



**KEEP
CALM
AND
HUPE
ON**

Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English



HUPE *zine*

No. 8 · May 2017

26th Annual HUPE Conference

20-22 April, 2018
Valamar, Poreč
Croatia



inspire
& be inspired

Letter from the President: Looking Back at the 25th Annual Conference

The 25th Annual HUPE Conference held in Solaris, Šibenik, from 24-26 March 2017, was the choice for a professional development weekend for 546 teachers from Croatia and abroad, approximately 100 teachers more than last year. According to the feedback they shared with the organising committee, the weekend will be remembered for the excellent venue, a wide choice of talks, workshops, live lessons, presentations and very interesting exhibitions. Along with this, they enjoyed shopping for new teaching materials at discounted prices, the guided city walk, meeting old and new friends, the excellent evening events, opportunities to learn from colleagues and to relax during a perfect Mediterranean spring weekend.

The three-day programme of the conference started with Croatian plenary speaker Renata Geld from the Faculty of Humanities and Social Sciences in Zagreb who joined this year's international plenary speakers: Jon Hird, Steve Lever, Johanna Stirling and Paul Braddock. Another 57 speakers presented their work in different forms: talks, presentations, workshops, and live lessons with students from a local school. The topics were as varied as were the interests in professional development of different teachers teaching in both state and private schools, from kindergarten to the university level.

The conference would not be possible without the help of the senior advisers from AZOO (The Education and Teacher Training Agency), the help of the USA Embassy, the British Council, The European Centre for Modern Languages, a number of partner teachers' associations from both the region and from all over Europe who sent their representatives to the conference, a group of university students who volunteered as student helpers for all three days, international language schools and publishers from Croatia and abroad.

The anniversary celebration took part in the evening of the first day, with presentations about HUPE's past, present and future, created by Dubravka Despot and Mark Andrews. The singers from the Trio Decoro Band entertained the teachers and we drank a toast to HUPE and enjoyed a delicious anniversary cake. On Saturday, most of the teachers enjoyed the pub quiz by Peter Hopwood. Other fun activities included sponsored coffee breaks with prize draws and the HUPE raffle. The British Council kindly showed the teachers the exhibition on inclusive design, which they first created for the occasion of the royal visit to Zagreb.

The AGM on Saturday afternoon was not only the time for the annual report about HUPE activities and projects but also the elections for the new HUPE Executive Board were held. This year for the first time, we had the elections with the help of technology. The new board will take over from September and keep working on the present projects as well as start some new ones. All members of the board are full-time teachers who volunteer as board members and work hard to organise the best possible professional development for the members of HUPE.

The conference is behind us now, a sweet memory. We are all back in our schools but also working hard in the HUPE Branches, planning future events for our members, some face-to-face and some online. There will also be many improvements on the HUPE webpage.

We send a big thank you to all the members who attended the annual conference, who presented and contributed to its success, and an invitation to all who have not yet started to start sharing in your branch, write and contribute to HUPEzine and the HUPE Newsletter, and come to the next conference. Let's all cherish our fond memories of the great spring weekend 2017 but also start working towards an even better conference in 2018.

We hope to see a lot of you in Poreč, 20-22 April 2018!

Best wishes,
Sanja

EDITOR'S NOTE

Dear HUPEzine readers,

HUPE is proud to present the eighth 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 article submissions is November 1, 2017.

This issue is divided into two parts.

The first part is dedicated to our 25th anniversary. Take the trip down memory lane with us.

Lana Duka Zupanc came up with the idea of presenting HUPE mothers and daughters and Dubravka Despot wrote about the HUPE members who are no longer with us.

In the second part, you can read about interesting projects that our members have taken part in.

I hope you have a nice and warm holiday! Have fun!

Yours,
Dajana

Impressum

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Contributions:

The best way to support your association and the HUPEzine is to write to us and send us your contributions. All contributions should be submitted on a CD or by e-mail. Please note the document name clearly on the CD. The deadline for the next issue is 1 November 2017.

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

A TRIP DOWN MEMORY LANE

RJEŠENJE

1. **Odobrava se upis HRVATSKOG
UDRUZENJA PROFESORA ENGLESKOG JEZIKA** sa sjedištem u Zagrebu,
Križanićeva 4a u Registar udruženja građana Republike Hrvatske.

Upis je izvršen pod registarskim brojem 1529, Knjiga I,
dana 21. srpnja 1992. godine.

Page 2 INFORMATION

The elected officers of HUPE/CROATE holding executive positions:

1. The President: JASNA JEMERŠIĆ - Centar za strane jezike, Vodnikova 12 Zagreb
2. The Vice-President: MILVIJA MARKOVIĆ - X gimnazija, Klaićeva 7 Zagreb
3. The Secretary: MELITA JURKOVIĆ - Osnovna škola Jure Kaštelan, Zagreb
4. The Treasurer: ALIDA MATKOVIĆ - Škola za cestovni promet, Zagreb

IATEFL - CROATIA BRANCH

Secretary: SANJA GRBIĆ - Centar za strane jezike, Vodnikova 12, Zagreb

CRO-TESOL AFFILIATION

President: IRENA ZUBČEVIĆ, M.A. - HINA Marulićev trg 16, Zagreb

HUPE/CROATE BRANCH representatives:

Rijeka - Vlasta Lipovac
Split - Daša Marić
Osijek - Dubravka Nikolaš

We hope we will soon set up branches in Dubrovnik, Pula etc. and wherever there is need and good will.

SPECIAL INTEREST GROUPS' representatives:

1. Elementary School Level: LIDVINA ŠTOKIĆ, M.A. - Osnovna škola Ivan Gundulić, Zagreb
2. Secondary School level: MILVIJA MARKOVIĆ -X gimnazija, Zagreb
3. Translating: MIA-PERVAN PLAVEC -Škola stranih jezika, Varšavska 14, Zagreb
4. Teacher Trainers: VIŠNJA ANIĆ - Škola stranih jezika, Varšavska 14, Zagreb
5. Computer Assisted Language Learning (CALL): TATJANA CAREV-MARUNA - Multimedia Centre, Institute for Information Sciences, Zagreb

MEMBERSHIP APPLICATION

Membership includes: subscription to the Newsletter, discounted rates for Conferences and Seminars, possibility of joining Special Interest Groups.

Please send your payment (1500 HRD) to HUPE/CROATE, Križanićeva 4a (XVI gimnazija), Zagreb

Account No: 30101-621-42
80706-30116800359

For further information contact Jasna Jemeršić 412-826 (home) or 444-324 (Center)

Newsletter

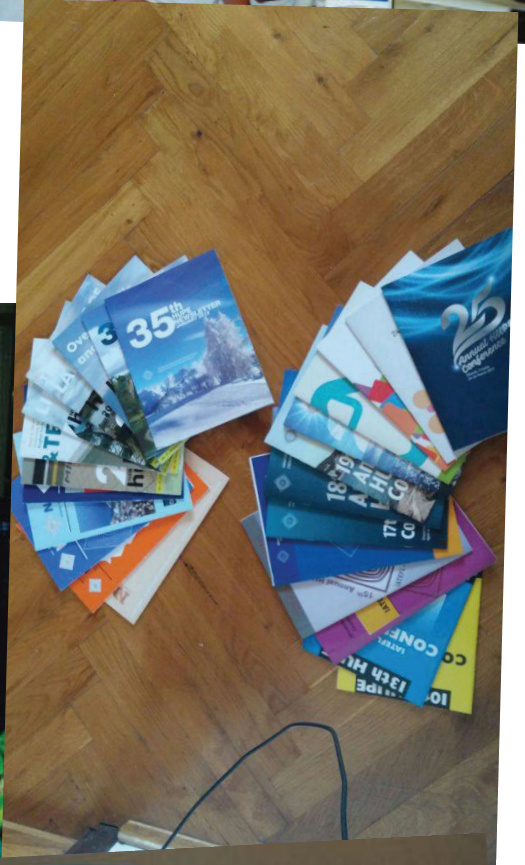


*Hrvatsko udruženje profesora engleskog jezika
Croatian Association of Teachers of English - CROATE
Zagreb, Croatia*

them.

PASS THE WORD TO YOUR COLLEAGUES, HELP
THE MEMBERSHIP GROW, THE OPPORTUNITY TO
BECOME A BETTER AND MORE FULFILLED
TEACHER IS IN YOUR HANDS!





Former HUPE members

I have been a proud HUPE member for a long time now and this year I was given a very important task: to present a history of our organization from the very beginnings 'till today. It wasn't easy to decide what to include in my presentation and what to say keeping in mind that there are always people who might get offended if I don't mention their contribution. On the other hand, I can easily conclude that this experience of putting everything together was really great. I could make a whole list of people who were willing to help me with their photos, memories and pieces of advice. Nevertheless, one thing is for sure: I have made so many friends through my HUPE experience that I could call myself a rich person.

When I was working on my presentation I was exchanging hundreds of messages with many people and suddenly some of them suggested mentioning the names of our colleagues who were also great HUPE members but unfortunately are not alive anymore.

So here is a story about them.

DORIA VERBIČ (1958-2016), Rijeka

If you google her name you can find different profiles and the profile on Pinterest which I like best says "just a poor teacher". This is probably how we all see ourselves. We are nothing more than just "poor teachers" but we have things that other people can only dream of. Doria Verbič worked at First Grammar School Rijeka as an English and Italian teacher. She died in October last year and this is what her friend Bojana Trp from Rijeka wrote about her: "Doria was a special person and a great teacher. Together, we attended at least 15 HUPE conferences and we always had a great time. She is missed by her family, friends, colleagues and hundreds of students that loved her because of her personality, her optimism and her loud laugh."



DUNJA MARIJA VIĆAN(1942-2008), Zagreb

Dunja Marija Vićan worked as a lecturer at the Faculty of Law, the University of Zagreb. She was the co-author of the textbooks "English for Lawyers" and "English for Social Workers". She also wrote "The English – Croatian Dictionary of Law". She held a degree in linguistics and was an active member of HDPL (Croatian Applied Linguistics Society), HFD (Croatian Philological Society) and a HUPE member from the very beginnings. Before working at the Faculty she worked in a language school, Varšavska. Her colleague and friend Nada Vučinić says: "Dunja will be remembered as always, elegant and calm. She was a real lady with very high criteria. We worked on a project of video lessons together and I admired her determination and self-discipline. When she called me from the hospital last time I heard from her, she didn't complain a bit. She hoped for the best, but unfortunately, the illness was too serious."

VESNA ZELIĆ (1935-2008), Zagreb

Vesna Zelić was an English teacher in the former Sixteenth Grammar School Zagreb, Mesićeva and Grammar School Klasična, Križanićeva. She taught generations and generations and many of her former students became English teachers as well. She was a great role model and educator and a very special person, always ready to help and to give advice. She was a HUPE member and attended many past HUPE conferences. As her student, I knew that Vesna Zelić had four children but I didn't know that one of them is called Lada Rebernjak. I was happy to find out that she also teaches English in the Sixteenth Grammar School in Zagreb. I called Lada and told her how I intend to write the article about HUPE members who are not among us anymore. She supported my idea and hope to see her at our future conferences. I somehow feel that we can become friends but we will certainly have a lot to talk about.



Dubravka Despot

An Interview with Mirjana Došen

In the year when we celebrate HUPE's 25th anniversary, I would like to share with you the thoughts of Mirjana Došen, a HUPE member since the very beginnings of the Association. In the course of more than twenty years, I have seen people become members, being interested in work of HUPE for a certain number of years and then leave. Others had attended meetings and conferences occasionally, but there were not too many who had taken such a keen interest in HUPE for such a long period of time, supporting the work of the Association and our HUPE-Branch on a regular basis.

1. You have been a HUPE member since the very beginnings. Having retired a few years ago, you kept on being active professionally in many ways, translating, writing and supporting the work of HUPE. You have always been one of the most active members of HUPE-Karlovac, attending almost all our meetings and sharing your work experience. What has motivated your interest in HUPE for such a long time?

Ernest Hemingway, The Old Man and the Sea

"Thank you," the old man said. He was too simple to wonder when he had attained humility. But he knew he had attained it and he knew it was not disgraceful and it carried no loss of true pride.

In the first place, my motivation comes from my family; we would all like new generations to inherit a good world from us, wouldn't we? It also comes from my friends and colleagues – owing to their patience and understanding. I am indebted to a great number of people, also owing to their wish to learn and their devotion to their work. After 43 interesting and demanding years in what used to be a scarce profession, one simply cannot go on without healthy pedagogical and andragogical interaction – perhaps one could say "adult education" here, but the collocation somehow doesn't seem to cover it all. It has also been the experience of translating and interpreting as well as cooperation on our pupils' practical work and the subjects I used to teach, the theory and techniques of translation and business correspondence, that have greatly contributed to the awareness-raising so important for everyone engaged in education, trying to envisage the challenging complexities of the future.

2. What are your thoughts on the significance of HUPE related to lifelong learning?

The contribution HUPE and our Newsletter have had on all our lifelong learning and professional as well as private lives is, in my opinion, invaluable. They have for a long time been an incentive for opening up new horizons, for consideration - thinking and rethinking – for something that is irreplaceable and that is networking, interaction with other people, not just experts in the field, for tolerance and respect, sharing, well-balanced attitude and approach. This is also highly important for one's readiness to get to know other people, other countries and



cultures. Especially as, learning about others, comparing mentalities and cultures, we inevitably also learn about ourselves. The learning gains in complexity, depth and objectivity. Our consciousness of our own identity gains in quality. Of course, when it comes to language itself, there is always something new that needs to be acquired, mastered and/or there is some old knowledge that requires brushing up ...

3. Are there any special memories of HUPE events in its first 25 years?

There are so many versatile and interesting memories. For instance: at the beginnings of HUPE, back in 1992, the first meeting we attended at the European Home in Zagreb brought a ray of light and hope in the hard, dark and bleak reality of those times. Then there was the Dubrovnik seminar, the Singing Grammar workshop I prepared and carried out at the Faculty of Social Studies and Humanities, Zagreb. I was also in charge of the English Language Teachers' County Council, so it is a pleasure for me to think of the fact that we had good and successful cooperation with our colleague Vesna Vyroubal who was in charge of HUPE-Branch Karlovac at the time, as well as with the HUPE-Branch presidents that followed her, Davorka Rujevčan and, in recent years, Dubravka Lapčić. This made our lives much easier, especially for our members, the teachers devoted and loyal to their vocation. This calling demands all of you, so the members definitely deserve to be given much more than practical and organisational support. They need to be given a sense of sharing, togetherness and belonging invaluable for everyone concerned.

4. Would you share with us what you enjoyed most?

There were a lot of opportunities to travel and we profited from it, passing on the experience and knowledge not only in the class but also through teacher training. Cooperating with HUPE-Newsletter, where a number of my articles have been published (two of them also accepted by IATEFL) and working with other publications has been a special honour and pleasure. I have also contributed to our "Strani jezici". I enjoyed it all, practically every minute of it.

5. What is your message to young teachers at the start of their career?

My message to our young colleagues, many of them living and working in this country, and many working abroad from Nova Gorica to Guildford, Toronto or China - most of them our Gimnazija's former students and mine - would be one of understanding and support. This would be my message to everybody in the teaching profession, in fact. Thanks to Fb and e-mail I have even been in touch with some of those who live "across the big pond"! Obviously, they all live in a challenging world and devotion to their profession is bound to give them a lot. In the first place, it gives them the strength to face the demands of today in the best possible ways. The idea of co-competition has many good connotations. It helps in solving the problems that, at some point, may seem impossible to deal with! Hand in hand with it, lifelong education is a wonderful opportunity for a healthy soul, mind, heart and body - if and when we are willing to learn and improve there is often, alongside with good companionship, plenty of food for thought, plenty of hard work ... A human being, after all, is never too old to learn!

Keep up the good work! It is the path to real success!

Dubravka Lapčić
HUPE-Karlovac Board president

HUPE MOTHERS AND DAUGHTERS

Mother – daughter experience at HUPE – Evelina and Sara Miščin

Mother's view:

My family have always been supportive of my HUPE participation – first, by letting me go when the children were small and then by taking passive or active participation. Both my daughter and my son have been volunteers for many years and when my daughter graduated, it was natural to proceed to the next step and start participating. This year, I suggested to my daughter to help me in giving a workshop. Sara was not quite enthusiastic about it due to her state exam which could have been at the same time. Since she passed it in February, she agreed to our collaboration. I know that it was difficult – I suggested the topic, started the theory and offered some suggestions for the practical activities. Sara's job was to find a suitable text in Portuguese and other texts which could be adapted to the activities I envisaged. I prepared the presentation several months before the HUPE conference – that is what I always do and it makes me feel comfortable as you never know what can happen at the last minute. Therefore, I was quite impatient when Sara did not complete her tasks until my deadline which was constantly extended. Finally, she completed it one weekend at the seaside but we did not have time to rehearse. Our rehearsal was on our way to Šibenik and a few minutes before our slot, so we had to improvise (I hope it was not so obvious). In the end, I was really happy to present together with Sara and felt as my achievements would go on.



Daughter's view:

Ever since I was a HUPE volunteer, I admired the speakers – standing in front of a crowd of teachers, presenting and sharing their own creative ideas. Because I am an introvert, I thought I would never be able to do the same thing. Still when my mum suggested giving a workshop together, that didn't seem like such a bad idea. She would do a part of the presentation and I would do the other part. However, since we are completely different when it comes to organisation of work, we had some difficulties. When I finally finished the presentation, we didn't really have any time to rehearse. The workshop went well, although I would have preferred if we had rehearsed some more - I guess I should have done my part a few days earlier. You should always listen to your mother, kids, she's always right!

Mum and daughter at the HUPE Conference

I started going to the conference 25 years ago, and during that time everybody in my family knows that last weekend in April is reserved for mum and her conference. The conferences were organized in different cities throughout Croatia, and mum was always traveling somewhere. Working in the morning, quick packing, always forgetting something and lots of bags, those were the things my daughter has seen at the end of April. While Mum was trying to become better teacher, even a good speaker, Mirjana my daughter, was studying. By the end of her studies one simple question came out: Could I come with you, mum? The answer was something quite natural as if it was expected by everyone. My husband only commented: two teachers in the family, oh, oh!!



At the beginnings HUPE was two, later three days conference. We used to begin with Thursday evenings welcome drink while the real work started on Friday and Saturday and Sunday was reserved for trips and departures. When I joined the HUPE family, I couldn't realize how great influence it would have on my professional attitude towards teaching. Suddenly I started leading Rijeka's Brunch and I became a speaker. I even survived the fear of being the first time speaker at HUPE and the topic was no more and on less but my project in the field of assessment. And guess who was the greatest critic? So mum and daughter began their goings to the conferences HUPE and IATEFL in UK. Besides packing and traveling which could be a story itself, we met lots of interesting people from all over the world. I remember once meeting at the railway station many colleges traveling all in the same direction and joking about having pre-conference night at the platform 2 late in the evening. Mr Peter Grundy even suggested the topics and we were all laughing although being very tired. This is exactly what conference does to you.



At the plenaries we are always together because it's very important to hear what are the main topics at the conference or what is going to be at the following workshop. But then we separate. Firstly I think it is important for young teacher to get her own opinion without the influence of the old one(mum). Secondly I wanted her to be free to express herself what she did quite well and very fluently.



We always went to different sessions, so that we could discuss it later having our own opinion , and trying to put it in practice or perhaps to involve others into the problem. It is very interesting when you here different languages, and you want to be understood and heard.

I was very much interested in the field of assessment and later self-assessment which is cresol problem in our educational system. So I picked up the talks, workshops on that topics, and she was interested in teachers developing skills which is normal for young teacher. Of course we were always talking later what to listen next, and whether I like it or not my influence was always present although she had strong opinions about the topics. My practice ego always said: theory is nice, but to put it in practice?

And then she started to work as replacement teacher in different types of schools: primaries and secondaries. Even then she was great optimist , so she tried new things, and then she understood why I was so suspicious. The conference helped her to improve her skill , to communicate and collaborate with other colleges . But unfortunately our every day practice is very difficult and sometimes so pessimistic that coming to the conference is great push forward, exchanging ideas, seeing old colleges after whole year , is more than enough to make you happy and cheerful.



Although we have never held the workshop together, we were always present in the audience helping each other as time stoppers and the greatest and the most honest critics. She always said what could be done better and so did I. Nowadays in the digital world she is expected to be better, but I managed to achieve her expectation. So when I presented the iPads project in Primary school Vežica in Rijeka , she was the first one to congratulate me.



Being a musician, she even played with her group Keeps late in the evening amusing her collages and guess who was dancing and singing.? Lately we stopped going to so many conferences, but the experience and the great feeling being a part of so large community is still very much alive. Who knows maybe one day we start again!

Irena and Mirjana Mičetić

VIDEO

Mother and daughter at HUPE conference

I have always wanted to be a teacher and nothing else. When I was just a toddler, I used to peek over my mum's shoulder, begging her to lend me her red pen so I can help her correcting grammar tests. She refused every time, yet it never discouraged me from doing it again.

When mum joined HUPE back in the early days she would always tell me how much fun they had at that year's conference, she would show me the books she'd bought and tell me all about the workshops she'd attended. We never discussed whether I would like to join HUPE as well or not, I guess we assumed that it is inevitable.

Our first mutual conference was the one in Zadar, in 2000 . She introduced me to fellow teachers and showed me an entirely new world of teaching. And since then we have been to almost every HUPE conference. There were times when one of us couldn't come – dozens of people would then ask me or her „Where's Trišnja/Koraljka?“ – I suppose people viewed us as a team.

In fact, we are a team. If mum had a workshop by herself, I was there to help her with state school experiences, since she was a freelancer. If I had a workshop, she was there with her knowledge and experience. We helped each other, and

were there for each other, and HUPE was there for us, giving us opportunities to grow and develop, listen and learn, talk and laugh.

Time flies. There are new faces on HUPE conferences, new challenges and ideas. New mums bringing their daughters into the world of English language teaching. We can only hope HUPE will mean to them what it has meant to us.



Trišnja and Koraljka Pejić, Split

OUR VOLUNTEERING HUPE EXPERIENCE

Daughter

Having a chance to volunteer at the Annual HUPE Conference was an invaluable experience. I got to participate in many interesting workshops and listen to some great plenary talks. It was also a nice opportunity to chat with English native speakers and practice my English.

I was a volunteer student helper three years in a row and the first time I went to the conference, I was a bit confused: there was a lot of helping to do; bags had to be prepared, teachers had to be given their badges, conference rooms had to be equipped for the workshops and plenary talks. I didn't know all the board members and it took some time to memorize the name of the rooms and where they were. My first conference was in Solaris in 2015. The lectures took place in 3 different hotels and I had to run a lot. Unfortunately, I didn't know there was a beach path so I didn't see the beach at all.

I participated in the Pub quizzes which was really fun and I also saw how entertaining, funny and even a bit crazy teachers of English are. Not to mention their numerous talents!

Finally, after three years of HUPE volunteering, I can gladly say I learned a lot about HUPE conferences and how they work.

Mother

My first HUPE conference was in Opatija in 1996 and I have been to at least 10 HUPE conferences since then. As a delegate/ participant, I had admired the work that was behind all the conferences and appreciated the efforts of HUPE boards.

I became a member of the board 2 years ago- and it seems it is my turn to be one of the people behind the scene. As all the members of the board, I am also a volunteer which means HUPE takes a lot of my free time, especially 3-4 months before the conference.

Preparations for the conference start at least one year before the conference- the Board gathers, talks, discusses, brainstorms ideas, and agrees on the venue. Six months before the conference first contacts are made with our sponsors and potential plenary speakers. Three months prior to the conference, all the abstracts are read and speakers are chosen and informed and we start making the conference programme. It takes a lot of time to take into account all the factors that you can anticipate- some speakers cannot come before Saturday, foreign speakers may leave early to catch their flights, live lessons should be in the morning, some talks are 45 and some are 60 minutes. As a rule, there are always some things you cannot anticipate and last minute changes are inevitable. The conference brochure and the programme have to be accurate (or at least as accurate as possible).

In that period, I send more than 10 emails every day and it can be difficult to keep track of all of them! (Thank you Google! I still can't imagine how this was done before technology became part of our everyday life).



Going to the conference can be quite an ordeal! We load our cars with stationary, laptops, books and prizes for raffle, notepads and pens for goodie bags and a lot of other things we may need. When we reach the conference venue, the manual work begins. We collect the materials delivered by our sponsors and prepare goodie bags for the delegates. This year we had to prepare more than 500 bags and each bag contained at least 15 different items! It usually takes 4 of us the whole afternoon to prepare 200-300 bags. We also have to check all the delegates' badges and speakers' certificates and make sure all the conference rooms are equipped. When the delegates arrive and the registration begins everything has to be ready for the conference. During the conference we all make sure that everything runs smoothly and on time. As there are so many things that have to be done, we decided to have student helpers. Marija and Martin were our first choice because they are HUPE kids and their help meant a lot to all the board members in 2015 and 2016. (Besides, thanks to his mum, Martin was a HUPE veteran at the age of 15- he had been to more HUPE conferences than many of our members)

This year we were lucky to have 10 student helpers and they really made a difference. Our future colleagues, English language students from Zagreb and Zadar universities did a lot of work before and during the conference and I believe they learned a lot and enjoyed the conference. I hope they will become active HUPE members and HUPE board has agreed to invite student helpers to the next conference!

Željka i Marija Jakušić Čejka

Mother and daughter at HUPE conference

Ever since I was little, my mum encouraged me to do what I liked the most and, lo and behold, I became a language student who started sharing her passion for teaching languages. The HUPE conference was a very special experience for both of us – it was the first time we were somewhere not just as a mother and daughter or a teacher and student but also as colleagues! We're very happy that we can take part in each other's professional lives, share ideas and thoughts and motivate each other. Sharing your passion with the people you care for the most is one of the most gratifying things in the world... and we're happy to say that HUPE conference confirmed it!

Gordana I Franka Palada



25th HUPE Annual Conference Reports by HUPE Partners

Hip Hip HUPEEE, by Anica Đokić, ELTA Serbia representative

A relevant parameter that a conference was successful is when, at the end, one feels: "When's the next one?" (Meanwhile, we found out that it would be in April 2018, in Poreč!)

The 25th Annual HUPE Conference was a high quality event, starting from the venue, to the social events, via (most importantly!) excellent plenaries, workshops, talks. On top of that, when your own presentation goes well, adrenaline and enthusiasm are on the go. Here are a few ideas, out of a large number, that impressed me, and have already found or are going to find their place in my own practice.

- **Skype in the Classroom: 4Cs - comment, communicate, collaborate and create**, are the principles of this popular activity. We could hear about some valuable experiences of the presenter, Gordana Novak, and her students, how they virtually have visited some remote spots of our planet. A special treat of the presentation was the live Skype conference with a teacher from the USA, with whom the presenter had collaborated before. She explained the experience from her perspective, and I believe that everybody in the room wished to try out Skype in the classroom as soon as possible! In the meantime, an EL teacher from Niš, Serbia, Ana Živković, has been awarded for her innovative methods using Skype in her classes. It's high time we all visited www.skypeintheclassroom.com, and got connected!
- **School Cooperatives (školske zadruge)**: already on the way to Šibenik, I got "infected" by the idea of School Cooperatives. A teacher called Vera got on the coach in Zagreb, and sat next to me. We started chatting and one of the first ideas we exchanged was this one! She told me how she was working with her students on collecting herbs and producing tea, and during the conference I learned about some other Croatian School Cooperatives. I even contributed by buying a necklace made by students from a small Croatian town. This wasn't an ELT idea, however - I loved it from the first moment and it will change something in the way I teach and live my school life (I'll let you know when I succeed :)
- **Ball games**: One of the most dynamic workshops I attended was held by Sanja Rašković, *A Bucket Full of Games and Activities*. Beside having a lot of fun, we refreshed our arsenal of classroom games with some ball games.
 - 1) Throw the ball to a student and say a number; they need to throw it back by saying the number in reverse.



2) You say an affirmative sentence and throw the ball to a student who needs to say the sentence in the negative form (or question, why not:)

3) Stick the target vocabulary flashcards/ wordcards on the board, and have students hit the card you dictate. To make the game more competitive, have two students with two sets of cards.

Finally, I cannot leave out a comment on the crazy Ultimate Pub Quiz night, where we all had a chance to relax, laugh, cooperate, compete and become closer with each other.

Conferences are always wonderful, and a great place to be. Bearing the view and smell of the sea in my mind, mixed with the new knowledge gained and people met, it certainly suggests that HUPE conference is an event not to be missed in the future at any cost!



A Greeting card from HUPE

by Marija Dzonova, ELTAM Macedonia

Happy 25th Birthday, HUPE....

HUPE is a 25-year-long success story, regarded as one of the most renowned conferences in the region, acclaimed and highly-estimated by many colleagues, ELT professionals, educators, consultants and speakers I have been contacting over the years. I was more than delighted to participate as this year's ELTAM Macedonia representative, accompanied by our President Aleksandra Popovski Golubovikj and a colleague Almina Shashko. Writing about HUPE would be impossible not to mention all the wonderful circumstances, the surroundings, the sightseeing in Shibenik, socializing and networking, the superb venue Solaris Beach Resort and of course the excellent food.

The venue



Fantastic welcome by the Adriatic Sea

Upon our arrival on 24th March 2017, we were welcomed by the pleasant sea air and the breathtaking sandy beach landscape. We were immediately enchanted by the Adriatic beauty. The conference took place in the superb Solaris Beach Resort. It is a first-rate complex comprised of 4 hotels, 1 kids hotel, villas, mobile homes, camping and yacht marina, available facilities like aquapark, ethno village, beach clubs, pirate adventure mini golf courses, wellness and spa, many restaurants, bars and clubs and other facilities. Not to mention the sophisticated interior design.



Solaris Beach Resort

The conference

It is wonderful to see in one place so many colleagues, dedicated teachers, representatives of teachers' associations in the region, ELT trainers and educators and speakers, all working on the same noble goal – improving English teaching and learning, changing and shaping the future of their students. It was a weekend full of learning, revising some forgotten methods and techniques, meeting friends (both old and new), and sampling exquisite Croatian specialties. It was great to be received heart-warmly by our dear HUPE friends Suzana Anic-Antic, Lana Duka Zupanc, Dubravka Blazic and Ana Galac. Thank you for your hospitality dear friends!



HUPE and ELTAM together

The conference programme abounded with speakers, both foreign and Croatian. The plenary Johanna Stirling questioned us “Are Your Classes Wonder-full?”, whereas Jeremy Harmer’s idea was “Is Teaching English an Art, a Science or a Craft?” Their presentations were rich in ideas, tips and hints. Prof. Harner posed significant questions regarding this and emphasized two struggling issues teachers confront each day: “We don’t celebrate our success enough” and “Teachers are born, not made... Some people are born not to be teachers.” Johanna Stirling started with a *letter game*, proposed using realia as often as possible, pointed out that activities should be both useful and relevant, and emphasized the importance of personalized and multisensory activities. Next, the participants made multi-purpose *Little Books* guided by her and did some song activities.

On the other hand, Jon Hird, another plenary speaker, focused on a burning issue, a SEN appearance which has recently started emerging out of obscurity in my country Macedonia. Hird’s topic was “Dyslexia and Learning English: Literacy and Wider Issues”. When I saw this title in the conference programme, it immediately struck my attention. My MA thesis is on dyslexia and I was eager to attend it. Hird talked on SLD (Specific Learning Difference) and made a clear distinction between the terms *dyslexic* and *to have dyslexia*. Further on, he presented the video “Anastasia”, created by the Lancaster University in which all participants got the chance to have a deeper insight into dyslexia as a phenomenon. Jon Hird also spoke about all aspects of dyslexia, apart from literacy and insisted on being careful with technology and digital tools like *word prediction* and *spellcheck*, which could lead to adverse and completely different results.

It is always a pleasure to see Steve Lever from the Express Publishing. His presentations and workshops are always full of entertainment and good laughs. In “Developing Language Skills through Games”, Lever discussed the importance of games in learning and setting up game rules. Then he guided the participants through various types of games and proposed to them numerous useful ideas.

Last but not least, Paul Braddock from the British Council took the floor presenting his “Teaching for Success – Finding your Way through Continuing Professional Development” before the very closing of the conference. We must not forget PhD Renata Geld, who elaborated on “Strategic Thinking, Learning and Meaning Construal” presenting interesting thoughts.

Apart from the plenaries, the other conference speakers were also very motivational. Unfortunately, it is impossible to attend all of them, yet I believe I have made a great selection. Dora Bozanic in her presentation “Gamifying Difficult Learners” offered many helpful ideas and tips for difficult learners, clarified on the use of Token Economy as reinforcement of desired behavior and she suggested watching the documentary “Living through Hyperactivity”.

Nina Rez and Martina Jeren gave us an array of practical teaching activities and games like: Boggle, Body practice cards, preparing a ready station for early finishers, School Dice, Shapes Riddles and amusing videos and songs.

In “Ethical Issues for Teachers”, Jackie Stefkovich gave a talk and a reading list of recommendable books on this topic. Similarly, Zorana Vasiljevic presented “Idiom Interpretation Strategies of L2 Learners” and offered a list of literature. Although I thought these two presentations would have a more hands-on approach, I find their recommended reading lists very helpful for further assistance.

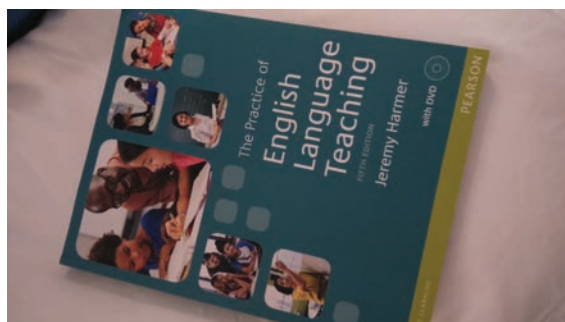
My workshop

As mentioned before, my MA thesis explores the field of Dyslexia and ELT. I was more than thrilled to present at HUPE with a minor part of my research. It was a 45-minute workshop titled “Dyslexia and ELT”. Being well-familiar with the topic that at first it doesn’t seem as thrilling, gamifying, jolly or fun as other non-SEN workshops, I have tried to prepare a variety of useful creative activities, games and hints. Additionally, I have tried to make the participants see the world from another perspective, a perspective of a student with dyslexia. My conference material consisted of a presentation, handouts, videos and a questionnaire for teachers of dyslexic students. Thus, I believe it helped the attendees get more familiar with this issue. The workshop offered creative ideas for efficient inclusion of dyslexic students, preparing a dyslexia-friendly classroom and adapting teaching material. I would like to thank all the participants who were part of it and those colleagues who took part in my research by filling in the questionnaire form.



Publishers and book stands

HUPE can boast with a significant number of publishers as sponsors, who all presented their publications at the stands in the Hotel Ivan. There were excellent books and other teaching material to buy, but unfortunately, for people travelling to Skopje by plane, excessive purchase was impossible. Among the most popular publications was Prof. Jeremy Harmer’s “The Practice of English Language Teaching”, a must-have reading in every teacher’s library.



Happy 25th Birthday, HUPE!

Cheers to HUPE!

And of course, there was a cake, accompanied by strawberry-decorated champagne. The Hotel Jure’s blue lounge room gave a special touch to the whole festive atmosphere. Congratulations to the HUPE Board on their 25th anniversary and on the excellent party! The party took place on Friday evening, whilst on Saturday evening, the HUPE Board were still energetic and entertained us with a pub quiz. We participants fully enjoyed.

A stroll in Shibenik

When visiting the Adriatic, particularly the Dalmatian region, one cannot leave unimpressed. A stroll in the old part of Shibenik, organized by the HUPE Board, showing some 40 international English teachers around in the sunlit Saturday afternoon was a brilliant idea. Our itinerary comprised sightseeing

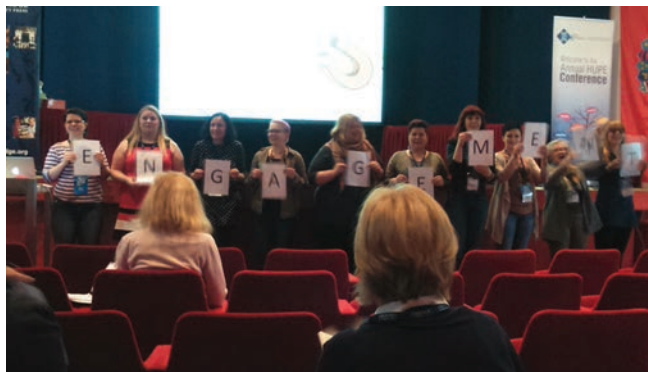


through the narrow-cobbled streets; exploring centuries-long Shibenik, full of beautiful churches; taking photos at the lovely piazzas and a walk on the tranquil seaside promenade. We had a short history lesson and learnt about the lifestyle there. Brimming with amazing impressions, we left the little town and returned to the venue.

Finally, this greeting card has come to its end. Even though the format is quite long for a greeting card, I've tried to be as short as I could, but it is impossible to omit certain events and the great moments spent together. It was a privilege to be part of the 25th HUPE Conference and to celebrate its birthday with my dear friends and colleagues in Shibenik. I hope to see you next year!



HUPE, ELTAM and ELTA Serbia attending the Pub Quiz



Johanna' Stirling's plenary talk

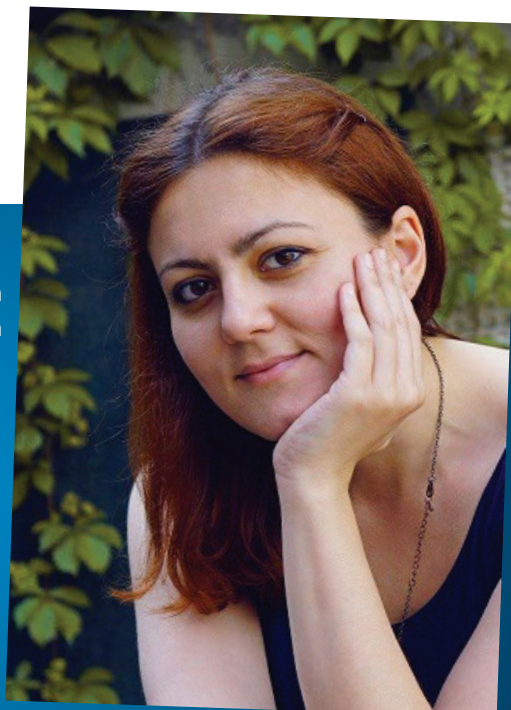


Coffee with our Slovenian friends

Wishing you a lot of success, countless prosperous conferences, great trainings, and a thriving multitude of members.and many happy returns!

Short bio:

Marija Dzonova is a full-time English language teacher and translator in her private language school *Q Language School* in Skopje with more than 14 years of teaching experience, teacher training courses and preparing English language teaching materials. She has taken part in numerous seminars, conferences, workshops and English teacher trainings both as presenter/teacher trainer and participant. Her positions on the ELTAM board (*English Language Teachers' Association of Macedonia*) are - ELTAM Newsletter Editor, Conference Secretary and Professional Development Working Group Coordinator. Currently she is a post-graduate student of TESOL Master Studies at the American College in Skopje, focusing on her master thesis from the field of dyslexia and ELT. Apart from teaching, she is also engaged in translation.



25th HUPE Conference, Šibenik 2017

Sandra Vida

Being 25 years old is a great age, old enough to have some experience and know how things are done in this world, yet still fresh and full of energy. This is why I eagerly went to the 25th IATEFL Hungary conference in 2016, came full of expectations to the 2017 HUPE conference, and await with joy and a bit of pride, the 25th IATEFL Slovenia conference in 2018.

The fuss around the numbers made me think about how things must have happened all those years ago, with teachers, eager to connect, to share and to meet at conferences, year after year. All the energy and devotion the organizers put into it, all the dedication of speakers coming with fresh ideas again and again, opening up and sharing their knowledge with others, expecting nothing in return. Of course we all come for the "big" names, the well-known and famous, but in the end, each participant contributes a piece to the puzzle. This is why the 25th conference turned out to be a celebration of all the people involved in any way in those years and why it also should be like that - the good old days relived, people remembered, energy regained.

There must be something in the way a conference makes you feel like a part of something bigger than life, like a valuable part of the puzzle, like a person and, especially after you have taken the plunge and delivered your own workshop, like a specialist in the field, a person to look up to and an equal among equals.

I consider myself privileged to have been able to come to Šibenik again and enjoy the conference and everything that it offers.

As every year, the workshops were superb and after all these years of intense conferencing, I still learned something new. A great activity that stayed in my mind was one by Irena Pavlović with the title *Let's agree to disagree*. The presenter asked us to close our eyes and while we did that, she glued a small coloured dot on our foreheads. Before we were allowed to open our eyes, she told us not to say a word after we opened them and form groups. Opening our eyes, without words, we could all see the colours of other people, but not our own, so we silently started helping each other get into groups according to the colours.

Some groups were big, some just had 2 people. When we finished, she asked us a really powerful question: "Why did you group according to colour? How did it feel to find your group?" It was only then that we realised that she hadn't specifically told us to do this. It was just our assumption that she as the teacher would want us to do this. This raised a lot of questions about why we behave the way we do and how we prime our students and people around us into doing things they *THINK* we want them to do. It also brought up feelings of success, when we managed to achieve our imaginary goal and at the same time a bit of frustration for some when they saw they don't belong to a group at all. For me personally it opened up a topic, close to my heart about how we connect and make ties with people around us. I think an activity like this can really help people see how the world around us works according to unwritten rules and how these can sometimes be too inclusive or even exclude some (sometimes with but most of the times without our intention).

I also enjoyed the workshop on using music in the classroom by Mia Šavrljuga, which offered many ideas that go beyond the boring gap fill exercises and ended with everybody singing. I learned there is a "thing" out there called literal videos, which offers many language related possibilities, especially for the end of school year activities. Find some of the best here <https://www.pastemagazine.com/blogs/lists/2011/03/the-12-best-literal-music-videos.html>

I also loved exploring more deeply the kinetic typography videos and have used some to trick my students into reading.

If you don't know what it is yet, try this:

<http://www.creativebloq.com/typography/examples-kinetic-typography-11121304>

All in all, the 25th HUPE conference was a big success, although I missed one thing previous HUPE conferences were famous for - dancing. So I hope to be able to come to the conference next year and catch up on that. :)

The HUPE Conference from a preschool teacher's point of view

The HUPE conference was always something I enjoyed hearing about from colleagues who work in primary and secondary education and I wished that I could take part some day. Well, THE day with a cloudless sky dawned on the 24th March this year.

Having worked as a preschool English teacher for some time now, I started to feel a little bit insecure about what we do and desperately needed some new ideas. Modern age technologies and the possibility of immediate internet access sure make things less complicated, but real-life contact with people is always something that cannot be surpassed. Within the early childhood education system, vast changes have been made over the past few years, whereas the primary and secondary schools seem to be stuck in the past. But, as always, it all comes down to the person in charge of the class. It depends on how the teacher perceives the task and whether they think of themselves as someone who has to transmit knowledge to the youngsters or engage them in activities using all their senses thus getting the children to interact and construct their own knowledge. This is exactly what we witnessed at the 25th HUPE conference.

It was really inspiring to witness some beautifully presented playful workshops on all levels of learning, because in my opinion, we do not have to abandon the play element in teaching just because our students are not five years old anymore and because "the system" requires learning to be taken seriously so that most of the fun is taken out of it. Seriousness does not necessarily imply a lack of humour.

Before the conference, I picked up the program and a marker and highlighted all the workshop and talk titles I thought would be interesting or useful to me. For some reason, I felt that the talks would not be as interesting as the workshops. The reason for this might have to do with my own learning style and personal preference for smaller groups and interactive content. I could not be more wrong!

All the plenary talks were very engaging, incredibly pragmatic and full of useful hints, ideas and inspiring thoughts. The plenary speeches dealt with actual issues that all teachers encounter in their work at one level or another. I felt that these challenges are as important to me in preschool as they are to someone working with primary or secondary school students. Even the subject of dyslexia was very useful to me, even though we do not do reading or writing in classes of three to six year old children, certain things helped me to reflect on some of my student's behaviour and certain difficulties.

I was really looking forward to the workshops, even though it was tough to decide which ones to choose! There were only a few workshops that were marked as dealing with young or very young learners, so I had to go through the conference abstracts to get an insight of what each workshop was about.

In many cases, I opted for the ones aimed at primary school students or the ones exploring drama, role play, games, creativity or music, which felt familiar to me in the sense of the type of approach we take in preschool.

Some of the teachers offered inspiring new views on old things, others prepared ready-made activities and provided us with lots of printed materials, tips, hints and even mini lesson plans. In any case, everyone who took part in the workshops was able to take something home that they could use in their next class. Some of the workshops were quite disappointing, but even then I was able to learn something. I learned that some of the things that I was already doing with my children were very good and that I was on the right path. I had taken some of the things that we did in our preschool classroom for granted, where someone else considered these things worthy enough to be presented to such a wide and competent audience of fellow teachers.

Language teaching of preschool children can be both challenging and rewarding at the same time. The challenging part is choosing the appropriate lesson units, themes and activities that cover it all – from the children's interests, their physical, social, emotional and cognitive needs, to their developmental level and balance all this with the language content. For example, if the children want to learn about Egypt, pirates or Science, sometimes it is difficult to find suitable

language activities and content to match their developmental stage and level of language acquisition. Most of the time, all the fun songs and chants are suitable only for native speakers. There are many ESL materials on common thematic units, but if you want to take your children a bit further than learning about colours, animals, school things and the body it can be very challenging.

The rewarding part is watching your kids enjoy every single lesson you plan, even the ones you thought you could have planned better – they are just such a grateful audience! Using games, role play, total physical response activities, quiz games, songs and chants can really take you far!

By reinforcing the language structures throughout the day and using real life phrases and expressions in routine situations helps the children master the language skills in the most natural way. Children quickly adopt the language and start using it spontaneously, and sometimes even use words in English instead of Croatian when they speak in their mother tongue. Some children even learned to name some vegetables in English before they did in Croatian.

At the beginning of the school year we mostly use mother tongue and gradually increase the use of English, but it never exceeds some 40% of the language used in communication. In such conditions, it is extremely rewarding to hear children trying to make a conversation in English and communicate with native speakers without feeling inhibited.

The reasons for teaching a foreign language at such an early age are multiple, but the main one that springs to mind is the fact that we should not deprive the children of learning in a natural way, which is exactly what they do when they are three, four or five. They do not question grammatical structures, irregular verbs or idioms...they soak it all up! They easily imitate the native speakers' pronunciation and acquire the foreign language the same way they learn their own. There are more and more preschools that recognize this and introduce language learning in their curriculum, and thus the preschool language teachers are a rapidly growing population that is a part of the language teachers' community and, because they are newborns, they need a lot of support.

This is why I feel that the next conference should provide more workshops and talks dealing with very young learners and their specific needs and learning styles.

This world is the Tower of Babel and English might just be the language that helps us communicate and understand each other in striving to make the world a better place for everyone.

In Šibenik I met some preschool English teachers that work in or near Split, which is the area where I live. During one of the coffee breaks, an idea for forming an association arose, so even that part of the conference was very useful!

The overall feeling after the conference was one of content with the experience and joy for all the beautiful encounters with the language teaching enthusiasts that inspire and offer you just the spark you need to light the fireworks of learning.

Sladana Curic Petričević

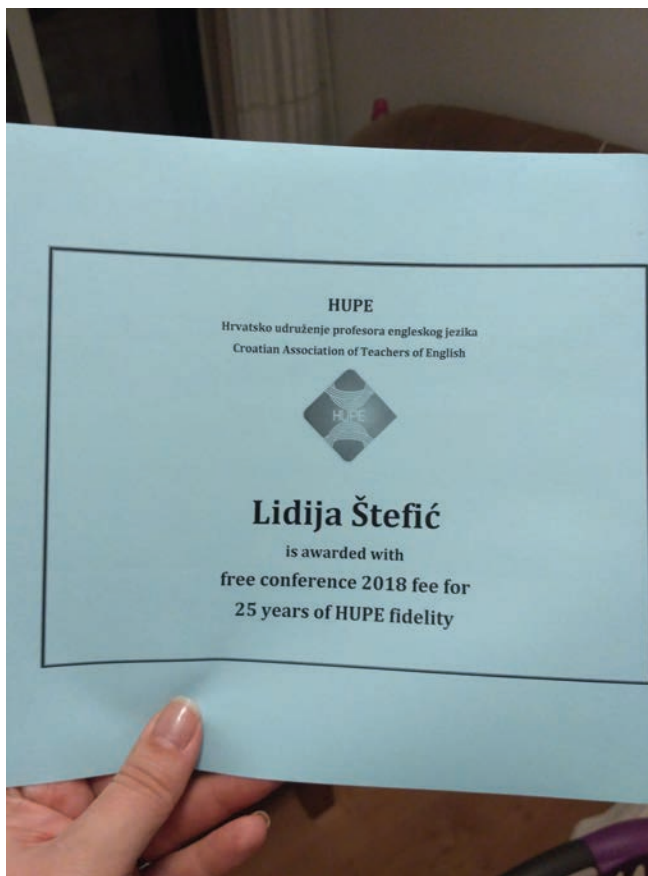
Reflecting on HUPE Conferences

Reflecting upon present events is easy since we remember well major events of the year or moments of 'sheer bliss'. In contrast, looking back is always adventurous because all people tend to remember past misfortunes rather than momentous happy events. We do not remember days; we remember moments. We forget all too soon the things we thought we could never forget. We forget the loves and the betrayals alike, forget what we did and what we thought or what we dreamt about. It seems that we have no memory of events that happened a long time ago. My memory is like that of an elephant; I forget - it does not. It tries to hide things from me or makes me recall things with a will of its own. I used to believe that I had a good memory, but as it turns out, my memory has me. I have already lost touch with a few people that I used to spend many precious moments with. It is a good idea then, to remind ourselves and others that HUPE conferences have enriched our lives in countless ways. It is important to keep in touch and I suppose that keeping in touch is what the HUPE conference is about.

Let me start from the beginning. There used to be two things that were certain in life: death and taxes. Now, there are three! If you plan to use technology in a presentation, it is bound to fail. And so it did when I prepared a workshop for a Hupe conference long ago. It was held in Opatija in 1996. At that time I was fascinated by technological developments, combined with 'real' applications. I did not let my classroom end up behind the times. We all know that technology can be a powerful teaching tool. I mean, we pretty much use it in every facet of our lives these days. But what were the best ways to maximize the effectiveness of technology in the language classroom back in 1996? I didn't really have to think about it, the idea just hit me: Videos! If you're not using them in your classroom, you're really missing out! Remember the first rule of language learning: input, input, input! Since students can't sustain their skills with textbook explanations alone, they need the constant reinforcement that authentic sources provide. Audio listening exercises can be good for testing what students can distinguish on their own. That being said, when it comes to music and videos, the video is the pedagogical powerhouse of the two. The combination of pictures, intonations and gestures gives students context clues that they can't get from classroom interactions alone. The title of my workshop was "An Imaginative Use of Video in the ESP Class". In a classroom setting, technology can help or hinder, focus or distract, depending on its application. And I wanted to show how it worked with my students. I was talking for about twenty minutes when my video recorder broke down. My colleagues gave me an anxious look. I felt self-conscious and intense discomfort with myself in front of them. And I thought, oh my gosh, what shall I do? My head was bent, my eyes were soaked with tears, and my hands and legs were trembling. I was embarrassed and felt like disappearing into thin air, maybe into another world. My colleagues showed sympathy and understanding. Although sympathy alone could not change the awkward situation, it helped to make it more bearable. There's a fine line we have to be careful not to cross. Fortunately, I had some photos which I showed and went on talking as if nothing had happened. That WAS an imaginative use of videos! Our imagination transcended them.

Moments like these are unforgettable. They forge an unbreakable bond between people and nothing can overshadow or undermine them. It wasn't always like this.

No one looks back on their life and remembers the nights they got plenty of sleep. Conferences are not just about teaching and learning. Apart from participating in daily activities, teachers can go out and enjoy the night scene. Top hotels have a vibrant and diverse party scene - they offer fun. I really enjoyed my experience at the third annual HUPE conference held in Brela in 1995. Brela was the perfect place. The sea was crystal clear. The hotel was a boutique, with



very well decorated rooms, amazingly comfortable beds and small balconies which were great for watching one of the most amazing sunsets I had ever seen in Croatia. Most of the time, the conference contained multi-track program schedules that could be quite difficult to work with. Sifting through those program schedules looking for specific workshops to attend quickly turned into one colossal nightmare. However, there were events such as Klapa singing which is a wonderful tradition in Dalmatia, with multi-part harmonies and no instruments necessary. Soon we were singing all our favourite songs and dancing until late at night. Professor Sonia Bicanic announced a trip to Biokovo mountain. We were expected to meet at 5 in the morning. I decided not to go to bed that night. And five brave teachers joined Sonia who was an excellent guide. I felt underslept but overjoyed. Nothing felt as good as this.

In 2001, we met again in beautiful Zadar at The Faculty of Philosophy University of Zadar, which proved to be a perfect venue with a beautiful view overlooking the Adriatic Sea. The friendly and helpful staff contributed tremendously to making our event flow smoothly. As always, along with numerous presentations, workshops and talks, the Conference was accompanied by a wide variety of social events and ELT Book Exhibitions. Traditionally, there was a raffle and one of the prizes took me all the way to Devon, England, thanks to SOL. The trip to the island of Ugljan was a memorable experience. It took us two hours by boat crossing a stormy sea to get there. There was a dinner waiting for us in a crowded room of the local fire station. The room was filled with women in regional national dress and there was a choir. The repertoire of the choir ranged from folk songs to contemporary music. Their technique was far from impeccable but we admired the sincerity of their performance. The texts were dramatic, obscure and dark and remarked upon the inevitability of death, the pointlessness of material possessions, the horror of unrequited love or the dangers of imbibing too much alcohol. Some themes are timeless! Since there was a lack of instruments, we were all pleasantly surprised when one of the invited English speakers picked up his guitar and joined in. A hundred teachers were dancing wildly and freely to rock songs that brought everyone out onto the dance floor. It gave them a sense of belonging. I still remember the president of HUPE dancing with a distinguished Scottish professor. With all the enthusiasm of a passionate dancer he tossed her high into the air and for a moment I thought he would never catch her again. We spent four long hours on the boat with a sleepy captain and his crew all alone on a stormy sea. "You're never too young to die"- someone said, but at that time I thought that I was too young to die. Our boat trip was an adventure, and like most adventures, we did not know we were having one until we were right in the middle of it.

In 2005, the HUPE conference was held in Dubrovnik. We were there in rain so heavy that it was impossible to go out in waterproofs. Dubrovnik was under a couple of feet of water due to flooding. How odd! Instead of enjoying a day that one dreams about, we experienced bad weather. Nevertheless, the participants of the conference showed their complete dedication to their great profession.

In 2012, we met again in beautiful Opatija to celebrate HUPE's 20th Anniversary conference. There was an abundance of interesting speakers, including that year's plenary speakers: David Crystal, Olha Madylus, Lindsay Clandfield and Piotr Steinbrich. David Crystal was no longer giving interviews. As I saw him sitting alone on the terrace of the Grand Hotel Adriatic I could not resist the opportunity for erudition. We were talking for an hour and it was a great honour to speak to such a distinguished linguist. Not only did he encourage me but he also clarified certain issues on unanimous authorship so that I could proceed writing my doctoral dissertation. I believe that everyone remembers the quizzes organized by Peter Hopwood and the stand-up comedians, particularly Jeoff Leach!!!

Our last HUPE Conference was in Šibenik. We celebrated HUPE's 25th anniversary. On this occasion, Mark Andrews gave me a special award for 25 years of fidelity. His words touched me so deeply that I had tears running down my cheeks. I could not be surrounded by more dear friends.

The HUPE conference has been a leader in linking the old with the new. The author of "Gattopardo", Giuseppe Lampedusa once said: "If we want things to stay as they are, things will have to change". Resisting change can prolong unhappiness whereas implementing change can establish internal harmony and instate joy in a person's life.

Our students are our future, we have a duty to inspire them. We have learned much from the past conferences but I am expecting our future conferences to be fast paced, vibrant and visionary as they address crucial issues.

Mr.sc Lidija Štefčić, viši predavač, Stomatološki fakultet Sveučilište u Zagrebu
Lidija Stefic, MA, senior lecturer at The School of Dental Medicine, University of Zagreb

AWARDED POEMS

1st prize - Anita Damjanović

ANATOMICALLY SPEAKING

TEACHING ENGLISH HAS ITS FLARES
BUT WHEN ONE DARES
TO SCRATCH THE SURFACE OF IT ALL
IT'S TIME FOR A SOBERING WAKE-UP CALL

IT'S LIKE WORKING IN A MINE
TEARING UP YOUR BODY AND MIND
IT GETS PHYSICAL TO THE POINT
YOU GET ACHE IN ALL YOUR JOINTS

CATERING TO STUDENTS' ENDLESS NEEDS
PUTS A STRAIN IN YOUR RECTUS FEMORIS
IN CASE YOU WONDER
IT'S YOUR LEG'S MUSCLE LEAPING AT THEIR EVERY BLUNDER

BUT TO MENTION WHAT IT DOES TO YOUR BACK
ALL THAT BENDING BACKWARDS TO GET ACROSS THE SIMPLE FACT
THAT LEARNING ENGLISH CAN BE FUN
BUT WHEN IT'S ALL SAID AND DONE,

EVERY TEACHER HAS ITS DAY
I KNOW IT'S BAD GRAMMAR BUT WHAT A HEY
MINE IS GETTING TO HUPE CONFERENCE
IT'S THE BEST, NO OFFENCE
TO OTHERS, ESPECIALLY YOU MARK
(OD MENE IMAŠ FACEBOOK LIKE)
I'D LIKE TO PICK YOUR BRAIN SOMETIMES
BUT NOW I'M ALL OUT OF RHYMES,
WITTY VERSE AND TONGUE TWISTERS
ALL I CAN SAY IS
TEACHING ENGLISH IS A BLISS(TER)
(op prepisivačice- od every teacher has its day do kraja je jedna kitica)

Poetry Competition

1st place

Anita Damjanović

2nd place

Jasmina Radović Jakovljević

3rd place

Ljerka Vukić



2nd prize - Jasmina Radović Jakovljević, Požega

HUPE POEM

Happy birthday HUPE my friend
from the bottom of my heart I send!

Thanks for all your dedication
in my school education.

Spending here my precious time,
it isn't, at all, a crime!

It is great, funny and nice
that you give me so much advice.

Speakers, teachers, organization and books,
give the HUPE very good looks.

We aren't just learning here how to be cheer
in the evening we dance and drink beer.

I know that "SIT GLADNOM NE VJERUJE",
but this is obvious and clear,
I'LL BE HERE NEXT YEAR!!!

3rd prize - Ljerka Vukić

In the mist of my classroom
there I stand alone
Thinking if I'm up to this kid's disrupted home

And then out of nowhere
I see myself on a stage
Delivering my best lesson
Since the Stone Age

Where did it come from?
I wonder as I thrive
How come this time I'm confident and smile

It must be the days
at the HUPE Conference
There I made some friends
And I'll always dance.

Anita Jokić: The Importance of 'Out of Class' Learning

(Example: Industrial Heritage of Rijeka)

Out of class learning helps students interact with what they are learning; students are able to see it, manipulate it or participate in it physically. This way they are able to see elements with their eyes rather than reading about it and believing what they are told because it's in the course book.

Research into the 'significant life experiences' that determine our connection to the environment, and our attitudes and values, reveals that positive direct contact or 'first-hand' experience has the greatest impact¹. Although leaving the classroom requires significant planning and coordination for teachers, students often see a field trip or any type of 'out of class' activity as free time out of the classroom and are likely to have an educational experience that they never could have had in the classroom².

Our classroom provides structure, limits, and a controlled environment to focus student attention and behaviour. All of these might seriously be diminished during 'out of class' activities so teachers should prepare in advance and guide their students wisely.³ Field trips are considered fun, but the children learn as well, whether they realize it or not. With the premise that schooling should make a difference in students' everyday experience, the author believes that, under the right conditions, school learning can be enriched by students' out-of-school experience.

Wishing to enrich learning of the English language and connect it to the history of the area where the students live, the author has created class materials, The 'Industrial Heritage of Rijeka', a tribute to Rijeka's most affluent period of history. Seniors at (Prva riječka hrvatska gimnazija) were given booklets of 30 pages with instructions such as:

- Choose your readers,
- Take photos,
- Find a plaque,
- Copy the inscription from the plaque/wall/fountain,
- Ask inhabitants of Rijeka,
- Fill in the gap / answer the question etc.

At school, the students were divided into five to eight member groups and were given the booklets and city maps. They had about two hours to finish the walk and exploration. No more instructions were given since the students had to follow the scenario from the booklet. There were numerous black and white photos, short stories and anecdotes from Rijeka's history in the booklet to make the learning process more interesting and amusing. The next lesson, students play a Kahoot⁴ quiz which includes questions from the booklet and photos the students had taken during their research.

The first page of the booklet gives basic information and instructs each group to start their walk from a different place in the city, for example:

"Hello reader number one! You have successfully broken the ice. I wish you a pleasant walk through Rijeka's history – you are about to discover it on the streets, buildings and names of places in Rijeka. In this field class, an emphasis has been put on industrial heritage, in fact, it is only a small glimpse of it. Take photos, not only when this is your task. Send a few of them while you are still walking so I can prepare a little exhibition before you return.

In this booklet, you will find instructions about where to go, what to look for and what to do. You will also be able to read short informative articles on Rijeka's industry and hotels. Use a map of the city, camera and people around you. If you get stuck, ask passers-by for help. Test the citizens of Rijeka and their knowledge!

1 Rickinson et al, NFER: A review of Research on Outdoor Learning, 2004

2 Shelley F, (2015), Importance of Field Trips in Education, <http://classroom.synonym.com/importance-field-trips-education-5438673.html>

3 Berer, S. (2015), The Benefits Of Learning Through Field Trips, musexplore.net

4 <https://kahoot.it/>

Now, your practice task is to take a photo of your group members in front of PRHG. Then start your walk - go through the Old Town (pass by Grotta and across Kobler Square towards Kosi Toranj and continue all the way to Hotel Neboder). If you want to, you can take the bus. When in front of Hotel Neboder, read this(...)"

Various tasks follow:

"Within the complex, he offered a _____ floor-high skyscraper (**count the floors**, you should get it right), covered on **all sides by glass**. This was a revolutionary idea in Europe. The plan included a theatre and concert hall, and areas for the work of cultural associations etc. The start of construction works was delayed for so long that the disappointed Pičman **took his own life**. If it had been built according to his project, the Sušak skyscraper would have been the first glass tower in Europe. Still, the hotel was the tallest building in The Kingdom of Yugoslavia in 1939."

"In front of the hotel to the left there is a traffic light, go to it. Cross the small street in front of the hotel and cross the bigger street too – now you are on top of a staircase, in Strossmayer Street which is actually the end of Carolina road. Continue down the stairs, and you have come to the square that lies between two schools. To the right, there is a primary school centre and to the left, there is a secondary school. Now stop and do your next task. A memorial plaque is placed next to the front door of the elementary school. **Find it and take a photo of it**. At least one group member should be in the photo. **Find the name of a teacher on the plaque**. When did this high school teacher die? Note: His character was used in TV series Kapelski Kresovi (professor Vlado Grozni)." (photo 1)



Photo 1

"Take a break at the Square and read on. Hello reader 2, I hope you will be loud and clear! You can tell your group that now you are closer to the former ramparts of the medieval city of Rijeka. A trench with water was dug around the city walls, which was symbolically called 'Rov'. Unfortunately, Emperor Joseph II ordered the city walls torn down in 1780 and today you can only see a small part of the Lešnjak Tower close to Kosi Toranj. 'Rov' cannot be seen either since it is under Ante Starčevića street. You've actually walked over it quite a few times, haven't you? Right in front, you should see the fountain "Friendship". The question is: **Who (not really a Who) gave this fountain to the citizens of Rijeka as a present?** _____. **This lovely fountain has as a centrepiece - a sculpture of (how many) _____ children and a _____ (animal?),** presented to the city of Rijeka in 1988 as an enduring symbol of friendship. Surrounded by greenery and flowers, it has become a favourite meeting point for young people, for whom it was particularly intended, who often choose it as the place to celebrate New Year, graduation and other momentous occasions."

"Take a photo of the Modello Palace (at least two students in the photo) and think a little bit of the Adamić and Ciotta surnames. They do ring a bell, don't they? Continue your walk on the Corso and only a mere 100 metres away on the left you will see the former hotel Royal (**there's a famous shop brand there today, which one?** _____). Stop here and continue reading (there is a photo below, recognize it?)." (photo 2)



Photo 2

*"Keep on walking to number 12 where hotel Bristol once used to be. **What is there today?** Please, take a selfie of all group members. The hotel owner was Juraj Ruzic senior (Hreljin, 1834 - Sušak, 1922) an unschooled entrepreneur who became the Mayor of Sušak. He went to Hamburg where he specialized in leather, in Genoa he expanded his business, and finally became very rich through massive deliveries of leather for the workers who built the Suez Canal. He owned about forty houses in Sušak and in 1908 he destroyed his old house in Deak Street and built the large Bristol Hotel instead. The hotel was opened in late 1909 and had 80 rooms, 120 beds, a cafe and a dining hall."*

"Now go through the station once again (you can admire Pfaff's plans on the walls of the large waiting room), turn right and go to the locomotive. This is your final point and your final task: Copy the data from the plaque next to the locomotive. And of course, take a photo of the group. Why not another group selfie? Congratulations, my dear seniors! This is the end of your walk through Rijeka's history. I hope the rain/sunshine did not bother you too much."

According to students' feedback and the enthusiasm they had put into the tasks, this type of 'out of classroom' learning was a complete success. Here are some of their comments:

'Why don't we do this every semester?'

'I finally had something to talk about during family dinner.'

'We were surprised with some things because you never actually have time to appreciate what's surrounding you.'

'We thought it was going to be boring but we learned a lot, we laughed a lot and took a lot of pictures.'

"I wish I lived in that period".

The author must state that creating the material was time consuming and required a lot of research and preparation. Also, there is always a need for field trips to relate to the curriculum so that students may gain and retain any information they learn on the field trip, in order to be able to apply it to their classroom knowledge. In this case, the students will use the gained knowledge in the subject of history in the same year under the topic 'The Industrial Upheaval of Rijeka'. The author believes that this activity will have positive long-term effects on students since they practiced collaborating, improved their civic education skills, polished their reading maps skills, and, above all, had fun learning and discovering the secrets of their hometown.

Note: Dear colleagues, if you wish to take your students on a field trip to Rijeka, do not hesitate to contact me. I will gladly share my materials, anitakuduz@gmail.com.



Putevima prijateljstva (*Friendship Paths*)

A small primary school from Gorski Kotar wins the Peace Prize
'Krunoslav Sukic' 2016

Davorka Nekić, prof.
Primary school Ivan Goran Kovacic Vrbovsko
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**PRIMARY SCHOOL
IVAN GORAN KOVACIC
VRBOVSKO**



For eight years now, starting in 2009, the Center for Peace, Nonviolence and Human Rights from Osijek has been awarding the Peace Prize 'Krunoslav Sukic' which is awarded for a significant contribution to protecting and promoting human rights and freedom as well as the culture of nonviolence and peace. It was named after Krunoslav Sukic, an Osijek-born pacifist who believed that solidarity is simply a spontaneous act towards people.

In 2015, Primary School Ivan Goran Kovacic Vrbovsko announced its candidacy for that prestigious award. That year we came second which motivated us to keep trying. The next year we gathered all our projects together and took a second chance which paid off since we won the Peace Prize in the category of Peace School 2016.



Principal Anton Burić receiving the award

The first time we applied, in 2015, there were seven projects which we had carried out gathered under the name 'Rasli zajedno i naučili živjeti različitosti' (*Grow Together and Learn to Live in Diversity*).

To fully understand the heart and soul of our school, I need to mention that it was opened in 1785 and that today it consists of 8 schools: the central school in Vrbovsko, two schools (up to grade eight) in Severin na Kupi and Moravice, and

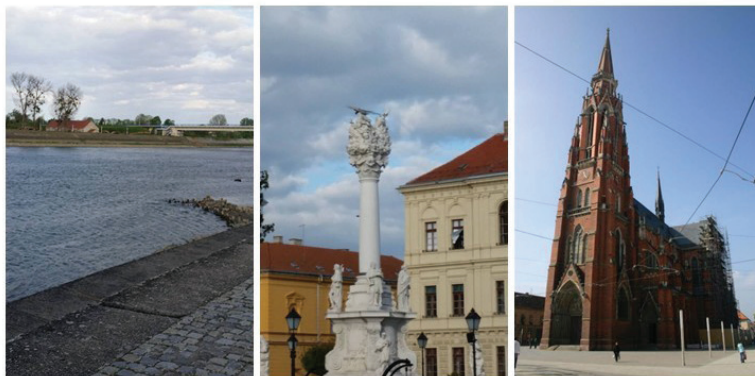
five schools (grades one to four) in Veliki Jadrič, Lukovdol, Gomirje, Jablan and Senjsko. Visiting all eight schools requires crossing more than 100 km. There are 266 pupils in our school 85 of which are commuters. There is a similar situation with the teaching staff – there are 44 of us and 31 commute to work every day! Our diversity regarding nationality is reflected in the fact that 45% of our pupils are Serbs while 55% are Croats. It's almost the same with the teachers. All those things – dispersion of schools, pupils and teachers, commuters and diversity based on nationality – are what unites us and where our strength lies.

Please step into our time machine and let's go back to 2015 when everything started with only seven projects. These were: an optional course for the Serbian minority which has been carried out since 1991, *Ćirilica i latinica jedinstvo različitosti* within which pupils learn the Cyrillic script regardless of their nationality, an optional course in three Religious Educations – Orthodox, Catholic and Baptist, a basic Cap whose goal is to notice and defend oneself from violent people, then TeenCap carried out with 13 and 14-year olds as well as little creative socialization workshops which aim at creating a positive and encouraging atmosphere.

2016 was definitely our year. This time we applied 15 extra projects, excluding the seven from the previous year. All the projects were gathered under the name ***Putevima prijateljstva (Friendship Paths)***. I guess you are wondering which 15 projects were added. One of the projects was *Čitanje ne poznaje granice* in cooperation with Primary School Pivka from Slovenia, while another was *United in Diversity* which brought the English language countries' culture closer to the pupils as well as gave them a chance to meet native speakers, and there was also an optional course in Russian. Others were: the *Kupa Natura* (an EU project whose goal is to preserve the Kupa river and its surroundings), the song „Grlimo svijet” which first came to the *Europa u školi* contest, *Duhovno zajedništvo* within which pupils visited the Catholic monastery Visovac and the Orthodox monastery Krka, visiting monasteries on Fruška Gora as well as visiting our pen school OŠ Triva Vitasović Lebarnik from Lačarak (Serbia), and a quiz – Domovina: RH. We also participated in *Škole za Afriku* whose goal is to make pupils aware of the conditions within which African children are educated and brought up, *Oboji svijet bojama tolerancije* (where we participated with a number of great photographs), *Step Afrika* (within which pupils learnt about the connection between the spiritual songs of the African slaves and the step dance), Penpals (with schools from Serbia, Russia, Bulgaria, Italy, France, Poland and Morocco) and eTwinning projects, *Sakralna baština našega kraja* presented in a leaflet and a 2016 calendar. Another project was *Migrants: Then and Now* (the base was the definition of the very word, then pupils' family trees and our most famous migrant Nikola Tesla after whom our school in Moravice got its name) and finally, *Foto oko* which won us 1st prize for the best cooperation photograph. I find it important to mention that our school mediation centre has been working for 7 years now which is one of our biggest achievements.

As the Peace School of 2016, we travelled to Osijek on April 6th where we spent 7 beautiful days thanks to our hosts from the **Center for Peace, Nonviolence and Human Rights**, Osijek as well as **Msvijet** and the **Agency of Local Democracy**, also from Osijek. Our visit to Osijek and Vukovar was financially supported by the Ministry of demography, family, youth and social politics as well as the Evans foundation.

Upon our arrival, we were greeted by our hosts **Nikolina Svalina, Iva Anić, Miljenko Turniški, Branka Turniški and Nena Arvaj** who welcomed us to their beautiful city. On behalf of the **Evangelical Theological Seminary**, we were greeted by Professor Greg Thellman.



Osijek

While the first day was all about sightseeing the city on the Drava river, the second day was all workshop-based. We participated in a workshop *From Vision to Action* – not just the pupils, but also the teachers under the supervision of our hosts.



From vision to action

On the third day, we visited Vukovar where we visited all those locations which we had only seen before on television. There's no need to mention how emotional that was.



Vukovar

In the city upon the Vuka river, we also gathered around the **European House Vukovar** and **Mladi udruženi u miru** who were so kind as to share their stories with us and make us aware that there is a future in Vukovar and life is possible if all people unite in their diversities! **Slađana Trbulin**, **Biljana Gaća**, **Ranka Kojčinović**, **Martina Uglik**, **Borislav Kovačević** and **Lazar Lemajić** – thank you for showing us that Vukovar is not only for remembrance but also life and hope! You make your city proud!



EDVU

On the fourth day, we went to the Zlatna Greda Estate which is situated on the border of Kopački rit, our famous nature park where pupils enjoyed a day spent in nature and learnt something about sustainable development. The next day we met **Marijan Gubina**, the author of '260 dana', an autobiographical book in which he told his story about his journey from being a war prisoner to becoming a peace activist. That day we also visited the animal shelter in Nemetin thanks to **Udruga Pobjeda** where we found out about the very concept of the shelter as well as how to take good care of animals.



Zlatna Greda and Nemetin

The sixth day was very important for us since we had to present our school and all our projects within the seminar 'Mir je u našim rukama' to some of the schools from the Osijek-Baranja County and the Vukovar-Srijem County which also applied for the Peace Prize. That evening was also well spent. We went to the Croatian National Theatre in Osijek where we enjoyed the musical 'Moje pjesme, moji snovi'. On the last day of our visit, we met the Osijek mayor, Mr Ivan Vrkić who congratulated us on the Peace Prize.



Meeting the Osijek mayor

That day, although it was the last one, didn't mean the end. It was only a farewell until we met again. And since we started an Erasmus project with the Center for Peace, Nonviolence and Human Rights this story is going to have its sequel. So, stay tuned!



OŠ I. G Kovačića Vrbovsko

While thinking of how to finish this article, no ending seemed powerful enough but I finally found what I was looking for. It's the *motto* our pupils and teachers came up with during one of the workshops in Osijek. It seems perfect, so...

PEACE – that's us!



Education Buzzwords

Are you familiar with the following expressions: a G&T coordinator, league tables, catchment area, value added, to be statemented, IEP, IBP, differentiation, VLE, SOW, SPSC, NQT, setting, OFSTED, London weighting, cram school, falling rolls, super head, outlay. These are all education-related expressions I learned while attending a 2-week course for teachers of English as a foreign language at Anglolang in Scarborough, North Yorkshire, in 2013, thanks to the Agency for Mobility and EU Programmes (Comenius grant).

So, what is a buzzword? It is defined as a word or phrase that becomes very popular for a period of time, especially when occurring in a specialized field.

How about these: The HT looks for some SPSC in your SOW. Teachers have all their work on a VLE. Are there any NQTs here today? Schools are subject to OFSTED inspections.

Let me shed some light on it. The **head teacher** looks for some **Social, Psychological, Spiritual and Cultural** content in your **Scheme of Work** (i.e. a termly overview of your lessons). Teachers have all their work on a **Virtual Learning Environment**. Are there any **Newly Qualified Teachers** here today? Schools are subject to **Office for Standards in Education** inspections. A *G&T coordinator* helps *gifted and talented children* to achieve their full potential. Their job is to '**stretch**' (i.e. to challenge) G&T children. Also, there is a difference between a gifted child, who is considered an all-rounder, i.e. good at everything vs. a talented child, good at one or two things.

League tables also referred to as performance tables, rank schools on the basis of their GCSE results. Schools ranked higher in a league table tend to attract more children, more families move to their *catchment area* so they become oversubscribed and house prices in this geographic area from which students are eligible to attend a local school tend to appreciate (i.e. increase) because if you live in a catchment area of a particular school, you have priority admission. 'This school has **value added** languages', which means that it has an additional foreign languages programme.

To be **statemented** means that the education authority makes a statement of SEN (or special educational needs, i.e. assessment of need). Such student is then called a *statemented* student and he/she is expected to have an *Individual Education Programme* (IEP) and an *Individual Behavioural Programme* (IBP) if necessary.

Differentiation is preparing your material and lessons with differences because you have students with different needs. **Setting** is the (re)grouping of students according to their ability in a particular subject. It applies only to core subjects: English, Maths and Science. So, a student can be in Set 1 in English, but in Set 3 in Maths. You can move between sets at the beginning of a new term.

Whereas **streaming** (or tracking in the US) is assigning students to classes on the basis of their *overall* assessment of their *general* ability. Students remain in their streamed class for the majority of subjects.

London weighting is an allowance paid to certain civil servants, teachers, airline employees, police and security officers who work in London where the cost of living is higher than that of the rest of the UK. Its purpose is to encourage key workers to stay in London.

Cram school (to cram - bubati za ispit) are extra classes where you try to get as much information you think you need for national exams. Other types are **Kumon**, the world's largest after-school math and reading programme created by Toru Kumon. And there are **evening classes**.

A school with **falling rolls** is a school with a decline in the number of students enrolled in a particular school for any reason (e.g. demographic change, pupil migration to other local schools).

A **super head** is a head teacher brought in to bring about the improvement of a failing or underperforming school. The **Outlay** is the initial money you have to pay at the beginning of a school year (e.g. initial outlay for uniforms, cash outlay required at the beginning of a school year, ...)

Attainment vs. achievement: attainment is the standard of students' work shown by tests and examination results. Achievement is the progress and success of a student in his/her learning environment.

And finally, if you have ever wondered how to translate our **SRZ** into English, I have an answer for you. My teacher Linda at Anglolang explains that they have various subjects that cover what we do in SRZ: **form time, citizenship class** or citizenship education and a subject called **Life**. Form time takes place every morning before classes begin. The form teacher (the form tutor) takes the register and gives instructions to students about the day. In Citizenship class, which is designed to provide political and legal literacy, students also learn about drug abuse and alcoholism. It is designed for 11 to 16-year-olds so that they can become confident and responsible citizens. Life is a subject where students are taught world issues, religion, finance, taxes, real estate and other essential life skills.

We also inquired about **sanctions** imposed on students. Apparently, these are: a *warning*, *detention* (at lunch time or after school), *isolations* (there are isolation rooms), *community work* (such as picking up litter), *suspension* (students are sent home for a day up to 2 weeks), and *exclusion*. The word *expulsion* is not used anymore, and the verb to *expel* tends to be avoided. The verb *exclude* is preferable nowadays.

Silvija Alvar

Erasmus+ project- English Learning Friends

During the last two years 1st Primary School Bjelovar has been involved in an Erasmus+ KA2 project entitled English Learning Friends (ELF). The project was created based on a successful and awarded e-Twinning project named Wizards at Language Learning (WALL). The motive for starting this project was the need to develop students' key competencies which are essential for young Europeans to succeed not only in today's modern society but also in their personal lives. The project involves seven primary schools from Poland, Greece, Finland, Italy, the Czech Republic, Turkey and Croatia. The target groups are students aged from 6 to 13. The main aims of the project are to encourage students to learn not only foreign and national languages but also science and maths, ICT and to help teachers improve their teaching methods and skills. The project makes opportunities and creates the conditions for the weaker students to achieve better results by stimulating their enjoyment in learning. It also offers the frame for the most successful students to develop their skills.

The first task for all the teams was to introduce their countries, towns, schools and ELF clubs which are the main carriers of the project activities. After we got to know each other, we started our monthly tasks which were planned in the project. One of the first tasks was to create a project logo and to make a project mascot. After weeks of voting, we chose an elf named Eramus as our project mascot who is also the main character, together with Santa Claus, around whom all the project activities revolve. The majority of



tasks were first done within the school teams and after that, all the teams voted for the thing they liked the most. That is how we chose the name of the island (Sunnyland) on which Erasmus lives, as well as its map, the name of the town (Elfville) and its crest. We invented imaginary animals and created the landscape of the island. As every town needs a mayor and a town council, we organized campaigns in which pupils from our schools presented themselves as candidates for that position. After the town council and the mayor were chosen, pupils suggested and created the list of laws.



During these two years, we created four e-books (two for the younger and two for the older pupils) full of adventurous and imaginative stories about life in Sunnyland. As a result of international collaboration, we published 15 issues of the project magazine called ELF Magazine in which each team wrote articles about different topics such as holidays, sports, free time, our countries, customs etc. For each issue pupils prepared different types of interactive games and quizzes.

In the first year, each school organized a special day (ELF day) during which pupils of all partner schools chose the best elf costumes and best posters promoting the project. In the second year, all partner schools organized a campaign promoting a healthy lifestyle. During that week pupils learned about the importance of healthy food and physical activity. They made posters and presentations promoting a healthy lifestyle which they presented during the project day.

Each month every team had a video conference with various topics which increased pupils' motivation, improved their communication and team-work skills.

At the moment each school is organizing a spelling competition (Spelling ELF) on three levels: school, town and international. This competition is the first of its type that will be held in our town as we will include all primary schools.

All the project tasks and activities were done using different web tools which improved pupils' ICT skills and competencies.

In order to plan all the project activities teachers who are involved in the project have met two times so far. The first meeting was held in Prague, the Czech Republic, the second one was held in Alexandroupoulos, Greece after the first year and the third meeting will be held in Valenzano, Italy.



Two short-term exchanges of pupils were also held during the project. Last year 1st Primary School Bjelovar welcomed students and teachers from all partner countries. During that visit, students participated in various workshops resulting in a seven language dictionary with words connected with friendship and fun, a model of an average pupil and a City game around Bjelovar. International guests visited Zagreb, the Croatian capital and our most beautiful national park, the Plitvice Lakes. This year four of our pupils travelled to Lappeenranta, Finland where the second short-term exchange of pupils was held. There they made the mock-up of Elfville, recorded the project anthem and created the choreography of the project dance. During both visits, all the pupils stayed with host families, which improved their communication and language skills, developed their cultural awareness and tolerance towards differences. It was an unforgettable and a unique experience for everyone.

This international project had a great influence on pupils, teachers and schools which were involved in it. The pupils improved their language and communication skills, they learned how to use different web tools which made their ICT skills better, their motivation for learning foreign languages and their self-confidence increased, they developed critical spirit and learned how to work in a team. The teachers improved their knowledge and understanding of ICT tools and gained more confidence in using modern means and methods in teaching, learning and assessment. And most importantly, they extended their network of professional contacts which they will use in their future work. The schools gained a sense of belonging to a network of European schools which increased their European dimension.

This project enriched us in so many ways, both professionally and personally. We will try to use all the knowledge and experience we gained, not just to be better teachers, but also to become better people.

Martina Supančić
Helena Gustović Ljubić

EDUCATION IN CANADA – A COMPARISON BETWEEN THE CROATIAN AND CANADIAN EDUCATIONAL SYSTEMS

Melinda Tupek, Primary English as a Second Language Teacher

PART TWO:

The first part of this paper explored the structure of the educational systems of Canada and Croatia and found there to be some notable differences in the two systems. The real point of interest however, is related to each system's content, expectations and the results they bring.

Being a primary teacher for over twenty years (12 years in Canada and 14 years in Croatia as an ESL teacher), let us first have a look at a typical primary classroom. Primary classrooms in Canada are filled with visuals, colours, posters, books and other learning materials that are easily accessible to the pupils. All of the materials are paid for by the school, including books, textbooks, notebooks, pens, pencils, markers, erasers, pencil crayons, glue and scissors, which are often kept in containers in the middle of the groups so that all can share. Many of the charts and materials are interactive and pupils are encouraged to write, draw and "play" with the materials. There is always a carpeted area for small group work, stories and reading. Desks or tables are usually arranged in groups to encourage pair work and group work as well as individual work. There is often a lot of movement in the classroom between various activities, different centers and between groups so that old tennis balls are often placed on the chair legs to help cut down on noise.



In contrast, Croatian primary classrooms tend to be less cluttered. Typically the desks are arranged in pairs facing the front, and there are fewer visuals, posters, books and other learning materials available to the pupils. The textbooks and workbooks are paid for by the government, but parents are expected to provide their children with the other materials needed such as pencils, pens, crayons, scissors or glue. There is usually a small carpeted area for group work and other activities, but there is far less movement during the lessons. Children in the primary grades are often expected to sit at their desks for extended periods of time.

The curriculum in both countries is defined by their Ministry of Education. In Croatia the required subjects from grades one to four are: Croatian, Second Language (English or German), Maths, Science, Art, Music, PE, and Religion while the subjects for grades five to eight are: Croatian, Second Language (English and/or German), Maths, Art, Music, PE, Religion, Biology, Chemistry, Physics, History and Geography. Some typical high school subjects are: Croatian, Second Language (English, German, French, Italian) Latin or Greek, Maths, Art, Music, PE, Religion, Ethics, Biology, Chemistry, Physics, History, Geography, Political Science and Sociology. Of course there are other specialized subjects in technical or vocational high schools.

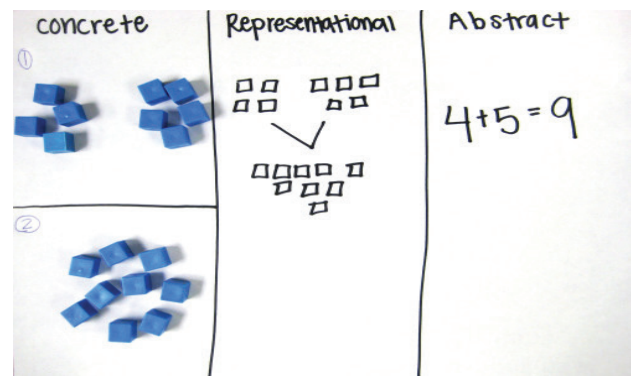
In Canada the required subjects from grades one to six are: English, French as a Second Language, Maths, Science and Technology, Art, Music, PE and Health Education, Religion or Ethics and Computer Science. The subjects for grades seven and eight are: English, French as a Second Language, Maths, Art, Music, PE and Health, Religion or Ethics, Biology, Chemistry, Physics, History, Geography, Computer Science, Cooking and Woodworking. Typical high school subjects for grades nine to twelve are generally the same as for grades seven and eight with the added option of choosing three electives. There are many choices depending on the interests of the students and some mandatory subjects now

become electives themselves. They can choose from: Music, Art, Drama, French, Italian, PE, Calculus, Algebra, Accounting, Computer Science, Cooking, Sewing, Woodworking, or Auto-Mechanics to name a few.

In defining the curriculum, the Ministry of Education regulates not only what subjects are taught in each grade but also the content of each subject for each grade. In Croatia there is a lot of content in each grade. In the case of the Croatian language content for grade one, it is expected that the pupils know how to print all the upper case letters, to write upper and lower case letters in handwriting, to know the sounds of the letters and to be able to phonetically read and write. In Maths they must know all the numbers to 20, recall addition and subtraction facts to 20, and recognize and analyze geometric shapes and solids. These are only some of the requirements of the first grade.

In Canada there are similar requirements but the timeline spans over a longer, two year period. In the second year of pre-school the children are exposed to upper and lower case printed letters and the beginning phonics sounds of letters. In Maths they work on understanding number concepts up to 10 and they explore geometric shapes. In grade one upper and lower case printed letters are reviewed, while handwriting is put off until the third grade. Pupils study phonics (letter sounds) and rhyming word families, they practice global reading and writing and often use invented spelling which slowly progresses to the standard. In Maths they must understand number concepts up to 20, be able to complete addition and subtractions problems up to 20 but they may have the aid of concrete materials. They must also recognize and analyze geometric shapes and solids. In this way there is less content in each grade. Here is an example of invented spelling and the progression of the understanding of math facts from the concrete to the representational and only then to the abstract stages:

I will mes you. I
rile dot onet you to lev.
I Love you So mich.
But I hoq you have
a grat tim.



Research and the use of projects are also very popular in Canada and can begin as early as the first grade. The aims of projects are to develop: research skills, organizational skills, communicational skills, presentational skills, language skills and the ability to work individually, with others and in groups. It usually takes about a month to do a project properly with many hours of both class time and work at home. The students are guided through the process and taught the necessary steps. They are taught how to select and define a topic, how to search for and filter through information, how to write a bibliography and a table of contents, how to write a report complete with an introduction, body and conclusion, and how to present their project in an interesting way. The students become very engaged in their projects.

All countries have regional or national standards with regards to evaluation in schools. Croatia has a national standard (HNOS), as does England and the USA while Canada has provincial standards with regards to curriculum and grading in schools. All of these countries use both grades and written comments in the evaluation and reporting of student progress. In Canada it has long been the practice of using an electronic register (something similar to an "e-imenik") in the writing of reports while in Croatia they are just beginning implementation. Written report-card comments in Canada must be comprised of complete sentences that are specific for each child. Teachers should state what a child can do, not what they cannot do; and they should list their areas of strengths, and note where more practice is needed. One copy of the report card is sent home to the parents twice a year, once after each term or semester. One copy is kept in the electronic database and a third copy is filed at school. The files are archived once the students graduate. In Croatia a number scale, 1,2,3,4,5, is used for grading where 5 is the best, 2 is a passing grade and 1 is a failing grade. In Canada a letter scale, A, B, C, D, F, is used where A is the best, D is a passing grade and F is a failing grade, however a school cannot fail a student without parental consent. In high school students are graded according to a percentage where 100% is the best while 50% is a passing grade.

The idea of a "class log" or "dnevnik" does not exist in Canada. Yearly plans, monthly plans and the class schedule are all handed into the office by the end of September and there is no daily recording of hours or classes held. Each teacher makes sure that all the ministry requirements are met in their schedules and plans. The purpose of having a copy of these plans at the office is in the case of a sudden or prolonged illness where a substitute teacher can come in, have a look at the plans and know what you have already done, and what must be done next. Daily plans are for teacher use only, and in the case of illness where a supply teacher must be called in and can fill in for a day or two.

The educational systems of both Croatia and Canada have excellent results. Both value correlation and the integration of subject areas, but there are some differences. In Canada all educational materials are provided by the government, while in Croatia this is not the case. In the past only some areas like the City of Zagreb had received free textbooks, workbooks and transportation while in other areas the parents were required to pay for everything. Recently, efforts are being made to rectify this situation. In Croatia there is a larger curriculum content per grade as well as a greater stress on the memorization of facts as compared to that of Canada. On the other hand, the Croatian system has more teacher specialists especially in the areas of Art, Music, PE, and Computer Science than the Canadian system, which has one teacher for all the subjects in grades one through six. In the Croatian system, results are stressed and students have a high level of knowledge while in the Canadian system it is the process which is stressed, where play, investigation and experimentation are the most important learning processes. Canadian students have well developed organizational skills, research skills, independence, and adaptability. Croatian students have highly developed oral communication skills in each subject area, a high level of knowledge and well developed co-operational skills. Canadian students have highly developed oral communications skills as well, but not in each subject area. This is lacking in Maths, Art and Computer Science for example where they are working towards the European standard.

In conclusion it is evident that some things are different but many things are the same. The educational system of each country is tied to its culture and each system has its strengths and areas for improvement. In both countries, children are children and behave similarly. I believe that if students are taught with love, patience and understanding, teachers will receive friendship, effort and respect from their students. However, regardless of the educational system, I truly believe that it is the **teacher** who plays the most important role!

More information:

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools First Edition, Covering Grades 1 to 12, The Ontario Ministry of Education, Ontario 2010, Canada.

Hrvatski nacionalni obrazovni standard – HNOS, Zagreb 2005/ 2006. Hrvatska.

The Ontario Curriculum, Grades 1 – 8: Language 2006 (revised) The Ontario Ministry of Education, Ontario 2006, Canada.

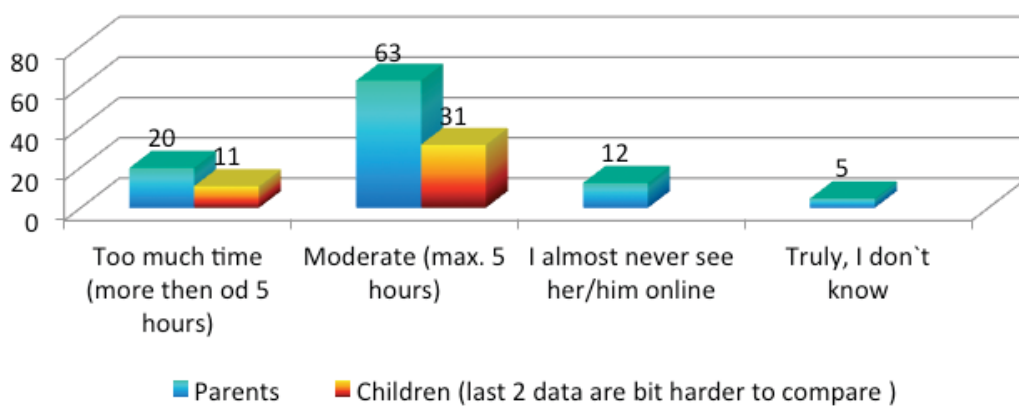
The Ontario Curriculum, Grades 1 – 8: Mathematics 2005 (revised) The Ontario Ministry of Education, Ontario 2005, Canada.

Research Results on Parent's Views of Child Safety on the Internet

Our research was conducted from 21. 10. 2016 until 20. 1. 2017 and a total of 1045 parents participated. They all gave a substantial contribution to spreading awareness of the growing importance of raising the level of security on the Internet in our families and in our entire society as well.

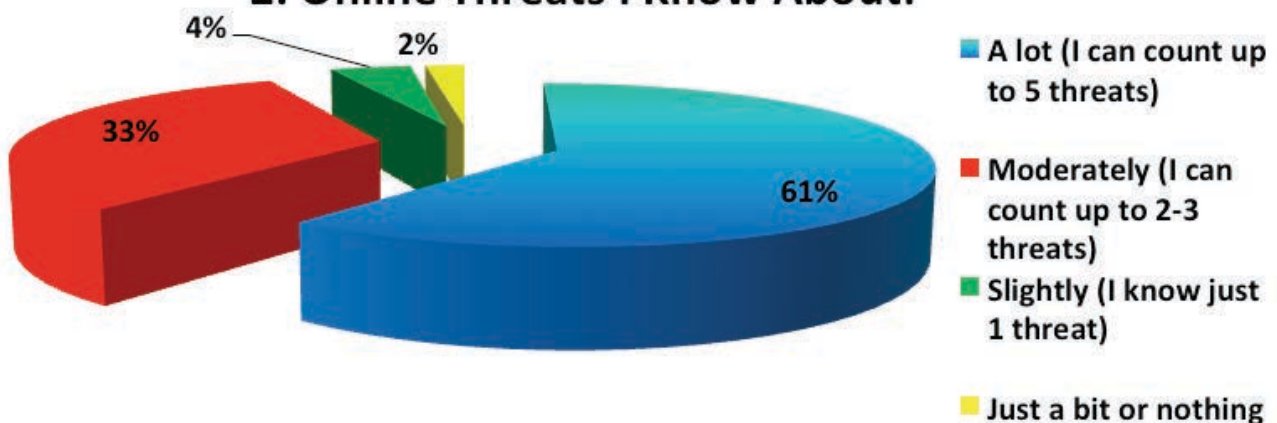
Right at the beginning, we will compare data from the parent's poll with data from the poll which was filled in by pupils in Goričan Primary School. In this way, we will be able to compare the parent's view and the children's view on the same subject matter.

1. My Child is Online (Daily Average):



The interesting thing is that 58 percent of the students claim to be on the Internet less than 2 hours a day and only about 15 percent or less of the parents claim the same.

2. Online Threats I Know About:



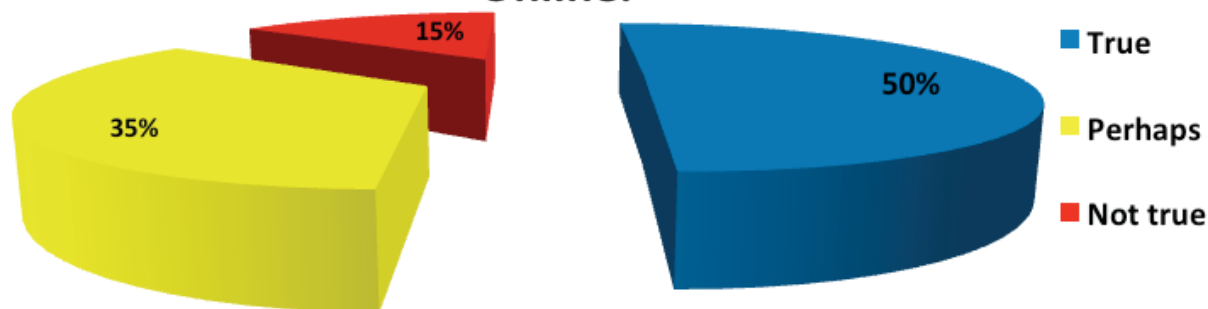
Part of today's dangers on the Internet include: viruses, Trojan horses, computer worms, Phishing, Cyberbullying (including for example, threats and insults on racial, religious or sexual grounds, etc.), spyware which can monitor our online activities and take personal information without our knowledge, adware which can display unwanted advertisements to the user and can also, without our knowledge, collect data about our searching on the Internet and sends this data to a special website, ie. database. Further, there is pornographic and violent content. There are dangers that are, in fact, a combination of some of the already mentioned threats. New threats are arising constantly.

3. How Often My Child Complained To Me About Abuse via the Internet:



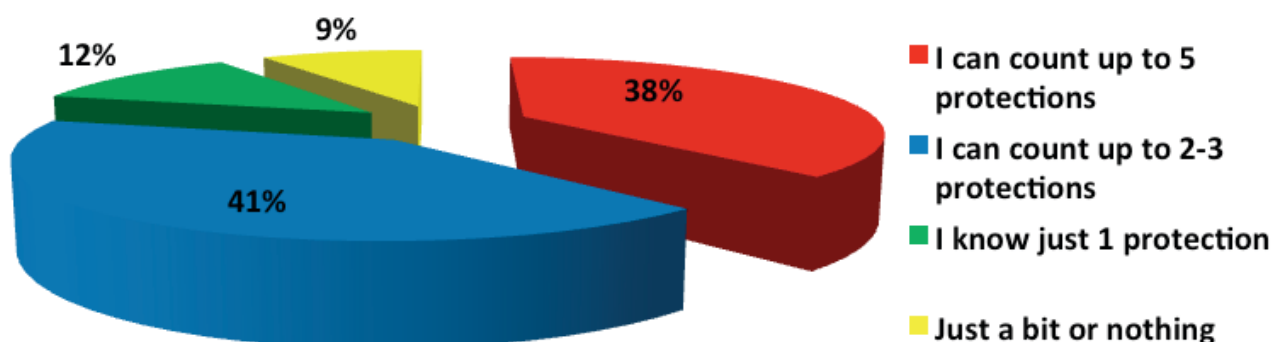
It is important to emphasize that in those cases where the children complained many times about abuse via the Internet, correlated to those children who are on the Internet more than 5 hours per day on average, is greater than half.

4. I Know How To Correctly Solve and Who To Contact When My Child is Experiencing Threats Online:



In the case of abuse over the Internet, it is possible to contact the "Blue Phone Clinic". It was set up for the protection of children and young people in the city of Zagreb, (similarly, they can also call the "Brave Phone"). In schools, pupils usually contact educators or pedagogues. Of course, in severe cases, contacting the police too, is an option. On social networks, various forums, etc. there is an option for contacting a moderator or administrator who would then take appropriate measures. Telecoms have "Abuse Services" which can solve unpleasant online events.

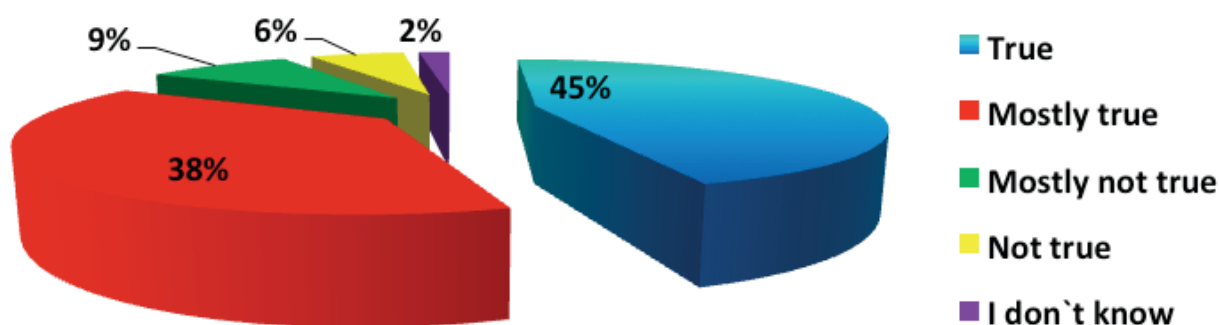
5. Protection against Internet Threats:



You can find more about protection on the links at the end of this text, so I will only mention a few here:

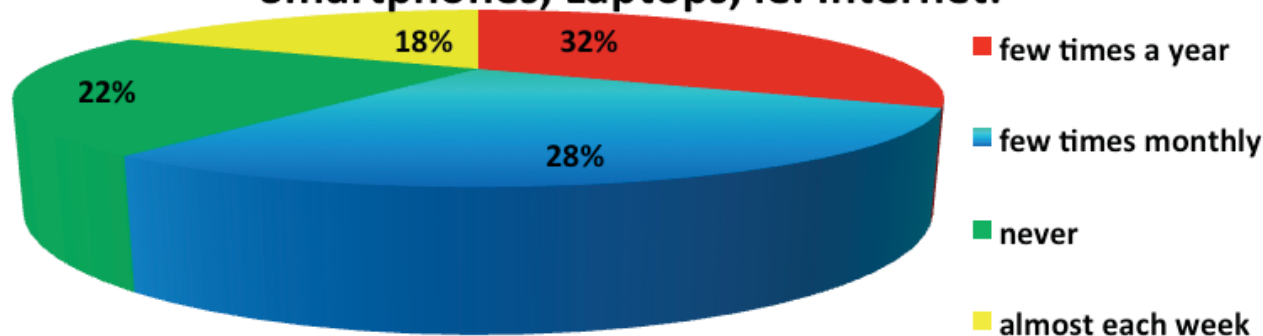
- regularly update/refresh the operating system
- install and regularly refresh the antivirus program (and also anti spyware and anti adware programs – sometimes one program includes more features) and regularly clean up your computer
- turn on the Firewall
- do not download suspicious content on your computer
- do not leave your personal information on the Internet
- do not open suspicious messages, etc.

6. I Believe That My Child/Children Have Enough Time To Study, Sleep, Play Sports and To Socialize With Their Peers Outside the Digital World:



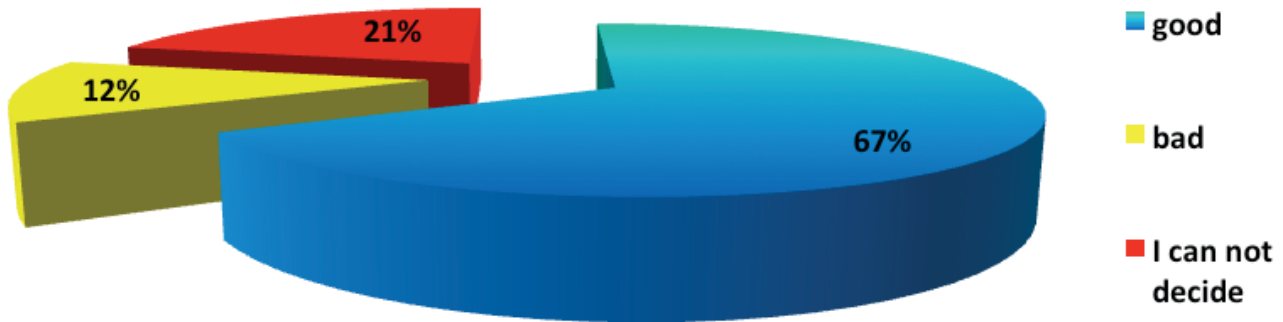
Enough time for learning, sleeping, for physical activity and to socialize with friends outside the virtual world is of great importance for the proper development of children, and therefore, it is important that every parent pay special attention to it.

7. When My Child's School Grades or Behavior Is Not What It Should Be, I Confine the Use of Smartphones, Laptops, ie. Internet:



Excessive use of the Internet for children is not good because of many reasons and most parents approach this issue in a measured way. To overly restrict its use can actually be counterproductive. Let's say, if someone prohibits their 14-year-old son or daughter from opening an account on a social network, while at the same time, all their friends from class already have accounts on social networks, it appears that there is the risk of secretly opening an account under a different name, or opening an account on another social network. Mistrust between parents and children increases even more, and it does not take you (the parents) in the right direction.

8. I Believe That the Internet, In General, Brought More to Us Both Privately and Professionally:



I believe that everyone has his own answers and arguments to the question above, and therefore am leaving this chart to speak for itself.

By clicking on the thumbnail image below or on the link, you can run an educational HTML5 game about Internet safety: <http://www.playgamesfree.eu/2016/08/23/dan-sigurnijeg-interneta/>



My sincere thanks to all the individuals, various schools and dozens of national portals who have recognized the importance of this inquiry and which have actively supported this venture.

Last year In Goričan Elementary School I made a similar survey. There are a lot of interesting graphs and practical answers about increasing safety on the Internet:

<http://www.slideshare.net/AlanBelak/sigurnost-na-internetu-rezultati-k-ankete-savjeti-drut-mree>

Here are the links, which I believe, contain interesting content that we have produced at Goričan Elementary School:

<http://www.slideshare.net/AlanBelak/fotostrip-good-guys-vs-bad-guys-dan-sigurnijeg-interneta>

<http://www.slideshare.net/AlanBelak/prigodne-kolske-radionice-o-sigurnosti-na-internetu>

<http://www.slideshare.net/AlanBelak/uenike-pjesmice-osigurnosti-na-internetu-71117892>

A flyer about Internet safety: <http://www.slideshare.net/AlanBelak/letak-za-sigurniji-internet-na-2-str-trodjelni>

internet-na-2-str-trodjelni

Research devised and led: Alan Belak, Dipl. inf., mentor teacher of Informatics , Goričan Elementary School, Dr. Ivana Novaka Macinec Elementary School



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Date	Location	Our team	Training Course
Jul 2-13	Barnstaple Devon	Mark with Uwe Pohl 	“Inspirational Devon: A musical, artistic and literary journey for teachers of English” This brand new course focuses on the use of music, art and literature in the ELT classroom. Set in Devon’s beautiful countryside, we will visit art galleries, meet local musicians and artists, and go to places where famous writers such as William Wordsworth, Charles Dickens, Agatha Christie, Thomas Hardy and Rudyard Kipling have lived, travelled and worked €725 inclusive (€525 for returners)
Jul 16-27	Barnstaple Devon	Mark with Fiona Mauchline 	“ELT can be Green too”. This course has many purposes, but especially for teachers and schools which place a high value on the environment - looking at ways of integrating it into their lessons. It could also be for CLIL teachers. Part of the course involves project/field work working with others on a local topic. €725 inclusive (€525 for returners)
Jul30-Aug6	Sr Karlovci Serbia	Mark with Vladica Radić 	SOL’s unique Danube SO(u)L camp with an environmental twist – and Yoga! We are 10km from Novi Sad in the beautiful old town of Sremski Karlovci. Amongst our visits we cross to an island in the middle of the Danube to explore the nature with a local expert through tasks we can repeat with our students. Just €375 inclusive
Aug10-17	Šamorin Slovakia	Mark with Frank Prescott 	SOL’S unique programme this time actually ON the river itself!! (and yoga!) Reflect on your own biography as a teacher with the sight and sound of the Danube flowing past next to you! Such a very relaxing way of looking at your professional identity and a lovely setting to make new friends. Just €375 inclusive

PLUS SOL’S wonderful Immersion language programmes for students all year round. All details at: www.sol.org.uk or contact Irena Holik: irenaholik1@gmail.com or Lana Duka Zupanc: Lana.dukazupanc@gmail.com