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ELTA NEWSLETTER

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Editorial Winter issue 2018

“What good is the warmth of summer, without the cold of winter to give it sweetness.”

— John Steinbeck, *Travels with Charley: In Search of America*

Sometimes time travels so fast it is hard to keep up. So, we are already in the beginning of winter and fast forward to the end of 2018. Since our last issue, the Autumn one, all of us have been already incredibly busy but some of you have been even busier writing for us. We have already received an amazing number of articles and reports and more keep coming in. We are very happy that our call during our May conference and the AG meeting encouraged you to share your work with us.

Without any further ado, let us present you all the interesting reads of the present issue. “The English word *bullying* may be new in the Slovene territory but the actions it denotes are by no means unknown to the children, parents and teachers in Slovene primary schools”, admits **Lorin Moscha** in the **Feature** article of our issue in which he investigates one of the most tormenting problems in schools, and not only.

Our **Academic Corner** is hosting three articles this time. **Tijana Rabrenović’s** article is about engaging students with making powerpoint presentations which, as she explains, does not only help them improve their English, but also learn more about the Anglo-saxon culture. **Clare Maas** offers useful advice about choosing an ELT coursebook and **Marija Jovičić** is looking into such an interesting topic, that of humour in correlation with error correction!

In the **ELT Flash** column, **Bojana Nikic Vujic** walks us through the two courses she attended last summer : the first one was on **Inclusion and Special Education Needs** and the second one was on **Creative Methodology for Using ICT in the English Classroom**. **Bojana** is always active and busy so she was also selected to present at the 10th ELTAM International Conference - ‘Educate and Empower : *‘From a more creative and enlightened teacher to a more forceful and cultivated student’* which was held from 19-21 October 2018 in Struga, FYR Macedonia, a report of which we can read here. **Tatjana Jancić**, an ELTA Serbia representative, also sent us a comprehensive report about the 10th ELTAM International Conference in Struga and all the interesting talks and workshops. Still in the same column, **Olivera Ilić** talks about her experience participating in Erasmus+ KA, a programme that supports projects in the areas of education, training, youth and sport.

In **ELTA around the globe**, our very own **Zorica Đukić**, equally active, attended a course on **Teaching Difficult Learners**, organized by Pilgrims at the University of Kent at Canterbury, which was held from 22nd July to 4th August 2018. **Milica Vojvodic** also shares with us her experience of the two summer courses she attended in the UK : one at So(u)l camp in Samorin, Slovakia, organized by SOL training centre and the second a teacher training course at Pilgrims.

The **First Aid Kit for Teachers** this time is dedicated in vocabulary revision games since **Milijana Mitić** teaches us how to make your classroom vocabulary activities attention grabbing and productive enough for our students through learner-generated visuals.

In the column **A Day in the Life of, Aleksandra Jevtović** interviews one of the Q Brothers Collective, Jackson Doran, a group who performed rap versions of Shakespearian plays at the Shakespeare Festival in Čortanovci in June.

In the **Students' Corner**, we have to admit that we are delighted to have received and to keep receiving so many submissions. We are particularly honoured that you trust us with your students' work! Having said that, we have welcomed submissions such as a poem from **Lana Vukmirović** from the Mathematical Grammar School, a short essay about God by **Petra Gospodinović**, and **Anja Stanisavljević's** piece about her interest in tatooin and her short survey about it that she conducted. Finally, a beautiful drawing by **Lana Popovic!**

This is really an issue full of interesting articles and reports! We would like to extend a heartfelt thank you to all of the ELTA family who have been reading us, encouraging us to continue, sending us your work or your students' work. Without you we couldn't have made it! Do not forget you can send us your submissions any time you want at newsletter.elta@gmail.com Stay in touch!

The Editorial Team

Bullying in Slovene Schools

Lorin Moscha,

Psychical Education teacher, Ledina Primary School, Slovenia

Key words: school, intimidation, relationship

Bullying among school children is nothing new. Most of us have already encountered it in one form or another, either as a parent or a pupil. Even though much has been written about bullying among school children, and though it is the topic of many a research paper and the underlying theme of many a program dedicated to preserving mental health in children and adolescents, we continue to discover that the spread of bullying among school children does not tend to decrease. On the contrary: according to the available data for primary schools it even tends to increase.

There are various forms of bullying between pupils; the factors that influence it differ as well. Violence between school children can either be physical or psychological, individual or collective. The definition of bullying among pupils includes one child or a group of children saying unpleasant or indecent words to other children, scorning them, kicking and beating them, ripping their clothes and destroying school equipment, locking them up in wardrobes or classrooms, molesting them on social media or creating circumstances that help exclude the victim or victims of such actions from society. Such behaviour is often marked by adopted or learned patterns that children internalize because they are used to violent events in their families.

The prevalent opinion is that bullies and intimidators are mostly children from socially underprivileged and unadjusted families. However, it has lately become evident that there is an increased amount of violent behaviour among children from well-to-do and socially well-regulated families, at least on the surface. Assuming that the reasons for violent behaviour in the first category are behavioural deviations in the family we must likewise assume that the reason for inappropriate and violent behaviour in the second category is the need to attract attention, guarantee the leading role in a group or a tendency to compete with the parents, “successful” managers of their companies, by adhering to the same kind of behavioural patterns.

The English word *bullying* may be new in the Slovene territory but the actions it denotes are by no means unknown to the children, parents and teachers in Slovene primary schools. The term *bullying* is usually translated as *ustrahovanje*, but that is only one form of violent behaviour that does not encompass the complete meaning of the word. Namely, the term denotes premeditated and recurring actions with a clear goal to scorn and humiliate by physically and psychologically taking it out on one's mates, the purpose of it being to execute power over the victims and guarantee the leading position in the group to the doer. The term *bullying* therefore denotes recurring aggressive behaviour among peers, mostly executed by a more powerful individual or group over a weaker individual. The process tends to intensify and it is often linked with the school environment, thus adding social exclusion to the initial offensiveness and torture. These are, therefore, not separate violent deeds, which are sometimes repeated among peers, but a pattern of behaviour learned in the family circle or among friends that an individual spends time with. It is most often a premeditated and inadmissible criminal offence with a broad spectre of negative deeds leaving harsh and long-lasting emotional and physical consequences on the victims. An individual can become a victim of such treatment for no apparent reason, the most frequent causes being (noticeable) physical characteristics, skin colour, religious beliefs, medical peculiarities, the first or last name, one's dress code, high marks at school as well as distinction and positive traits that makes a pupil popular with teachers or peers.

According to the data gathered by the professional services of the Slovenian Association of Friends of Youth, violence in primary schools tends to spread by 2 % a year. TOM – telephone assistance for children and adolescents – generates over 30,000 appeals for help per year. At a press conference at the end of last year it was disclosed that most callers use TOM because of problems with peer violence. A clinical psychology expert at the Ljubljana Counselling Centre for Children, Adolescents and Parents stated that 2,500 cases of children with various problems are being processed by the Centre every year. During the counselling it is often established that many such children also have problems with bullying among peers.

We asked social workers and counselling services at a number of primary schools in the centre of Ljubljana to share with us their opinion on whether the number of such instances in Slovene primary schools seems to be on the increase. They told us that at times they encountered such problems themselves, adding that the situation seemed to be under control, or better that the prevention of such behaviour was taken care of by school rules, the school curriculum, appropriate measures taken by the teachers, professional interventions by

the counselling services and school administrators. When asked whether they had noticed an increased amount of such violence in primary schools their answers tended to differ from those given by the parents of the bullied children or the pupils who had witnessed peer violence. Professional counsellors believe that such instances are more or less sporadic and not a cause for anxiety or proof of increased violence among school children. Parents, on the other hand, relying on the accounts of their children and stories heard at parental meetings, express their anxiety, fearing that there may be many more cases of such bullying and violence in primary schools than teachers and counselling services seem to detect. Above all they express their fear that too much time may elapse between the start of the bullying to the moment when the problems come to a peak and the child gathers enough courage to address his or her parents or class teacher, and the damage inflicted on the victims is therefore irreparable and permanent.

School representatives do not wish to describe any case of peer bullying at their schools, saying they wish to protect personal information of those involved and the good name of their schools in public. Contrary to them, the parents of the victims are much more talkative and willing to discuss such violence in public, believing that it can prevent bullying from affecting other children.

The story of a child who was being coerced to bring foods like candies, chocolate bars, sweet drinks and salted snacks in order to satisfy the needs of their elder peers for months while they were taking it out on him, tortured and bullied him, is but one of many hidden behind the closed door of Slovene elementary schools. The story only found its epilogue when a school mate of the bullied child unintentionally divulged what was happening to his parents who immediately called the mother of the bullied child and she in turn called the school principal.

The parents of one of the schoolgirls said that their daughter had become the victim of her peers because of her good grades and better sporting achievements but also because she was popular with certain schoolboys. The forms of violence her peers used in order to take over her position exceeded all limits of acceptable behaviour. Hushed and secret slander in facilities not controlled by the teachers was followed by derision and molestation on social media. Tripping during sports events, intentional bumping into her, jostling and hitting her head with a ball with the excuse that "it was unintentional" was followed by the worst form of violence, namely an exclusion from society. The girl's mates achieved it by lying, planting stolen objects and instigating her schoolmates to avoid her. The inappropriate behaviour of

her mates finally intensified so that the girl refused to go to school, lied to her parents that her belly hurt and even started talking about suicide. When she finally took heart to tell her parents what was happening at school it had all gone so far that the only solution was to change schools.

The schoolboy whose physical appearance and behaviour were a bit different from those of his mates and who at times disturbed the whole class because of some peculiarities he showed, peculiarities that professional services warned about, became the target of a group of his mates who decided it was necessary to eliminate such a disturbing factor. They started to call him names, ridicule him, molest him and physically take it out on him. For a while the boy defended himself as best he could, then he told his parents and later the class teacher about the problems he had. However, no intervention by the grown-ups seemed to protect him from further bullying. In the end his parents – with the help of the school administrators and the counselling service – decided he was to change schools. When does children's bullying exceed the limit of good taste? What is the difference between friendly teasing and sarcasm? When does a word become an insult? And when does bullying turn into premeditated and recurring torture of the weak by the strong? Those are the questions that every school treats and tries to resolve in its own way and with its own educational means. Even though school principals may maintain that they show zero tolerance for this kind of violence and that in no way similar incidents could happen at their schools, the fear remains that most Slovene school administrators are not aware of the danger of peer bullying and its wide circulation.

When will school administrators have the courage to admit that systematic torture, bullying, molesting and violence is present inside their schools and begin to treat the phenomenon as something utterly inadmissible, as a covert form of violence that deserves much more attention than just a few lectures intended for the teachers? The question we need to put to school principals or administrators is whether they wish to protect their pupils from the horrid experiences which cause the victims severe and long-lasting emotional and physical consequences; therefore it is inappropriate to try and solve such problems by making the victim change schools or reprimanding the attacker.

Maybe the answer lies in the story told by a school social worker with over thirty years of working experience. She is convinced that most pupils do not realize the consequences of their actions, namely that by violence and bullying they cause irreparable damage that can

mark a person for life. She said that a few times a year she organizes workshops for children from grade 1 to 9, either by herself or with the help of non-resident professional advisors. By doing so she hopes to exert a positive influence on relationships between school children, stimulate friendship, tolerance, and – with the help of social games – detect the prevailing atmosphere in each class and recognize the existing ties between children. Whenever she notices latent friction and discord between individual pupils and groups that may lead to bullying among peers she acts accordingly. At first, she mostly organizes individual interviews or short encounters of the pupils in question. When more severe quarrels occur, she consults the school psychologist or principal, but she also invites parents to participate.

Even though she often feels that when trying to solve such problems she is more or less left to her own devices, her professional knowledge and years of experience, she tries to introduce school programs that have already been proven successful, enlisting the help of her colleagues and certain teachers susceptible to this kind of work. One of the cases of good practice was introduced by their physical education teacher. He devised his own program for the Slovenian net of healthy schools based on the model used in some programs of the National Institute for Public Health. Peer bullying was presented to the pupils in a multi-layered scheme, with lectures, workshops and events where fine arts and literary creations were used in order to make pupils understand the long-term consequences of such deeds. In the end the general truth came out: pupils doing the bullying actually do not realize the seriousness and importance of their actions; also, bullying is mostly invisible for the teachers and parents, for it is done secretly and the tyrants are interconnected. That is why such situations are so hard to control and solve.

The case of good practice described by the above social worker is but one possible method of limiting violence and helping adolescents. However, it can only come alive in schools where school administrators or principals give ear to such projects; where the organizers of such programs enlist the support of their colleagues; and where the parents' council and the school council have an insight into what is going on in their schools. The only other solution for the parents and victims of violence is to call for help and visit one of the counselling centres; to demand individual treatment by a clinical psychologist; or the worst choice, to wait and hope that troubles would eventually disappear; the latter choice is far from being adequate. Both the above mentioned social worker and other special and social pedagogues are convinced that schools should organize a greater number of professional programs, seminars and workshops for teachers, pupils and parents in order to try and prevent

problematic behaviour from spreading any further and to limit bullying among school children as much as possible – even though the turnout at such events is extremely poor. Namely, any school should be a place where children grow up in a safe environment; where friendship, collaboration and the wish to explore and learn are being encouraged; and not a place that children are afraid to enter because it makes them feel threatened, scared and helpless, and where they may become victims of peer bullying.

Lorin Möscha started his teaching career late in 1999, first as a gym teacher in a small school 15 km out of Ljubljana. After two years of devoted work with his pupils he went to Denmark to get a closer look at the Danish school system. After he got back he started writing articles about differences between the Slovenian and Danish school systems and offered some critical suggestions on the teaching system in Slovenia. He is also very active in the field of sports. In 2010 he received a recognition award from the mayor of his community. He is the author of the book called “Climbing as a Game” in which he represented methods based on his observations and realizations after years of working with young climbers. The book was sold out. Now he is employed as a gym teacher and counsellor in one of the oldest schools in Slovenia which is also the most well-known primary school in Ljubljana.

Engaging Teenage Students in Making PowerPoint Presentations

Tijana Rabrenović, Petar Petrović Njegoš Primary School, Belgrade

Keywords: PowerPoint presentations, eight-graders

It is a bit of an understatement to say that teenage students are a handful. Just imagine those that have been going to the same school, listening to the same teachers, reading from the same textbooks for eight years. Yes, apart from being teenagers, the eighth-graders seem as if they were fed up with school and could not wait to finish it. Their disinterest in school subjects, unfortunately the English language being one of them, is usually displayed in two ways: either they are out of hand or they cannot get their hands off their phones. So, how can we engage these students in learning English after doing the same old, same old for so many years?

One of the possible solutions to this problem is engaging teenage students in making PowerPoint presentations. I have been engaging my students in this activity for two years in a row and the advantages have been enormous: sparking interest among students, assessing students and maintaining discipline. The topic of the presentation is up to them as long as it is connected to the English language and the Anglo-Saxon culture. It is the teacher's job to check if the topic is age-appropriate, so it is necessary to discuss the choice of the topic. More importantly, students should send their presentations via email so that the mistakes would be corrected and necessary changes made before the big day. This would also make it easier for teachers to think of a few questions for the pop quiz after each presentation. The students should be assessed not just on the basis of their own presentations, but also on the basis of understanding their peer presentations, which could be done individually, in pairs or groups.

Most students may already be familiar with making PowerPoint presentations in IT classes and they are very good at using the programme. Students are also very innovative using not just text and pictures, but also videos or short clips and they do not experience any problems concerning



the design of the presentation. However, the content seems to be problematic because of one reason only: the difficulty in selecting the right information.

In order to avoid your students citing wikipedia from beginning to end, limit the number of presentation slides and talking time- 7 slides per 7 minutes, the first one being the presentation topic and the last one thank-you-for-your-attention slide. The teacher should warn students not to overpack the slides with unnecessary details. Of course they could write full sentences which are shorter if it is easier for them to read them out. Since they are still language learners and usually of different levels in the same class, the teacher should make it explicit that students should say only the things that are written on the slides so that those who do not have a good command of English could understand as well. It would be better if they did not read , but actually presented the topic facing the audience, but seeing that most teenagers are self-conscious, generally speaking, let alone in a foreign language, this should not be taken into consideration when assessing the students.

The presentations do not have to have this kind of a strict form – one of the most interesting presentations was from a boy pretending to be a car dealer and presenting top 10 British cars, the other one included moonwalk and karaoke versions of Micheal Jackson's songs. Teenagers should be encouraged to be as creative as possible.

And what about teachers? Of course their role as moderators is not to be taken for granted, because managing presentations and student talking time may be more demanding than doing a regular lesson plan. One of the potential problems could be that there is not enough time in class or place in the syllabus. However, if the students are paired up and if the presentations are done instead of homework check, then this should not pose any problems.

This kind of activity does not only engage students in improving their English, but also in learning about the Anglo-saxon culture. Here are top five intersting things/facts that my students (and I) have found out this year:



1. Pouring tea from a height – The height can affect the flavor. There is a technique to cool the beverage mid air so it is ready to be consumed immediately. It is popular in Southwest Africa as well as West Africa.

2. The most expensive Oscar dress of all time cost 4 million dollars. It was worn by

Jennifer Lawrence at the Acedemy Awards ceremony in 2013.

3. Isadora Duncun took inspiration from works of art, such as Greek vases.
4. Big Ben- at the base of each clock dial in gilt letters is the Latin inscription: DOMINE SALVAM FAC REGINAM NOSTRAM VICTORIAM PRIMAM, which means ***O Lord, keep safe our Queen Victoria the First.***
5. It takes around 35 minutes to travel the length of the Channel Tunnel.

Making PowerPoint presentations, though not so fascinating, especially nowadays with more advanced technology that could be used in class, should be the first step in teaching students how to present in English and, of course, a source of fun and knowledge for both students and teachers.

Tijana Rabrenović is an English teacher at Petar Petrović Njegoš Primary School, Belgrade, where she has been working for four and a half years. She is also a PhD candidate at the Faculty of Philology in Belgrade. Her interests include travelling, reading and cycling.

*I certify that I have my students' permission to use the pictures and texts taken from their PowerPoint presentation.

How to choose an ELT course book

Clare Maas, cmmaas@uni-trier.de

Keywords: course books, suitable, selection process

The market is full of attractive-looking books that make exciting claims about their suitability and effectiveness for ELT classes – but which one is right for you and your learners? In this article, I will guide you through the process of selecting the most suitable course book for your class.

Many publishers offer complementary inspection copies for teachers, which you can order online or by contacting your local sales rep. You'll need to decide which ones to take a look at, so the first thing to do is to make sure you're clear on the learners' level and goals, the focus of the class, the length of the course, and whether material will be needed for homework. Once these questions have been clarified, you can look for and order potentially useful textbooks. I'd suggest getting only about four or five; otherwise, the decision will only be more difficult!

While 'inspecting' the books you've received, you should ask yourself the following questions:

- What do other teachers/reviews have to say about each book?
- How much do the student's books cost? Is it reasonable to expect the learners/school to pay this much?
- Do the exercises really suit the level the learners are working at?
- Does the book's approach to ELT match the teaching methodology preferred by the teachers involved in teaching the course? And the philosophy of the school?
- Do the activities and methodology suit the learning styles and expectations of the learners?
- How do the topics covered relate to the learners' needs and interests? And to the teacher's interests?

I usually find that answering the questions above gives me information that eliminates some of the books from the selection process. If you're still left with a couple of options, the final round of decision making should probably involve trying out the textbooks. Although it is rarely possible to trial materials with the actual class of learners you're planning for, here are some alternatives which can help (listed here in order of effectiveness):

- Test one unit with a similar class: You can photocopy a couple of pages, or make a worksheet or OHT with some of the book's information and exercises, and use them in a similar class. Then you can judge whether the level and methodology suit the kind of learners you have at your institution, and your teaching style.
- Ask similar students to review the books: Perhaps the learners who have previously taken the class you're planning for, or at least learners who are working at a similar level. Ask them to try out a unit or two by themselves and to do a quick review – perhaps you can provide a little questionnaire to focus on the points you're interested in – to see how well the book comes across, from a learner's perspective.
- Work through a chapter: Take the learner's role and read through a unit or two, doing all of the exercises. You can then see whether the activities, for example, are clearly set up, or repetitive, and whether any answers given match what you would expect students to produce.
- Read other reviews: A standard search engine will probably help here, or booksellers, blogs, etc. See what other people are saying about the textbook – but (if possible) focus on reviews written by those working/learning in a similar setting to your own.

At some point, you'll have to bite the bullet and decide. Following the guide above, will (I hope) help to guarantee your decision(s) are good ones and the course books chosen are appropriate and work well in the class you're planning. You might also find it helpful to elicit feedback from your class during the course – then you'll know for next time where you went wrong, if at all.

One thing I have learned from working with various textbooks – it is almost impossible to find one that perfectly fits your class on all levels. But do not despair – you can always supplement it with your own materials. And passing on your feedback to the publisher can also help to improve what's on offer when you have to choose new textbooks in future!

Clare Maas holds post-graduate qualifications from the University of Wales and Trinity College London. Before moving into tertiary education, she taught English at German grammar schools, and English for Specific Purposes at several language academies in the UK and Germany. Her professional interests include EAP materials development and CPD for teachers. She has researched and published in areas such as feedback, translation in language teaching, and EAP. She blogs at ClaresELTCompendium.wordpress.com and is a member of the team behind ELTResearchBites.com.

THE TEACHER AS A COMEDIAN

THE ROLE OF HUMOUR IN ERROR CORRECTION

Marija Jovičić, teacher at a private language school

Keywords: humour, ELT, error correction, teaching strategies, critical thinking, creativity

INTRODUCTION

When I started teaching exam courses I armed myself with grammar reference books, vocabulary builders, tests, tests, and more tests. Back then I was a novice teacher and the qualities I valued in educators were fairness, strictness, responsibility and knowledgeability. I never tried to produce any humour in class for the risk of being considered unprofessional or foolish. Thus, we read the texts from textbooks and did the activities that followed. Soon doing well in tests and getting the right answers became more important than the knowledge itself. In this particular class, I asked a student to complete the sentence with the correct form of the verb in brackets, a common exercise you might find in almost every grammar book. She did the task effortlessly, so I assumed that she understood the meaning of the sentence she was reading. Then I asked her, "Is this statement true for you?". She did not know which statement I was talking about. Needless to say she had to read the same sentence again, this time focusing on the meaning itself. It was then that I realised that most of the time I wrongly assumed that the students understood what we were doing in class and more importantly why. I needed to create a better learning environment. Thus, I made a plan to devise different strategies to keep my students alert and focussed during the lessons. One of the solutions I came up with was to use humour in order to maximise learning and help students remember the target vocabulary and grammar structures.

WHAT IS HUMOUR?

Oxford Advanced Learner's Dictionary defines humour as the 'quality in something that makes it funny or amusing.' In literature, there are three dominant approaches to humour, *The Superiority Theory*, *The Relief Theory* and *The Incongruity Theory*. *The Superiority Theory*, which dates back to Plato and Aristotle, suggests that laughter occurs when we feel superior to

someone or something. For instance, we might feel more intelligent or more fortunate than the person being laughed at. The Relief Theory proposes that we laugh in order to dispose of the negative energy we have accumulated due to everyday stresses and constraints imposed by the society. In this sense, humour 'derives from a sensation of psychological relief' [Palmer 1994: 94]. Given that both theories have their weaknesses and fail to account for all mechanisms behind humour, a new theory has emerged and soon gained wide acceptance among scholars. The Incongruity Theory is by far the most dominant theory in psychological and linguistic studies of humour. Theorists of humour agree that incongruity (an umbrella term for ambiguity, logical impossibility, irrelevance, and inappropriateness) is a necessary condition for achieving a humorous effect. As Palmer [1994: 95] puts it 'humour arises in the discrepant relationship between the two parts of the perception.' Incongruity is found at various levels of linguistic structure, namely phonology, morphology, syntax, and lexis. Furthermore, humour can also arise as a result of pragmatic processes, in which case we are talking about incongruity in language use. The latter type of incongruity can be exploited for ELT purposes since we want our students to think about the meaning of what they are doing in the classroom.

HUMOUR IN ELT

Previous research into humour in ELT has shown that the benefits of humour are numerous. Firstly, humour helps students acquire knowledge, it relieves stress and creates a positive atmosphere. Secondly, scientists associate humour with intelligence, creativity and thinking outside the box. Thirdly, studies have shown that students themselves prefer teachers with a sense of humour. Such teachers are typically perceived as approachable, positive and less intimidating, but not less professional or amateur. Although there has been a growing interest in research into verbal humour over the past centuries, humour in ELT is still an unexplored territory. The reasons for this might be found in the so called 'humour paradox'. Morrison argues that we 'claim to place a high value on humour, but the reality is that our fears keep us from initiating and sustaining humour practice' [see Huy Pham 2014: 31]. Nevertheless, I found out that humour can be a valuable asset to teachers when it comes to correcting students' errors and mistakes. Most linguists make a distinction between these two concepts. A mistake is conventionally seen as a slip of tongue or performance error and as such is insignificant to the language learning process [Corder 1981:10]. On the other hand, errors are systematic errors or errors of competence and need to be corrected.

HUMOUR AND ERROR CORRECTION

Error correction plays a major role in ELT. After all, one of the teacher's core responsibilities is to give corrective feedback and students expect that their errors will not go unnoticed. However, when students are overtly corrected, they may feel humiliated and as a result lose their initial motivation for learning. By employing humour to correct errors the teacher can help make mistakes seem less threatening to students' self-esteem. Instead of correcting the mistake directly, the teacher can make sure that students understand that they have generated a meaning which is quite different from the intended one. Even when students are not threatened by direct correction, it is often the case that they do not make conscious efforts to memorise the correct forms and as a result repeat the same mistake over and over again.

EMPIRICAL EVIDENCE

Below are examples of effective use of humour in ELT classrooms to maximise retention:

T: What do you do in your free time?

S: I play tennis.

T: Do you play tennis with your friends or your father?

S: With your father.

T: Really? With my father? (T points to herself). I didn't know that.

Students perceive this type of error correction less threatening since the teacher is not telling them that they have made a mistake, but that they have produced a meaning which is different from the desired one. This strategy allows more room for self-correction and helps students develop critical thinking. Furthermore, it assists them in the acquisition of the system of possessive adjectives, which is a stumbling block for many A1 and pre-A1 learners.

A great number of students at pre A1 level struggle with the plural forms of the verb to be. I often hear utterances like the following one:

T: What colour are her eyes?

S: Her eye is blue.

T: Her eye is blue? Has she got only one big eye? She must look funny!

Younger learners find this one hilarious. I reused it several times. It draws their attention to the meaning differences between plural and singular forms of the verb to be, which is especially important if we take into consideration that younger learners still cannot grasp the notions of singularity and plurality.

S: They call the zoo asking about the opening hours.

T: So, they call the Zoo again and again asking about the opening hours. They must be some annoying people. Don't you think so?

S: They called the Zoo.

This correction technique provoked laughter as well. The strategy helps keep students alert and increases their concentration.

A cooker is frequently mistaken for a cook even among intermediate level students and especially among them, since these students are more likely to overgeneralise the rules they have learnt and hence make errors of analogy.

S: He is a cooker.

T: Is he a good cooker?

S: Yes.

T: Good for him. But there's one thing I don't understand. How did he turn into a cooker? Was there some magic involved? A cooker is the electrical appliance you have in your kitchen. A cook is a person who prepares food in restaurants.

Below is a practical tip to teach articles to beginners:

T: What colour hair has she got?

S: She has a brown hair?

T: She has only one brown hair? Like this? (draws a picture of a stick woman with one hair).

This drawing is such an attention grabber. It is memorable, related to the study point and maximises learning.

CONCLUSION

In an ELT classroom humour can be used for different purposes, such as to establish rapport with your students, to create a safe environment for students to voice their opinions or to facilitate learning and retention. This paper was meant to contribute to the study of humour and encourage teachers to welcome humour in their own classrooms. Some of these instances of humour started as spontaneous humour, but I reused them in different classes with equal success. Since students don't always make efforts to understand the language being taught teachers have to double their own efforts to make grammar rules and language principles more memorable. However, teachers must be careful not overuse humour in class as it may lose its effectiveness, but also make sure that the type of humour is appropriate for the classroom.

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Erasmus+ Mobility Experience

Bojana Nikic Vujic, Primary School ‘Ivo Andric’ and The School of Pharmacy and Physiotherapy, Belgrade

Keywords : Erasmus, mobility, projects, inclusion and special needs, ICT in classroom

As a teacher of ‘Ivo Andric’ primary school and as a ELTA member, I had the opportunity to get involved into two Erasmus+ projects. As part of the projects, I attended two courses this summer. The detailed report will be given below.

Course attended: Inclusion and Special Education Needs

Before the Mobility started, the course provider provided:

1. Reading selections from a pre-course reading list
2. Cultural counselling from in-country counsellor
3. Communication about mobility arrangements
4. Detailed course program

At the beginning of the training all attendees were presented with the program and pace of its delivery. On the first day orientation tours around the Center were organized.



I attended the course and got insight into several areas of Inclusion and Special Education Needs.

During the first day the key principles of inclusive schooling and methods of teaching and learning were presented and discussed.

During the second day different models for understanding SEN and developing effective inclusion were presented and discussed. The following areas of support were identified and discussed:

- Cognition/ Learning
- Behavioral, Emotional and Social Development
- Communication and Interaction
- Sensory/ Physical
- Societal Exclusion Factors



On the third day we were presented with SEN categories and how they are identified. We got the opportunity to discuss about different experience EU teachers have. There was talk about short-term and long-term memory, NLP, thinking skill pyramid.

During the fourth day we talked about different strategies and activities for SEN students focusing on dyslexia. We had a look at a case study where SEN students talked about what helped them in learning. We were provided with the strategies and activities which help to minimize learning difficulties.

On the last day we were discussing differentiated teaching and planning for all students. Some assessments methods and tools were presented and discussed. At the end we talked about the ways of disseminating new ideas and methodologies.

As an outcome of the Mobility and training provided, I acquired the following competences:

1. Language enrichment and improved English language competences

2. Gaining better insight into SEN students' needs and behavior in class
3. Understanding different educational systems in Europe
4. Better understanding of teaching methodologies
5. Building up a bank of practical teaching ideas
6. Developing better understanding of multiculturalism in Europe
7. Better understanding of Inclusion and Special Needs

Course attended: Creative Methodology for Using ICT in the English Classroom

Before the Mobility started, the course provider provided:

1. Reading selections from a pre-course reading list
2. Cultural counselling from in-country counsellor
3. Communication about mobility arrangements
4. Required computer programs and apps installed
5. Detailed course program

At the beginning of the training all attendees were presented with the program and pace of its delivery. On the first day orientation tours around the Center were organized. The participants were accommodated at Kent University campus in students' houses and had a lot of opportunities to socialize and talk about various topics.



During the mobility, I attended the course about 'Creative Methodology for Using ICT in the English Classroom'.

At 'Creative Methodology for Using ICT in the English Classroom' course we learnt about:

- evaluating and creating activities for teaching vocabulary, grammar, pronunciation and developing language skills by combining online and offline methods,
- projects and presentations using ICT,
- developing learner creativity through the use of ICT,
- micro and peer teaching,
- adapting teaching to different learning styles and learning needs,
- adapting activities and tasks creatively,
- using online resources creatively.

As an outcome of the Mobility and training provided, the attendee acquired the following competences:

1. Language enrichment and improved English language competences
2. Gaining better insight into online and offline teaching methods
3. Better understanding of ICT teaching methodologies

4. Building up a bank of practical ICT teaching ideas
5. Better understanding of creative ways of implementing ICT into teaching
6. Understanding different educational systems in Europe



This was a wonderful opportunity to establish contacts with other EU Teachers for future cooperation and exchange of experiences and examples of good practice with other course participants.

In the afternoons we had the opportunity to explore the sights of London, Oxford and Kent and to experience the British culture.



The Erasmus+ programs are wonderful opportunity for teachers to enrich the ELT methodology, broaden the understanding of different educational systems in Europe, enjoy the culture and meet teachers form different EU countries.

* I certify that I have right to publish the photos

Bojana Nikic Vujic is an English teacher and a teacher trainer. She works at the School of Pharmacy and Physiotherapy and primary school “Ivo Andric”. She is interested in critical thinking, technology mediated education, e-learning, SLA, teacher-student interaction and materials development. Bojana received an MA in English from Belgrade University. Bojana has been involved in several ELT professional development projects, she has run several seminars in Serbia and presented at several international conferences. She is the author of a coursebook for Explore Medical English for secondary schools.

ELTAM Conference report

by Bojana Nikic Vujic, Primary School Ivo Andric and The School of Pharmacy and Physiotherapy, Belgrade

Keywords : ELTAM Conference, report, ICT

I was lucky enough to be selected to present at the 10th ELTAM International Conference- *'Educate and Empower : from a more creative and enlightened teacher to a more forceful and cultivated student'* which was held from 19-21 October 2018 in Struga, FYR Macedonia. Our journey started in Belgrade. My three colleagues from Serbia and one from Croatia and me travelled to Struga by bus. We had a wonderful time chatting along the way.



There we met a lot of familiar faces and some new too, all teachers from the Balkan region. There were more than 200 attendees from different countries from Europe and we had a lot of opportunities to exchange our experiences in ELT. The plenary speakers were excellent, and the workshops were very engaging. During the first day, Fiona Mauchline spoke on designing materials for teens. The next day Jon Hird had a talk on Dyslexia, while Daniel Xerri talked about reconceptualizing creativity in ELT. The last day, Jen MacArthur had a plenary talk on 13 ways to use poetry in EFL classroom. There were many interesting workshops with a wide range of topics.





The title of the workshop I held was 'Creative Ways of Using ICT in Inclusive EL Classroom'. During the workshop the teachers were involved in some creative online and offline activities which may promote English language use and inclusive environment.





Apart from the educational aspect of the conference, we had the opportunity to explore Struga, and Ohrid town and Ohrid lake with the help of very informative tour guide. We enjoyed listening to stories from the past and a lovely boat tour on the lake during the sunset. The 20th ELTAM's birthday party was a place to relax and chat with some old and new friends.



It was a real pleasure to be a part of ELTAM conference and I am looking forward to seeing again all the people I met there at some other conferences in the region.

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Bojana Nikic Vujic is an English teacher and a teacher trainer. She works at the School of Pharmacy and Physiotherapy and primary school “Ivo Andric”. She is interested in critical thinking, technology mediated education, e-learning, SLA, teacher-student interaction and materials development. Bojana received an MA in English, Belgrade University. Bojana has been involved in several ELT professional development projects, she has run several seminars in Serbia and presented at several international conferences. She is the author of a coursebook for Explore Medical English for secondary schools.

The 10th ELTAM International Conference Struga 2018 –

Favorite venue, warm people

Tatjana Jancić, ELTA Serbia representative

Key words : Struga, conference, report, ELTA representative, memorable experience

As someone who tends to spend summers in Ohrid, visits doctors and friends in Skopje and has a Godmother from Kocani, I may be diagnosed as "partial" when it comes to Macedonia. However, anyone who has ever attended the ELTAM Biannual Conference can testify to feeling most welcome and being pampered by the social events and high quality PD sessions. This year was no exception. Three full days jam-packed with interesting plenary sessions, engaging workshops and relaxing strolls and social events, all accompanied by the famous Macedonian warmth and sincerity.

The 10th ELTAM International Conference was held at the Hotel Drim in Struga for the second year in a row. All representatives were greeted with a cute leather-bound notepad waiting for them in their rooms which was a really nice touch.

The Conference launched at noon on October 19th. Following the registration we gathered in the main hall for a welcome speech from the ELTAM President Aleksandra Popovski Golubovikj. This year was especially meaningful since ELTAM celebrated its 20th anniversary which was a great opportunity to thank all ELTAM's previous presidents and current coordinators for their hard work and efforts throughout the years to make ELTAM what it is today. The presidents and coordinators were given certificates of appreciation and highlighted each other's contributions.

The first and only plenary speaker on Day 1 was Fiona Mauchline with her engaging talk *"Not rocket science but brain science: designing materials for teens and adults"*. We got into the details of how teen (and our) brains function. It was interesting to learn how different parts of our brain (caudate nucleus, amygdala, hippocampus and pre-frontal cortex) affect and are relevant for our memory, verbal performance and distinguishing right from wrong.

After another 45-minute workshop slot, we were off to Ohrid, my favorite city in the whole world. Some decided to go on a guided tour and some of us decided to host some first-comers on our own.

Another highlight of the day was the dinner for the representatives organized in the local restaurant "Antika". We were able to fully relax, enjoy ourselves, get to know other representatives better and arrange morning swims and walks (Mark Andrews in charge of morning swims!).

Day 2 started off with zumba though some of us opted for speedwalking on the beach enjoying warm rays of the autumn sun. The first plenary speaker of the day was Jon Hird, "*Dyslexia and Learning English: literacy and wider issues*". The session was quite personalized since Hird's son is dyslexic, therefore his talk was based on first-hand experience and good practices.

George Kokolas followed with a very engaging plenary talk "*Breaking the sound of silence*" where he explored different non-threatening ways to make our students want to speak in the classroom. He provided us with plenty of real-life materials and techniques that actually worked.

Fiona Mauchline held an image-filled workshop with the visual materials that could motivate our students to touch upon global problems, help them develop a more discerning approach to seeing things and start breaking down their prejudices related to different *-isms* and issues.

TETA BiH representatives Azra Muhedinović and Dijana Hajdarhodžić reminded us of the importance of non-verbal communication in general. Through a series of captivating activities (Read/Sign the story, Draw what you are shown, Sign your name) they helped us see the relevance of empathy toward SEN students using "how-it-is-to-be-in-their-shoes" approach. By the end of the session we all learned to sign our names.

Eurospeak, or the European Union Legalese, is quite a tricky thing. Gergana Georgieva from BETA Bulgaria was well-aware of that fact when she realized how many challenges her students were facing regarding EU concepts, especially the abbreviations.

The day ended with a live rock band, plenty of fun, dancing and laughter.

On Day 3, Jen McArthur, RELO Belgrade, made our morning with a wonderful plenary on using poetry in the classroom but the workshops that followed were no less riveting.

My workshop "Talk Show Games Revisited" followed and it was well-received by the participants. They responded enthusiastically to all activities and seemed eager to try adapted talk show games in their own classrooms.



Tatjana Srceva, FON University, demonstrated creative ways in using social networks to make literature more accessible to students.

Ana Tripković, with her "Inspire, Involve, Motivate" workshop got us all excited with a series of games and resources that could make our classes more interactive. She used Kahoot for a creative self-introduction, Phrase.it for an easy way to insert speech bubbles into pictures, and Wordart for captivating word shapes. Finally, a Flippity game gave us an opportunity to see how a Jeopardy-like quiz could be created and scores counted without much effort, to the satisfaction of students/participants (despite being awarded negative points ☹).



Slavica Stojčevska closed the day with a bang and got us all on our feet with her "Quiz time – memorable learning experience" workshop. We ran like crazy wearing aprons and trying to be faster in reaching the Present Simple and Present Continuous hoops, swatted correct answers with fly swatters, learned to use Plickers to collect students' answers by scanning their QR answers with our phone, used Photopeach to create interactive quizzes and got acquainted with Educaplay, a multimedia learning resource. At the end of the session we got a QR-coded rolled-paper feedback and presents!



As always, ELTAM had not only fulfilled our expectation, it exceeded them following C. S Lewis: "The task of a modern teacher is not to cut down jungles but to irrigate deserts". See you again in two years!

Tatjana Jancić holds a BA in Philology, University of Niš. She has been working as an EFL teacher in the Vocational School of Economics and Trade since 1998 where she teaches ESP/BE/GE. She has been an ELTA member since 2006. She is an SITT Teacher Trainer and has presented at a number of seminars and conferences

in the country and abroad. She has been working as a translator and a materials writer and recruiter for an online teaching company. Her passions include school theater, travelling, teaching and learning about life.

PARTICIPATING IN ERASMUS+ KA1

Olivera Ilić, Primary School 'Sveti Sava' Požarevac

Keywords: Erasmus plus, structured course, advantages, disadvantages, life-long learning

About the programme

Erasmus Plus is a programme that supports projects in the areas of education, training, youth and sport. The aims of the programme are supporting the development of education and training, promotion of informal and non-formal education and life-long learning, enhancing the cooperation between various institutions and organizations and the promotion of European values in education.

In the field of education and training, the Erasmus Plus programme supports different types of projects based on their actions and activities: Key Action 1– mobility of individuals, Key Action 2 - cooperation for innovation and the exchange of good practices, Key Action 3 – support for policy reform.

Although various European Commission programmes which promote lifelong learning and professional development of the teachers have been around for a decade, it was not until 2017 that Serbia was allowed to take part in Key Action 1 (KA1) of the Erasmus Plus programme. This Key Action provides opportunities for teaching and non-teaching staff to undertake a learning and professional experience in another country. Education institutions apply for the funding which enables the staff to spend a period of time in a European country of their choice doing one or more of the following activities: **teaching assignments** (the teachers are allowed to teach in a partner school abroad), **attending structured courses or training events** and **job-shadowing** (teachers and other members school staff spend time alongside professional teachers and educators in their day-to-day work).

In Serbia, Foundation Tempus is responsible for the promotion and implementation of Erasmus plus programme.

Advantages and disadvantages

Erasmus+ presents a great opportunity for personal and professional development, as well as for gaining new knowledge, insights and experiences. Therefore, the benefits of participating in this programme are numerous:

- **Financial support** If your Erasmus+ project proposal gets accepted, you will receive a grant which will cover all the expenses during your mobility – travelling, accommodation, course fee and individual support that covers your food and other expenses. This is one of the biggest benefits of Erasmus+.
- **Personal and professional development** Participating in Erasmus+ will help you gain knowledge in new subjects or in teaching methods and it will make you understand how teaching and educational systems differ from country to country. You will also broaden your horizons and gain new awareness of Europe, build your self-confidence and sense of initiative, learn how to deal with unexpected situation and solve problems you may encounter.
- **Improving and gaining language skills** In order to participate in Erasmus+ activities, you need a good command of English or the language of the country you are going to. Taking the course, communicating with educators and locals are some good ways to further develop your language skills.
- **Making new contacts** If you are taking a structured course within Erasmus+, you will meet and work with lots of people from countries all over Europe. You will have the opportunity to exchange educational practices and opinions with them and this may help you develop new professional contacts. A lot of educators come to courses by themselves and are eager to hang out with each other after the sessions, have meals together or sightseeing. If you are teaching or job-shadowing, you will get to know first-hand another European educational system and make contacts with new colleagues. Making these contacts is very important both to you and your educational institution as they can lead to new projects and collaborations between the institutions.
- **Cultural awareness** Working in a multicultural environment will enable you to learn a lot about different cultures. You may become more tolerant, open-minded and understanding towards other cultures. You may learn more about different politics, economic views, cultural norms and eliminate some of the myths about other countries. This will all lead to gaining better international and intercultural competences.

Although there are many benefits of participating in Erasmus+, it is also important to take into consideration its downsides:

- **Additional expenses.** Even though the financial support for the mobility is sufficient, you have to be careful with how you handle your finances. It is not uncommon for participants to go over the planned budget and end up paying for the mobility from their own pocket. Plan well ahead and explore all travelling and accommodation options before paying. Avoid paying someone to do the things you can manage to do yourself, such as travelling agencies to book your flights or receiving institutions to organize your airport transfer.
- **Teamwork problems.** Erasmus+ is a project which relies heavily on good and successful teamwork and that is not always easy to achieve. Unequal participation of team members and conflicts are something that can often happen. However, it is highly important to overcome these obstacles, as the entire team has to work together in order to achieve project goals.
- **The quality of courses/job-shadowing.** You have probably attended more than a fair share of badly-structured and dull courses in Serbia. Just like in our country, there are good and bad Erasmus+ courses as well. It's a matter of pure luck whether you end up in one or another of these courses. It is also difficult to benefit from the course, if other course participants are 'disruptive' or unwilling to participate. The same goes for job-shadowing – just because someone works in a better educational system and has a better working condition/ salary than you, doesn't automatically make them a good teacher and a professional you can learn much from.
- **Unpredictable problems.** Courses that get postponed or cancelled, visa issues, accommodation problems, flight delays and cancellations, personal issues that may prevent you from travelling are just some of the things that can happen to you during the mobility. Try not to worry, there is a solution to every problem and other project members will be there to help you out. You will also be assigned with a Foundation Tempus coordinator who will monitor your project activities. They are very nice and helpful and they will assist any way they can.

My experience

I was fortunate enough to be among the first educators from Serbia to participate in Erasmus+. My school received funding for the project titled 'Cultural tradition and contemporary times'. Main goal of the project was to explore the role of national and local culture, tradition and history in modern day times and find their connections with common European heritage. It was a K1 project and it included four mobilities. The school

headmistress and the teacher of primary school subjects went to Scoala Gimnaziala Rosia in Sibiu, Romania, for job shadowing, where they observed ways Romanian school incorporated local traditions and culture in school life and teaching. The school pedagogue went to Soverato, Italy, to attend a course where she learnt how to teach students to explore local culture by using cooperative and outdoor learning. I went to Dublin, Ireland, to attend a week-long course in which I would learn how to foster students' entrepreneurship skills and creativity.

In order to describe my Erasmus+ experience best, I would have to use a famous quote by Charles Dickens:

'It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.'

— Charles Dickens, *A Tale of Two Cities*

For me, Erasmus+ was a bittersweet experience, an arduous journey full of challenges and obstacles. I have always dreamed of visiting Dublin and Ireland and it turned out to be everything I was hoping for, I did a lot of sightseeing and visited the famous sights in Dublin, I went on an excursion to the west coast of Ireland to the Cliffs of Moher and a charming place called Galway. I also liked my colleagues from the course very much. There were ten of us in total and six of us were English teachers. There were two Slovenians, two Croats, two Italians, two Germans, a Mexican living in Spain and me. I enjoyed spending time with them during and after the course, we talked, laughed, had fun, tried local specialties and went sightseeing together. It was such a great experience meeting them. I also liked my accommodation which was in school's students' flat. It was in the city center and I shared it with three great young people who came to Dublin to study English. The course was a disappointment and it didn't match the course description from the official site for the Erasmus+ structured courses. Although I have learnt a few things, there was absolutely nothing in the course I could use in the classroom with my students, which made the dissemination of the project harder for me. The tutor was not that good either, he didn't encourage interaction and discussion, and it was just painful listening to his monologues for hours and hours. In addition, he spoke bad English. Before arriving to Ireland, I also experienced a number of challenges – I got less money for the mobility than I was supposed to and it took me months to get things straight; I didn't get my Irish visa on time so I had to cancel my flight/course/accommodation, resulting in money lost for my plane ticket because it

was non-refundable; my Dublin accommodation was flooded just as I was supposed to arrive; on the day of the travel my flight was cancelled so I got to Ireland after having changed three different flights.

Although the advantages of participating in Erasmus+ outweigh the disadvantages, it is important to be prepared for the fact that unexpected problems may occur and you have to do your best to solve them and learn something from the experience.

To sum up

The Erasmus programme has enabled millions of Europeans to study, train or learn abroad, helping them to broaden their horizons and improve their professional and personal skills and competences. For the next long-term EU budget 2021-2027, the European Commission is planning to propose doubling the funding for Erasmus programme, thus providing educational opportunities abroad for over 12 million people. **Would you like to be one of them?**





**I hereby certify I have the right to publish these photos*

Useful links

- Erasmus plus programme guide https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide_en
- Foundation Tempus website <http://erasmusplus.rs/category/education/?tag=ongoing-projects>
- List of structured courses for KA1 www.schooleducationgateway.eu
- My school's Erasmus+ project website <https://ktusd.weebly.com/>

Olivera Ilić is an English teacher working at Primary School 'Sveti Sava' in Požarevac. She received her BA and MA degree at the Faculty of Philology at the University of Belgrade. She is a passionate traveller, life-long learner and avid reader.

Teaching Difficult Learners with Pilgrims and Erasmus+

**Zorica Đukić, an English teacher, School of Pharmacy and Physiotherapy,
Belgrade, Serbia**

Keywords: understanding, challenging behavior, therapeutic approaches, teaching response, creativity

How to teach the unteachable? This is the title of the book by Marie Delaney who originally designed and taught the course Teaching Difficult learners. But, at the same time, it is a burning issue nowadays for teachers everywhere, isn't it?

In contrast to the title, attending the course [Teaching Difficult Learners](#) was easy and enjoyable, just as the trainers, Mike Shreeve and Phil Dexter, wished. Organized by Pilgrims at the University of Kent at Canterbury, the course was held from 22nd July to 4th August 2018. If you want to understand challenging behaviour in your classes and if you are interested in how therapeutic approaches could be effectively integrated into classroom teaching, you should choose this course. I attended it as part of the project **Learning and Sharing for Better Teaching** which had been created by the English Language Teachers' Association of Serbia (ELTA Serbia) and supported by Erasmus+.

The course aimed to look at the reasons why some learners caused difficulties for teachers. "Why some learners and some classes can make us feel bad, even on the good days?" as Mike has nicely put it. On the other hand, the course covered how teachers could develop better responses to "difficult" situations. A key principle would be to understand our students' worlds better.

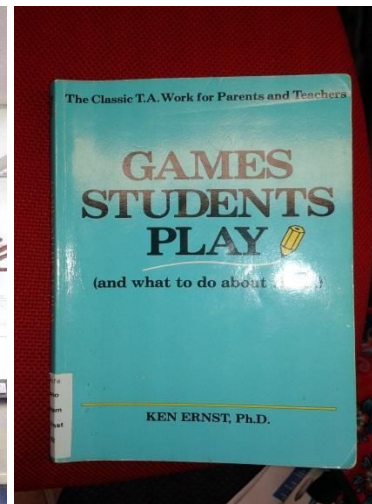
"But I'm not a therapist, I'm a teacher!" people often say. Well, you may be surprised how some ideas from the world of therapy can be useful for teachers. Therapists must have regular meetings with their supervisors. They must regularly talk about their problems and clients. Their feelings are important for their well being. When does this happen for teachers? Why do teachers feel afraid to talk about their own physical and emotional states? Have we been led to consider it to be teacher-centered? Or, can it be that there is nobody to listen out there? Teachers also manage relationships which are very complex and very difficult. That is why they should be more aware of their state. There have always been difficult learners, but if teachers are relaxed, positive and understand the sources of such difficult behaviour, they will come up

with a successful strategy for managing any situation. If not, they will often end up frustrated, and angry. Not only can ignoring these feelings prevent us from rational thinking, but it can lead to stress and illness as well. So, “it is ok to have feelings, from very positive to very negative feelings”, says Mike, and “we must recognize that these feelings are valid” and relevant. As part of the solution, he and Phil offer plenty of useful and practical ideas, activities, techniques and tools that will make teachers’ lives easier. As for challenging behaviour, they suggest subversion: turning its destructive effect around so that it becomes a creative force. They did something similar with their trainees. We all enjoyed our dance therapy class, playing with the red rubber ball, cutting out from magazines and newspapers while decorating the boxes to express ourselves. We loved so much drawing and writing stories while listening to music. And we sincerely created gifts (money was not an issue 😊) on a piece of paper to each other.

The whole concept of the course was structured with such expertise that we slowly stopped being just a bunch of “difficult” teachers who ask difficult questions ☺ and turned into contented collaborators who support one another and have loads to share. The trainers managed to recognize and fulfill our learning and teaching needs. Furthermore, they succeeded in changing the participants’ mindset.

Thanks to Pilgrims and Erasmus+, besides emotional skills, we have also improved our analytical, practical, organizational, and management skills, and teamwork abilities. We have expanded our professional network impressively but, above all, come across so many amazing people and taken home incredible memories.

Zorica Đukić is an English language teacher with more than 30 years of experience in teaching students from 5 to 75 years of age. As a member of the National English Language Teachers’ Association (ELTA), she has been working as a Newsletter and ELTA Journal co-editor, ELTA Serbia Board member, and ELTA Belgrade coordinator. Her main interests are creative methodology, storytelling, drama, and the use of technology in ELT. After attending this course with Pilgrims, dance therapy and life-coaching have become her interests as well.



* I certify that I have right to publish these photos

My wonderful summer 2018

Milica Vojvodic, a primary school teacher, Belgrade, Serbia

Keywords : So(u)l camp, SOL training centre, Pilgrims, teacher training

I was in a stage when I was still very enthusiastic about teaching although a bit stuck in similar routines, running out of the inspiring activities I had up my sleeve and starting to repeat myself more and more. I couldn't wait to attend the ELTA conference in order to change this state. I knew I would meet a lot of inspiring people there and hear a lot of new ideas for my lessons. I went there with my wonderful colleague with whom I like sharing ideas.

The day came - I couldn't stop discussing things with my colleague and had a really wonderful time. On the top of it I got not one, but two great prizes, which I didn't expect at all. I didn't even know about this ruffle at the end of the conference and I was over the moon for weeks.

I'll write about these two trips that changed my perspective and professional development so much...

My first trip was to So(u)l camp in Samorin, Slovakia, organized by SOL training centre (Sharing One Language).

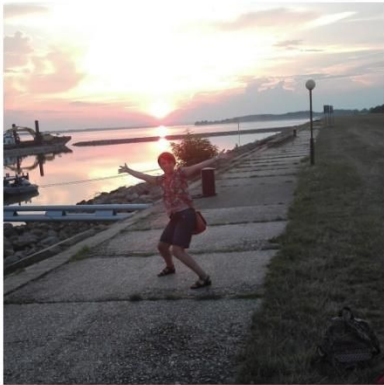
Our teacher trainer and guru was Mark Andrews. His colleague Frank Prescott was there, too, to spice up this wonderful adventure. Our wonderful Slovakian hosts made us feel at home and were extremely hospitable.

This was a very unique experience based mostly on cultural exchange, lots of sharing, being active and spending time in nature, exploring the surroundings. I learnt a lot about authentic materials and got inspired to use my own surroundings for teaching. It increased my ability to notice things around myself in terms of teaching materials. This camp had a real humanistic approach and they really catered for all our needs. I tried yoga for the first time, we started every day by saluting the Sun on the banks of the Danube with a wonderful local yoga teacher.

Trips to Vienna and Bratislava were very exciting. We were given tasks and also learnt lots of less known things about these two cities. I'm sure this experience made me become quite more creative when visiting places.

What I really liked about this camp was that we were given quite a lot of structured input sessions, but also had heaps of time to reflect and digest everything. The facilitators paced the sessions intuitively and according to our needs and wishes.

I have never been a person who could easily become a part of a group, but there I felt genuine togetherness with fellow teachers.



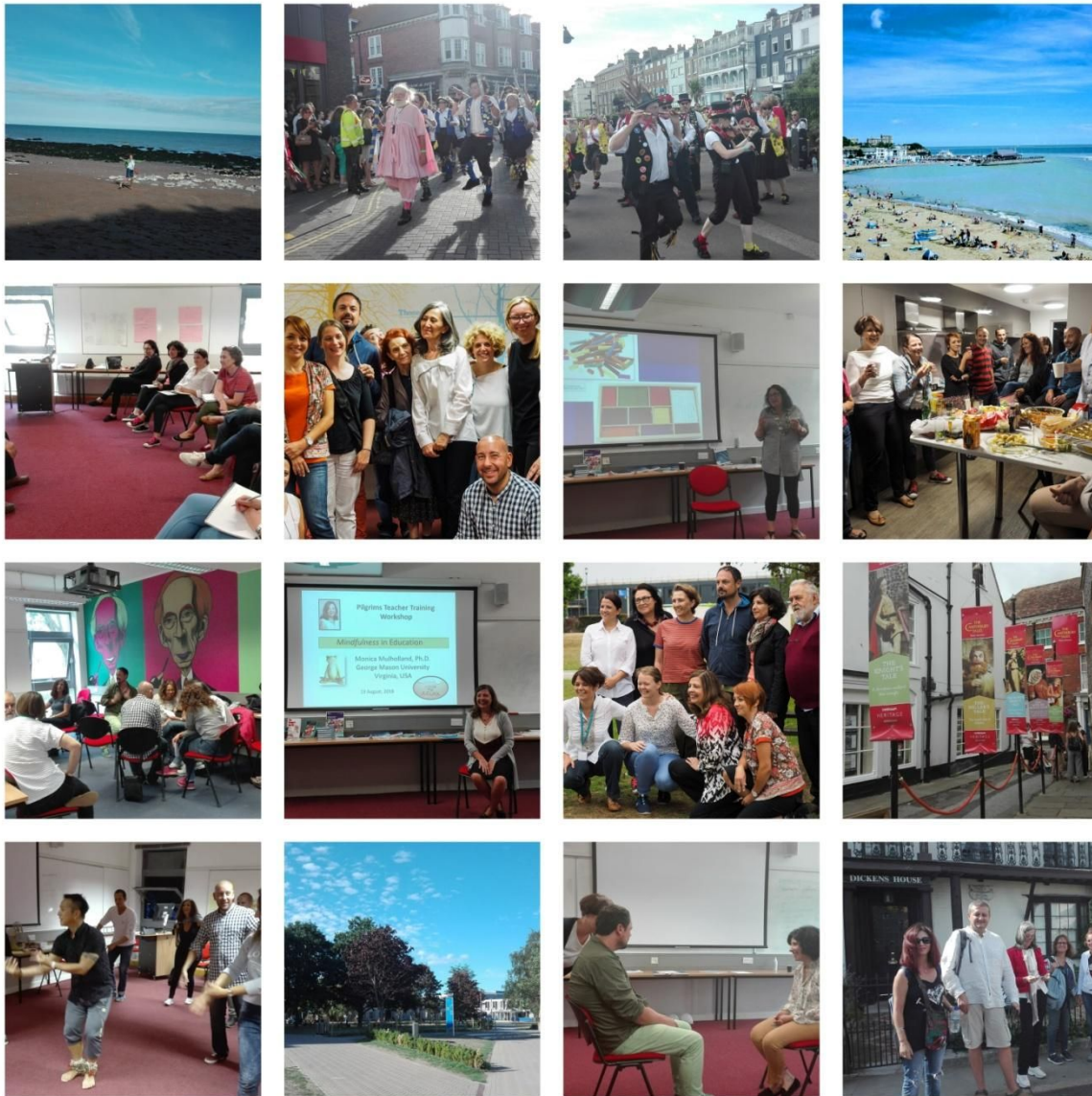
At Pilgrims I finished the course *How to become a teacher trainer*. Pilgrims premises are at the University of Kent, in the beautiful natural surroundings of southern England.

This was an extremely amazing experience as well. It was a structured course, with a precise timetable. I had lessons from 9 am to 3:30 pm with coffee and lunch breaks. We also had some optional sessions from 4 pm to 9:30 pm. Pilgrims team was very professional, helpful and hospitable.

It was a great pleasure to be surrounded with so many skilful and experienced teachers from all over the world - Slovenia, Austria, Italy, Spain, Croatia, The USA, Germany, Poland...

I learnt a lot in my course presented by an amazing teacher trainer Hania Kryszewska. Met and listened to great names in ESL - Mario Rinvolucri, Susan Holden, Alan Maley, Peter Dyers...

We had lots of time to chat, socialize and share ideas. The weekends were free, so I explored Canterbury and visited Dover and Broadstairs. I was lucky enough to go to Broadstairs during the Folk and dance festival which was extremely interesting for me. This was my first time to see the traditional British Morris dance in its varieties. I made friendships with lots of fellow teachers not only from my course, but also from the other two courses that were taking place at the same time.



What I learnt from both trips was that no matter how different teachers' backgrounds were we all had something in common - we all strive for improving ourselves all the time and we all like sharing, as one of the fellow teachers well put it - *Sharing is caring!*

I also realized to what huge extent CPD is important for teachers and how all types of professional development forms open up new perspectives.

ELTA Serbia, thank you for these wonderful opportunities!

I hereby certify that I have the right to publish these photos.

Milica Vojvodić has just entered her teenage period of being an ESL teacher - full of fiery strength for exploring and still filtering ideas and concepts of teaching. The jobs that she would trade for her current position are - a taster in Willy Wonka's factory, a guard in a nice Art or Natural history museum or a permanent stunt double in her favourite bands' videos. She is a primary school teacher from Belgrade. Has two kids.



Vocabulary Revision Games

Milijana Mitić, an English language teacher, private language school,
Belgrade, Serbia

Keywords: ELT, games, vocabulary, STT, visuals

How to make your classroom vocabulary activities attention grabbing and productive enough for your students?

What motivated me to adapt and try the following two activities in my classroom, and proved to be a good decision, were the following features that these activities possess: the first one is based on the use of visuals created by learners themselves, which means that your students are directly involved in the creation of the material that will be used in class. The second one is driven by the level of competitiveness that it triggers. Moreover, they are both easily modifiable and adaptable to different levels and group sizes.

Learner-generated visuals

The aim of this activity is to revise vocabulary by using the visuals that were created by your learners. So, how does it work?

Each student is given a word written on a piece of paper. They should not show them to anybody but keep them to themselves. Upon seeing their secret word, they should flip the paper and create a corresponding visual on the other side.

During the second phase of the game, they put those papers on the desk, picture side up, and students try to guess the meaning of the secret words hiding under the given visuals.

(If they cannot guess some of the words, the teacher could help by providing them with additional slips of paper with the corresponding words to match.)

During the third phase, students take those slips of paper and flip them once again so as to check if they managed to guess the secret word hiding under the provided visual.

The goal is to guess as many words as possible by looking at the given visuals. This activity is perfectly suitable for revising some of the keywords from the previous Unit or lesson.

Here are some of the verbs that I revised with my students while playing this game: transform, discuss, invent, fear, etc.



Students could play this game in pairs, groups or as individuals, depending on the group size. They could be given only one word or several ones, depending on how many words you want to revise with them. Not only is this game fun, but it is also teacher-friendly and easily adaptable to different levels of language knowledge, different group sizes and revising needs, and it can easily be made longer or shorter.

Vocabulary Game

Apart from being designed for vocabulary revision, this game is also perfect for increasing STT and triggering competitiveness. It consists of a certain question:

(e.g. What factors do people take into account when choosing their holiday destination?)

and a list of keywords that should be mentioned while answering this question

(a possible list of 10 keywords is given below)

<i>sightseeing</i>	<i>souvenir</i>	<i>travel</i>	<i>tourists</i>	<i>price</i>
<i>visit</i>	<i>accommodation</i>	<i>mountain</i>	<i>weather</i>	<i>attractions</i>

N.B. Please note that this is not a unique list of keywords, but that it is based on the use of the most important vocabulary that you have already covered with your students during some of the previous lessons

So, how does this activity work?

You need three students, one of them is the 'Question Master' and other two students answer the given question. Each student speaks for a minute, for example, and the goal is to guess as many keywords from the list as possible. Of course, only the Question Master can see these keywords. Moreover, students are reminded to try and remember as many new words learnt during some of the previous lessons and use them while coming up with an answer. The winner is the student who managed to guess a larger number of the words from the list while answering the given question. Of course, these two students should not just make a list of the words related to this question, but provide a meaningful part of speech trying to incorporate as many relevant words as possible while answering the question. The more they talk, the greater the chance to guess a larger number of the keywords from the list.

I used this activity with my exam based groups upon the completion of a certain topic and unit (in this case it was Holidays, as you can see it from the question provided above, along with the potential list of 10 keywords), with the goal to engage them to use as many new words taught in that new unit.

Similar to the previous activity, students could answer the questions in groups, pairs or as individuals, depending on the group size. Each teacher could create their own questions and lists of keywords from the units that need to be revised. Therefore, apart from being interesting for students, suitable for proper vocabulary revision, this activity is also teacher friendly and not so difficult to create and adapt.

Please find a list of some other questions and keywords on different topics that I used with my students below:

- **What do people think about when choosing a career?**

<i>working hours</i>	<i>job</i>	<i>prospects</i>	<i>money</i>	<i>promotion</i>
<i>motivation</i>	<i>success</i>	<i>work</i>	<i>benefits</i>	<i>satisfaction</i>

- **Why is a person's appearance important?**

<i>attractive</i>	<i>fashionable</i>	<i>confident</i>	<i>wear</i>	<i>look</i>
<i>dress</i>	<i>success</i>	<i>impression</i>	<i>job</i>	<i>attitude</i>

Milijana Mitić, MA, is an English language teacher at a private language school. She works with students of all age groups and linguistic competences. She loves her job because the reward that she gets from her students in the form of their smiles, hugs and positive feedback is priceless.

DOES THE BARD STILL MATTER?

By Aleksandra Jevtović, ANGLIA, Novi Sad

Key words: Shakespeare, Q Brothers, rap, festival

In 2012 the world was celebrating Shakespeare. The Globe festival was mounted where all 37 of the Bard's plays were performed on stage, in the iconic Globe, in 37 languages - from Yoruba to Serbian and from British Sign Language to Maori. Hip Hop was included in that 'great feast of languages' and presented by the Q Brothers and their, as they put it, add-REP-tation of Othello. It was therefore intriguing to see them perform their version of the 'Two Gentlemen of Verona' at the Shakespeare Festival in Čortanovci in June. It was also a pleasure to get a short interview from one of the Q Brothers Collective, Jackson Doran, and an answer to the question if the Bard still holds relevance in this day and age.

Q: How do you get your ideas?

A: When GQ and JQ (founders of the group) were at the Tisch School of the Arts at NYU, they knew they wanted to do something with rap in their final project. They wanted to do an original play but they ran out of time. They knew they could adapt Shakespeare for free so they did an adaptation of 'The Comedy of Errors'. They realized after doing just a couple of pages of the adaptation that poetic devices are very similar in rap music and Shakespeare so they thought that it was a very happy marriage: Shakespeare and hip hop. The play was very successful. Since I joined the group they have adapted 'Much Ado About Nothing', 'Othello' and the 'Two Gentlemen of Verona'.

Q: Is the plan to cover all of Shakespeare's plays?

A: Yes, we want to do them all. All the histories we'll do in one play so that will take a big chunk out. We are getting a bit older so we'll see how far we get in the canon.

Q: Why don't you include exact lines from the plays? Why do you change the text so much?

A: Our plays have the essence of the originals. A lot of times we'll start the translation process by rewriting individual lines that maintain quite a bit of the original text and go on to tell a story in our own voice. Our idea is to retell them as an

homage. We respect and revere Shakespeare's plays but they date back five hundred years. It's hard to understand the language and we sort of unintentionally make it accessible and still tell the story. The Bard copied from the Greeks, so we copy from him.

Q: Is Shakespeare still relevant for today's audiences?

A: I think that it's really hard to see traditional Shakespeare done well. It is often considered a status thing or people want to go to Shakespeare because that reflects some sort of ideal of art that they have. We believe that in his time he was playing for the masses. He was trying to make art for everyone, for the groundlings and the royalties. That is what we are trying to pay homage to, to that essence.



The Q Brothers on stage

I hereby declare that I have the right to publish this photograph

Aleksandra Jevtović is a teacher, a teacher trainer and a presenter with 25 years of experience in the classroom teaching all levels of English to young adults and adults. Aleksandra's particular areas of interest are extensive reading and the use of mother tongue in teaching English.

As I Walk...

Lana Vukmirović, Mathematical Grammar School, class 2c, Belgrade, Serbia

As I walk down the lane,
Along the Earth trapped by rain,
A mild breeze is messing my hair –
Please, do not ruin my air!
I see the ocean playing with its shore,
And a blue jay on a tree.
Can't you see what you are doing to me?
Please, my planet deserves no war!
As I walk across the Holy Earth calling it ours,
Remembering it used to be graced with flowers.
I repeat - Do not destroy my planet!
Be aware!
We do not have any spare!

Lana Vukmirović is a student at the Mathematical Grammar School in Belgrade. She was in class 2c when her English teacher, Mirjana Savić Obradović, submitted Lana's contribution to the ECO Challenge competition 2018.

Do you believe in God?

student Petra Gospodinović, teacher Jelena Spasić

Question as common as, for example, "What did you have for breakfast today?". Yet, we all get judged by whatever answer we give. If your answer is yes, you are superstitious or oblivious because "there is evidence that God doesn't exist", whereas if your answer is no, you get called out as a heathen, an unfaithful and disrespectful one. I asked myself why there is so much fuss around this topic and did what every curious teen would – research.

The first conscious humans were quite curious. At the very beginning they noticed that everything around them was moving. As their movements were the product of their own free will, it was believed that the same standards applied to everything else – animals, plants, seas, winds, the sun or the moon, literally everything else. Since the humans were in control of their bodies, they believed that something else was in control of everything else that was moving, some sort of sprits, or later, gods. Gods, as a concept, were good enough explanation for everything. The "discovery" of those divine creatures led to stories being made up around them. Primitive humans were unable to distinguish fairytales from factual stories, so these tales hung around long enough to turn into legends. Legends that everybody believed in.

As time went by, Gods were receiving more and more respect and humans started fearing them. It was the belief that the world had to remain the way "gods" had made it that stopped humans from their most natural state - development. It limited smart people who were biologically destined for great things. And that's the story of how we, by trying to get by instead of changing stuff, acquired no sense of social development and, instead of upgrading, downgraded our already primitive society. Later on, people commonly switched their religions depending on what they felt, or more often, what they were offered.

By the time Christianity appeared, wonders like the ones Jesus did were rather usual. But Jesus Christ was not a sole figure when he appeared. At the same time Octavian Augustus was at his peak. I know it sounds a bit weird, but if we compare those two, we can see they are quite similar. Both were the so-called "sons of gods", destined to be saviors. Similarities stop at their social position. While Augustus was a great emperor, Jesus was nothing but a poor messiah, a martyr majority of people could relate to. That is why people followed him and not the rich emperor.

When we consider religions and divide them into two major groups - Monotheism and Polytheism, we can spot certain patterns. In Polytheism, there's always one main God, the one in charge of the others, most commonly the father of all of them. Then, we have his wife (or at least the main one, because he usually has a lot of partners) who is the most important Goddess, the Goddess of maternity. After them come numerous other gods (sometimes their number is infinite), who are in charge of their field (natural phenomena, social elements, emotions, human characteristics etc.). In monotheism the pattern is even simpler. There is one God, a divine creature, all-knowing, all-mighty, infinitely powerful, the Creator, the Lord, the ruler of Heaven. There are saints, angels, archangels, creatures who help in the execution of God's will. On the other side, there is the Devil, Lucifer, Satan, the ruler of Hell, the personification of evil, who is assisted by his own creatures – demons. The Devil is also the main argument the whole religion thing is non-sensical, because if God is the purest good and all-mighty, then why does he allow the existence of evil, hate and death? God and Satan are in constant conflict as the two opposing sides. Fighting one is meaningless without the other, as day and night, light and darkness, as love and hate and birth and death.

Since the beginning of time people needed rules to live by, and, since human laws were simply to unreliable and easy to break, we made up gods to fear someone when we do wrong, to thank someone when fortune happens, but also to expect a reward when we do a good deed. I would love to conclude with a message for both believers and non-believers. *Historia magistra vitae est.* We should learn from our past in order not to repeat the mistakes of our ancestors. All the opinions should be respected, but not necessarily followed. Despite people applying it wrongly in the past (like burning "witches" or basically anyone who disobeyed the "rules"), religions send a good message of love and tolerance, which even I, as a nonbeliever, would like to follow.

<https://www.youtube.com/watch?v=TvOq2HJjLYk&feature=share>

Petra Gospodinović is a sixteen-year-old girl who is currently going to the second grade of Grammar School in Leskovac. She loves communicating in English and goes to the foreign languages school "Oxford School". She is an excellent student, interested in writing, reading and photography. In her free time, she usually watches movies, hangs out with her friends or simply sleeps. `graphy to be added`

Tattoos

student Anja Stanisavljević, teacher Jelena Spasić

One day while I was scrolling down the YouTube, I came across one video about the history of tattoos. Afterwards, I continued watching videos about tattooing - the process, the most popular ones, how you can remove them etc. There were videos about people explaining why they got tattoos and I started considering getting one eventually, when I'm older.

The process of tattooing involves the placement of pigment into the skin's dermis. This means that the needle is punctured in the skin and it injects ink. Since the skin is damaged during the process, the body responds with white blood cells which should absorb the ink particles. Unfortunately, the particles are too big for the blood cells so they stay in the dermis and this is why tattoos are permanent.

It is very important to say that I come from Serbia where the majority of people are not as open-minded as they are in western Europe or the USA. When it comes to tattooing, older people, mostly the retired ones, say that it's awful and terrifying. "Back in the days only prisoners and soldiers did it", "you are ruining your body with it" and "girls shouldn't do it because it is not feminine"- these are some of the excuses they come up with. On the other hand, middle-aged people say that they wanted to have a tattoo when they were younger, but they wouldn't do it now and they don't have anything against the people who have tattoos. Youth is very positive when it comes to tattooing.

I wanted to have a deeper look at this so I did my own research among teenagers. I made a short questionnaire with only three questions:

- a) would you get a tattoo
- b) what opinion do your parents have about it and
- c) what is your opinion about tattoos?

The majority of teenagers (66%) answered with yes to the first question, 31% with no and only 3% were in between. Speaking of parents, 20% of them have positive opinion about tattoos,

71% have negative and 9% don't have an opinion. When it comes to the third question lots of kids wrote that tattoos are cool, attractive and some kind of art as long as people are moderate with them. They also stated that it is our personal choice whether we want to get one or not. One of the comments were that we shouldn't get a tattoo if it doesn't represent or symbolize something important for us. One kid wrote that he didn't want to get a tattoo because he would not be able to donate blood. When I read this I was very surprised because I didn't know that teenagers in my country are so humane. I absolutely support this opinion and attitude and hopefully, in the future, there will be more people like him. Lots of them said that it is painful and that is the main reason they don't wish to get a tattoo. It is true, that it's painful, but not as much as they think. One reporter was tattooed but there was no ink in the machine, so he could only get the feeling. He said that you could handle the pain, but he also stated that it was very addicting and later he decided to get a tattoo.

It is crucial to think it through well before you get a tattoo. Of course, you can remove the tattoo with the laser, which is expensive and even more painful than getting another tattoo. Is it worth the money and the pain? When thinking about getting a tattoo you need to remember that you won't be young forever, that your skin is ageing as well, and think of a place where you will tattoo yourself.

If you ask me, in the future I will definitely get a tattoo, but it will be a small one with a special meaning for me on my wrist or on my ribcage. I think that tattoos are a great way to express yourself and to trap a memory of someone or something. I agree that it's a form of art and we should be able to overcome some tattooing stereotypes, like the one that only prisoners and gang members have one.

Tattoos are like stories – they are symbols of important moments in your life. You can look at a certain tattoo and it will remind you of a certain time of your life and why you got that tattoo in the first place.

https://www.youtube.com/watch?v=4gJu_0bgGbA&feature=share

Anja Stanisavljević is a sixteen-year-old girl and she is currently going to the second grade of Grammar School in Leskovac. She also goes to the foreign languages school "Oxford School". She enjoys reading, watching movies and hanging out with my friends. She is a big lover of any kind of sport and extreme activities especially. Hence, she sometimes feels like a real tom boy in this world filled with Barbies.



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