and arranged wooden jigsaw puzzles. These struggles brought pupils closer to the specificity of the functioning of the blind. The next tasks the children had were exercises, consisting of recognizing sounds and writing dictations with stoppers in their ears. In this way, pupils learned about the difficulties faced by people with hearing impairments. The last exercises that pupils from grades 1-3 were given, were a slalom between the bollards without the use of legs, drawing geometric figures with the feet, and stacking a tower from blocks with kitchen gloves on their hands. Participation in these activities made the children aware of the problems encountered by people with mobility disabilities in their lives. At the end of the meeting, pupils participated in a sign language lesson. The youngest got to know the dactylography, that is, the finger alphabet and the gestures defining the polite phrases.



In Portugal, this day was celebrated by the Physical Education Department. The teacher organized a tournament of "boccia" among pupils (from the 5th grade to 9th grade). Pupils got the opportunity to learn how to play this sport, which, in the Portuguese school, is played by the pupils with disabilities. It was truly an inclusive activity, all pupils, in groups played along with the team of pupils with Special Needs.

"It's normal to be different" is the motto of the Italian school. Every year teachers work with children on a peculiar issue, which has to do with people, their identity and human relationships. This year the theme was Ikigai. Ikigai is a Japanese word that cannot be translated with a single word in English. Ikigai is a treasure in our soul, that we have to discover and cultivate day by day, to live happily, in peace with ourselves and with other people. We could say it's our reason to live.



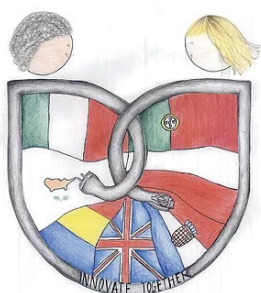
What is my passion? What am I good at? What's the reason I wake up every morning? What can I do for other people? What does the world need? Around these questions, we can build by thinking about what we are and how we can live our life fully, taking care of ourselves and other people. If we focus on it we will discover that in the little details of everyday life we can find the seeds to make our souls blossom. Every team proposed this theme in their class in many different ways: reading books, interviewing children, writing stories or poems, finding the words to describe pupils' talents and the way they can help other people through them. After these activities, each class created artwork, which was exhibited in the school hall on 3rd December.

In Romania, pupils from the 3rd, 4th and 8th grades were asked to search for some information about the disabled which they turned into drawings, posters and messages. Furthermore, the school psychologist explained to the pupils the concepts of disability and infirmity. There was also an interactive meeting between the pupils and a disabled person. This person told the children about the incident which led to his disability and put him into a wheelchair, his feelings, and how his life is today. M.B.M. has shared a few of the difficulties he had to face: the inability to walk, the depression, the ignorant people, and the lack of access ramps at the entrance of buildings. With the help of his family and psychologists, he managed to overcome all these obstacles and today he is very proud that he is an active person that can move easily in his wheelchair, he can drive and he also attends different charities for other disabled people.

The pupils have been challenged to play the part of a disabled person and to use the wheelchair. They have realised that it is not easy to live like this but they have also discovered that disabled people are no different from us, they only do things which we think are normal, a little bit differently. Many disabled people fit perfectly in our society, they can learn, and they can work, but they need the necessary conditions to do that and it depends on us to provide them. In the end, the pupils have handed in cards and messages to support and encourage him.

To celebrate the International Day of Persons with Disabilities in the UK the KS2 classes watched a video about a 13-year-old gymnast named Jemma who was born with heart complications and has Down's syndrome. Children enjoyed learning about Jemma's story and how resilient and positive she is. Following on from this the Year 6 class learned a little bit about disability sports and decided to organise a game of blind football. Much hilarity and fun ensued. However, on a more serious note, children gained a much better understanding and respect for people with disabilities.

For all the partners there has always been the need to promote tolerance, respect and appreciation for all members of society, as well as to raise awareness of the dangers of intolerance. We were deeply moved by the experiences we were able to find out about from the persons with disabilities we hosted at our schools. Most importantly, we managed to have our pupils empathize with people with disabilities and strengthen their social and civic competence. The project Innovate Together has been funded by the EU. Please, visit our [website](#) to find out more.



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

The title above refers to the online course I had the pleasure of taking thanks to the American Embassy. The course consisted of two main parts, with total duration of 12 weeks. The first part (aka the first four weeks) the participants had to fulfil certain tasks related to the usage of CANVAS (an online platform the course was organised on) and to the rules and regulations any person taking an online course should be aware of. The emphasis was on defining plagiarism and establishing how to avoid it as well as defining OER (Open Educational Resources) and CC (Creative Commons).

'Open Educational Resources, or OER, are teaching, learning, and research resources that reside in the public domain or have been released under an open intellectual property license that permits their free use and revision by others. OER are meant to be shared and adapted to fit the needs of different teaching contexts and communities. They are meant to be used freely, with open access and at no cost.' (definition by FHI360 AE Teacher Programme)

What this means is that if you go on this web site <https://www.oercommons.org/> chances are, anything you find there, can be used free of charge and without any fear of infringing copyrights.

The second webpage I find useful is CC (Creative Commons <https://creativecommons.org/>) which is 'a global non-profit organization that promotes the sharing and reusing of creativity and knowledge by providing free legal tools, including copyright licenses.' (definition by FHI360 AE Teacher Programme)

Other than these two websites, I would like to emphasize a very good way of explaining what 'plagiarism' is and how to avoid it. Personally, I was convinced I knew all there is to know about the topic. That is until I took the course and had a chance to find out additional details about plagiarism via quoting and/or citing sources, summarizing and/or paraphrasing. For all of you who wish to find out more about this topic, I can recommend the following web pages: <http://www.plagiarism.org/article/what-is-plagiarism> , "Plagiarism: How to avoid it" , "The Art of Paraphrasing: Avoiding Plagiarism".

The second part of the online course consisted of learning about culture and micro-culture (defining the concepts and finding out how they could be incorporated into our everyday classes), learning about active listening and reading techniques (which are the techniques one can use to really hear and understand what is being said) and finally learning

how to integrate critical thinking into our everyday classes. Final step of our online course was to be able to make our own 'critical thinking' rubric, i.e. a rubric we could use in class to evaluate our students' progress in critical thinking.

I would like to list another useful site: <https://americanenglish.state.gov/resources-0>. On this site, you can find a lot of free hands-on materials to use in class, but also a lot of articles you can use to read up on any topic dealing with education. The site is run by the American Government, it is intended as a helpful tool to all teachers in the USA and around the world. It is not only for teachers of English but for the teachers of all subjects.

And, finally, I would like to invite all of you to follow American Embassy on Facebook (https://www.facebook.com/zagreb.usembassy/?ref=br_rs) because they offer many opportunities for professional development throughout the year. If you happen to stumble upon the course I took, feel free to take it. You will not regret it.

IATEFL POLAND – Gdansk, 20. – 22.9.2019.

Travel Log

Day Zero

Dear reader,

today I started my trip to Poland. The plane was scheduled to leave Zagreb Airport at 6.30 p.m. but, of course, it was late so we took off with about 15 minutes outside the schedule. I had bought a ticket from LOT airplanes which is a low cost Polish company. Let me assure you that their planes are not only nice but the service is great as well (we were even given water and chocolate free of charge).

Upon arriving to Poland, Warsaw, I had to take a bus or a train to Gdansk. I had done very little research beforehand so when I got to Warsaw Central Station (at about 9 p.m.) the news of no available tickets left for that evening/night, left me appalled. Not to mention the fact that the people I encountered spoke little if any English!

Luckily for me there was a nice couple who spoke English to a certain extent and they helped me buy my train ticket for the next morning. Thanks to Google Maps I was able to locate a hostel nearby where I decided to spend the night. It was a lovely place, not! (See image right!)



photo: Petra Blajić

Day One

After waking up early in the morning I went to walk around the centre of Warsaw (as long as I'm there). The centre is nice, but huge and somewhat dirty (than again so is Zagreb, sooo never mind). In Poland they drink instant coffee, Starbucks is everywhere and all the Coffee shops that are not it sell the same type of product.



Warsaw



Also, Warsaw

And then I went to my train. It is spectacular, more luxurious than the plane I took to get to Warsaw! Not to mention how impossible it is to compare it to HŽ!!!!

Upon arriving to Gdansk, and taking a short trip by city train called SKM to my hotel, I got into my room and went to the conference venue. It took place in Gdansk University (literally a two-minute walk from my hotel) and it is beautiful and new. The registration desk was located right at the very beginning of a spacious hall, and the process was fast and easy. Upon completing my registration, I received a 'goody bag' which consisted of prospects and prospects and more prospects and one notebook. I dare say, our goody bags are much better! :)



University of Gdansk, photo: Jakub Wozniak, Tricity News

As for the lectures/workshops on that first day: as usual, some were good, others not so good. Obviously, I'll mention only the good ones. One such was a lecture given by Jon Hird entitled 'Do you speak 2019? Aspects of online English'. It was interesting because he mentioned a lot of expressions our students use on daily basis and I hadn't known until that moment: hth (hope that helps), fomo (fear of missing out) and tfw (that feeling when). Call me ignorant but those were new to me! :)

Next workshop worth mentioning was held by a woman called Natalia Liashko (member of Express Publishing Ukraine). Her workshop dealt with KISS activities which is an acronym for Keep It Short and Simple. What she basically did was use activities well known to all of us but with a spin: like, for example, instead of playing a typical Guessing Game on a topic such as food, you could play Ping Pong with topic words. Two teams compete coming up with words connected to a topic. They take turns naming nouns, verbs, adjectives or anything else you think is necessary for them to remember and/or learn.

Next I attended Hugh Dellar's talk on making magic in the classroom. The title of his talk was: 'Space is the Place: Making magic in the EFL classroom'. As he, himself put it: it was nothing spectacularly new or innovative, just a personal story about teaching brought to us by a masterful speaker and presenter.

The last 'workshop' of the day was 'Mega Kahoots!' by Peter Whiley and Joanna Perkowska Wiley. They had prepared some 10 different Kahoots on different topics regarding general knowledge and English vs Polish languages. It was a nice enough idea but I definitely object the fact that many questions (and topics) were in Polish. This is why I left before the ending of the activities.

Day Two

Right after breakfast, I went to the conference because I wanted to hear some more lectures and attend workshops before hitting the town. The workshop that stands out in this day is one given by Tracy Sinclair called 'Turning the 21st Century Skills into 21 Different Teaching Techniques'. The 21 teaching techniques are really ways in which you can teach reading to your students (using graded readers or short stories or simply images). Most of the 21 activities are well known to all of us who teach (such as guessing the story from the title, using a CD to listen to the story, reading the text out loud to our students, jumbling the paragraphs, etc.). However, some of her ideas were new to me, i.e. I had never used them before. They are: Who says what? (using quotes from the book to guess the character), 'Who is who pictures' (using images depicting main characters and having your students guess the role that character has in the story). Of course, this is nothing spectacular as far as innovation goes but it is nice when someone lists all the activities in one place.

What I loved most about the IATEFL Poland were their stands. They have many exhibitors showing and selling materials we do not have in Croatia. Especially board games in English for the pre-K and primary school children. I bought a set of cards with the topic 'Taboo'. Each card contains a photo of a taboo with questions you can ask your students to practice speaking! I love it, and so do my students (I've already used them in class).

After this I went for a walk around the 'Old Town Gdansk' to do some sightseeing. What I can say about Poland in general is: the prices are not so high (usually, you pay a couple of Kuna more than in Croatia), Gdansk is very pretty, not too big,

with a lot of new buildings that somehow confirm the fact that this is the fastest growing part of Poland. The streets are wide and clean, the people are nice and willing to help, their food is fatty and spicy but very tasty, all of their food is sweeter/saltier/spicier than ours. Their sweets are great! (Honestly, if I had stayed there for a longer period I would have gained weight! Fact!)



Typical food



Neptune's Fountain in the Centre of Gdansk



Crooked House in Gdansk

Later on, in the afternoon, I went back to my hotel to prepare for my workshop which was scheduled at 6.30 p.m. The workshop dealt with 'Doctor Who' and 'Cockney Rhyming Slang' and it went fine. There was a bit of a problem with the Internet connection so I couldn't play any of the two games I had prepared, but that's life...Stuff happens! :)

In the evening I went to Sopot, which is a marine town connected to Gdansk (Gdansk, Gdynia and Sopot form a so-called 'Tricity Area', which translates to 'Tricity Area' in English). Sopot is nice, small with many pubs, bars and restaurants. This is the place where Polish people go to the sea side. This or Croatia, or so I've been told!

Unfortunately, I wasn't able to stay for the third day of the Conference because of plane. The only plane on Sunday was at three in the afternoon, which meant leaving Gdansk in the morning without hearing any of the lectures scheduled for that day. :(

All in all, if you want to go to an International Conference and have fun while learning something new, Poland is a nice place to start.