



**MERRY**  **CHRISTMAS** 

**HAPPY NEW YEAR**



**2016**



Hrvatsko udruženje profesora engleskog jezika  
Croatian Association of Teachers of English



inspire  
& be inspired

**HUPE** *zine*

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# 24<sup>th</sup> ANNUAL HUPE CONFERENCE

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[www.hupe.hr](http://www.hupe.hr)

# President's note

Dear colleagues, HUPE members and friends,

We are almost in the middle of another school year for the teachers in Croatia, a very exciting year in which we reform our curriculum, we rethink our role and position as teachers and make sure our professional development efforts help us have an active role in the reform and become the right teachers for the 21st century. HUPE Board is trying to create as many possibilities for you to take part in the best possible professional development online and face-to-face.

HUPE has joined SEETA (South Eastern Europe Teachers Associations) and all the discussion forums, webinars, open and closed courses for teachers offered at [www.seeta.eu](http://www.seeta.eu) are now available to all HUPE members. The registration is free.

For the second time this school year HUPE will be a sponsor of ICT4ELT, one of five-week TESOL EVO online sessions offered in January (<http://evosessions.pbworks.com/w/page/10708567/FrontPage>) a session for all teachers who want to learn more about the use of technology in the classroom. You will find more information about all the sessions offered within TESOL EVO 2016 on HUPE Facebook page and in our newsletter as soon as the call for participation is announced.

The most important event for HUPE members this year is the 24th Annual HUPE Conference. The venue is the same as the last year, only this year we plan to have all the talks, workshops, cultural and social events in the same hotel (Hotel Ivan). HUPE Board is working hard to prepare the conference with great and up-to-date plenaries, live session, panel discussions, with the topics of interest to all the English teachers. We also count on you, HUPE members, to contribute to the conference, with the best examples of practice from your schools, with the newest results of your research and the best ideas you want to share with all colleagues in your talks and workshops. The call for speakers is at [www.hupe.hr](http://www.hupe.hr), as well as all the information about the venue, the registration and the accommodation. More information about the plenary speakers and the evening events will be available very soon.

All these opportunities for professional development bring us more together, help us grow as teachers individually and help our HUPE grow. I hope to see you all online and in Šibenik.

Best wishes,  
Sanja

# Editor's note

Dear HUPEzine readers,

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

We hope you will appreciate the articles published in this issue and, of course, special thanks to the contributors. We also look forward to receiving your feedback and article contributions for our next issue. This is an excellent opportunity to share your ideas and good practices with your colleagues in Croatia and abroad. The deadline for the article submission is May 1, 2016.

In this issue our Slovenian colleague, Janja Čolić, has shared the second part of her article on **How to teach the gifted and talented in ELT classrooms**.

Lidija Kralj has sent us the second part of her article on **Yammer**. Give it a try with your students.

Our readers might be interested in an article by Mia Šavrljuga on **Cracking the Learning Code**.

In this issue we borrowed two articles from our partners' newsletters. You can read about **How E-tutors can sustain learner motivation and participation** by Vedrana Vojković Estatiev and **Spice it up, digitally!** by Suzana Anić-Antić.

Join another of our colleagues, Arjana Blažić, in her exploration and presentation of ICT tools. I hope you will like **Kahoot** as much as my students do.

Arjana Blažić also wrote about her project **Coursera kids**. The project was awarded the first prize as the best eTwinning project in 2013-2014 in the national eTwinning competitions both in Croatia and in Greece.

If you are interested in eTwinning then we have another treat for you, the article **Integrating eTwinning Projects into Classes of Information Technology and English** by Branka Lamza and Iva Narandža.

See what the results were on the study of **Methodical Approach to Inclusion in ELT** by Elma Velić Bešić.

Our partner, British Council Croatia, is announcing **Shakespeare Lives**, a major global programme for 2016 celebrating Shakespeare's works and his influence on culture, education and society.

In the end, I wish you and your family a wonderful year ahead.

Yours,  
Dajana

## Impressum

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The best way to support your association and the HUPEzine is to write to us and send us your contributions. All contributions should be submitted on a CD or by e-mail. Please note the document name clearly on the CD. The deadline for the next issue is: 1 May 2016.

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

# THE GIFTED IN THE ENGLISH CLASSROOM BRINGING THEORY INTO PRACTICE (part 2)

Janja Čolić, IATEFL Slovenia

How to teach children who have special abilities that are well above those of the average children? How to make sure they do not “get lost” in our classroom? I am talking about ways of teaching youngsters we call “gifted and / or talented” because they need our help, our stimulation, they need acknowledgement from the people around them ... if we want them to develop their potential to their maximum. If not, they are lost in the average.

According to the research that we did at Primary School Medvode and according to my experiences with teaching the gifted, many gifted children are bored during the regular lessons. For that reason, it is important to keep them occupied during regular lessons.

## 1. CHARACTERISTICS OF THE GIFTED IN PRACTICE

There are some characteristics commonly associated with giftedness.

1. Curiosity –
  - Asks a lot of questions
  - Always wants to know “why”
  - Unusual interest in unknown things
2. Sensitivity –
  - Concerned about fairness
  - Doesn't want to do anything wrong
  - Worries about others
3. Sense of humor –
  - Understands deep meanings with jokes, riddles
  - Reads comic pages, comic books, cartoons on TV
  - Makes up jokes that make sense
4. Problem – solving –
  - Sees many solutions to problems, other ways of solving
  - Always has an answer
  - Sees other view points to solutions
5. Persistence –
  - Strong willed, stubborn
  - Long attention span, never wants to give up or quit
  - Strong determination, high energy
6. Originality –
  - Has unusual and very different ideas
  - Wants to do it his way, the best way
  - Works by self to do project or work

## 2. FROM THEORY TO PRACTICE

Here are some practical ideas to use when having bored gifted children in your classroom:

### A. Concent adaptation model

- 1) **Reading in a reading nook.** A reading nook is a table with lots of books that has its place in our classroom's corner. Children go there and simply read. Sometimes they work on a book (reading, writing a summary, describing main characters ...) following my instructions.
- 2) **Using a computer in a computer corner with the internet connection.** Children use the computer to get pieces of information, they do online grammar / vocabulary and other exercises, read articles or write essays / answer the questions ...

### B. Procedure / product model

- 3) **Working on a project.** Usually this work is not done in only one or two lessons but lasts for a month or even more. In this case they choose their own theme and at the end they have to present a product to their classmates (either an oral presentation, a "powerpoint" presentation, a poster or a paper). Every time they are finished with school work, they can work on their own project. They know what to do. Sometimes they only work for 5 minutes, sometimes for 15 minutes and there are lessons when they do not have time to work on their project at all. They use computers and books. Many books are already in the classrooms, sometimes they bring their own or go to the school's library. Usually, children work individually but if possible, at least once in a year they work in a group. After reading books for English Reading Badge they choose the one they like the best and prepare a play. They draw the scene, they learn the text of their role by heart, they practice acting and they act the play out in front of the peers / parents / teachers. Some of the books (especially for young learners) have the play already written at the end of the book. (I only do this with children in classes 4, 5, and 6 where the books are not so demanding and the play does not take so much time.)
- 4) **Preparing exercises for their peers.** If there is not a lot of time, gifted children can easily prepare questions for a text so that other children can do a reading comprehension in the same lesson. They can quickly put up T / F / NG statements for other children to do.
- 5) **Crossword puzzles.** I remember a child who loved crossword puzzles and prepared at least two a month containing vocabulary we have learned (sometimes only in written form and sometimes she drew).
- 6) **Writing reports and articles.** Gifted children also write English reports and articles for our school website or the local newspaper.
- 7) **Learning in "learning centres".** Our English lessons are sometimes "source oriented". That means that gifted children learn in "learning centres". A "learning" center is a place (in our case a table), where different sources can be found. A center like that is:
  - a method for organizing the material,
  - a motivator (stimulative and attractive),
  - a learning method (children learn to work in small groups or to be independent) (Joyce VanTassel Baska, 1988)."Meeting famous people" was the last lesson I have done using a "learning center". All the children worked in groups, but the gifted took over the leadership. There were three "learning centres" and in each of them children could get:
  - o pictures of famous people,
  - o voice records of famous people (you can put them on mp3 players, computer or tablets / ipads),
  - o texts about their life stories (family and work, leisure time ...),
  - o pictures of some products that they have made / filmed ...

In groups, pupils had to study the material. Their goal was to understand what they had read. They were looking for new words in dictionaries and copying them in their notebooks. After they had understood the texts, they had to decide what was important and what was not for the mind map which helped them at their oral presentations about famous people.

### **C. Epistemological model**

In English this model can be used many times.

- 8) **Discussions.** We organize dialogues of two pupils, or sometimes group discussions about a theme that has previously been taught (so that they know the English vocabulary). Sometimes they write short essays where they have to write down their opinion / pros and cons / pluses and minuses ... on different topics (eg. Having a pet is a big responsibility). We usually do that when all the others are still learning and doing exercises on something the gifted have already learnt. In this way, the gifted child practices speaking, argues for his / her ideas and thoughts, thinks for themselves, shares their views with others, creates their own perspective, and engages in active exchanges of opinions.

The gifted are anxious to learn, they listen carefully and remember things easily. They often complain there is too much repetition and revision of content. They are bored at school. That is why they daydream and stay in their dream world until the end of the lesson. Let's stop that! At least, let's try to!

**mag. Janja ČOLIĆ**

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mag. Janja Čolić

I have been a teacher for 11 years. I teach English to children aged 6–15 at Primary School Janko Kersnik Brdo. I am interested in teaching young learners and children with special needs: both children with learning difficulties as well as the gifted and the talented children. I am a published author of grammar exercise books for secondary school students and I am an active board member of IATEFL Slovenia, being responsible for the primary school section.

# Yammer in education- Part 2: Yammer as digital gallery

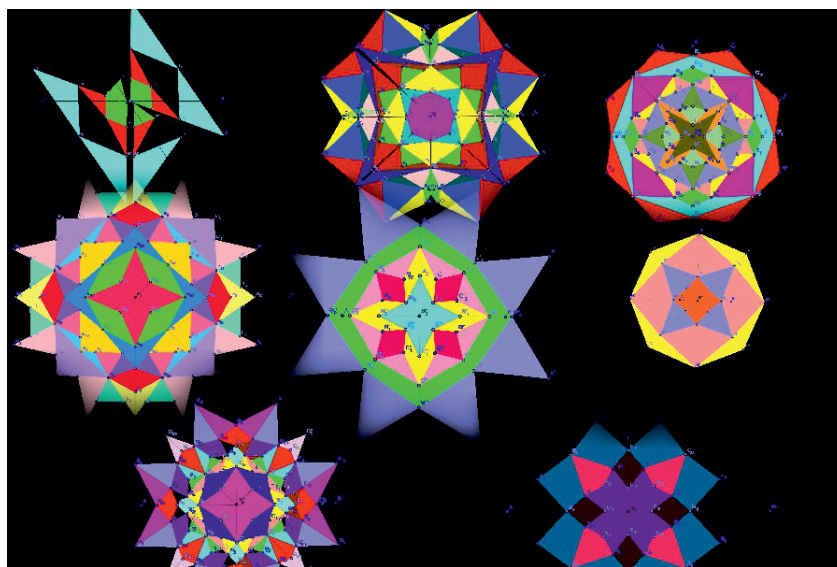
Lidija Kralj, OŠ Veliki Bukovec, Croatia, lidija.kralj@skole.hr

The second week of using Yammer at our school went surprisingly well. We had a chance to see why it is great to be connected through a social network and how urgent information could be easily shared when you have your own online group.

## Geer up with GeoGebra

As mentioned in a previous post our first task was about a kaleidoscope. Students weren't able to find any real kaleidoscopes at home but their parents and grandparents mentioned that the toy was quite common at village or church fairs when they were young. That left us with a digital creation of a kaleidoscope. For that, students used GeoGebra app for Windows 8. GeoGebra is a very powerful tool for mathematical investigations, discoveries, visualisations, and of course, geometric constructions. Since it is available in more than 60 languages it is the perfect tool for international projects too. I often use it in eTwinning projects, but more about that in some other article.

For the creation of a kaleidoscope, students used four lines angled at  $45^\circ$ , drew set of polygons between the first two lines and then mirrored them to make a full circle. Those lines represent the mirrors in the original kaleidoscope toy. After construction, the students saved pictures and published



them in our Yammer group. In just few minutes our beautiful digital gallery was online. This step illustrates one more great side of social networking - each student could show their work right there in class without e-mailing, collecting or publishing. It was an instant gallery!

Unfortunately, the only thing missing in this experiment was some sort of organizing posts regarding kaleidoscopes. So the next step was the introduction of tags and hashtags so that when our collection of digital works in Yammer became too big, we could easily find what we were looking for.

OSVB-8b-2015  
Private Group | Joined  
Učenci 8.b razreda OŠ Veliki Bukovec

Name	Type	Last Uploaded By	Last Uploaded On
Cvijetic	png	Marta Bačani	13 hours ago
KALAIOSKOP i.m	png	Ivan Modrić	Tuesday
slika	png	Elena Kovaček	Tuesday
matka	png	Marja Kuzmić	Tuesday
8b-26-1-2015	PNG	Lidija Kralj	Tuesday
Kale...hahaha	png	Lorena Vrban	Tuesday
math	ggb	Igor Okić	Tuesday
Cvijet	png	Marta Bačani	Tuesday

## Urgent information

During our math class I received information about a new class schedule which was supposed to be implemented the next day. At that moment I was very happy that we had started using Yammer for our group because with one message, I shared the new schedule with the whole class. That is what I call "full speed sharing". They were happy to discover that the shared file could easily be downloaded and that all files from posts are already listed in the File section of the group. Students soon realised that Yammer also had the possibility to pin important information onto the top of the page. Soon our new schedule showed up as pinned note.



**Lidija Kralj**

To OSVB-8b-2015

Da vam pokažem kako ste poznati :) Moj članak o našem zajedničkom radu u Yammeru objavljen je na Microsoftom obrazovnom blogu :) <https://microsoftedu.wordpress.com/2015/01/27/lidija-kralj-y...>



**Lidija Kralj: Yammer in Education, Part 1**

[microsoftedu.wordpress.com](https://microsoftedu.wordpress.com)

by Lidija Kralj Expert Educator Columnist, Croatia  
Social networks are important part of our lives and lives of our students. Last few years we w...

Like · Reply · Share · More 2 hours ago

Pinned



Raspored

Published 1 day ago

Add: [File](#) [Note](#) [Link](#)

Related Groups

Add a related group...



Of course none of these examples are "rocket science" but it is nice to see how students react to new environments and how a primarily business social network can answer students' and teachers' needs. As a special treat, the students were thrilled to see an article about their work published on Microsoft education blog. Of course I shared it with them on Yammer :)

# Cracking the Learning Code

Mia Šavrljuga, OŠ Alojzije Stepinac, Zagreb, miasava@gmail.com

## Tuning up Your Teaching Perspective

It is a truth universally acknowledged, that a single person in possession of a sound mind must be in want of knowledge.\* Are you smiling now? Do you feel all warm and tingly inside because you as a teacher and as an erudite are in on the reference from the first line? I would be smiling, too, if I were to ignore the simple fact that this particular reference so universally acknowledged was lost on the very students we aim to teach, both culturally and content-wise.

Writing from the perspective of a teacher who has now taught almost all age groups, there are some truths that cannot be ignored. Unfortunately, I cannot claim to have real solutions to most problems teachers find themselves facing time and time again, but sometimes by simply stating the obvious solutions might present themselves. Again, this is nothing new and not in any way my own brainchild, at this point we mostly have to thank Dr Freud on his insights into the “talking cure”.

As a teacher, these three things I do know:

1. Learning a language has to be a voluntary process in order to be successful and permanently embedded in the learners' minds.
2. Language learners need motivation, both external and internal.
3. Language learning does not happen magically. It is based on hard work and effort. And maybe a pinch of talent for added flavour.

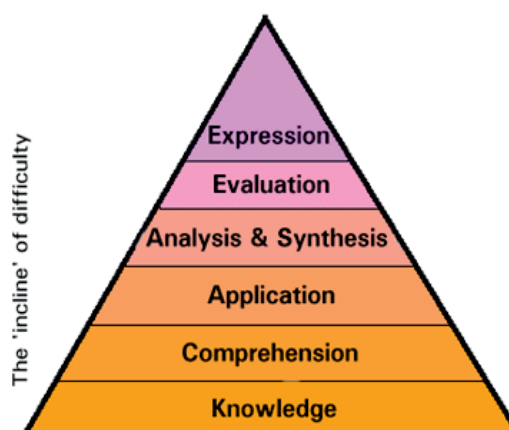
As a teacher, these questions come to mind when observing the above-mentioned “facts”:

1. How can learning be voluntary if it is obligatory?
2. Even if language learners could by some miracle be constantly internally motivated, how can they be externally motivated by teachers who might not always feel motivated themselves?
3. This fact does not provoke any questions. Hard work means hard work on both parts – the teachers' and the students'.

To put it in a nutshell, this is what the code cracking from the title actually means. It all starts with the teachers. Why? Teachers need to get cracking (pun intended) and motivate, coax, persuade and push students in order to open their minds to learning. This does sound incredibly utopian all things considered, but by choosing the teaching profession, you inadvertently choose to become the beacon of knowledge. And what beautiful knowledge it is! Because language, as we all know, is not just Grammar (intentionally spelt with a capital letter because to my mind there is nothing more logical and basic) and vocabulary, it is a doorway into another culture, the golden ticket to communication and understanding, the stairway to personal achievement heaven. Now, if only our students would see it as such. But I do tend to wax lyrical and I promised insights and possible solutions for some of the common and deeply-rooted comprehension issues plaguing our students today.

## I Got Skills, They're Multiplying

The following pyramid chart shows the main issue of any typical language learner – a vast knowledge base and the inability to express and use it coherently and precisely in listening, speaking, reading and writing.



You may have noticed that the four skills were mentioned in a very untraditional way – listening first and writing last. We, as teachers, tend to place writing and reading before listening and speaking since the former are allegedly more easily taught and consequently assessed. Listening especially gets neglected, but it is worth noting that the distribution of language skills according to usage favours the listening skill by 40-50% and the speaking skill by 25-30%, whereas reading and writing skills only contribute 11-16% and 9% respectively to the overall use of language. From 1975 onwards it has been demonstrated through various studies that continuous teaching of learning strategies enhances learning and develops skills, especially those skills such as listening that we deem “unteachable” because “you either hear it, or you don't”.

The point being, we need to develop our students into good listeners and speakers, as well as good writers and readers. And even though all skills are intertwined and one cannot be separated from the other in order to achieve language autonomy, it is important to note that the listening skill is the one with which it all commences (early language learning) and all ends (autonomous speaker). Good listeners = good learners.

When it comes to enhancing the development of the listening skill, but in reality all the other skills as well, there are some tried and trusted strategies and activities that teachers can always fall back on. There are numerous ways they can be called, but mine are christened “listening enhancers” and there are 10 of them, for the sake of numerical tidiness. Whereas the rest of my advice has no basis more reliable than my own meandering experience, I shall dispense and discuss these enhancers as follows:

### **1 Listening**

The first and the foremost of all enhancers is, of course, listening practice. The more you listen, the more acquainted you are with the subject matter. Listening is key, and high-quality listening practice is king. That means that our students need to be subjected to various types of listening outlets produced by various native speakers in order to gain from the listening. They should not just be subjected to our own voices, no matter how mellifluous they might sound. Textbook texts should be listened to as well as read as often as possible. Songs, news reports, games, TED talks, YouTube videos, chats, audio stories, podcasts, webinars are just some of the potential sources of good listening materials.

### **2 Translation**

At times it seems that translation as a learning strategy is a teaching pariah and that teachers either use it to its full extent or find it unworthy of including in their classes. Translation is the bridge that connects language continents and paves the way to clearer understanding at any stage. Take a cue from the Babel fish and help your students understand what it is you are trying to say.

### **3 Categories**

Although Alfred Einstein allegedly stated that a cluttered desk was a sign of a cluttered mind, and asked himself what an empty desk was a sign of, our minds function in a mostly logical way, even if they are blank or seemingly cluttered. We need to categorise and form connections in order to store information more easily and make it more accessible. When it comes to listening strategies, categorising content according to type, task and aim, and making clear to the students what and why they are about to listen to is crucial for their understanding.

### **4 Context**

Imagine turning on your TV and finding yourself in the middle of David Lynch's *Mulholland Drive*. You have never seen it before that moment and now you have a snowball's chance in hell of understanding it without watching from the beginning or at least watching the director's cut version with additional commentary. In retrospect, it is the same with providing learning content without context. Before listening, you need to explain and make the task strategically clear. Which brings us to...

## 5 Relatability

May I ask how old you are? Let me make an educated guess and say that you were born before the year 2000. Therefore, the relatable before the year 2000 and the relatable after the year 2000 is a matter of investigation and keeping up-to-date. Yes, that means keeping up with Minecraft, Insta and the Kardashians, but it also means knowing what your students understand and what interests them, two great motivational tools.

## 6 Emotions

You might sometimes feel like a poor girl (or a boy) in a rich man's house when trying to make your students see something that is blatantly obvious to you, but we need to remember that emotional detachment breeds disinterest and that in turn creates a lack of motivation. Tasks laced with strong emotions (joy, fear, anger, etc.) will be your knight in shining armour.

## 7 Discussion

This strategy enhances understanding and allows your students to develop all of the four skills. But in order to be useful, discussion should be guided and should help your students get out of their comfort zone and take a step back from the existing language patterns.

## 8 Imagery

What would you imagine if I asked you to picture the word “salad”? You would probably imagine lettuce, this being the prototypical salad in Croatia. Northern Americans, on the other hand, would image celery as their prototypical salad. Which should make us think about images being different not just from culture to culture, but from one age and focus group to another. We need to make sure that the images that we are expecting to form in our students' minds are the actual images that are already formed in our minds.

## 9 Recycling

Just like in everyday consumer life, only good things can come out of recycling. Reusing existing knowledge and slowly building on that foundation instead of constantly piling new and uncategorised bits and pieces will in due course yield results. Recycle, reuse, reduce.

## 10 Shock value

Never underestimate the power of shock value. Shocking sticks. We always remember the extremes, whether they are good or bad. Think about all what you have just read. There is probably a single thing that really sticks in your mind – you having a *snowball's chance in hell* of understanding *Mulholland Drive*. And it was not for the title of the film.

\* The reference is a word play on Jane Austen's opening line in *Pride and Prejudice*. The winter break is coming; why not spend some quality time with the perennial favourite of Darcy-lovers everywhere.

\*\* Further references to the following can be found: *Charlie and the Chocolate Factory* by Roald Dahl, “Stairway to Heaven” by Led Zeppelin, *Grease*, *The Hitchhiker's Guide to the Galaxy* by Douglas Adams, “Everybody's Free (To Wear Sunscreen)” by Baz Luhrmann, “Emotional Rescue” by the Rolling Stones. If you would like to play the Spot the Reference game, please feel free to locate and list all the reference and contact the author of the article.

## ABOUT THE AUTHOR

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- Enhancing reading comprehension: tips for SCU professors.  
<http://www.scu.edu/provost/writingcenter/resources/upload/hubforprofessorscriticalreading.pdf>

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**BELTA BULLETIN Spring 2014, Edition 1**

# **How E-tutors can sustain learner motivation and participation**

**Vedrana Vojković Estatiev, Lecturer**

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Online learners are often concerned with whether they will be able to remain sufficiently motivated to participate actively and complete the course in which they are enrolled. This applies both to courses which are not for credit (such as MOOCs), and for credit ones, although it may be more frequent in the former case.

As a tutor in a required ELT writing skills course designed for undergraduate communication science students, I initially meet with my students face-to-face and explain how the course functions. The rest of the twelve-week course takes place in the Learning Management System (LMS) *Moodle*, and the e-portfolio *Mahara*, while the final examinations are proctored. The activities within each unit are self-paced, although deadlines are set for specific units. In spite of this, participation may become inconsistent over extended periods of time, and the tutor can play an essential role in ensuring that the student's motivation does not lag. According to Williams (quoted in Packham, Jones, Thomas, & Miller, 2006, p.241) "the role of the tutor is crucial to the success of any form of computer-mediated communication".

A study undertaken by Hara and Kling (1999) identified three interrelated sources of potential frustration for online learners, which may inhibit active participation and thus educational opportunities. These are: lack of prompt feedback, ambiguous instructions and technical problems. The research by Packham *et al* (2006) revealed that, from a student's perspective, effective e-moderation overwhelmingly depends on the quality and timeliness of the feedback students receive. The second most important factor is moderator support and encouragement, while the third refers to module management, i.e. facilitation and guidance throughout the learning process. This is further supported by McPherson, Nunes and Zafeiriou (2003), who describe the importance of the e-tutor's social role, in which the tutor is responsible for creating an environment which students will view as both friendly and conducive to learning.

This all suggests that the efforts of the online tutor are often central to helping students maintain their motivation and to staying in the course. The same may be said of teachers in a classroom environment, but it is worth pointing out that the issues which may thwart the participation of online students are arguably more easily resolved in a face-to-face setting.

So, what can a tutor do to encourage student motivation and participation? I have found the following steps to be particularly effective, although not necessarily in the following order.

- Post detailed updates on the course notice board two or three times per week. These updates may include reminders about deadlines, but also give information on how the group is progressing. Students will be intrigued to see how the group as a whole is doing. For instance: whether a particular activity proved easy/challenging for most of them, or what is the time of day when the majority log on. However, the tutor should not address the progress of individual students on the course notice board.
- Provide each student with varied personalized feedback on particular tasks, including written feedback as well as podcasts and screencasts. Apart from catering to different learning styles, this maintains student interest. Ensure that the feedback is timely and try to provide it within a few days of the task submission.

- Engage with each student over their reflections on the completion of each unit. If students are required to reflect on their learning experiences in a blog or an e-portfolio, it can be very encouraging to receive comments on their posts. Moreover, a thoughtful response to their entries is likely to stimulate further learning.
- Set writing encouraging comments on each other's blog posts or journal entries as part of a task. Undergraduate students are sometimes a little reluctant to comment on each other's posts, particularly in L2. However, this promotes group cohesion and increases awareness of the fact that they are writing for a wider audience.
- Occasionally, a student may not log on for several days or fail to keep up with the rest of the group. It is unhelpful to automatically put this down to poor time management or a failure to set priorities. Contact the student directly to ascertain what the problem is, and encourage and support him/her in catching up.
- Dedicate a space on the course home page to non-compulsory activities. For instance, links to games and quizzes relevant to your course. It is a good idea to vary these activities, and introduce new links when course records show that most students have accessed earlier ones.

On the whole, in my experience, student response has been very positive. However, just as in the classroom, some students may not respond to any of the teacher's efforts to engage them, for various reasons. Another important consideration is that dedicated e-moderation is extremely time-consuming. Still, I believe this is satisfyingly counterbalanced by the learning that occurs.

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## **Spice it up, digitally!**

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I love teaching in the “post methods” era where diversity plays a significant role. This can be interpreted as using whatever means, method or activity necessary to educate the student.

It is evident that there is still a huge gap between classroom activities and students' lives outside the school. They have become multi-tasking “*screenagers*” and in school find themselves in an environment void of screens and stimuli that they apparently crave. As a result, they are bored, unmotivated and difficult. I often find it extremely challenging to engage 13 and 14 year olds in language learning activities. They find everything boring and meaningless, which is an expected reaction from a growing teenager. Nevertheless, my experience shows that if they like it, they will learn it.

The question is how one can motivate and engage students to enjoy studying in order to become life-long learners? I have observed that when I use technology in the classroom my students: become involved; are ready to communicate; creativity is aroused and most importantly they are willing to communicate in a foreign language. Every student is unique and has an individual learning style. What works for one student does not necessarily work for another. I believe that every student has the capacity to learn at their own pace and in their own way. Learning facilitated by technology enables students to develop at their own pace and hence it is individualised.

The role of today's teacher is evolving and our responsibilities have been increasing. In the 21<sup>st</sup> century classroom, teachers have multiple roles and responsibilities as facilitators of student learning and creators of a productive classroom environment in which students can develop the skills they will need for the 21<sup>st</sup> century workforce. The teacher, as the fountain of all knowledge, could be considered as obsolete. What students need is a “Brave New Teacher”. This educator should be ready to embrace change and re-invent their role and above all be willing to learn with and from the students. Now, more than ever, there is an uncertainty about the future. Some occupations could become non-existent in the near future resulting in the need for students to become flexible and willing to learn if they intend to be successful. How will educators and the education system reach students currently and in the future?

In Croatia, few schools are fully equipped with computers/laptops/tablets and teachers often use that as an argument for not using technology in the classroom. Some are even afraid of it; afraid of being replaced. However, technology is not here to replace teachers, instead it is there to compliment and assist in the modernisation and enrichment of their teaching. It becomes difficult to keep track of every technological innovation, necessitating the need for educators to increase their own skills and knowledge in that sphere. In the technological era the learning environment or classroom can also lend itself to educating and empowering the student as well as the teacher. Our students, being born into a digital era have innate ability to rapidly master the rudiments of using technological equipment. We, on the other hand, lacking that innate ability, need to learn how to use the equipment. However, our students still need proper guidance on how to select, analyse and utilise the right information to achieve their learning goals.

As I mentioned before teachers are reluctant to use technology and one of the reasons why is because they think they are not properly equipped. What you actually need, however, is an Internet connection, a laptop and a projector. Basically, you show the students what they can do by themselves, alone, at home. You teach them that

learning happens everywhere, not just in the classroom.

Digital skills enable students to develop their ideas and record their creative work. By performing language practice in a digital environment they simultaneously develop both language and digital literacy, as well as a number of other competences such as collaboration, communication, project-based learning and learning to learn. Web 2.0 tools can create a more student-centred language learning environment as they allow students to become creators of their own knowledge instead of being passive recipients.

We prepare our students for life outside school and, therefore, we need to investigate the skills they need to acquire in order to succeed in the outside world. When we have learned the basics, I ask them to create their own projects on topics that we covered in school. Some students were more successful than others, however, they all made an attempt. They did research and produced digital lessons that they presented in front of the class.

The tools I use with my students aim to develop and reinforce some of the abovementioned competences. Firstly, I ask my students if they are already using a tool. If not, I try to include in my lesson plan a short tutorial on how to use various tools. Alternatively, I ask them to watch it at home and then briefly discuss it in the next lesson. In doing so, they learn something new and apply their knowledge of a language. Wherever possible, I collaborate with my colleague who is an information technology (IT) teacher. I usually show the students the lesson I created and then ask them to create their own.

**Blendspace** [www.blendspace.com](http://www.blendspace.com) helps organise project-based activities around any chosen topic. It enables you to collect web resources in one place and share through one link. When I first discovered **Blendspace** I came to my class and said, "Listen! There is this great tool that we can use but I only know the basics. Can you teach me how to use it fully?" They loved the idea. They felt empowered because they knew something I didn't. However, I didn't feel they questioned my competence as a teacher. Instead, they embraced the idea at being able to contribute and jointly achieve a common goal. I feel I taught them a valuable lesson on how to reach a goal through cooperation and sharing. I then used this as a foundation to build on. I always ask the students to share their work with others. Students like to incorporate videos into their projects, however, it is impossible to watch and comment on everything they do in class. It is very time-consuming, so I ask them to watch it at home. On **Blendspace** they can leave comments next to the video, photograph or text that they liked. When they watch materials at home, they can do it in their own time and at their own pace, hence individualisation of the learning process. In this way, students take responsibility and control of their own learning.

**Quizlet** [quizlet.com](http://quizlet.com) develops "learning to learn" competencies and can be used for formative assessment. One of my favourite tools is **Quizlet** - a free learning tool for students, including flashcards, study and game modes. It makes learning fun and easy. Students can practise as many times as they choose until they feel confident enough to use the targeted vocabulary or grammar items. Once they register students can create their own sets of flashcards and practise. The teacher can open a virtual class for students to allow them to share their sets and use the other students' sets.

**Skype in the classroom** [education.skype.com](http://education.skype.com) everybody's favourite tool, promotes communication and collaboration. This amazing tool offers an opportunity to communicate and collaborate with different classes or individuals regardless of location. It brings the outside world into the classroom. It allows you to find guest speakers and invite them into the classroom or take a virtual field trip anywhere in the world. Make it competitive. Students like to play!! My students enjoy playing "Mystery Skype". It is an educational game played by two classes on Skype. The aim of the game is to guess where the other class is from by asking each other questions. Students enjoy it immensely and completely take over the lesson with minimal interference from the teacher. The game promotes collaboration because students have to work together as a team to achieve the goal and it also develops communication skills because they need to speak English in order to play the game. It utilises higher order thinking skills and more importantly it is fun!!

**Edmodo** [www.edmodo.com](http://www.edmodo.com) is a social learning community where teachers, students and parents can connect safely and securely. It is very similar to Facebook but in a controlled environment suitable for schools. A teacher

can create a virtual group (classroom) where they post digital resources for students to view or download, create polls for students to vote online or give homework assignments. Each group is managed and controlled by the teacher. In order for students to join the class they need to receive an access code. Students can only communicate to the whole class or to the teacher and private messages between students are not possible. Taking into consideration concerns parents and teachers have about social networking Edmodo offers an optional feature of parental access to their children's post.

**Information and communications technology (ICT)** provides innovative opportunities to help us develop 21st century skills in our students. As I said before, we don't know what the world will be like in the future and a teacher's role is to equip students with the relevant skills they will need to deal with the challenges ahead.

Therefore:

- Teachers should adapt to changes in technology just like the students.
- Keep an open mind and remember your larger goals in teaching.
- With or without technology, learning takes place when a **good** lesson is presented and students are engaged and motivated.

“... The key to successful use of technology in language teaching lies not in hardware or software but in “human ware” – our human capacity as teachers to plan, design and implement effective educational activity. Technology can only become effective and useful in language teaching and learning environments in hands of competent teachers.” Warschauer, M., & Meskill, C. (2000).

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# Coursera Kids

## A MOOCs within an eTwinning Project

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“Coursera Kids”, a project within a project, introduced high school students from Greece and Croatia to distant learning through intercultural collaboration. eTwinning was used as the main collaboration platform for students and a Coursera MOOC (Massive Open Online Course) was utilized with the goal to improve student knowledge of the English language and to enhance their writing skills. The two online segments were implemented into a face-to-face setting in two English language classrooms in Greece and Croatia.

As the aims of the Coursera Kids Project were to enhance student writing skills, to prepare them for their final examinations, to enable them to communicate in an English speaking environment, to introduce them to distance learning and to foster their collaborative and meta-cognitive competences, Lina Kalliontzi, my colleague from Greece, and I combined our collaborative eTwinning project with the MOOC entitled *Crafting an Effective Writer: Tools of the Trade*. The MOOC was created by Mt San Jacinto College, a community college in California, as a remedial course for three different types of learners, with high school students in regular classes being one of the target groups.

The students enrolled in the MOOC under their teachers' guidance, as all of them were first-time MOOC participants. Total enrollment of the MOOC was 48,174 learners from 190 countries (Whitmer et al, 2014). Each week the participants of the MOOC were asked to watch a video, study the recommended online resources, participate in discussion forums, complete a quiz, submit a writing assignment and assess peer work. To receive a Certificate of Completion the participants needed to obtain at least 80% of the maximum possible score, or 440 out of 550 points. For distinction, at least 95% of the maximum possible score was required. To achieve this, 4-5 hours of dedicated work was required during each of the six weeks.

As the MOOC concept was completely novel to the students, most of the classroom time was spent on facilitating distance learning. At the beginning of the MOOC students completed all the activities in the classroom, e.g. watching the videos, reading the resources, completing the quizzes, posting the writing assignments, but as the course progressed, students did most of these activities at home, so that classroom time was dedicated to complex writing assignments and peer assessment, of which the latter proved to be the most difficult task for the students.

The MOOC participants were required to do peer review of five assignments within the course of a week. Short time, strict deadlines and lack of experience of peer evaluation resulted in losing points for the majority of the students. However, since gaining deeper understanding of the peer evaluation process was more relevant both for the success of the eTwinning project and for the benefit of the students than the points they lost, ample classroom time was spent on learning how to assess peer work after the MOOC ended.

Peer assessment was followed by the final activity of the project – the creation of a digital storybook for which different web 2.0 tools were used: TeamAlto to randomly divide the students into four bilateral teams; Today's Meet to discuss the writing process; Storybird to create the books, Tricider to vote for the best storybook and Padlet to give feedback.

Besides the above-mentioned asynchronous activities, three synchronous activities were organized: two Skype conversations during the course of the project and one face-to-face meeting during the Croatian students' field

trip to Athens after the end of the project. Skype conversations were organized so that the students could get to know each other better, exchange their ideas, talk about the problems they faced and discuss how to resolve them.

## Results

The students developed their writing skills and enhanced their readiness for the standardized writing exams. They improved their communication competences in English and acquired an understanding of how MOOCs can be utilized to deepen learning and to gain knowledge. Through peer assessment, they learned how to learn and developed their meta-cognitive skills. They developed their collaborative and teamwork skills and learned how interdependent work can contribute to the success of the whole group.

Only two students out of 23 obtained a Certificate of Completion in the MOOC, one of them with distinction with a score of 98%. One student completed only the first week assignments. Even though none of the other students obtained a certificate due to the failure to assess assigned writing papers in the given time, they completed the MOOC and achieved between 50-76% of the maximum possible score.

Despite the pitfalls, wrapping a face-to-face classroom around a MOOC integrated in an eTwinning project proved successful in that it achieved the outcomes of the project. Even though the majority of the students did not receive their certificates of completion from a renowned higher-education institution, they reached the end of the course with a relatively high score.

Participating in a MOOC offered by a higher education institution has had a huge impact on the students. They were acquainted with distance learning in a massive course and the possibilities such courses can provide for their lifelong learning. Collaboration and interaction with peers from another country on the safe eTwinning platform contributed to the success of this learning solution. Students were more motivated to learn with peers, to communicate in a foreign language and to engage in collaborative activities by using new technologies.

The project was awarded the first prize as the best eTwinning project in 2013-2014 in the national eTwinning competitions both in Croatia and in Greece.

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# ICT4ELT Kahoot!

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Kahoot! is a dynamic, easy to use classroom response system. It works on any device with an Internet connection. It can be used for ice breaking activities, introduction of new topics, revision, formative assessment, quizzes, surveys and discussions to deepen learning. Kahoot! creates a social learning environment that encourages students to play learning games together. They can connect with peers in other countries and play collaborative games in real time.

Teachers can create their own learning games, called "kahoots" or choose from a huge number of learning games created by other registered users on the Get Kahoot website. Learning games can be designed for any ability or age range.



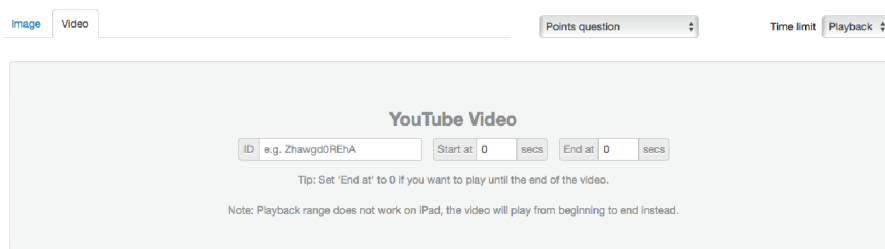
## Create new Kahoot!



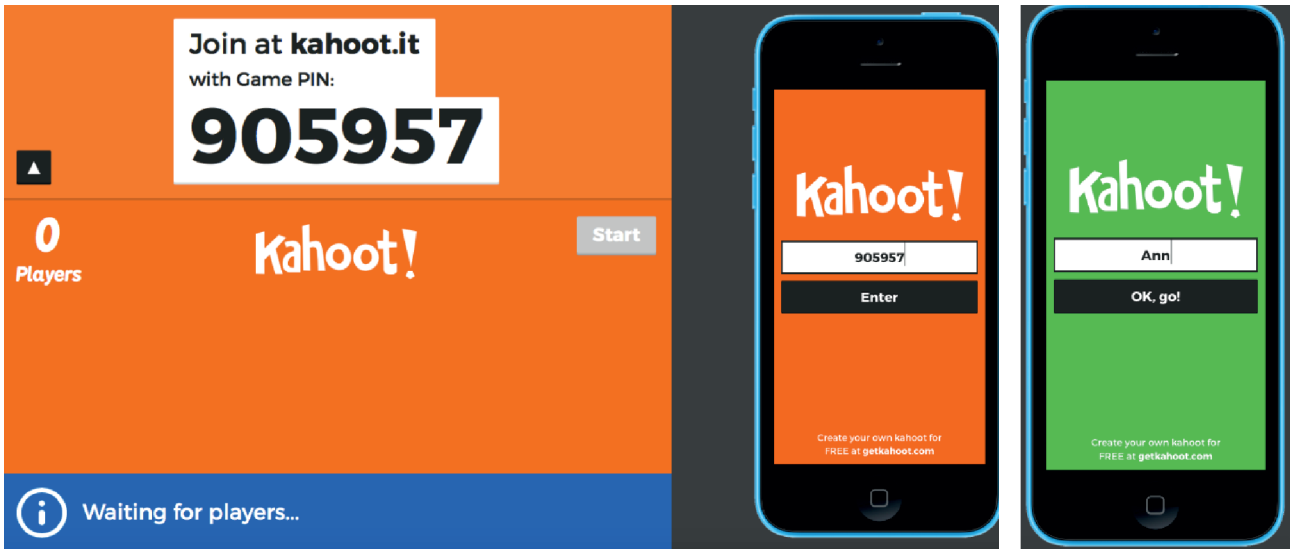
NEW! Save your results to Google Drive

A quiz consists of multiple choice questions with a right answer. A survey is a collection of multiple choice questions with no right or wrong answer and a discussion is a single multiple choice question designed to get a quick opinion to facilitate a conversation.

Each question can have an image or video embedded into it to increase engagement and for instructional purposes. Each question can be timed, depending on the difficulty level.

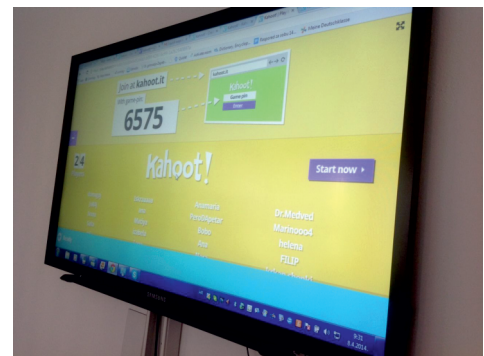
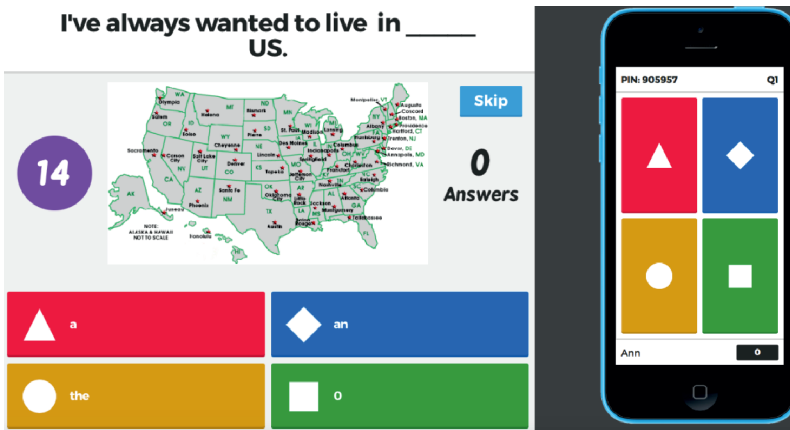


When the quiz is ready to be played, students join by typing a pin number and their nickname on the website kahoot.it (Get kahoot is for creating quizzes, whereas Kahoot.it is only for playing).

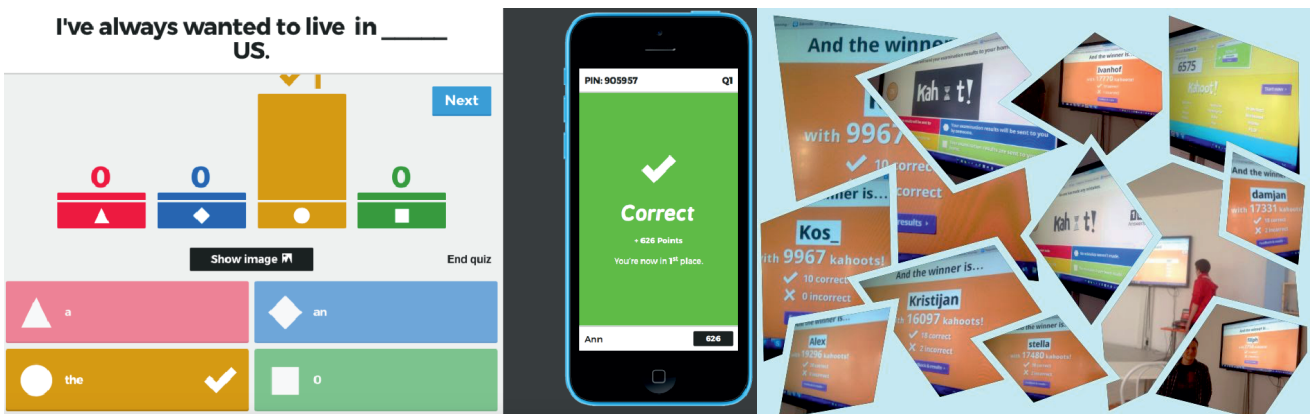


Any student with an inappropriate nickname can easily be kicked out with one click.

Students answer on their own devices, whereas the quiz is displayed on the shared screen.



The results are also displayed on the shared screen. On their device students can see if their answer was correct as well as their overall score. The leaderboard is displayed on the shared screen after each question and at the end of the game. A spreadsheet can be downloaded at the end of the game containing information on what each student answered for each question, how fast they answered and in what order they finished the game.



Reference: [www.getkahoot.com](http://www.getkahoot.com)

# Integrating eTwinning Projects into Classes of Information Technology and English



Branka Lamza and Iva Naranda

## Introduction

This paper represents the overview of experiences and ideas based on eTwinning projects during the past three school years at two Croatian schools: II. osnovna škola Čakovec and Osnovna škola Vladimira Nazora Pribislavec. II. osnovna škola Čakovec joined the eTwinning community in 2011. Since then it has been awarded with sixteen national and nine European Quality Labels. Osnovna škola Vladimira Nazora Pribislavec joined the eTwinning community a year later. It has been awarded with five national and four European Quality Labels so far. One project was recognized as the best in the category of Upper Classes of Primary School in Croatia and the school from Pribislavec received a national award Comet in 2013. The curricular integration of eTwinning projects is one of the six criteria for project evaluation by the National Agency for Mobility and EU Programmes in Croatia and corresponding institutions in each country. We have chosen three projects to present in this paper: "Sustainable Energy – Clean Energy for the Future", "Winter Olympics 2014, Sochi, Russia" and "E-waste - What Can Citizens Do?". We will tackle the process of integrating eTwinning projects into classes of Information Technology (IT) and English.

## Integrated classes of Information Technology and English in eTwinning projects

Integrated classes of English and IT are a part of most of the eTwinning projects we do. They are carried out in the form of double lessons and are divided into mostly theoretical and mostly practical stages. We can state that in the first stage English is emphasized, whereas the second stage tackles mostly IT. The cross-curricular theme (the project theme) is equally present in both stages. The goal of teachers is to function more as tutors and resources than as controllers or organizers. In the practical stage students work individually or in pairs on computers with their teachers discreetly supervising them and providing help when needed. In this way an informal way of teaching is achieved with the highest possible learner autonomy.

In this way, for example, activities were carried out in the project "Sustainable Energy – Clean Energy for the Future", awarded with the Croatian national award Comet 2013. The main goal of this project was to learn about the possibilities of sustainable and renewable energy sources: the sun, water, wind, biomass and geothermal energy. Students of grades 6 and 8 (age 12 and 14) took part in the project.

First, students were given the assignment to do the research on the sources of energy and to find out about the most important facts. Then, the integrated classes of English and Information Technology were held. In the theoretical stage students were shown an animated film in English followed by exercises in comprehension and expanding vocabulary of the different sources of energy. Finally, the students had to create written matching exercises and quizzes.

The IT teacher made the students familiar with the program Hot Potatoes. In the practical stage, the students turned the previously created tasks into electronic form. In the following IT classes students were taught about a very popular Web 2.0 tool **Zondle** and used it to create e-quizzes on renewable energy sources.

In this project the partner school was IES Clara Campoamor Alaquas, a technical school (a high school) from Spain, with students of the similar age (14). They explored the topic within the syllabi of vocational subjects. A theme quiz via videoconference was held. The questions prepared by the teams were published on the school website in the form of a Zondle quiz, so that everybody could check their knowledge.

The project was easily integrated into the syllabus of IT of grade 6 within the units Internet, Creating Presentations and Multimedia. Projects tasks to develop information and communications skills and learning about Web 2.0 tools were planned for grades 7 and 8. In this project students learned how to use **Prezi, Pixton, Glogster, ProProfs flashcards, Goanimate, Zondle, and ProProfs** games.

The following example of a successful integration of English and IT is the project "Winter Olympics 2014, Sochi, Russia" with partners from all over Europe. Students of grade 7 were involved in this project. Since the topic of sport is a part of the syllabus of English for grade 7, this important event served as a useful link to the topic. Within classes of English students expanded their vocabulary of winter sports. As a part of communicational activities they got the assignment to make dialogues based on the theme of favourite winter sports and following the Winter Olympics.

During classes, IT students were made familiar with the Web 2.0 tool **Go!Animate** for the creation of short animated films. As sixth graders they were presented with the basic features of this tool. They were taught how to create their own animated film. They choose the characters, the background and entered their own text. In this way they practised their spelling: incorrectly typed words are interpreted by the equally incorrect pronunciation by the programme. This is recognized by most students, so that they are able to self-correct their spelling mistakes.

This time students expanded their knowledge about the tool **Go!Animate** and learnt about additional options: entering text in word clouds, adjusting the character movement, choosing the face expression and background music. They turned their previously written dialogues into interesting short animated films which our project partners liked very much.

The eTwinning project "E-waste - What Can Citizens Do?" drew attention to the comprehensiveness of the social, ecological and economic aspect of e-waste, the global challenge and the fact that it has been an underestimated problem. The aims of the project were: sharing information on e-waste, explaining and approaching the basics of various aspects of e-waste, understanding the possibility of reducing, reusing and recycling e-waste as well as raising the awareness of students, their parents and the local community of the problem of e-waste and prompting them to act more responsibly. One of the project results is the online brochure named "E-waste and I".

During IT classes students used Web 2.0 tools **Gickr, Glogster and Prezi**, they took part in discussions on the theme using **TodaysMeet** and they created PowerPoint presentations about the social aspect of e-waste. They also participated in a joint online survey created by using the tool **Zoomerang**.

At the beginning of the project a survey among fourth graders was carried out: we wanted to get an insight into the initial situation and see if students had already been familiar with the notion of e-waste. The results showed that the idea of carrying out this project was justified: only 7 out of 32 students answered that they had already heard about e-waste (Picture 1). The fourth graders presented themselves to their partners with a joint presentation, they created mind maps using the tool **bubbl.us**, word clouds using the tool **Wordle**, they drew a symbol for separated collection of waste using the program **Paint**, and they solved online games.



Picture 1. The initial situation in grade 4, II. osnovna škola Čakovec (10 years of age)

Three months after completing the project, in December 2014, the students of II. osnovna škola Čakovec were surveyed again. The goal of the survey was to see if the project had fulfilled its aims. 54 students of grades 5 and 8 in the school year 2014/2015 were surveyed – the students who participated in the project in the previous school year and were still primary school students. The results offer the conclusion that carrying out the project on the theme of e-waste was justified and that the project had a positive impact on the students' attitude towards e-waste (Picture 2).



Picture 2: The results – II. osnovna škola Čakovec

## Conclusion

The advantages of eTwinning projects in 21<sup>st</sup> century classes are unquestionable. Working on these projects undoubtedly develops the information and communication skills of the students as well as their creativity, but it also deepens their awareness as European citizens. It encourages the development of eight key competences for lifelong learning and can be easily integrated in all school subjects and activities. The IT classroom becomes open and connected not only with students, parents, and the local community, but also European partners which gives a new dimension to education.

The thing that makes a difference between traditional classes and classes with integrated eTwinning projects is the possibility for students to present the results of their work not only outside their classroom but also outside their country, without any additional costs, and get feedback. Students and their teachers are able to find out about similarities and differences between educational systems all around Europe. Carrying out such projects is possible within classes of any school subject and doesn't require introducing any additional topics to the ones already planned as a part of personal, school and national plan and programme. To sum up, eTwinning projects provide each topic with interculturality, interactivity and the awareness of the fact that differences are not something negative – on the contrary: they enrich the Europe of the future.

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### **Bio-data**

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# METHODICAL APPROACH TO INCLUSION IN ELT REVIEW

Elma Velić Bešić, TETA Bosnia and Herzegovina

My colleague Jasmina Tevšić and I started to research the problems of inclusion in schools in Bosnia and Herzegovina. We found out that there are still teachers and schools which are totally unprepared for inclusive education and students with disabilities. In fact the project of inclusion itself has brought more problems than actual solutions. This is just a review of the research we conducted and the full paper can be read in the online journal *Folia Linguistica et Litteraria*.

The concept of inclusion can be defined through three approaches. The first approach to inclusion is as a general term where it is defined as "the process or approach in which a segment of something or an individual in society is observed as part of the whole" (Suzić 11). Another approach, which is also explained by Suzić, states that inclusive education refers to the "activities of the individual and of society as a process of teaching and learning in which there are relatively permanent and progressive changes in the conditions of individual support and social inclusion" (11). The third approach is the most common and the has the narrowest conceptual context of understanding inclusion. It is defined as the "process of inclusion of children with special needs in regular schools and total social life" (11).

In recent years, inclusion has become a part of education. However, in Bosnia and Herzegovina, many schools are still not ready to implement full inclusion precisely because of the lack of qualified professional staff. Many children do not have any categorization and teachers often do not know how to work with them. The problem began at the very beginning of the introduction of inclusion in education in Bosnia and Herzegovina and a number of issues developed. One problem was vague terminology, while others were the correct aspect of the development of inclusive education, funding and curriculum. Compiled with this was also the fact that there was no special training for teachers to prepare them to work with children with special needs. Years later, there are still teachers who are only superficially acquainted with the project of inclusion and its terms. These are terms such as: children with special needs, children with disabilities, handicap, disability, and particularly the terms of inclusion itself and how to implement them.

The term special needs was introduced in 1993 in a document that was endorsed at the Symposium on Children with Special Needs in Salamanca-Spain (Šarenac 1999). Because there was no generally accepted definition of children with special needs, the term special needs was introduced as a definition of children with disabilities and an explanation of what they could do with regard to functioning in everyday life. This referred primarily to the satisfaction of basic needs, but also upbringing, education, health care and socialization. It should also be noted that the term developmental covers various congenital and acquired defects of different types and intensity which manifest the chart of difficulty skills such as movement, muscle and nerve damage (cerebral palsy) or communication and the inability to master social skills (autism).

Since 2003, according to the opinion of the Association of Special Education Teachers of the Canton of Sarajevo, there has been a Law governing the Elementary Schools in Bosnia and Herzegovina, which gives them the possibility of inclusion of children with special needs in regular schooling, but very little has been done to this day. They believe, however, that the integration of blind children or even children with special needs in primary education has been successful. This is because all participants in this process work together in a team on a daily basis and share their competencies and experiences with others, following the literature, and gaining new experiences in working with children. Therefore, we decided that the goal of our work was to simply present the importance of education for teachers and students as well as the proper methodical approach of teaching English to students with disabilities.

The introduction of inclusion in Bosnia and Herzegovina is one of the most difficult problems that educational reform has had to face. Inclusive education was formulated back in 1948 in the Universal Declaration of Human Rights, and then again in 1980 at the Convention on Children Rights. However, when the process of introducing inclusion in education was implemented in Bosnia and Herzegovina, little thought was given as to who would implement it and how. The teachers were not prepared because the institutions which educate them did not provide enough information or practice on this topic. Also there weren't any examples of working with children with special needs and these problems have only increased. The institutions that were initially supposed to be responsible for teacher training have shown no interest or are absent from the issue completely. Many years have passed since the introduction of inclusion in the educational process, but the concept of special needs is still unknown to many teachers in the classroom. The majority of teachers in primary and secondary schools do not know who the children with special needs are nor how to work with them. Through our research, we found out that a great number of teachers in schools cannot recognize a child with special needs. Unfortunately, teachers often classify children who have trouble understanding the material in the category of children with learning disabilities. To make matters worse, children who have specific learning difficulties are often considered lazy, immature and incapable of learning something.

We conducted an online survey with teachers from different regions in Bosnia and Herzegovina, who are employed in all areas of education. We formulated questions and offered a variety of answers from which teachers had to choose. 80% of the respondents, teachers from different cities of Bosnia and Herzegovina, said that they had a special curriculum made for children with special needs, and that they made their own materials for those children. Based on the survey, which was answered by over 50 teachers from all parts of Bosnia and Herzegovina, we found differences in the understanding of the concepts of inclusion of children with special needs and children with disabilities. Half of the respondents said they didn't have a teacher-assistant in their school while 43% used teaching assistants in their classes. Only 10% of teachers believed that the school staff is ready to work with children with special needs, and 48% of teachers said that their school did not support inclusion. About 59% of respondents said that at the beginning of the school year there was no data available on if there were children with disabilities in some classes and that the teachers had to look for most of the 'education' and materials from their colleagues or online. Only 11% of the teachers were trained to work with children with special needs, and 72% of respondents would like to have a teaching assistant in their classroom.

The results were obtained on the basis of responses to the survey, and it should be noted that this is only a small sample of respondents. Realizing that teachers are not to blame for this because of the lack of information during their education, the huge problem in today's educational reform is partly due to the non-categorization of children or children without 'papers' – the written diagnose of their disability or difficulty. The categorization of children in Bosnia and Herzegovina is made when the child turns 3, but if necessary even earlier if there are signs of anomalies in the child's performance. The assessment is conducted by a team of experts: psychiatrist, psychologists, speech and other therapists and social workers. Most schools in Una-Sana Canton don't have a team responsible for following the development of and working with these children. Pedagogues are mostly responsible for these 'problems' and are powerless in solving most of their current cases because the majority of the children are not categorized and teachers do not know how to work with them. Some children have a variety of difficulties which makes the regular flow of the lesson very difficult.

Teachers who work with students with special needs, especially with students with difficulties, have to work all the time and educate themselves on a continuous basis. They need to search for ideas and develop their teaching strategies in a variety of ways. In the teaching profession teachers need to cater to their students' needs, but they must also develop professionally because "when there is a need for improvement, which means forever, there will be a need for professional development" (Fullan 1991, 117). Different methods of teaching, further education and professional development, and dedication to improving the quality of adjustment for students with disabilities and difficulties in our regular educational system, are the most necessary factors in creating a successful project of inclusion and its success. In our paper, we presented a few examples of working with students with difficulties. Children are not categorized, but their difficulties are visible or noticeable. Categorization in their case, is not conducted because of their social status or their parents do not agree with the idea of categorization or any kind of 'labeling' of their child.

## **Abstract**

The concept of SEN is familiar to many teachers, but the practice can range from very strenuous to in fact doable. Considering today's educational system and the conditions we have today in our classrooms, working with children with special educational needs is a challenge as well as an opportunity. Every teacher, when teaching his subject has the main goal of presenting it in the best way possible to all of the students. When having different categories of students, teachers find it difficult to maintain their lesson's goals in the way that they planned. When differentiating, more can be done and more students can be involved. That's why every teacher should consider incorporating a differentiated approach into their teaching. Furthermore, we should determine goals, develop plans, and master and revise strategies for children with special needs. Sometimes a little change can improve a child's knowledge and motivation to learn.

Based on the notion that learning takes place when students experience instruction at a level of difficulty that is appropriately challenging and attainable (Tomlinson, 2003; Wolfe, 2001), this paper will incorporate the presenters' own experiences with the ideas of mastering basic guidelines of differentiation and working with children with special needs in English lessons. Accompanying this is research with other teachers and schools and their readiness to work with children with special needs.

Key Words: inclusion, education, differentiation, categorization, SEN children, teacher

# SHAKESPEARE LIVES IN 2016



## *Global Celebration of William Shakespeare to reach millions*

- **The British Council and the GREAT Britain campaign announce Shakespeare Lives, a major global programme for 2016 celebrating Shakespeare's works and his influence on culture, education and society on the 400<sup>th</sup> anniversary of his death.**
- **An unparalleled breadth of creative partnerships including a major partnership with UK-based charity Voluntary Services Overseas (VSO) to use the power of Shakespeare's anniversary year to give real help to children in some of the world's poorest communities and to raise funds and awareness of their work in education globally.**
- **An opportunity for millions of people across the world in over 140 countries to actively participate in an unique digital collaboration as well as experience Shakespeare's works directly through brand new productions of his plays, film, exhibitions, public readings and educational resources.**

The British Council and the GREAT Britain campaign today announced Shakespeare Lives, a global programme celebrating Shakespeare's work and influence which will run from January to December 2016.

**British Council Director in Croatia, Dr Conor Snowden commented, "Despite 400 years passing since his death Shakespeare remains a central figure in world literature. His works have travelled down through time as they speak to people's hopes and dreams. As British Council celebrates 70 years in Croatia next year there is no fitting person to celebrate than William Shakespeare."**

The GREAT Britain Campaign partners leading Shakespeare Lives are the British Council, the Foreign and Commonwealth Office, UK Trade and Industry and VisitBritain.

Since his earliest plays Shakespeare has inspired entire generations - world leaders, writers, film makers, artists, composers and performers have all turned to Shakespeare to reflect their own lives and times and change the course of history.

Sir Ciarán Devane, Chief Executive, British Council added: "William Shakespeare is one of the most enduring examples of cultural impact and relations. His works have not only inspired the broadest range of artistic endeavour and motivated political change but also given people from all walks of life a platform for self-expression through the genius of his language. Working with a range of partners, the British Council will help the world rediscover and celebrate the extent of his global impact through Shakespeare Lives."

Celebrating the enduring influence of one of the world's greatest playwrights and poets, Shakespeare Lives will not only explore his global legacy but also continue to demonstrate how his stories, themes and language are relevant in the modern world and must remain central to the lives of future generations.

Shakespeare Lives is possible due to the unprecedented number of partnerships and collaborations between the British Council, the GREAT Britain campaign partners and organisations including the BBC, the British Film Institute, the National Theatre, the Royal Shakespeare Company, the Shakespeare 400 consortium, the Shakespeare Birthplace Trust and Shakespeare's Globe.

From a unique online collaboration to performances on stage and film, exhibitions, public readings, conversations and debates and educational resources for classrooms and English language learners, people



around the world in over 140 countries and of all ages will have the chance to actively participate and get involved throughout the year.

While half the world's school children study Shakespeare today, there are still 250 million children who cannot read or write. The Shakespeare Lives partnership with Voluntary Services Overseas (VSO) will support their work to help more children have access to education worldwide.

Shakespeare is a catalyst to inspire others to more and greater creativity, building the collective creative genius in all of us. With Shakespeare Lives in 2016 he will also help us to support, encourage and fund education, literacy and learning worldwide.

Major highlights in the programme include:

- A mass participation digital campaign, Play Your Part, launched on Twelfth Night in January 2016 to support VSO's fundraising for their work in education;
- The British Council and BBC Arts are collaborating with key cultural partners to showcase the best of modern British Shakespeare for international audiences. This includes an online 'Shakespeare Day Live' on 23 April 2016 and a six month 'Shakespeare Lives' online festival;
- A schools pack created in collaboration with the Royal Shakespeare Company and available in translation. The pack will explore themes of global citizenship through Shakespeare's plays and characters such as leadership and power, identity, equality and justice. Distributed to 32,000 schools in the UK and 100,000 schools worldwide with access to video clips from RSC performances;
- New interactive materials for English language learners of all ages, including a Massive Open Online Course (MOOC) with the Shakespeare Birthplace Trust, exploring the relevance of Shakespeare on the FutureLearn platform;
- Screenings of acclaimed Shakespeare productions including the international premiere of the film of Manchester Royal Exchange Theatre's Hamlet starring Maxine Peake; a global touring programme of twenty British Shakespeare films in association with the British Film Institute including Silent Shakespeare, Derek Jarman's The Tempest, Laurence Olivier's Hamlet, Roman Polanski's Macbeth and the NT Live Shakespeare films.
- Commissions from cutting-edge artists from the UK's creative sector including Viktoria Modesta, David Wilson and a collaboration with SBTV and UK grime artists who will create their own personal responses to popular Shakespeare moments to inspire young audiences globally to explore his work and enter a creative competition to submit their own response to Shakespeare. These films will be available to view online as well as potentially being showcased at film festivals throughout the year;
- A series of essays written by leading contemporary figures will explore Shakespeare's enduring importance and relevance today and for future generations;

For programme details visit <http://www.britishcouncil.org/shakespearelives> and follow #ShakespeareLives

**For more information contact**

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# Upcoming events

1. **23rd International IATEFL Slovenia Conference 2016**  
Terme Topolšica , 3rd to 6th March 2016  
[www.iatefl.si](http://www.iatefl.si)
2. **50th IATEFL Conference Birmingham**  
Broad Street, Birmingham, B1 2EA  
13th-16th April 2016  
PCEs - 12th April  
[www.iatefl.org](http://www.iatefl.org)
3. **TESOL-SPAIN 39th Annual National Convention**  
**11-13 March, 2016 - Palacio Europa, Vitoria-Gasteiz**  
[www.atesol-spain.org](http://www.atesol-spain.org)
4. **24th ANNUAL HUPE CONFERENCE**  
Hotel Ivan - Solaris Beach Resort Šibenik, Croatia  
**8-10 April 2016**  
[www.hupe.hr](http://www.hupe.hr)