

The background of the entire page is a close-up photograph of cherry blossom branches. The branches are dark brown and thin, with clusters of light pink flowers in various stages of bloom. The lighting is soft, creating a gentle, ethereal atmosphere. The text is overlaid on this background.

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February 2019 Editorial



@vickypapageorgiou

You can cut all the flowers but you cannot keep spring from coming. (Pablo Neruda)

What is it that makes us editors happy? To have an issue full of interesting articles, interviews, reports, creative lesson plans. To be able to attend to your needs, our readers' needs, to have you flip through a newsletter whose content you find motivating. To bring to you the work of a variety of colleagues, from a plethora of countries, from less known authors/colleagues to influencers. This is our goal and from your comments we understand that we have achieved this!

What is then the best way to begin presenting you the contents of the current issue? This is an easy task : the **Alan Maley** interview, of course, in the **A DAY IN THE LIFE OF** column! **Alan Maley** needs no introductions, he is a past-President of IATEFL, the co-founder of The Extensive Reading Foundation and of The C group, he is a multi-awarded educator and we have the honour to have him as one of our plenary speakers in our forthcoming conference in May.

Four **Feature Articles** we are sharing this time, written by four eminent colleagues. The first one, by **Brooke Leach** (Kosovo), is about reading and sight word activities for the young learners. **Roy Andersen** (UK) answers a crucial question for educators all over the world : Why is school failing our children? and shares with us his expertise and research. In the third one, **Laura Baitokayeva** (Kazakhstan) gives us a comparative analysis of Kazakhstan's educational policies and practices against

the UNESCO policy guidelines for inclusion in education. And, finally, **Anita Jokić** (Croatia) talks about the Importance of 'Out of Class' Learning.

In the **Academic Corner**, **Rolf Palmberg** from Finland describes the outline of an EFL methodology course for student teachers and shows how course participants can learn the basic principles of Howard Gardner's Theory of Multiple Intelligences in a very learner-centred way. In the same column, **Nataša Intihar Klančar** (Slovenia) encourages us, through her article, to create a positive learning environment in the primary classroom. Also, **Sandra Vasković** and **Slavica Stevanović** introduce students to Howard Gardner's theory of Multiple Intelligences (MI) and the idea that all learners are different in their article 'Different learning preferences'.

The **First Aid Kit for teachers** column could not be happier to welcome an art-related lesson plan from **David Rhys** (United Kingdom) which teaches students how to use and understand adjectives to describe works of art.

The **ELT Flash** column is always packed with our dearest colleagues' reports sharing their experiences. **Božica Šarić's** report is an account of the "Drama Techniques for the English Classroom" teacher training course she attended as part of Erasmus+ mobility scheme (organized by Pilgrims Teacher Training in Canterbury, UK). **Dejan Novaković** describes his experience attending the course *Practical Uses of Technology in the English Classroom* (organised by Pilgrims Teacher Training, Canterbury) while participating in ELTA Serbia Erasmus + project *Learning and Sharing for Better Teaching*. **Dragana Videnov** tells us all about her Erasmus+ KA1 course (dedicated to inclusion and special educational needs) which was held in London last August. A two-week exchange program in Washington, DC and Albuquerque, New Mexico through the **Open World** exchange program is what experienced 5 Access teachers from Serbia (**Biljana Dodic, Tanja Milunovic, Ljiljana Scekcic, Marija Veljkovic and Jelena Jevtovic**).

And for the Opera lovers, in the **ELTA AROUND THE GLOBE** column, there is **Jelena Spasic** who was absolutely thrilled to watch "Le Nozze de Figaro" (and use her theatre binoculars!) at the **Teatro all Scala de Milan** and could not wait to tell us all about it!

Last but not least, in the **Students' Corner**, **Sandra Vasković** encourages her students to write poems, an activity that is usually considered scary to most of them, using acrostics and the results are mesmerising! In the same column, we learn about this year's creative writing competition in Užice Grammar School which was about writing a dramatic monologue and **Svetlana Gavrilović** reports on it.

We hope you will also feel like us that this is 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

Interview with Alan Maley

**Vicky Papageorgiou, ESL/EAP instructor, Metropolitan College,
Thessaloniki, Greece**



Alan Maley's career in English Language Teaching began with The British Council in 1962. After post-graduate training at the University of Leeds, he worked for the British Council in Yugoslavia, Ghana, Italy, France, PR China and India over a period of 26 years. After resigning from the Council in 1988, he became Director-General of the Bell Educational Trust in Cambridge (1988-93). He then took up the post of Senior Fellow in the

Department of English, National University of Singapore, where he stayed for 5 years. His last full-time post was as Dean and Professor of the Institute for English Language Education, Assumption University, Bangkok, where he set up new MA programmes. Since retiring from Assumption in 2004, he has occupied a number of visiting professorial posts at Leeds Metropolitan, Nottingham, Durham, Malaysia (UKM), Vietnam (OU-HCMC) and Germany (Universitat Augsburg).

He has published extensively and was series editor for the Oxford Resource Books for Teachers for over 20 years. He continues to write for publication. He also remains active as a speaker at national and international conferences.

He was a co-founder of The Extensive Reading Foundation, and of The C group: Creativity for Change in Language Education. He is a past-President of IATEFL, and was given the ELTons Lifetime Achievement Award in 2012.

Vicky P.: Dear Alan, first of all, you need no introductions in our community. I would like, therefore, to welcome you and thank you so much for agreeing to do this interview with me. It is a great honor indeed!

Alan Maley : Thanks for asking me. I don't know whether you knew but Beograd was my very first British Council post, and I spent over 4 happy years there from 1962-66. I also returned intermittently in the early 70's to teach on the Federal Summer Schools held on Mount Tara and down near the Drina at Perucac. But it's a very long time since I was last there, so I look forward to being back and seeing what has changed.

Vicky P.: I knew you spent time in Beograd but not exactly when. Thank you for the details! Your career in English language teaching started back in 1962. You must have experienced quite a few changes in the way we have been teaching English over the past decades. Which one do you consider the most significant one over these years?

Alan Maley : I suppose it would have to be the change in emphasis from the mix of Grammar-translation, Structural-situational and Audio-lingual methods of the early years to what came to be called the Communicative Approach, with a large dose of Humanistic influences, which came about from the mid-1970's into the 80's – and which still commands the field. But I am always a bit wary about sticking labels on things. Teachers' understanding and practice of 'The Communicative Approach' have varied widely, and still do. If, as some claim, we are now in the Post-Method Condition, then this is characterized, or at least it should be, by a focus on the nature of the relationships between teachers and their learners and among learners, rather than on the specifics of any particular method.

Vicky P.: You have also spent time traveling, working and living in foreign countries. Are there some memorable time(s), related to your teaching career mainly but not only, which you would be willing to share with our readers?

Alan Maley : I have been extremely fortunate to have lived and worked for long periods in many countries in addition to the then Yugoslavia: Ghana, Italy, France, China, India, Singapore, Thailand, Malaysia and Vietnam. Of course, there have been

many significant moments for me – moments which have contributed to my personal beliefs and development. Here are just a few of them.

For example, in Ghana I was working with primary schoolteachers in remote locations and minimum resources. It taught me a lot about the ingenuity such teachers (and the kids) displayed. It also showed the value of teaching English through subjects like maths and science – long before anyone ever invented CLIL!

In Italy, I was involved with the early days of LEND (Lingua e Nuova Didattica) – a transformational teachers' association which showed just how much could be achieved when teachers acted together.

France was a high point for me. I was there right at the time of all the methodological ferment of the Communicative Approach, ESP, Humanistic beliefs, unconventional methods like Suggestopedia and the Silent Way. You name it, we had it. That was also when I found my feet as an author. And here I must mention another connection with the then Yugoslavia. I had met Alan Duff on the Federal Summer schools I mentioned earlier. He had then been a lector at Novi Sad University. We immediately clicked, we were miraculously on the same wavelength, so when I had a vacancy as my assistant in the British Council in Paris, I invited him over. We then began co-authoring a whole range of innovative books. Something quite unique. Our writing partnership and deep friendship lasted until he died, in Ljubljana, in 2012. I still grieve for him.

So, you see, every country I have worked in has brought something valuable to my personal and professional development.

Vicky P.: Creativity has been your main focus and concern, if I am not mistaken, especially in the recent years. Why did you choose creativity among the rest of the key 21st century skills? How difficult is it to educate for creativity? How difficult is it to fit it into the traditional structure of education? Or is there another way around it?

Alan Maley : I am not sure if I chose creativity, or whether creativity chose me. In fact, I am scarcely conscious of making a choice. Creativity is arguably the most salient and significant quality of human beings. Without it, we would have

disappeared off the face of the earth long since. It is ironic that creativity is highly regarded as a desirable quality in virtually every domain – the arts, of course, science, business – but it gets short shrift in education. If you doubt me, take a look at John Holt’s ‘How Children Fail’, or Ken Robinson’s ‘Creative schools’. The fact is that schools are set up to suppress creativity because it is regarded as inimical to ‘orderly classes’, graded objectives and above all, exam results. My view is that we can introduce creative activities into our classes in a gradual way, so that their value comes to be acknowledged by authority and society at large. This is now a critical moment because the ‘transmission of knowledge’ paradigm is of little or no use in preparing our kids for the fast-changing world they will encounter. We need to help prepare them for the unexpected, not for the predictable. It was my interest in raising awareness of creativity which led me to help found the C Group: Creativity for Change in Language Education some 5 years or more ago. (<http://thecreativitygroup.weebly.com/>)

Vicky P.: Thank you! I am actually a very proud member of the C Group from its very beginning. In your experience, what is the key to successfully implementing creativity even in contexts where it is believed (by parents, students and sometimes even teachers) that creativity is too elitist and has no practical value.

Alan Maley : There is no magic word. The only way to persuade people of the value of creativity in education (and life) is to patiently demonstrate how it works in practice. I have never regarded creativity as elitist. We all have the capacity to be creative. Sadly, the way much education is conducted brainwashes children into believing that they are not, and can never be, creative. This is partly due to a misconception about the nature of creativity itself. Many people still believe that creativity is a mysterious power conferred on a small elite. They fail to recognize the small acts of creativity we are all capable of in our everyday lives. When a teacher trusts the ability of students to demonstrate creativity, for example, in simple creative writing activities, the results can be transformative, both for the students and for the teacher too.

Vicky P.: Do you feel that you have fulfilled all or most of your goals until now? What is the ONE thing you have not had time to dedicate to until now and, yet, you feel that you need to.

Alan Maley : Staying alive and in good shape physically and mentally seems like a pretty important goal – but I suppose that is true for everyone. There are just two professional areas I would still like to know more about.

One is to understand better what contributes to the chemistry of the Teacher-Learner event. This is something Adrian Underhill and I have been trying to unpick for a few years now. And in this connection, we will be participating in the third of a series of workshops on Spontaneity to be held at Wolfson College, Oxford on 30 March, just before IATEFL this year.
(https://secure.iatefl.org/events/step1.php?event_id=174https://secure.iatefl.org/events/step1.php?event_id=174)

The second is the idea of how teachers develop their expertise through their transformation of experience into action. This is the subject of a book I am currently editing for the British Council: ‘Developing Expertise Through Experience’. I’ll say more about this below.

Vicky P.: Recently you have published two haiku collections (both in 2018). Why poetry then? Why not, for example, writing short stories? What makes poetry more challenging to you?

Alan Maley : It just so happens that those two books are poems. And it is true that I probably write more poetry than anything else now. But I also have a book of prose poems in hand, and a book of short memoirs from my childhood, and two books of short stories. With all that in the mill, I have plenty of grinding to do. I have pretty well given up writing teaching materials and applied linguistics stuff. Anything I might have to offer has either been said before, or is unpalatable to the conformist version of education we live in.

You are right that poetry is more challenging but therefore more rewarding too. The great thing about poetry is that the writer submits willingly to the constraints of form – and this is a wonderful way of stretching the language to its limits. The irony is that

it is precisely the constraints which squeeze out a creative response. What the Chinese T'ang poet called 'dancing in chains.'

Vicky P. : How do you relax? What is the simplest way for you to relax?

Alan Maley : A bottle of good wine and the agreeable company of friends helps a lot. The art of convivial conversation seems to be in decline – but I find that one of the most relaxing, and at the same time, stimulating of activities. Walking in the countryside also relaxes me – and almost always sparks ideas for poems or stories. I also read a lot for pleasure, both fiction and non-fiction. I try to read in four of the languages I speak – and find that keeps them fresh as well as keeping my little grey cells active. And I listen to a lot of music, mainly but not exclusively classical. I also write both poetry and prose as I said before.

Vicky P : What is your plenary talk going to be about? Would you like to tell us?

Alan Maley : That's a good question. In fact, I don't think we have agreed a topic yet. One likely title for my talk could be: 'Creativity: The What, The Why and the How.' Another might be, 'Developing Expertise Through Experience'. This is to be the title of a book I am currently editing for the British Council, due out later this year. The book consists of narrative accounts from 20 language teaching professionals worldwide. In their chapters, they recount key people, places, ideas and experiences which have helped shape their values, beliefs and practices. This is based on an idea of Dr N.S. Prabhu, which he called 'the teacher's sense of plausibility'. My argument is that, in training programmes, we should be drawing more extensively on such experiences – in contrast to the current emphasis on algorithmic schemes: 'Do this, then this, then this – and the result will be this.' By focusing exclusively on the algorithmic paradigm, we deprive ourselves of the richness of accumulated experience and discount the value of teachers' own experiences. I think I am also to run a workshop on 'Creative Writing – for our students; for ourselves.' Or something like that anyway.

Vicky P. : Thank you so much for your time. It's been a pleasure!

Alan Maley: And for me. I look forward to meeting everyone in Beograd in May.

Vicky Papageorgiou is an ESL/EAP instructor with approximately 20 years of experience, mainly with adult learners. She holds an MA in Education (Open University of Cyprus) and an MA in Art (Goldsmiths College, UK) and she was also awarded a PGCE in Technology Enhanced Learning with distinction from the University of Wales Trinity Saint David . She studied in Greece, Italy and the UK but also participated in an international project for the McLuhan program in Culture and Technology for the University of Toronto, Canada. Her fields of interest are Technology enhanced learning, Art in ESL, critical thinking, Inquiry Based learning and teaching adults. She is also the website editor of the Visual Arts Circle. She currently divides her time between Thessaloniki (Greece) working as an Adjunct Lecturer at Metropolitan College and Oxford (Oxford St Clare's).

Sight Word Activities for the Young Learner English Classroom

Brooke Leach Grable, English Language Fellow, Kosovo

Keywords: reading instruction, reading program, sight words

In the United States, reading instruction begins as soon as children enter kindergarten at the age of five. While a comprehensive reading program is essential for successful reading instruction, one variable is the teaching of sight words. In this article, I will discuss what sight words are, the various lists available and some fun ways bring sight words into your classroom.

Sandra Fleming defined sight words on the website All Info About Reading as, “The most frequently used words in the English language, sight words are words that a reader automatically recognizes without having to use picture clues or sound them out. These words include very common words, such as ‘the’ and ‘you’, and make up 60 to 70 percent of most reading tasks.” Sight words often do not follow regular rules of spelling and can be difficult to decode. I’d also like to add that some sight words are difficult to define, especially for those young learners of English. For example, how can we teach a five year old, who speaks little English a definition for the words ‘as’ or ‘of’? These are words students must learn to read “by heart”, in the same way students learn math facts like addition and multiplication. When these words are learned by sight, it allows the student to focus their attention on decoding words that are more difficult in the text.

There are two sets of sight words lists teachers use. The most popular is the Dolch Sight Word List. According to the website, sightwords.com, the Dolch lists “consist of 220 service words as well as 95 nouns.” The words on the list comprise about “80% of words found in a typical children’s book and 50% of the words found in writing for adults.” Dolch words are divided into grade level lists from pre-kindergarten through third grade.

The other commonly used sight word list is Fry’s 1,000 Instant Words. Fry’s list began as 300 words in 1980 and was updated in 2000 into the list we know today. According to sightwords.com, if students learned all 1,000 words on Fry’s list, it would “equip the child to read

about 90% of the words in a typical book, newspaper or website.” Fry’s 1,000 Instant Words are broken down into groups of 100 words.

The Iowa Reading Research Center (www.iowareadingresearch.org) provides steps to follow when teaching sight words to your students.

1. Introduce sight words in isolation, immediately follow this with repeated exposures to the same sight words in books and other text materials.
2. Do not introduce two sight words that are similar or easily confused at the same time. For instance, ‘will’ and ‘well’ should be introduced in separate lessons as should ‘on’ and ‘no’.
3. Provide brief (less than 10 minutes per session) but frequent sight word instruction, especially for beginning and struggling readers.
4. Offer students numerous opportunities to practice and receive immediate, specific feedback. For example, if a child reads the word “this” correctly, respond with positive feedback: “Yes! The word is *this*.” If a child read ‘this’ incorrectly, respond with corrective feedback: “The word is *this*. Say the word *this*.”

Once I have taught a mini-lesson (as stated in number 3 above), one way I like for my students to practice is through center-style activities. I’ve included some of the ones the students enjoy below. I hope you use some in your classrooms to get students moving, learning and having a bit of fun in your English classrooms.

Activity 1: Say It, Make It, Write It

Materials: Dry erase markers, play-dough, attached work sheet (laminated)

say it	say it
make it	make it
write it _____ _____ _____	write it _____ _____ _____

Step 1: Print the above sheet, one for each sight word you have taught.

Step 2: Write each sight word on the line that says 'Say It'

Step 3: Laminate each sheet

Step 4: Students will read each word where you wrote it.

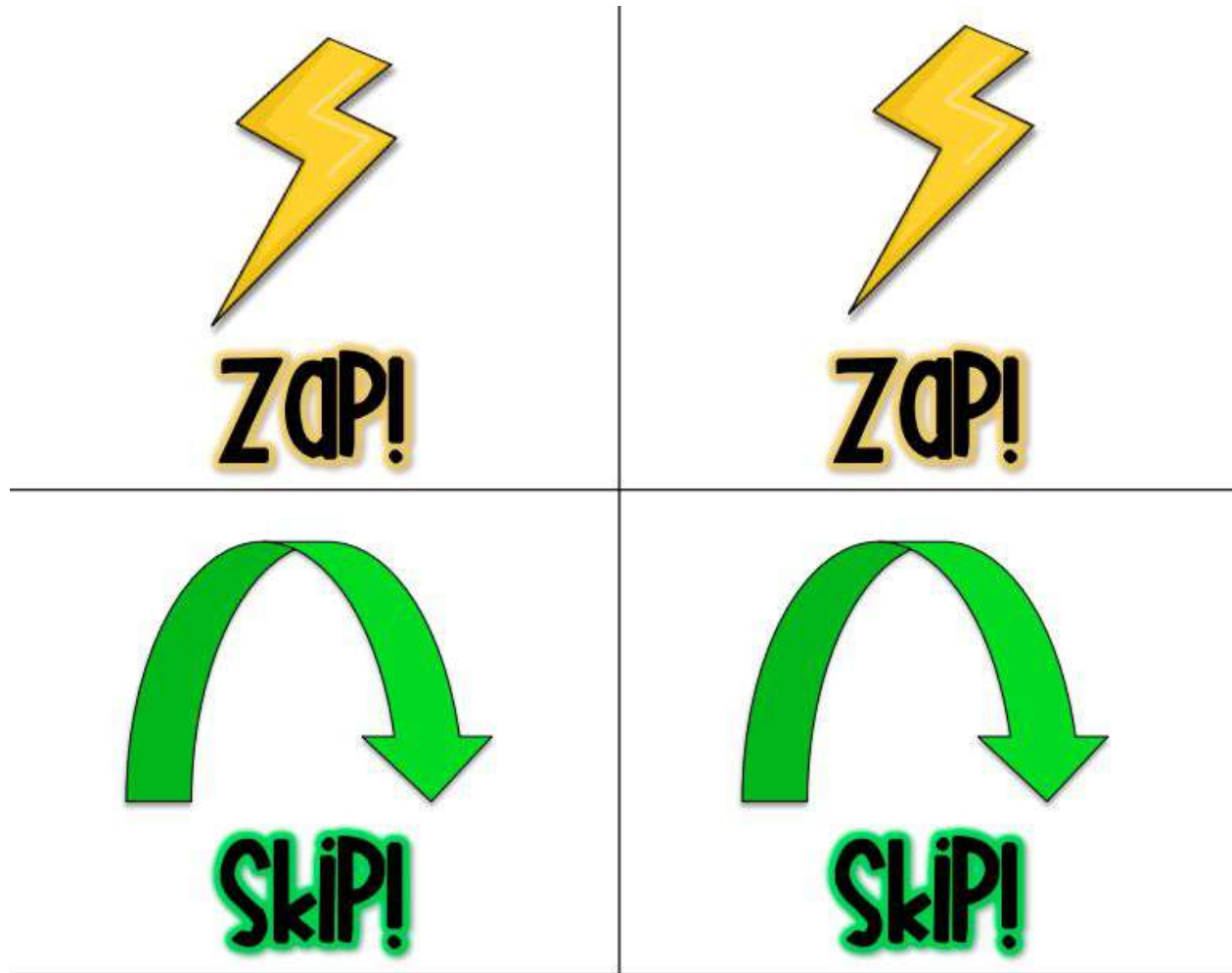
Step 5: Students will use the play-dough to 'make' the word. They will take pieces of dough, roll them into 'snakes' and form the 'snakes' into the shape of each letter.

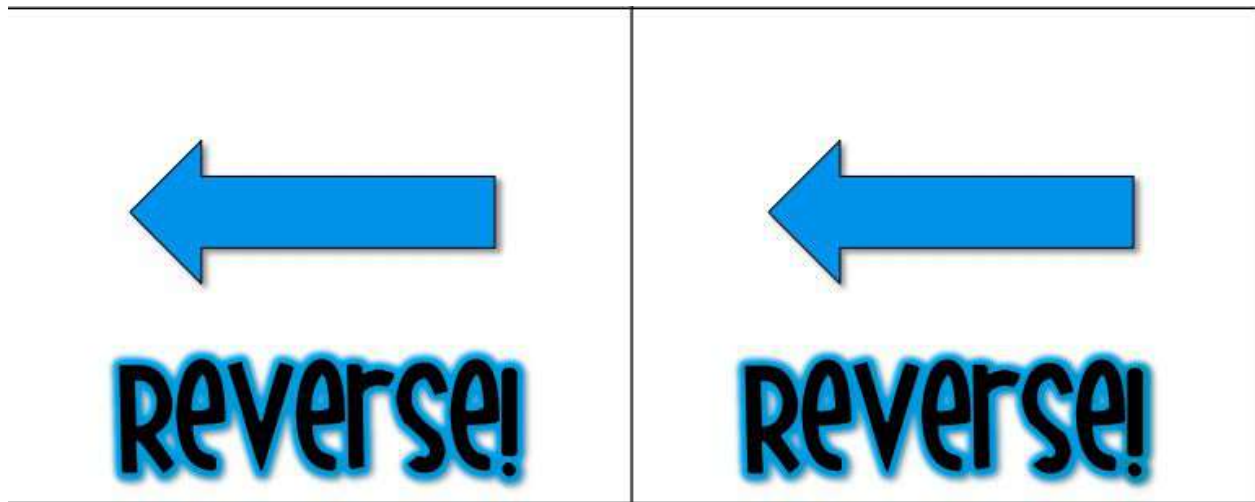
Step 6: Students will use the dry-erase markers to write the word on the line provided.

Tip: If you are lacking desk space, purchase cooking sheets that students can use as a work desk right on their laps.

Activity 2: Zap!

Materials: Printed (or written) cards with sight words, include multiple of the attached cards below





Rules of the Game: Place a stack of sight words cards and the above cards in a pile face down on the table. Students take turns picking up cards and reading the words. If the students read the word correctly, they get to keep the card. If the students can't read the card, it goes back into the pile somewhere. If a student gets a 'skip' card, the next player's turn is skipped. The student should put the 'skip' card back into the pile somewhere. If the student gets a 'reverse' card, the turns go the opposite way. The 'reverse' card should be placed back in the pile. If a student gets a 'zap' card, the student must put ALL of their cards (including the 'zap' card) back in the pile. The player with the most cards at the end is the winner.

Tip: For very young students, the 'reverse' card can be difficult. Remove it from the pile if it is too confusing for them.

Activity 3: Journal Writing

Materials: Pencils, crayons or markers, word list, attached journal sheet

The image shows two identical worksheet templates side-by-side. Each template is enclosed in a decorative border. In the top left corner of each template is a small icon of a pencil. Below the pencil icon is a horizontal dashed line for a title. Below the title line is a large, empty rectangular box for drawing. Below the drawing box are four horizontal dashed lines for writing.

Step 1: Print the attached sheet

Step 2: Give students a list of sight words that have been taught

Step 3: Students write a sentence or sentences using the words from the provided word list.

Step 4: Student may draw a picture of the sentence they wrote.

Tip: If your students are more advanced, don't use the above template. They can write their sentences on any paper. You can also provide more difficult parameters, such as students must include two or three of the words into one sentence.

Activity 4: SWAT!

Materials: Fly swatter, print out words from
<https://sightwords.com/sight-words/games/fly-swat/#templates>

Step 1: Print the sight words that have been taught in class

Step 2: Put each word on the wall

Step 3: Students take turns with the fly swatter, swatting a word on the wall

Step 4: The students will read the word they swatted, then use it in a sentence.

Step 5: It is the next student's turn.

Tip: Keep the groups small when playing this game. It can get a bit crazy if you have too many students waving fly swatters around.



Brooke Leach Grable earned a B.S. in Early Childhood Education and AN M.A. in Elementary Education from The University of Akron. She holds Reading and TESOL endorsements. She is In-Coming Chair on the Awards Professional Council for TESOL International and sits on the Ohio TESOL Board of Directors. Brooke is an English Language Fellow for the US Department of State in Kosovo.

Why is School Failing Our Children ?

Roy Andersen, Director The Andersen Academy, England

Keywords : intelligence, language and emotion, IQ testing, higher language skills, reasoning, genetic inheritance, the illusion of education, The Brain Environment Complex, Roy Andersen Method, brain, education, critical thinking

Overview

In a very global sense and despite the best efforts of a great number of teachers, the school system fails to adequately educate children for many reasons, but the main reasons lie in the impression it gives that the ability of the student is decided by socio-economic factors and a natural ability.¹ It is this factor of a natural or inherited ability that more than any other factor gives education the excuse to process children and students on their apparent ability,² and then not to be blamed by society for too high a student to teacher ratio, overcrowded classrooms, students not understanding their teachers very well and so the good or bad grades they obtain through their education, which are used to predict their work capability after school.³

In other words, by claiming the effort of the student is more or less decided by the quality of intelligence they were born with, education is given license to operate as cheaply as possible and then not to be blamed for its inefficiency.

However, ability in school is reliant upon the long and stable acquisition of the rules of the national language and those of mathematics (the 3R's of reading, writing and arithmetic), a personal interest to be careful in the steady acquisition of knowledge and an emotional stability that prevents distractions from interfering with the stable build up of both of these factors.⁴ We may, therefore, realise that intelligence is not the same as academic ability.⁵ It is very important that we realise this if we are to change the way school operates, and so how its teachers evaluate the performance of their students and their own effectiveness in developing that performance.

It is only if we can understand this that school will radically change its design to introduce a new subject into the normal syllabus based on the lines of "How To Reason Better," that would alter the said ability of students in how well they interrogate information, how well they associate this to previous information and so how they present their thoughts with greater clarity and relevance. That school does not do this is because it maintains the reasoning that ability in school is the same as intelligence, which it seeks to slightly improve through the introduction within some subjects of

¹ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK. p.7

² Andersen, R. 2013 Mediation: Crafting the Intelligence of the Child. The Moving Quill Pub. UK. p.20

³ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK. p.26

⁴ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK. p.46

⁵ Andersen, R. 2013 Mediation: Crafting the Intelligence of the Child. The Moving Quill Pub. UK p.4

critical thinking, which is greatly ineffective and so fails in its purpose because it is too little a constant factor within the whole education of the child's mind.

Binet realised this over one hundred years ago when he wrote that:

*“What children should learn first are not the subjects ordinarily taught. They should be given lessons of will, of attention, of mental discipline. Before exercises in grammar, they need to be exercised in mental orthopedics: in a word they must learn how to learn.”*⁶



Courtesy of the Société Alfred-Binet

Alfred Binet Photograph: courtesy of the Société Binet-Simon, 11 rue Charcot, 92 200 Neuilly sur Seine, FRANCE

As given to Roy Andersen for publication in The Hidden Secrets of Intelligence Revealed. 2013.

The greater point of all this is that by failing to develop the reasoning ability of our children, we will deprive them of the higher language skills they will need in their time, for their world will be very different to ours as artificial intelligence will dominate, if not control, their whole life and work experiences.⁷

Therefore, while the general school mechanism may be said to be failing when schools are compared to each other for ranking,⁸ this is to fail to realise that the real reason they are failing is by not improving the ability of the child to reason better and to still process them on their home

⁶ Gould, S 1981 The Mis-measure of Man. W & W Norton.

⁷ Andersen, R. 2013 Preparing a New World Education. The Moving Quill Pub. U.K. p.91

⁸ Andersen, R. 2013 Preparing a New World Education. The Moving Quill Pub. U.K. p.31

based education and the individual purpose each has to want to learn, while ignoring the emotional content in both of these.

**The need is now urgent for a new subject in the general syllabus,
centred about teaching students “How to Reason”.**

I have researched into the role of intelligence in education for most of my adult life and so wrote my first book “The Illusion of Education” to explain how this understanding of intelligence being inherited is rooted in a political agenda, which arose after Francis Galton published his book “Hereditary Genius” in 1869.⁹

Galton, and so many of the psychologists who followed him, tried to create a scientific way of proving why the sons of fathers of good social standing, must be given the best opportunity in their youth, to develop the better natural potential they were said to have, to lead those less well bred. More simply, the idea of intelligence measurement arose as a way of maintaining the status quo in a society against the changes threatened by developing technologies and shifting social demands, and is therefore inevitably cloaked in politics.¹⁰

As I explain in my second book “The Hidden Secrets of Intelligence Revealed”, there is an endless line of professors in psychology who have purposely adjusted the data they gained from tests on children to falsely explain that intelligence is substantially inherited.¹¹ This began with the founders of IQ testing such as Goddard in America¹² and most significantly with Cyril Burt in England. Burt deliberately lied and corrupted test data to significantly influence governments around the world for nearly three quarters of a century, to fund schools in better social areas at the expense of schools in poorer social areas to maintain the status quo.¹³ More recently Professor Herrnstein and Charles Murray hoped to do much the same thing when they published their book “The Bell Curve” in 1995 and explained how research has proven that whites are 15 points higher on a scale of intelligence than blacks, and that by their breeding blacks and hispanics are the cause of crime and low morale decay in the American society.¹⁴ Yet, we subsequently discovered that all the findings they offered were based on corrupted information and data falsely presented. None of their findings were valid,

⁹ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK. p.197.

¹⁰ Andersen, R. 2013. The Hidden Secrets of Intelligence Revealed. The Moving Quill. UK.. p.13

¹¹ Lemann, N. 1999 The Big Test: The Secret History of the American Meritocracy. Farrar, Straus and Giroux.. p.406

¹² Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. p.55

¹³ Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. . p.111

¹⁴ Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. p.135

¹⁵ but the public at large knew nothing of this and trusted the way the book was presented through the media. All to play to a political purpose.

However, as I have explained in this second book, and my first five books explain how the whole social and educational operations of our civilisation are failing to produce the calibre of the citizen who must survive against the dominance of artificial intelligence, it is simply not possible to measure human intelligence. By simple example, it is not possible in genetics to go from the population to the individual level, to study the effect of the environment because it is too complex to be measured.¹⁶ The idea that we can measure intelligence is completely false, although psychologists will argue otherwise because this gives them a certain respectability in the society.

However, Pearson's Correlation Coefficients and Spearman's Factor Analysis, which provide the mathematical means to relate responses from children that are said to originate from a genetic background to those derived through environmental experience prove nothing. They simply show the relationships of data but give no explanation where that data came from or how it was selected and therefore how it may have been corrupted.¹⁷ /¹⁸

Accordingly, one psychologist can produce data and say intelligence is 20 percent inherited and 80 percent developed through the environment, and another psychologist can look at the same data and say precisely the opposite. This is exactly what happened with the studies made by Newman and Freeman in 1937.¹⁹

Therefore, we do need to know that these intelligence related or IQ tests, and for that matter the SAT tests used today, do not actually measure very much of intelligence. For example, they do not measure aspects of cognitive functioning such as domain logic (knowledge within a specific field of interest - farming, fishing, game playing, etc), causal reasoning. (cause and effect), probabilistic (using logic to determine an outcome from studying past events) or scientific reasoning (knowing of previous lines of thought to argue a conclusion), or Instrumental Rationality (how goals and sub goals are decided).²⁰

If we are to really understand the ability of our children and so help them to learn better in school, then, it is important, as I explain in "The Hidden Secrets of Intelligence Revealed" that we now realise how the whole history of intelligence has been purposely corrupted, so that our understanding of what the environment in intelligence actually means has been distorted through many lies, fraud, mis-interpretations and corruption of data all made by leading psychologists to

¹⁵ Goldberger.A.S Manski. C.F 1995 Review Article: The Bell Curve by Herrnstein and Murray. Journal of Economic Literature Vol. XXX111 p.762-776

¹⁶ Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. p.120

¹⁷ Gould, S.J. 1981 The Mis-measure of Man. W & W Norton. p.144

¹⁸ Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. . p.109

¹⁹ Hayes,N. 1994 Foundations of Psychology. Routledge. p.196

²⁰ Stanovich, K. 2009 What Intelligence Tests Miss: The Psychology of Rational Thought. Yale Uni. Press

convince the general public, and so the ways government money is directed in education, that inheritance does decide the child's potential for work and so the opportunities they should be given in education according to the social success of their parents.²¹

Indeed, as I have proven, the whole idea of the nature nurture argument is a complete fallacy.²² We do not inherit a specific value of intelligence upon which this argument lies. This was only an idea Spearman created in 1904 to enable human beings to be better processed to work related jobs.²³ As I discovered and so explain what genetic diversity in intelligence really means, such that we only inherit gene codes that enable us to learn how to relate to the world about us. Accordingly, the language and emotional ability of normally born children is not decided by genetic inheritance and only by environmental experiences. These are the two factors that do enable children to demonstrate an ability in their school lessons.²⁴

Thus, we do not inherit gene codes that determine how sensitively we interrogate information and so how accurately we listen to others or read texts to gain a quality of familiarity in this. Accordingly, how sensitive we are in understanding information is based on our emotional stability to be either fascinated in it or distracted from it and so the accuracy by which we connect to and build up our memory networks of association. Most importantly, how we then display our understanding to others, which is what the said ability of the child is really and only judged upon, is simply based on the skills in language they have been raised upon. Not some inborn ability!

Bayley proved this with her examinations of new borns, and showed with 50,000 case studies over 50 years, that there is no discernible difference in the ability or intelligence of babies to develop language skills or respond to stimuli until they are old enough to relate to the language skills of those who raise them.²⁵ Intelligence, in the sense of the general child in school, is only environmental. Yet, we do need to understand this word 'environment' is far more complex than we take it to be.

The reality of school, then, is that the quality of the performance a student gives in class assignments, homework, tests and examinations only shows how they have been coached by domestic, social and educational factors to present their mind the way they do.²⁶ The performance of the normally born student in school has nothing to do with their supposed intelligence.

²¹ Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. p.239

²² Andersen, R. 2013 The Hidden Secrets of Intelligence Revealed. The Moving Quill Pub. UK. . p.240

²³ Spearman, C. 1904 General Intelligence, objectively determined and measured. American Journal of Psychology, 15, 201-293

²⁴ Andersen, R. 2013 Mediation: Crafting the Intelligence of the Child. The Moving Quill Pub. UK. p.33

²⁵ Bayley, N. 1965 Comparisons of Mental and Motor Test Scores for Ages 1-15 Months by Sex, Birth Order, Race, Geographical Location, and Education of Parents. Child Development. 36 (2): 379-411

²⁶ Andersen, R. 2013 Mediation: Crafting the Intelligence of the Child. The Moving Quill Pub. UK. p.94

School, however, does not wish to see it this way, because school is still the processing system it was designed to be over 150 years ago where it was required to create two qualities of citizen: The manager and the managed.²⁷ Therefore, school uses the academic and social language skills of the parents to enable their child to relate to the world of school as it processes them, plus any purpose they may have to want to study, such as being a doctor or an astronaut, which itself is a social factor, and minus the stresses they incur through abuse and bullying that will hinder their ability to learn, which also has a socio-economic connotation.²⁸

To try to change this mindset of education and so better prepare the child of today for the world they must live and work in, and so create a new model citizen for this 21st Century, I have dedicated most of my adult life to study all associated fields of learning development, such as genetics, neurology, educational science, the political and social sciences and finally molecular technology (because a society designs its education on its technological level). I have written seven books on this subject, that are regarded by intellectuals and professors around the world to be some of the best books written on school, society and intelligence. Thus, it soon became very clear to me that while society informs its parent citizens that just as the police are provided for their protection, and doctors are provided for their better health, that teachers are provided to teach their children that there is a falseness in this. Because one teacher does not have the time, and very seldom the knowledge, to develop a clear understanding in the mind of each of their students in a class, the full worth of the lesson by which they will subsequently test and evaluate them upon.

In effect, it is to be realized that the teacher must rely upon the efficiency of the parents in the ways they prepared their child before they began school, and how they so control their time and energy while they develop through its many years.²⁹ It is to be realized from this that the teacher is only a part of the academic development of the student, with the greater part often relying upon the academic and social skills of the parent, plus, most significantly, their nature in raising their child through a secure home environment where they sensitively explain to their child the world about them through very high language skills.³⁰

We hear today that Finnish education is the best in the world. The reality of the situation, is that the Finnish social system educates mothers to develop such high language skills in their children that, as students, they are better to adapt to and progress through the academic world. Their education merely builds upon this, and this emphasises what school is really about, Language and emotion.³¹

Through my very long and dedicated research, study and work in these fields of intelligence and school, I propose a new understanding to replace that of the word "intelligence". This is "The Brain

²⁷ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK. p.51

²⁸ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK p.93

²⁹ Tannenbaum.A.J. 1983 Gifted Children. Psychological and Educational Perspectives. Macmillan.

³⁰ Hart,B. and Risely, T,R. 2003 The Early Catastrophe: The 30 Million Word Gap by Age 3. American Ed. Spring 4-9

³¹ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK. p.38

Environment Complex”, because “The Brain Environment Complex” realizes that genetic diversity does not affect the ability of the normally born individual to freely develop their language skills and emotional state, upon which they develop and present the ability of their mind in education. Accordingly, this theory proposes that through general codes, we inherit certain schemas, such as that of imprinting,³² by which the individual is able to learn to interrogate, associate and relate to the world about them, and that emotional sensitivity in this is the key to understanding the level of proficiency in each of these aspects and so in the whole of the presentation they make to others, by which their competence is evaluated upon.

Thus, while the marks and grades given by education are said to demonstrate the ability of the student (the teacher provides information, the student demonstrates their understanding of this, to which the teacher marks the presentation of their effort), it has to be realized now that the student is only demonstrating their interpretation of the information provided by the teacher and not so their intelligence in how they respond. Such interpretation, as we have said, relies upon these two factors of their emotional content and their skill in language.

It is by their emotional state (the degree of their fascination, interest, disinterest, boredom or distraction) that they apply their energy to learn an efficiency with each subject matter. Equally, it is by their emotional state and through the quality and sensitivity by which they are raised and subsequently taught proficiency in the language they are educated in, and in that of mathematics (because all subjects such as history, geography, etc., and the sciences of chemistry, physics, etc., rely upon these two languages), that the student displays a presentation upon which education evaluates their worth.

Accordingly, with over 30 years of teaching and working with low performing students, as well as those said to be dyslexic and ADHD, I found that all were capable of very dramatically developing in their performance once, and often only once, their emotional state was better organized through the teacher’s love, patience, ability to inspire their self- belief and confidence, and then to correct and improve the student’s personal mis- understanding of their academic development.³³

Thus, it is not by their intelligence that the student develops through education and is eventually directed to the level of a work purpose, but by the long development of their emotional state to study and by their developed skill in the language by which they present their mind. This causes us to realize the profound need for parents and those soon to leave school as the parents to be, to be educated in awareness of this.

Once the parent is fully aware that school ability rests upon the emotional content and language skills of their child, and not so their supposed genetic ability, they are able to realize the full

³² Andersen, R. 2013 Mediation: Crafting the Intelligence of the Child. The Moving Quill Pub. UK.. p.22

³³ Andersen, R. 2013 The Illusion of Education. The Moving Quill Pub. UK.. p.211

responsibility they have in the academic development of their child, just as the teacher, at any level of education, is able to adjust their method of interaction and teaching to dramatically improve the performance of each and all of the students in their classes. To so help teachers to explain information better and be more able to develop and improve the language skills of their students, I worked to design and create "The Andersen Attitude Method of Teaching."³⁴

It may now be realized from all we have covered in this paper, that the continual failure of education to produce students better educated and more adaptable in their mental aptitude in the work they do, does lie in its adherence to the concept of intelligence being partly inborn or inherited, because this long gave school the excuse for an inefficient design that overworked its teachers and drained them of their good energy to maintain a processing of the human child to meet political agendas.

If those in education, and more so those in the politics behind education, now could realise the reasoning and sentiments expressed in this paper, then, school classes could be reduced in number to enable more students better interaction with their teachers, and for teachers to more have the ability to assist each student in their confusion and mis-understandings. Yet, far more than this, it would open the path for a subject in the syllabus to educate children in their reason that would arm them better for the world that awaits them after school.

As the 21st century progresses, our future generations will require skills of reason and flexibility in intelligence allied with social skills of patience, tolerance and empathy, that we now deprive them of, for the challenges that await them seeded in the development of technology and the social calamity that must evolve through the great displacement of peoples brought about through the effects of the climatic changes of global warming. Because global warming is a reality, just as is a technology that is developing that will not require human beings to administer "and control" their society.³⁵

If you are an educationalist, principal, teacher, psychologist or a parent, and in having read this paper would like to know more about the method of teacher training I have devised after 30 years of teaching, which was purposely created to help all students to learn better, I would be most grateful to hear from you.

³⁴ www.andersenroy.com

³⁵ Andersen, R. 2013 Preparing a New World Education. The Moving Quill Pub. U.K. p.95

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Bio



Roy Andersen is a recognised global educational expert with over 30 years in the development of the school system. He is much appraised for his many years of scientific research into what intelligence is, how to improve the operation of the school and how teachers can teach better. He has devoted all of his adult life to the better academic development of children. Roy is an expert in intelligence and is the inventor of “The Brain Environment Complex Theory,” which presents a new concept to what intelligence is and how children learn. He travels the world to explain why school fails today and why and how each school can raise the performance of its students, but more importantly why we need to prepare our children with higher skills for the very different world they must live and work in. Our failing in this will deprive them of the higher language skills they will need to maintain democracy in a world dominated by artificial intelligence. Through his great experience in teaching he has developed “The Andersen Attitude Method of Teaching,” which is widely accepted as a simple but highly effective means for the normal teacher to dramatically improve the learning and grades of all of their students. He has recently conducted teacher training in England, Algeria, Nepal, India, Kashmir and is currently wishing to settle in Turkey. His seven books are said by professors of education around the world to be some of the best books written about school, society and learning. You can see these testimonials at www.andersenroy.com

A Comparative Analysis of Kazakhstan's Educational Policies and Practices Against the UNESCO Policy Guidelines for Inclusion in Education

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Keywords: UNESCO, Kazakhstan, inclusion, mainstream schools, children with special educational needs

Inclusive education is paid particular attention in many countries throughout the world. UNESCO emphasizes the extreme significance of providing equal access to education for both children and young adults. Ultimately, these two segments of population have to become active participants of the society and reach their full potential (UNESCO, 2009).

In recent years, a lot of attention is drawn towards inclusive education, as after the World Declaration on Education for All was adopted in 1990 (UNESCO, 2009), a lot of countries seek ways to promote equal access to education.

Kazakhstan is a young country, which gained its independence just 26 years ago. The country is developing at a fast pace, though it witnessed harsh times during the first years of its sovereignty. The President of the country Nursultan Nazarbayev sees education as the “central link to a new model of economic growth” (Ashirova, 2017). That is the reason why, education stands out as one of the top priorities among the reforms taking place within the country.

Currently, Kazakhstan is also taking steps towards Education for All through encouraging inclusive education. The first step made by the country was signing the documents issued by the international organizations operating under the auspices of the United Nations.

Within the last fifty-nine years, eleven documents have been adopted in support of inclusive education, which aim to preserve the rights of people from vulnerable groups. The Convention on the Rights of Persons with Disabilities was issued in 2006 (UNESCO, 2009). As for Kazakhstan, the country signed the Convention on the Rights of the Child, UNICEF conventions ensuring equal access to education for all children and Article 24 of the Convention on the Rights of Persons with Disabilities (Rouse *et al.*, 2014, p. 202). Furthermore, the country created its own legislative framework. Article 30 of the Constitution of Kazakhstan guarantees equal education to every citizen of the country (The Constitution of the Republic of Kazakhstan,

1995). Article 8 of the Law on Education fully defines what rights every child in Kazakhstan has regarding education (Rouse *et al.*, 2014, p. 202).

There are also State Programs of Education Development for two specific periods of time: 2011-2020 and 2016-2019. These two documents have made inclusive education one of the major goals in development of education. As it is stated in them, by 2020, 70% of the schools within the country will have set up favorable conditions such as barrier-free zones by installing special devices, also providing teacher-defectologists and psychological-pedagogical help for children with special educational needs (SEN). To assure that those children will receive sufficient teacher support and individual approach, the content of education will also be modified (MoES, 2010).

All the above mentioned actions are considered a good start, though a lot of people believe the goal that 70% of the schools will provide inclusive education by 2020 seems to be too ambitious.

According to UNESCO's policy guidelines (2009), inclusive education works better if ordinary schools become ready for inclusion and educate all the children in a better way. In case ordinary schools are able to accomplish it, they will become the most efficient means of fighting discriminatory attitudes, contributing to making inclusive society and education for all possible. Kazakhstani authorities also understand this tendency and they are trying to integrate inclusive education into mainstream schools.

There have been 13 regional preparatory meetings with the participation of important stakeholders working together towards successful implementation of inclusive education throughout the world. Those meetings assembled 914 participants from 128 countries. The partners discussed best practices of how to incorporate inclusive education in the countries. As a result, they have come up with primary concerns and specific fields of action (UNESCO, 2009).

In this essay, I will look at each concern separately to compare what Kazakhstan is virtually doing to fight the issues, which arise in the country in the process of implementation of inclusive education.

A. Attitudinal changes and policy development

To integrate inclusive education into the educational system of any country, it is crucial for the members of the society to understand its significance and become more tolerant towards people from vulnerable groups. All the people in the country should be sympathetic towards the needs of these groups. If they do, society members will become valuable supporters and advocates of inclusion, and serve as a pushing force towards its advancement (UNESCO, 2009).

In Kazakhstan, the majority of people remain sceptical about including children with special educational needs into mainstream schools. This can be explained by the influence of the system established during the Soviet times. This was the period when education was not accessible to all the sections of the population. Children with disabilities were the most affected, as they were treated in correctional schools by the specialists called defectologists. What is more, those defectologists were not educating children, but trying to make them “normal” by correcting their impairments. Moreover, families themselves considered them a burden preventing them from being economically active (Rouse *et al.*, 2014, p. 199-200). Nowadays, those correctional schools still exist in every region of the country, and defectologists are assumed to be the only specialists who are the most qualified and trained in the field of inclusion.

Despite the continuous impact of the Soviet system, there is a group of volunteers, who take actions to involve children with disabilities into getting equal education, side by side with other children. These children are given an appealing opportunity to attend a regular school. School 13 located in the town called Zarechnii, allowed twenty children with physical disabilities to be educated in the classrooms together with their peers. They started to go to this school in 1999, and the following year an elevator was built inside the tower standing to the right of the entrance. This device helped children in wheelchairs and on crutches to travel to the upper floors of the building. However, initially some problems arose. Not all the teachers had a positive attitude regarding the idea of inclusion, and they were simply not prepared for teaching children with SEN. Subsequently, four teachers quit their job.

A lot of work was done with the parents of children with SEN and other children in class, and it resulted in forging tolerant relationships and mutual understanding between them (Kaufman and Popova, 2013, p.83-109).

The instance of School 13 serves as an excellent model of providing inclusive education to children with physical disabilities. This case demonstrates the importance of impacting people`s mindset towards inclusion of vulnerable children into equal education. It also prevents societies from excluding those children from the social life. If, at first all the schools in the country

commence to accept a small number of children with SEN, it will allow a gradual transition to an increased number. There will be sufficient time for these schools to learn to work with those children and establish sympathetic attitudes of both teachers and parents.

The example of School 13 is just a single case. The people living in other parts of the country are not aware of what is happening in that school. In those regions, parents and their children still have an indifferent approach to children who have restricted abilities.

In most cases, parents of children with SEN are not willing to allow their offspring to attend regular schools as they do not trust these educational institutions (The Concept of Inclusive Education in Kazakhstan). They know that their children will encounter problems if they go to these schools. All these problems occur because the schools do not have requisite facilities; teachers are not trained to work with children with SEN, other schoolchildren and their parents usually do not have positive attitude towards such children. The Kazakhstani society needs attitudinal change, otherwise inclusive education will not be possible.

B. Ensuring inclusion through early childhood care and education

According to UNESCO's policy guidelines (2009), inclusion of children with SEN from early childhood paves the way to implementing Education for All from the very beginning.

However, early inclusion is seen as an unheeded process in Kazakhstan. There are special schools for little children, where they can be treated by defectologists. Again, they are separated from other people and excluded from the activities taking place within the society.

All the pregnant women in the country are obliged to be screened in the first and second trimesters of prenatal period. The prenatal screening has to be taken in the policlinics, and there is a special order on this, which was adopted by the Ministry of Health of the Republic of Kazakhstan (The Order of the Minister of Health, 2010). In this way, the country is able to form risk groups for possible genetic disorders of the child still being in the womb of the mother. If the disorder is not so serious, it can be cured before the baby is born. Unfortunately, in case the baby has been diagnosed as having a more serious disease, its destiny is uncertain.

C. Inclusive curricula

The flexibility of the school curriculum is one of the pivotal factors in making the content of education accessible for everyone regardless of their abilities. The flexible curriculum allows

school teachers to search for a variety of teaching techniques and select appropriate approaches to satisfy the needs of every student in the classroom (UNESCO, 2009).

In Kazakhstan, the curriculum is designed and approved by the Ministry of Education. It is passed down to primary and secondary schools. As all the mainstream schools in the country are owned by the state and protected by the Constitution, they are compelled to strictly follow the assigned curriculum (Education in Kazakhstan, n.d.). Nonetheless, the curriculum is targeted not only at providing good quality knowledge for the learners, but also at nurturing such values as tolerance and respect of people of different nationalities, the sense of patriotism, support of family relationships, healthy lifestyle, love of work and environmental care. There is even a subject called “Self-development”, through which all the aforementioned values are developed. It is taught from the first grade, when the child first enters the school, until the eleventh grade, the time he/she graduates it. “Physical Education” subject is also studied for as long as 11 years to maintain health and well-being of the learners.

Moreover, when children are in grade 10, they study a new subject entitled “The Basics of Law”, and get acquainted with human rights. All the subjects studied at schools are evidence of the fact that the school curriculum comprises of different aspects of learning directed at the versatile development of the individual.

As the curriculum is made by the Ministry of Education, schools are not given autonomy to modify it. Despite this, teachers are not prohibited from varying their teaching methods. There is always an opportunity for them to look for different strategies as in modern times numerous resources can be found on the Internet.

D. Teachers and teacher education.

Inclusive education is almost not feasible without teachers' involvement. Teachers need professional training in order to be certain that their instructions and activities are beneficial to every learner. They also need to make sure that all learners achieve their potential and optimum learning environment is created (UNESCO, 2009). Kazakhstani authorities are trying to assist teachers by preparing them to work in an inclusive classroom. Such trainings are held in different parts of the country and are arranged by the National Center for Professional Development “Orleu”. For instance, in 2015 the Center conducted courses entitled “The Content of Educational Environment in the Context of Development of Inclusive Education” for secondary school teachers in the North Kazakhstan (Zhunussova, n.d.). The courses were held between 1st and 26th September in the amount of 144 hours (Tereikovskaya, 2015).

Unfortunately, there is no massive teacher training in this field, so the schools are concerned with other crucial issues. Also, the government does not allocate sufficient money for such training. What is more, teachers are not provided with incentives for teaching in an inclusive environment.

On the other hand, teachers' professional development is being provided by the Centers of Excellence (CoE), which was established in 2011. Although these centers do not prepare teachers to work with children with SEN, they help teachers acquire a variety of effective teaching and differentiation strategies (Wilson *et al.*, 2013). In their turn, those "latest" strategies assist teachers to alter their teaching so that they are able to plan lessons taking into account the needs and learning styles of all the learners. Their lessons are more student-centered now with lots of collaboration due to pair and group work. This can be viewed as a positive transition to a new form of teaching as methodology was under the influence of the Soviet educational system for a long time. Those were the days when lessons were teacher-centered, and learning took place only with the help of textbooks and absolute individual work with a great deal of memorization.

E. Resources and legislation.

Kazakhstan consciously signed the documents to ensure its commitment to inclusive education. Furthermore, the country created its own legislation, which assures equal access to education of every citizen of the country regardless of their origin, nationality, abilities, race, gender and social status. It is a pity that it still does not have an assessment committee, which can evaluate the current conditions of inclusive education and propose solutions to existing problems. Little research has been done in this area. There are financial aspects of this issue as well, which needs the attention of the government.

It will be inappropriate to claim that the government is not aware of the nature of the problem of including children with SEN into regular schools. A lot of discussions occur about it. In addition, the media is also engaged in making public awareness possible by drawing public's attention towards the problems people with disabilities face in their everyday life. As for the authorities, they are just too busy with other problems within the country so that inclusive education still remains in the shade. No one monitors whether legislation on inclusive education is implemented, and nobody is punished if the rights of the people from vulnerable groups are infringed. It is not a secret to anybody that such violations frequently happen in the society, and nothing is done to stop or prevent them.

Notwithstanding, there are cases when children and young people with physical restrictions attend schools and universities equally with others. However, the number of them is so small that it does not completely cover the requirements of the Policy on Inclusive Education.

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The Importance of 'Out of Class' Learning:

Example: Industrial Heritage of Rijeka

by Anita Jokić

Keywords: out of class learning, field classes, industrial heritage of Rijeka, student collaboration

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

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

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

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

- Choose your readers,

¹ Rickinson et al, 2004 *A review of Research on Outdoor Learning* . National Foundation for Educational Research and King's College London, Shrewsbury

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

³ Berer, S. 2015 *The Benefits Of Learning Through Field Trips*
<https://www.teachthought.com/learning/the-benefits-of-learning-through-field-trips/>

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

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

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

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

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

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

Various tasks follow:

*“Within the complex, he offered a _____ floor-high skyscraper (**count the floors**, you should get it right), covered on **all sides by glass**. This was a revolutionary idea in Europe. The plan included a theatre and concert hall, and areas for the work of cultural*

associations etc. The start of construction works was delayed for so long that the disappointed Pičman **took his own life**. If it had been built according to his project, the Sušak skyscraper would have been the first glass tower in Europe. Still, the hotel was the tallest building in The Kingdom of Yugoslavia in 1939.”

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



Photo 1

“Take a break at the Square and read on. Hello reader 2, I hope you will be loud and clear! You can tell your group that now you are closer to the former ramparts of the medieval city of Rijeka. A trench with water was dug around the city walls, which was symbolically called ‘Rov’. Unfortunately, Emperor Joseph II ordered the city walls torn down in 1780 and today you can only see a small part of the Lešnjak Tower close to Kosi Toranj. ‘Rov’ cannot be seen either since it is under Ante Starčevića street. You’ve actually walked over it quite a few times, haven’t you? Right in front, you should see the fountain “Friendship”. The question is: **Who (not really a Who) gave this fountain to the citizens of Rijeka as a present?** _____. **This lovely fountain has as a centrepiece - a sculpture of (how many) _____ children and a _____ (animal?), presented to the city of Rijeka**

in 1988 as an enduring symbol of friendship. Surrounded by greenery and flowers, it has become a favourite meeting point for young people, for whom it was particularly intended, who often choose it as the place to celebrate New Year, graduation and other momentous occasions.”

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



Photo 2

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

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

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

- *'Why don't we do this every semester?'*
- *'I finally had something to talk about during family dinner.'*
- *'We were surprised with some things because you never actually have time to appreciate what's surrounding you.'*
- *"We thought it was going to be boring but we learned a lot, we laughed a lot and took a lot of pictures."*
- *"I wish I lived in that period".*

The author must state that creating the material was time consuming and required a lot of research and preparation. Also, there is always a need for field trips to relate to the curriculum so that students may gain and retain any information they learn on the field trip, in order to be able to apply it to their classroom knowledge. In this case, the students will use the gained knowledge in the subject of history in the same year under the topic 'The Industrial Upheaval of Rijeka'.

The author believes that this activity will have positive long-term effects on students since they practiced collaborating, improved their civic education skills, polished their reading maps skills, and, above all, had fun learning and discovering the secrets of their hometown.

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



Seniors at Prva riječka hrvatska gimnazija working on 'The Industrial Heritage of Rijeka' project

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

Practising Multiple Intelligences With EFL Student Teachers

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Keywords: multiple intelligences, EFL lesson planning, peer assessment

Abstract

The article describes the outline of an EFL methodology course for student teachers and shows how course participants can learn the basic principles of Howard Gardner's Theory of Multiple Intelligences in a very learner-centred way and, during a peer-assessment session at the end of the course, apply in practice their knowledge of multiple intelligences.

Introduction and aim

During my last five years or so as a senior lecturer at Åbo Akademi University at Vaasa, Finland, I gave an annual course on EFL methodology aimed at primary-school teachers-to-be. One of the teaching goals was that the participants should be able to understand and make optimal use of Howard's Gardner's Theory of Multiple Intelligences in their teaching. (For the basic principles of the MI Theory, see Gardner 1983, 1993, 2006, and for its most significant implications for (E)FL teaching, see e.g. Christison 2005, Puchta and Rinvölucrí 2005, Richards and Rodgers 2014.)

The MI section of the course concentrated on theory and practice around the following themes: multiple intelligences and the MI Theory, learners' MI profiles, relevant classroom exercises, and lesson planning including the choice of appropriate classroom activities. These themes have been dealt with in great detail elsewhere (see e.g. Palmberg 2011) and will not be repeated here.

The aim of this paper is to describe how the participating student teachers' understanding of the MI Theory and their planning of an MI-based lesson was assessed at the end of the course. The guidelines below are aimed at teachers who wish to create their own procedures for practising and assessing multiple intelligences with their learners.

Phase One – Planning

Towards the end of an EFL methodology course, divide the student teachers into groups of three or four students. Ask each group to choose a group leader among themselves. The most important task of the group leader is to keep track of each group member's individual responsibilities, the planning meetings to be held outside classroom time and agreed upon by the group members, and, of course, all agreed-upon deadlines.

Tell the students that the task of each group is to plan a learner-centred English-language lesson aimed at a specific learner group at the primary-school level. The planned lesson must have a clearly defined topic (such as shopping, at the zoo, flowers, etc.) and contain a list of 15-20 topic-related content words to be introduced and practised during the lesson. The classroom activities must cater for all of Gardner's intelligence types; not only his original seven intelligence types, but also the two that were added later (Gardner 1999). The teaching goals of the lesson must be expressed with a communicate perspective in mind, or, to put it differently, state what the pupils are expected to do with the new vocabulary. If the topic of the lesson is, say, Christmas, then the pupils could be expected to be able to describe food and objects relating to Christmas, ask their friends what gifts they want for Christmas (and why), or talk about their own Christmas traditions at home (all depending, of course, on the pupils' current level of language proficiency).

Next, tell the students that they must make sure that the lesson plan is realistic and that it includes detailed descriptions of all classroom activities and worksheets to be used. They must also indicate which intelligence type(s) each phase of the lesson plan caters for. Furthermore, when they have finished planning their lesson, they must remember to prepare separate copies of their lesson plan for each group member. The individual sets of material are necessary for each group member to be able to present the group's lesson plan in about two weeks' time to other students without any help from their friends.

Phase Two – Presentation

Start the presentation session by dividing the students into new groups with four or five students in each group. The exact number of groups or students per group is less important as long as there are no two students from the same original group sitting together in any of the new groups.

Next, ask each student, taking turns, to present (and answer questions about) his or her lesson plan to the members of the new group. After each presentation, ask the group members (other than the presenter, who is listening to the discussion and can, whenever wanted or needed, defend his or her lesson plan) to discuss, agree upon, and fill in an assessment form comprising the following twelve questions (one form for each presenter):

ASSESSMENT FORM

1. Who presented the lesson plan?
2. Is the target vocabulary clearly stated? If not, add the presenter's explanation.
3. Is the vocabulary relevant considering the topic of the lesson? If not, explain why not.
4. Are the teaching goals clearly indicated and are they communicative? If not, explain why not.
5. What is the estimated degree of learner-centeredness during the lesson (expressed in per cent)? Give reasons.
6. Do all classroom activities exist "in real life" and are they suitable for the topic and teaching goals of the lesson? If not, why not?
7. Are all nine multiple intelligences catered for in the lesson plan? If not, which are missing?
8. Have all nine multiple intelligences been applied correctly in the lesson plan? If not, which are not correct? Give reasons.
9. How good is the lesson plan in your opinion (on a scale from 10 to 1)? Give reasons.
10. What is the greatest advantage of the lesson plan? Why?
11. What is the greatest disadvantage of the lesson plan? Why?
12. Who filled in this assessment form?

Conclusions

When asked to evaluate the course, the participating student teachers generally agreed that the course had been very learner-centred and really forced them to understand and apply in practice the principles of the MI Theory. However, some students were not entirely happy with having to assess their fellow student teachers in person and criticise their lesson plans. Some students, on the other hand, understood perfectly well that this is exactly what they have to do with their own pupils in their future career as teachers, and that the presentation session, therefore, constituted good practice for them.

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Rolf Palmberg worked as a Senior Lecturer at the Department of Teacher Education at Åbo Akademi University in Vaasa, Finland, from 1979 to 2012. After retirement, he has been busy as an authorised translator and freelance writer. His publications comprise a number of books and papers mainly in the fields of applied linguistics and EFL methodology, as well as various kinds of CALL programs for foreign-language teaching.

Creating a Positive Learning Environment in the Primary Classroom

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Keywords: positive learning environment, effectiveness, better response

Creating a positive learning environment in the primary classroom affects student learning and its effectiveness to a great extent. Students learn much better when they feel comfortable, safe, engaged and accepted and when the learning environment is both supporting and positive. Then they feel a sense of belonging, they are encouraged and thus ready to tackle challenges and take risks, ask questions, be motivated and trust each other. By being engaged and actively involved in the learning process, they respond better and learn more.

In order to succeed academically, students must feel safe in the classroom, both physically and mentally. It should be noted, however, that safety far exceeds the physical well-being of students. To have a safe learning environment, one needs to feel welcomed, supported, valued, important and respected. Building a positive school climate promotes positive adult and student relationships as well in order to keep students more actively involved and engaged in the learning process itself.

The teachers can do a lot to help and create a healthy learning environment. We can foster effective learning and transform the experience of our students every day by harnessing the power of emotions. We should react to their verbal and non-verbal communication, address their needs and try to lift the whole atmosphere to a new, more positive level. This can be done using simple steps that lead to impressive results. Here are some suggestions that you might find useful in your teaching practice.

Let's have a look at one example: imagine being caught in negative feelings and emotions while studying. This has a big impact on learning: it impairs learning by narrowing the students' focus and inhibiting their ability to see multiple viewpoints and be able to solve problems efficiently. It, therefore, slows down the learning process and kills the motivation which is crucial for a healthy process (and progress) of learning. So what can be done to improve the situation?

Sometimes simple routines, strategies, and structures that take little time are enough to implement changes. Now and then hustle and flow may be mistaken for chaos, but it often refers to a classroom full of activity. So do not be afraid to promote evolving communicative skills and build on the four basic skills: listening, speaking, reading and writing respectfully. Feel free to juggle them according to the way the lesson evolves and the way the students respond to them, keeping in mind the level of their knowledge and familiarity with the subject matter.

Students need to be comfortable in the classroom. Therefore, no bullying, teasing or putting down is allowed. We ourselves are responsible for what we allow in our class and for the relationships that are formed. We could, for example, apply this simple yet effective rule: for every put down we require two put-ups. We should persist and be consistent in our attempt to create a safe environment for everyone at all times.

We should also bear in mind that our students are constantly searching for our attention and approval. They crave our attention, focus and time. We should try our best to listen to them, to respond and to show them they matter. Every single student plays an important part in the whole learning scheme. Body language and eye contact help us to create a culture of trust and well-being. The relationship works both ways and should always be reciprocal. It is usually so that what we give is what we get so do try to give attention and feedback.

A student-centered and personalized approach will give results in making the students more engaged, making them think critically, use teamwork and communicate effectively by using knowledge and information to solve complex problems instead of giving in or giving up. These strategies will help students to overcome the feeling of discomfort when dealing with (too much) hard work and difficult challenges and show them that critical thinking is the way to go. Encouraged by teachers who incorporate elements such as humor, novelty, and fascination into their teaching, success is a sure thing. Do not be afraid to give praise and encouragement. Show a genuine interest in them and you will be surprised how much you can get from the students in return.

Simply let your students know you believe in them, and you support them no matter what. See the potential in each and every one of them and believe in their potential. Always remember that you are not looking for perfection but progress. This is what counts most and is of vital importance. It is the effort they put into their work that is a key ingredient to their

success. A teacher should guide them and be there for constant support, guidance and a source of inspiration. It is a well-known fact that everyone will achieve their goal but at different time and pace. You should always remember that growth is a process.

Make the students feel important and a big part of the learning process. Here are some suggestions you might find useful: build classroom rules and procedures collaboratively and in the positive. Furthermore, make the lessons enjoyable, fun and dynamic by including songs, nursery rhymes, and chants. Mix and match different activities, use drama and acting to shake things up. Never lose a child in you and try to keep a positive attitude and an optimistic viewpoint. Cherish the spirit of curiosity and exploration that all the children share. Keep playing and being on the move to get a response. It is the positive atmosphere that helps to create a basis for success.

Work your best to be honest and clear in your feedback. Good feedback not only tells the learner what they did correctly but also where they may have missed the mark and what specifically they need to do next. It tells them where they are and what they can do to improve their performance and gain new experiences by doing so. By giving feedback the students are shown that you are an effective listener who appreciates what they say and do. It keeps the learners assigned to their goals. It helps them to create new strategies and to feel appreciated and valued throughout the process.

Communicate clearly and use humor, tech or other strategies to get on their level. That extra effort will go a long way in relating to your classroom. Do not feel afraid of sharing your own experiences and fears, they will see that you are a »real person« and value you for that. And it will all make it easier for them to open up and share their perspectives.

It is crucial to know that a thriving learning environment is something you start building from the very early on and it is an on-going process that never ceases to exist. Prepare simple yet effective icebreakers to connect with the learners and to make them feel welcome and important. Taking the time to build relationships will pay off later, so you don't need to jump right into content when the lesson starts. This is how you create individual relationships that last and a safe and welcoming community for your students is built.

Let the little ones be creative and use fantasy and imagination wherever possible. Make your place a happy place by drawing posters, mind maps, storytelling, adding motivational quotes, funny stories and drawings or paintings. Design a board together, create a reading corner and the like. Let them have their own play time and allow them to move around every now and then. Respect their wishes and opinions and do not forget that their attention span is limited. Therefore, a need for a variety of activities and tasks is a must. Come well prepared! You can even go a step further by assigning class jobs to let the children feel important and needed.

Finally, never be afraid to share your ideas and queries with the people you work with. It is your fellow teachers who are your greatest resource and support. Reach out to them, and there will surely be somebody who has the same questions and somebody who has an answer and wants to share it with you. Then go back to your class and share new experiences and ideas with them.

The class will definitely follow in your footsteps when you reinforce positive behavior and be a role model yourself. Developing an engaging and positive learning environment for the students is one of the most important aspects of teaching. Successful and positive classroom climate works wonders for everyone in the classroom, making the students feel comfortable, valued, important, involved, engaged and responsible for their learning, which in turn fosters their motivation and strength to do their best and fully participate in group and individual activities. All this helps to develop a thriving learning culture.

Nataša Intihar Klančar graduated from the University of Ljubljana, Slovenia, where she also earned her Master's and Doctoral degrees respectively. She has been a teacher of English at a primary school for almost 20 years. She enjoys being a teacher and sharing her knowledge and experiences. Her free time is devoted to family. She enjoys being a teacher and sharing her knowledge and skills. Her free time is dedicated to family, friends, travelling, reading, and sports.

Different learning preferences

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Key words: theory of Multiple Intelligences, learning preferences, developing skills.

Abstract

The fact that everyone learns in different ways and knowing how they learn can help students to be more confident and find ways to improve their English. This can help them to learn more effectively in other areas of their lives as well.

Students were introduced to Howard Gardner's theory of Multiple Intelligences (MI) and the idea that all learners are different. The students learned about different types of intelligences and then did a quiz to find out what intelligences they are strong in.

Students were then offered to choose from a set of tasks and were given the opportunity to take part in the activities which appeal to different intelligences. They were provided with enough time to complete the tasks they had chosen and afterwards presented them in the class.

Introduction

Howard Gardner's Multiple Intelligence Theory was first published in 1983 and it was soon recognized and accepted by teachers and others involved in the educational process. This theory can facilitate teachers in considering how to help students in achieving decided educational goals more easily and develop understanding of individual learning preferences.

According to Howard Gardner's MI theory, there are seven intelligence types which describe different capabilities and ways of perception. However, Gardner has considered the existence of other possible intelligences, but only Naturalist intelligence has been added to the list. The eight intelligences are: *Linguistic* (the ability to use words effectively for reading, writing, listening and speaking), *Logical-mathematic* (the ability to understand complex problems and conceptualize

the relationship between symbols, processes and actions), *Spatial* (the ability to see and modify things in your mind), *Bodily-kinesthetic* (the ability to use movements for self-expression or precision to achieve a goal), *Interpersonal* (the ability to interact with people and understand their motives, emotions, perspectives and moods), *Intrapersonal* (the ability to connect to who you are and how you feel, and know your own limits and abilities), *Musical* (the ability to enjoy music, sing, make music and play an instrument) and the above mentioned *Naturalist Intelligence* (the ability to understand the patterns of living things and apply scientific reasoning to the world).

The idea was to use the Multiple Intelligences Theory in the class and introduce it to the students. First, the students watched a video (<https://www.youtube.com/watch?v=s2EdujrM0vA>) explaining eight different intelligences identified by Howard Gardner and then they talked about them. The next task was to match a definition with the relevant intelligence on the worksheet they were given. They already had some understanding of each intelligence from the video they had watched and the discussion we had afterwards. Then the students worked in small groups to match the activities with the intelligences (Worksheet 2). The vocabulary was explained while the students did the activity (the activities were clarified with an action or example). The students performed the next task (Worksheet 3) individually. They completed the quiz about themselves, and since the vocabulary was the same as in Worksheet 2, there were no problems with it. The students were encouraged not to spend too much time on each activity, but to follow their instinct. When they finished answering, they added up their scores and then they marked them on the graph, thus representing their MI profile. After they finished the quiz, the students watched a video on how they can improve their intelligences (<https://www.youtube.com/watch?v=mXLJppSfEzY>) which offered them some ideas for the next task which was to think about the activities they like doing in English classes and which of them they can use outside the classroom to help improve their English (e.g. if they had a strong musical intelligence they could listen to music while they study or listen to popular songs in English).

When this first theoretical part was finished, a workshop was organized for the students. They listened to a song, then watched a video for the same song and after that they were given a list of tasks which covered different types of intelligences to choose from. The tasks were the following: 1. Draw a cartoon/strip-story based on the song; 2. Write a story and come up with your own ending; 3. Change the lyrics and keep the melody; 4. Make a music video for the

song; 5. Imagine you are the person from the song and write a journal entry for a day. Do the task on your own; 6. Role-play: Imagine you meeting your friends for coffee and telling them about what happened in your life; 7. Imagine you are the person from the song and make your New Year's Resolutions; 8. Mime the song; 9. Organize a debate (a topic can be adjusted to the song used in class). The students chose their tasks and were given enough time (until the following week) to finish them. They presented their work the following week, individually or in groups, and there were many examples of their creativity. They wrote stories with their own ending, wrote journal entries, changed the lyrics and kept the melody, made a list of New Year's Resolutions, made music videos which were excellent, and even organized a debate. The class was fun and interesting and everyone enjoyed this.

This class is organized once a year for each generation of students. Hopefully, it will help them understand that there are different ways of learning, and that by practising and choosing different activities, you can improve not only your English, but other subjects as well.

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Lesson Plan

Down to a Fine Art

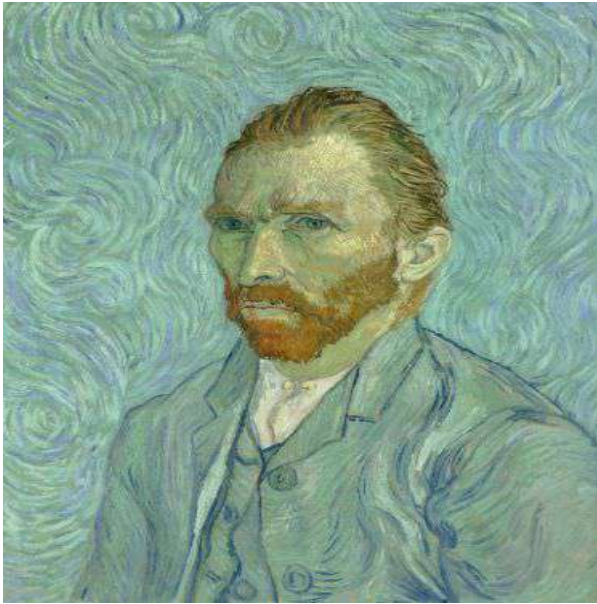
David Rhys Owen, Lewisham Southwark College



Keywords: works of art, Van Gogh, Picasso, Frida Kahlo, Picasso, Kadinsky, adjectives, describing artworks, describing own bedroom, key vocabulary, pronunciation

<u>Level:</u>	<i>Intermediate</i>	<u>Age:</u>	14+	<u>Time:</u>	<i>60 minutes</i>
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	<i>By the end of the lesson students will be able to ...</i>
<u>Primary</u> Lesson Objectives	<ul style="list-style-type: none"> • <i>Use and understand</i> adjectives to describe works of art
<u>Secondary</u> Lesson Objectives	<ul style="list-style-type: none"> • <i>Develop</i> gist reading skills by utilising key vocabulary • <i>Identify</i> weak and strong vowel sounds in adjectives



[https://en.wikipedia.org/wiki/Van_Gogh_self-portrait_\(1889\)#/media/File:Vincent_van_Gogh_-_Self-Portrait_-_Google_Art_Project.jpg](https://en.wikipedia.org/wiki/Van_Gogh_self-portrait_(1889)#/media/File:Vincent_van_Gogh_-_Self-Portrait_-_Google_Art_Project.jpg)

Self-Portrait,
Vincent Van Gogh



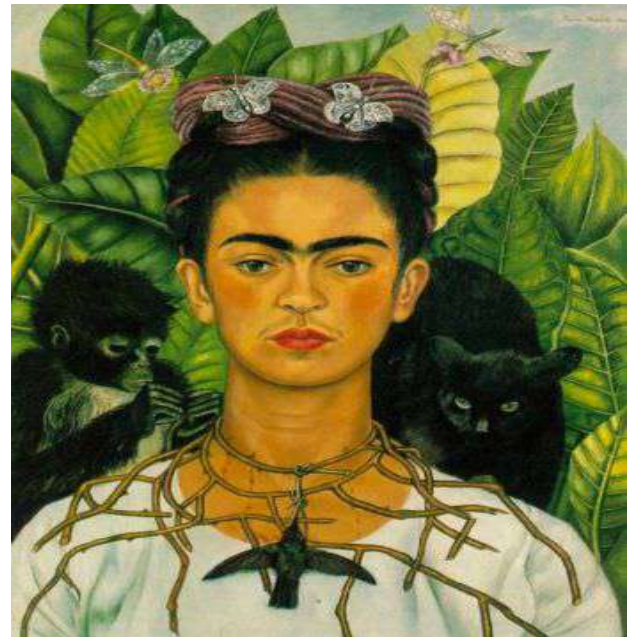
https://en.wikipedia.org/wiki/The_Weeping_Woman#/media/File:Picasso_The_Weeping_Woman_Tate_identifier_T05010_10.jpg

The Weeping Woman,
Pablo Picasso



https://en.wikipedia.org/wiki/Mona_Lisa#/media/File:Mona_Lisa_by_Leonardo_da_Vinci_from_C2RMF_retouched.jpg

Mona Lisa,
Leonardo Da Vinci



[https://en.wikipedia.org/wiki/Self-Portrait_with_Thorn_Necklace_and_Hummingbird#/media/File:Frida_Kahlo_\(self_portrait\).jpg](https://en.wikipedia.org/wiki/Self-Portrait_with_Thorn_Necklace_and_Hummingbird#/media/File:Frida_Kahlo_(self_portrait).jpg)

Self-Portrait with Necklace,
Frida Kahlo

A.

The painting is a self-portrait of the artist. It uses **muted** blues to highlight the emotional state of the artist, but the **dynamic** backdrop suggests an inner turmoil and uncertainty. It combines **traditional** representation with more experimental techniques.

B.

The painting is a portrait of a woman. It uses **vivid** colours and the subject is visibly crying. The artist's technique is **abstract** and it clearly expresses strong emotion through shape and colour. It would have been **provocative** for its time.

C.

The painting is a portrait of a woman. It is **subtle** as it doesn't clearly show her emotion, but it is **figurative** in the attempt to represent the female form with detail and accuracy. The subject is **static** and there isn't much movement within the frame.

D.

The painting is a self-portrait of the artist. It is **figurative** and represents the female form with truth and honesty. However, the **vivid** colours and natural imagery create a more **dramatic** impression and highlight the artist's strength and self-assurance.

Down to a Fine Art Vocabulary



1. Look at the four portraits by famous artists.

Discuss the questions.

- *Have you seen the portraits before?*
- *Which **adjectives** would you use to describe these portraits?*

2. Match the captions to the portraits.

Look carefully at the highlighted adjectives.

3. Match the adjectives to their opposites.

Use the captions and portraits to help you decide.

a. <i>abstract</i>
b. <i>dramatic</i>
c. <i>dynamic</i>
d. <i>provocative</i>
e. <i>vivid</i>

static	
muted	
traditional	
subtle	
figurative	

4. Use the pairs of adjectives to answer the questions.

Check your spelling.

Which adjectives are used to describe ... ?

a) the colour		
b) the representation of reality		
c) the use of movement		
d) the use of emotion		
e) the public reaction		

Down to a Fine Art Vocabulary

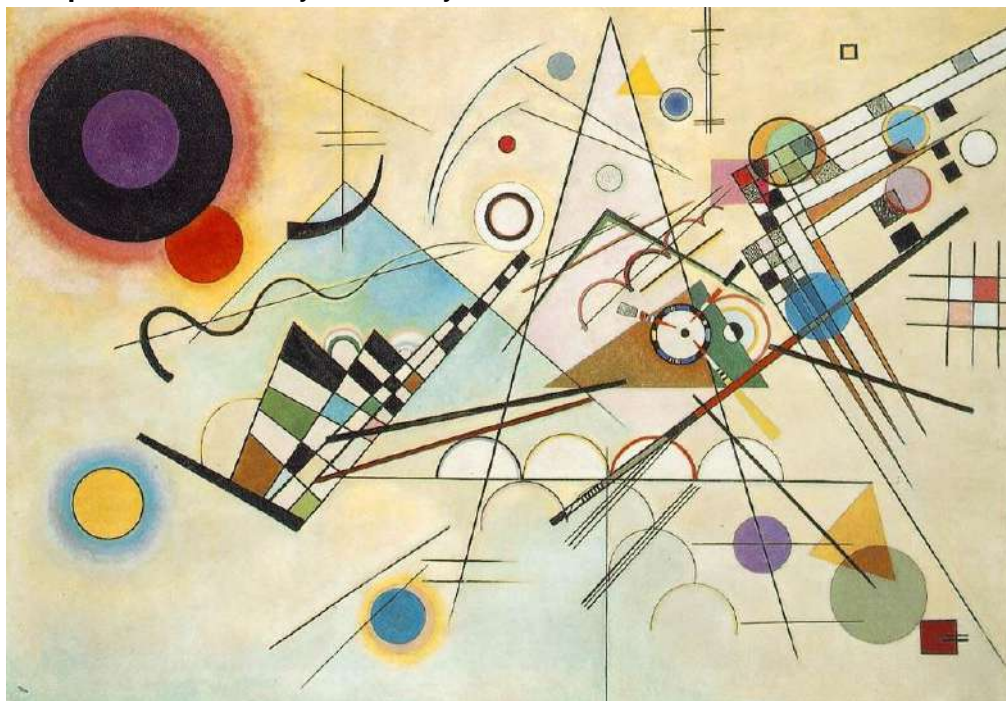


5. Listen carefully to the pronunciation of the adjectives.
Is the vowel sound **weak** / ə / or **strong** / æ /?

dram <u>a</u> tic		dyn <u>a</u> mic	
stat <u>i</u> c		figur <u>a</u> tive	
abstr <u>a</u> ct		provocat <u>i</u> ve	

6. Look at the painting and complete the caption.
Use descriptive adjectives.

Composition 8 Wassily Kandinsky



https://commons.wikimedia.org/wiki/File:Vassily_Kandinsky_1923_-_Composition_8_huile_sur_toile_140_cm_x_201_cm_Mus%C3%A9e_Guggenheim_New_York.jpg

This (a) _____ artwork does not attempt to represent **reality**, as the artist was more interested in showing the (b) _____ **movement** of the lines and shapes. The **colours** are also particularly (c) _____ against the white background, which creates a (d) _____ sense of action of **emotion**. It breaks many **rules** of artistic composition, so it would have been very (e) _____ when first seen in the early twentieth century.

Down to a Fine Art Vocabulary



7. Look at the painting of an artist's bedroom.
Discuss the questions.

Which artist from today's lesson do you think painted the room?

Which adjectives would you use to describe the painting?



https://commons.wikimedia.org/wiki/File:Vincent%27s_Bedroom_in_Arles_-_My_Dream.jpg



8. Look at the sketch and the finished painting.
How many differences can you find?



https://el.wikipedia.org/wiki/%CE%91%CF%81%CF%87%CE%B5%CE%AF%CE%BF:Vincent_van_Gogh_-_Vincent%27s_Bedroom_in_Arles_-_Letter_Sketch_October_1888.jpg

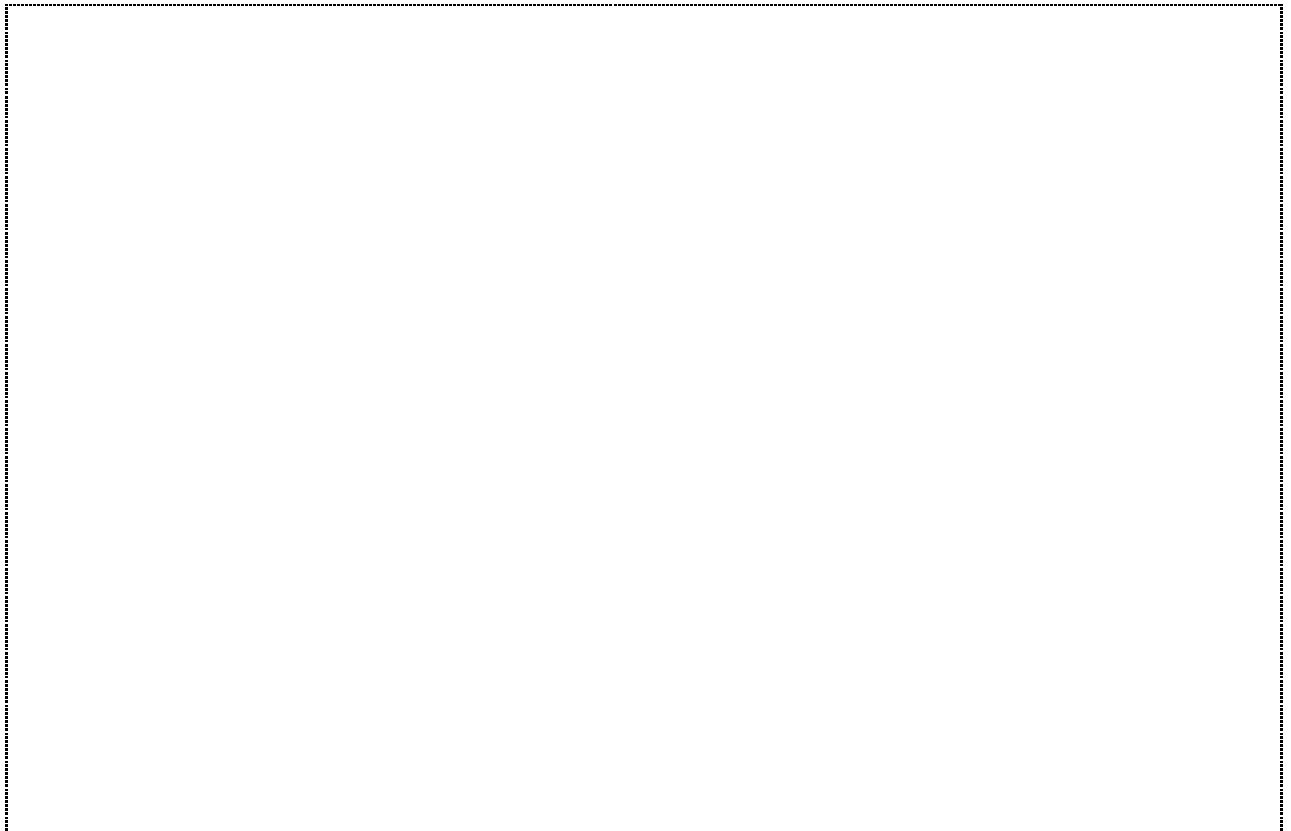
Down to a Fine Art Vocabulary



9. Write a short description of your bedroom.
Use there is / are with prepositions of place.

10. Swap with your partner.
Error-correct your partner's work.
Look for spelling (sp), punctuation (p) and grammar (gr) mistakes.

11. Read again quickly.
Use the description to draw your partner's bedroom.



Down to a Fine Art Vocabulary



12. Return the worksheet to your partner.
Write a brief caption for the work of art. Use adjectives from today's lesson.

Bio



David Owen is an ESOL and EFL teacher with five years experience teaching in different educational contexts. He currently works with adults at Lewisham Southwark College in London, but he has previously taught a variety of age groups and levels in both the United Kingdom and southern Italy.

Erasmus+ experience

Božica Šarić, Primary school “Triva Vitasović Lebarnik”, Lačarak, Serbia

Keywords: Erasmus, projects, drama

During the summer of 2018, I had the opportunity to attend “Drama Techniques for the English Classroom” teacher training course as a part of Erasmus+ mobility scheme. The mobility took place at the University of Kent, Canterbury, UK. The course was organised by Pilgrims Teacher Training and run by Peter Dyer.

Before the mobility started, I was provided with:

1. Recommended reading list (optional)
2. Detailed travel and accommodation information
3. A questionnaire from the trainer regarding the course expectations
4. Course programme

On the first day of the course, we were welcomed by Pilgrims director and staff, and the tour around the campus was organised. We received all the necessary information about public transport, places to eat and places to see near Canterbury. Of course, the office staff was at our disposal at all times during the course in case we needed additional information or any other help. Back in the classroom, the trainer presented a summary of the course, and everybody introduced themselves. There were seventeen participants on my course from eleven different countries including Japan and Martinique.



Drama Techniques for the English Classroom course participants with the trainer, Peter Dyer

During the Drama Techniques for the English Classroom course we focused on:

- Developing an effective learning environment through group dynamics and co-ordination as well as trust work;
- Improvisation classroom activities, for enriching communication skills, self confidence, spontaneity and risk-taking;
- Freeing the body: the instrument of communication to enhance social and professional communication;
- The study of body language communication and gesture;
- Improving confidence and effective interaction in class;
- Developing improvisational skills and using gesture and voice;
- Creating a desire to write stories, monologues and dialogues;
- How to feedback and assess activities in class;
- Freeing the voice: breathing and voice techniques for the language teacher including difficult pronunciation work;
- Colouring speech, intonation, word stress, pauses, pronunciation, techniques for enriching spoken English for personal and professional development;
- Introduction to Shakespeare: sonnets, monologues and soliloquies. Punctuation and identifying Shakespeare's rhythm using a monologue;
- Approach to studying and interpreting a variety of texts examining pronunciation, punctuation, language and rhythm through poetry and then a study of prose, monologues and duologues including voice texts for narration, radio and television advertisements.

At the end of the course, all participants had a presentation of a chosen text or a presentation of drama/improvisation based activities on a theme for the language classroom. As a conclusion to the course, the presentations were peer assessed.

Every day we had three 90 min sessions – two before lunch (with a coffee break in between) and one after lunch. The time spent at breaks was equally valuable and it was a great opportunity to meet teachers from other courses, other countries, from different teaching contexts.

After the sessions, we still had plenty of time to go to the centre of town and explore Canterbury. The evening hours were spent socializing in the campus. The weekend was free and it was an opportunity for everybody to have a trip to one of the places around Kent.



Dover Castle



Herne Bay

As an outcome of the mobility I:

- acquired the ability to introduce drama and improvisation techniques to students;
- enhanced and extended communication skills and gained confidence in using those skills in the classroom;
- acquired a rich collection of practical and low-resource activities, ready to use in the classroom;
- learned how to motivate and encourage students to read, listen and write fluently, actively and creatively;
- learned how to feedback and assess the activities in class;
- learned how to create an effective learning environment for my students.

This mobility also provided a large amount of English practice throughout the course. Free time after the course activities proved to be a great opportunity for socialising with colleagues from all over the EU, learning about different cultures, customs and educational systems in Europe and practicing English at the same time.

Erasmus+ provided me with the opportunity to expand my knowledge regarding the use of drama and improvisation techniques, broaden my professional network, learn from colleagues as well as share my own ideas.

Božica Šarić-Cvjetković has a BA in English language and literature and more than ten years of experience in the classroom. She teaches young learners and teenagers at Primary school “Triva Vitasović Lebarnik” in Laćarak. She’s also a teacher trainer and has delivered workshops and talks both locally and internationally.

* I certify that I have right to publish these photos

Erasmus+ Mobility Experience

Dejan Novaković, “Anglia” foreign languages centre, Novi Sad, Serbia

Keywords: Erasmus, mobility, technology in the classroom

In 2018 I was given an opportunity to participate in ELTA Serbia Erasmus + project *Learning and Sharing for Better Teaching* as one of 6 mobilities. I attended the course *Practical Uses of Technology in the English Classroom*, organised by Pilgrims Teacher Training, Canterbury, run by Amadeu Marin.

Before the Mobility started, I received the following:

1. Detailed travel and accommodation information
2. A request from the trainer to fill in a course-specific questionnaire
3. Course programme

During the mobility

At the beginning of the course, which was organised at the University of Kent, Canterbury, the course provider arranged the orientation tour around the campus. Like the other participants, who also stayed in students' houses which enabled a lot of multicultural interaction, I was given the folder including all the necessary brochures regarding the practical information such as facilities offered at the campus, the map of the campus and the city, and the bus timetable.

I attended the course entitled *Practical Uses of Technology in the English Classroom*. There were only four more participants in the group which meant that the trainer could dedicate a lot of his time individually to us all. The course covered the following topics:

- Developments in ICT
- Digital Literacy: searching, bookmarking and sharing content
- Using cloud services: *Google Drive*
- The *SAMR* model for using ICT in education
- Introduction to Blended Learning
- Virtual Learning Environments
- *Google+ Communities*
- Managing the Digital Classroom
- Website Evaluation

- Working with digital text tools
- *Google Docs*
- Building ePortfolios
- Digital Task design
- Working with digital images: Copyright Issues
- Digital storytelling tools
- Social bookmarking - *Diigo*
- Online security
- Online digital boards - *Padlet*
- Working with audio
- Using video: viewing and creating content
- Using word-cloud generators
- Working with QR codes
- Backchanneling tools
- Online brainstorming tools
- Polling and questionnaire tools
- Introduction to The Flipped Classroom
- Video tutorial creation tools
- Making the most of online resources for Continuous Professional Development
- Introduction to blogging

During the mobility period I improved existing and acquired new digital skills and competencies which include the following:

- Discussing e-identity: security, passwords, avatars
- Working with authoring tools: respecting copyright and preventing plagiarism, blogs, wikis, slide share sites
- Working with images: effective screen capture tools, copyright issues for images, editing images, creating cartoons and video
- Working with audio: podcasting (finding, subscribing, creating and sharing), VoiceThreads
- Enhancing researching skills: effective search techniques, evaluating websites, alternative search engines,
- Using social networking/bookmarking tools; Google Apps for teachers
- Putting it together: designing tasks for ICT-based lessons, integrating ICT into the curriculum, lesson planning, classroom management for lab lessons

Since the course lasted for two weeks, I had a lot of opportunities to visit nearby places and experience the local culture and cuisine.



Erasmus+ provided me with the opportunity to expand my knowledge regarding the use of Technology for the educational purposes, to share the ideas, experiences and the examples of good practice with the colleagues from Europe and to broaden my network.

Dejan Novaković is an English teacher at private centre for foreign languages and a certified teacher trainer. He has been teaching very young and young learners, pre-teenagers and

teenagers for 12 years. He has delivered seminars and workshops at the conferences in Serbia and abroad. He is ELTA Serbia board member.

INCLUSION AND SEN COURSE

Dragana Videnov, Sveti Sava Primary School, Kikinda, Serbia

Keywords: Erasmus+, inclusion, approaches

Erasmus+ KA1 course dedicated to inclusion and special educational needs was held in London from 13 to 24 August 2018.

I chose this course because I wanted to learn how to define specific learning difficulties, identify children with 'special educational needs', support learners with language, speech and communication difficulties through a variety of strategies. I wanted to learn how to develop rapport and effective language communication for inclusive learning, to adapt the teaching style and materials to accommodate diversity which can benefit all learners and also to create a class where the students feel part of a mutually supportive and inclusive team.

The course organiser was [Language Link](#) from London, and the teacher trainer was Francis Mc Cormack. All participants of the course received the Certificate of professional development and the Europass Mobility Document.

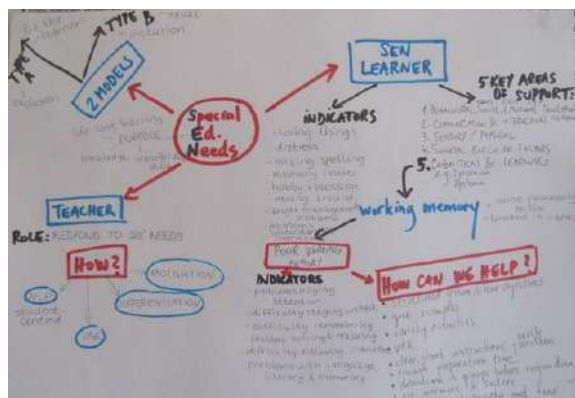
On the first day, our teacher trainer organised a tour around the school area where Disney's *Christopher Robin* was filmed, showed us the homes of some famous people and recommended us some antiquarian bookshops as well.

Later, he also organised a walk around South Kensington. We visited the Victoria and Albert Museum, Kensington Gardens and the Royal Albert Hall. We spent some time discussing the advantages and problems associated with multiculturalism, English language change and culture, social tensions and educational reforms.



During the participation in the Inclusion and Special Needs Learning Course, I improved my knowledge of inclusion and special educational needs, learned some innovative and

student-centred approaches to teaching special needs learners within a normal classroom environment, etc.



Together with the other teachers from the Netherlands, Germany, Slovakia, Italy and Serbia, I also discussed some case studies (Dyslexia, Dyspraxia, ADHD, Speech and Language Difficulties, Visual, Hearing and Physical Impairment, Social, Emotional and Behavioural Difficulties, Autism, Gifted and Talented Learners) and latest methodologies,

designed motivating and effective lesson plans and activities.

Since the course was hands-on and interactive, we spent a lot of time discussing and doing pair or group work, trying to apply the methods and approaches our trainer had presented earlier. We got familiar with different types of SEN, key areas of support, neuro-linguistic programming, VAK (Visual, Auditory, Kinaesthetic) learning styles, higher and lower order thinking skills, etc. We discussed different techniques to minimise learning difficulties, differentiated teaching and planning, assessment approaches and shared numerous useful tips. Within our groups, we also analysed the elements and stages of creating an individualised educational programme and shared examples.



I also learned more about different educational systems in Europe.

Free time in the late afternoons was a great opportunity to socialise with other colleagues, visit all the symbols of London and explore its secrets. Some of the best free-time activities were going to a musical (we saw *Mamma Mia* at the Novello Theatre), a play (we saw Shakespeare's *Winter's Tale* at the Globe) and a concert (we listened to the City of

Birmingham Symphony Orchestra's performance of Debussy, Ravel & Boulanger at the Royal Albert Hall). At the weekends I visited historical places outside London, such as Hastings, Rye, Canterbury, Dover Castle, or Cambridge, and got acquainted with the people from other parts of the world, including Chile and Japan.

Participating in the learning course abroad was an excellent opportunity to meet the teachers from different European countries, share practical teaching ideas, lesson ideas, new strategies, skills and activities to help students become more effective learners. Thanks to this course, I got a better insight into students' needs and behaviour and a better understanding of inclusion and special needs.

Dragana Videnov is an English language teacher, working with younger and older primary school students, including those with learning disabilities. She is an active participant in eTwinning projects, the author of innovative and lessons in Moodle, administrator of the school website and blogs on learning English, president of the local Active of foreign language teachers, ELTA Serbia Coordinator for the North Banat Region, ELTA Serbia Board Member. She enjoys reading, travelling, taking photos and much more.

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

OPEN WORLD EXCHANGE PROGRAM - ACCESS SERBIA

Biljana Dodic, Tanja Milunovic, Ljiljana Scekic, Marija Veljkovic, Jelena Jevtovic

Keywords: exchange program, ACCESS Serbia

Five Access teachers from Serbia have participated in a two-week exchange program in Washington, DC and Albuquerque, New Mexico through the **Open World** exchange program. This is their experience from the US capital and from the Land of Enchantment.

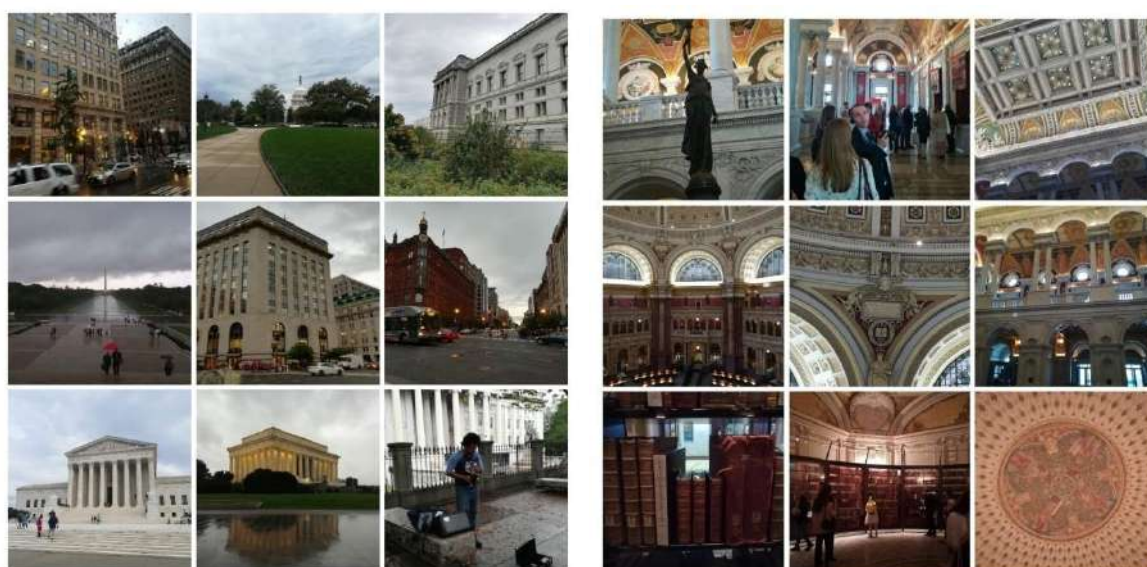
DAY 1

Our delegation arrived at Washington Dulles International Airport where we were met by Open World Program Manager Matt Tucker. Having checked in at the hotel, we went sightseeing and visited Washington Park Botanical Garden and Native American Museum.



DAY 2

Together with the delegations from Ukraine, we were welcomed at the Library of Congress by ambassador John O'Keefe, Counsel to Open World's Board of Trustees, Open World Leadership Center. The welcome was followed by *An Introduction to American Culture* presented by Mr. Steve Flynn, founding director of the University of North Carolina Exchange Program. Also, we had the opportunity to meet Dr. Dan E. Davidson, Senior Academic Advisor, who was speaking about the *Role of Education in Developing 21st-century skills* and Dr. James M. Quirk, Ph.D., Lecturer-Department of Government, who presented on *American Federalism*. Then we departed for the Library of Congress tour and a walking and bus tour of Washington D.C.



DAYS 3, 4 and 5 Albuquerque weekend with host families



After two days spent in Washington, D.C., full of impressions, we headed towards our next destination – the largest city in New Mexico, Albuquerque. From the moment we

stepped off the plane, we became enchanted with this city, but above all with its culture and people. Although some of us had already been to the U.S., Albuquerque or ABQ for short was nothing like what we had seen so far. One of the things that struck us the most was its specific architecture: Pueblo-style houses, which are everywhere, and are either made of traditional adobe (sun-dried mud) or concrete, stucco or mortar. We were amazed to learn that some of these houses cost several million dollars, but some can be obtained for a tenth of that amount or less.

Our host families were waiting for us at the airport when we arrived, and we immediately bonded with all of them. These people are basically volunteers, they volunteer to be hosts to foreign exchange visitors, and are pretty selfless in it because they really go out of their way to make their guests welcome, driving us to our program every day, showing us the landmarks of their city, and taking us shopping and more. One of them treated all of us to dinner in a very expensive restaurant, and all of them took us to important locations in and around the city in order for us to experience as much of ABQ and the culture of New Mexico as possible.

We were lucky enough to come to Albuquerque in time for the famous International Balloon Fiesta. This year, it was from October 6th to October 14th, and we went to the Fiesta on Saturday, Oct. 13th. It was chilly but sunny, and we went there at the crack of dawn as the balloons were going up: 550 of them ascending in a mass ascension. The Fiesta is the most photographed event in the world and no wonder as it is a real spectacle. We were completely carried away by the beauty of it.

At this point, we have to tell you that they put chili peppers in everything (they call them chile) and if you are asked “Red or green?”, do know that those colors refer to the color of your chile, and your chile preference will reveal something about you (though we never found out what). We learned from a cabby that we should try green chile cheeseburger at the Balloon Fiesta and it was every bit as delicious as promised. If you do not like hot and spicy, you might have a problem. Another interesting thing: there is a variety of cactus that bears fruit. The prickly pear cactus bears edible fruit, which we tasted thanks to our hosts. Also, thanks to them, we visited the beautiful little town of Madrid, which is basically an artists’ community with galleries lining up the main street. We went from one gallery to another,

soaking up the beauty of paintings, sculptures, horse hair pottery, micaceous clay pots, turquoise jewelry, tapas plates, and steampunk objects. The great thing about exploring a culture different from your own is that you learn so much, and every moment your world gets a bit bigger. That was how we felt in New Mexico: there were so many interesting things to see and explore, so little time and so much to do! And only one weekend to sightsee before the official program began.

DAY 6

Manzano High School

We all gathered at Global One-to-One office and headed towards MHS. For me, it was the first real contact with an American high school. At the very entrance, we were greeted by a colleague saying: "You guys are teachers from Serbia? I have to tell you, you are doing an amazing job there." Huh? Thank you? It became clearer in a second. "We had a student from Serbia on an exchange and she was amazing!" Aaaah, now I understand. It really boosted my already elevated spirit. Next, we met a colleague who greeted us with: "Kako ste?" and I thought: "Wow, these people really made it their business to make us feel welcome", but it turned out she was of Serbian origin. Surprise!!!

Then, we moved to some serious business. We shadowed a German language class and two different English classes and then a Spanish class. Students were curious about us, and they really showed appreciation to comments we made on what they were doing. One of the girls even asked if she could hug me!

The thing that left the greatest impression on me up to that moment was the English class with the concept of a Socratic seminar. All the children came well-prepared with annotations stuck to the pages they had had to read and questions ready to be asked in the class. We were told that it was an advanced class, but still... I was impressed by the commitment those kids showed.

What struck me as most different from our schools is that everything is student-oriented and that students are left to do lots of work on their own, whereas teachers provide guidance.

We had a meeting with the students in their library and this was where we got the chance to see how much students think in advance. Most of the students are in some kind of a club they have at school-one girl was a member of NINE clubs. All the clubs are organized and run by students and although they do have a mentor among their teachers, still, most of the work is up to students themselves. Reasons for joining the clubs are different: it looks good on your college application, it is something you like doing, it is community service and they want to help... Still, it is their free time and they really have some amazing ideas. We also got to meet Milenko, a boy whose parents came from Kakanj. He was a bit confused but very very glad to spend some time with us. He told us about his family and his life in the USA. And in case you were wondering-yes, he spoke Serbian to us. He was struggling with some words and was funny with mixed accents, but utterly adorable and we were really happy to have had the chance to meet him.

We also exchanged experiences with the teachers on how things work in education system, about curriculum, unions... The meeting with the teachers was additionally spiced up with some delicious enchiladas they made for lunch and sweetened with some excellent cakes and cookies. As a farewell present for us, they made some T-shirts with a map of New Mexico and a print saying: "teacher."



After MHS, we had a meeting at the Mayor Tim Keller's office where we were welcomed by Alan B. Armijo-Director of Constituent Services. This meeting was very useful because Mr.Armijo provided us with great insight into the history of Albuquerque and the way this city is governed.



DAY 7

We headed to the University of New Mexico where we were supposed to meet with Foreign Language professors and give our presentation.

We took turns in trying to present both our country and our work in the best possible way. Our presentation showed our audience that they already know a lot about Serbia without being aware of it-we started with some faces they recognized: Tesla, Pupin, Divac, Marina Abramovic, Karl Malden, Mila Jovovic etc., then moved on to explaining our system of education and took our time to present English Access Microscholarship Program-the program that connected the six of us. We also explained the role of American Corners in Serbia. I might be subjective, but our audience was pretty surprised by the hard work and energy we invested in our work and they had lots of questions about Serbia and especially Access.



Our next stop for that day was Albuquerque Museum where we had a guided tour and enjoyed learning about the history of Albuquerque and especially their constant struggle to provide enough water for their inhabitants. There is an elaborate piece of machinery that looks like a toy, but very vividly shows how water supplies used to find their way to the people who needed it. This made us think how we take water supplies in Serbia for granted whereas in the USA you can see water-saving measures everywhere you go.



A special treat was the walking tour of Historic Old Town where we enjoyed the architecture and hand-made products which you can also buy as souvenirs. Words do not do justice to its beauty, so let the photos try to depict what we had the pleasure to see.



DAY 8

Considering eventfulness of the previous seven days, Day 8 followed this itinerary of significant insights in many spheres of the American reality.

In the morning we had a meeting with Senator Udall's representatives.

Retention of the youth – that is the mission of the educational policy of New Mexico's senator Udall's team. Having noticed a specialty of the Access program, the officials supported and insisted on the entrepreneurial segment as crucial for educating students. Small businesses are observed as bases which will attract and motivate young generations to live and work in their homeland.

This meeting was followed by a few-minute walk to the City of Albuquerque Central Library whose policy is that education does not happen solely in schools, but also in cultural institutions.

Libraries are not quiet places anymore. The visit to the Albuquerque Central Library raised our awareness of the multidimensional educational character of the institution. Crafts, Lottery, Biopark, Lego, Story time, Volunteering, Escape Room Kids, Homework help, symbolic incentives for all age groups and families – these are some programs of the library whose mission is outreaching their community.

Speaking of the community and its welfare, our next stops were Amy Biehl Charter School and Hayes Middle School which have been implementing different approaches for the same purpose.

Facing history, exploring it from different perspectives, questioning and seeking answers- these activities are encouragements for the Amy Biehl School students who also participate in suggesting solutions for their communities' problems.

As a bilingual school, Hayes Middle School does its best to facilitate adapting students from Africa, Mexico or the USA who barely understand English. Various ages, various mother tongues, the same room, the same desk - how is it possible to study under such circumstances? Well, English connects and makes the kids use phrases to communicate right at the spot. We experienced it in a positive working atmosphere during one of those classes which are taught by volunteers (and a bit by us).

As bullying is an issue in schools, the Holocaust and Intolerance Museum stands for an educational tool which raises awareness of the necessity of acting to prevent any violent behavior. Due to this reason, in particular, the Museum was our next stop. Apart from the

exhibition of objects and documents which testify the atrocities of one age, there is a sticky-note compartment where visitors share their experiences and attitudes. Furthermore, they also have a YouTube channel with videos created by students on bullying they face at school and problems they face in their surroundings.

All in all, despite strong wind which took care for our hair looks, this abundant package of informative visits, repetitious (robotic) self-presentations, and interactive discussions left lasting impressions that students and teachers can produce amazing results for their communities and countries. At least, they should join their forces and never give up.

<https://abqlibrary.org/home>

<https://www.facinghistory.org/>

<https://www.youtube.com/channel/UCoOuBm6DgzkZxeNEWmQvPyA>





DAY 9

Having explored Albuquerque thoroughly, Access teachers from Serbia pursued further educational opportunities in New Mexico's capital - Santa Fe.

Our very first stop was the [New Mexico State Capitol](#), also known as the "the Roundhouse" as it is the only round state capitol in the United States. As we were told, the reason for it being round is related to the local tradition and its design was meant to resemble the Zia Sun Symbol when viewed from above. Once again, we have been honored with the private tour of the building and granted access to all floors and chambers. Our guide provided us with a detailed insight into the history of the Roundhouse and background story of each artwork we have encountered on our way.

The artistic touch was further enhanced with our visit to the [Georgia O'Keeffe Museum](#). The museum itself is not enormous as one might expect, but it has been designed with love to honor the legacy of a single artist. The artwork displayed there is the largest permanent O'Keeffe's collection, ranging from the early beginnings and abstractions to the large format flowers. What I was personally amazed by, was the ease at which you learn while you enjoy the paintings at the same time. Almost every piece is accompanied by the interactive audio or video material which makes this museum an ideal educational tool.

From the canvas, we proceeded to the real-life experience with nature and Georgia O'Keeffe approach. Our last stop for the day was the [Randall Davey Audubon Center &](#)

[Sanctuary](#), 135 acres of landscape and wildlife. The connection with nature here is mesmerizing and real - we looked for the roadrunners, hummingbirds and we were even warned about the bear that had been seen the day before! This establishment does its best to bring nature closer to kids with pure hands-on experience! Be sure, that we have had a lot of fun being kids ourselves, but we also filled our notes with the ideas for the future lessons!



DAY 10

Our last day in the land of the enchantment was spent in a similar setting that connects nature and education throughout the first-hand experience - [Cottonwood Gulch Expeditions](#). This organization's aim is for the participants to be one with nature in its rawest form for weeks and learn every step of the adventure. We have spent the whole day with the amazing people who are behind the impeccable activities, summer camps and lessons. Needless to say, we learned a lot, shared ideas and filled in pages and pages with the new teaching techniques! The perfect stay ended perfectly - with the certificate award ceremony and emotional gathering of the guests and hosts under one roof. *Thank you for everything* echoed throughout the night!



Biljana Dodic
 Tanja Milunovic
 Ljiljana Sceekic
 Marija Veljkovic
 Jelena Jevtovic

Ms. Biljana Dodic graduated from the University of Nis, Faculty of Philosophy, Department of English Language and Literature in 2000, and has been working as an English teacher and librarian ever since. She has been the Coordinator of the American Corner Vranje since 2005. In her free time, Biljana enjoys exploring her inner world through reading and writing, and her outer world through hiking and traveling.

Ms. Marija Veljkovic became an EFL teacher during her final year at the Faculty of Philology in Skopje, Macedonia in 2008. The experience of working with multinational classes has been expanding by taking the position of a replacement of colleagues in primary schools in rural areas around the Serbian southern city of Vranje. In the meantime she

completed her master studies in Kragujevac. Thanks to a fruitful cooperation with the American Corner Vranje, Marija has been conducting various English language programs for adults for the last four years. Since 2017 she has been a member of the English Access Microscholarship Program in Serbia.

Ms. Tanja Milunovic obtained M.A. in English Language and Literature in 2011 and has been working as an English Language Teacher ever since. For the past four years she has been closely collaborating with the U.S. Embassy Belgrade on various projects, and has been the most proud of the English Access Microscholarship Program. Apart from being actively involved in the Access Program, she also works as a coordinator for FishingBooker, a successful Serbian startup. She has been nominated for the E-Teacher TEPT program in 2015 and Open World Program in the U.S. in 2018.

Ms. Jelena Jevtovic graduated from the University of Belgrade, Faculty of Philology, Department of English Language and Literature in 2003. She has been teaching English in a primary school for fifteen years and in 2015 she joined the English Access Microscholarship Program in Serbia. She has published three works and has been awarded for a special contribution to pedagogical work.

Mrs. Ljiljana Scekic has been an English teacher for 15 years. She graduated from the Faculty of Philosophy, Department of English Language and Literature in Niksic, Montenegro and has worked in secondary and primary education ever since. She has also been a part of English Access Microscholarship Program since 2017.

We certify that we have the right to publish the photos.

Teatro alla Scala de Milan

by Jelena Spasic, MA, teacher at Oxford School, Leskovac

Key words: travel, culture, opera, Milan

It's five to midnight on a chilly November night and I carefully slide down a few steps only to carelessly cross the street at the red light followed by a horn of an impatient driver. No, I'm not afraid that my gallant robes are going to turn into shaggy ones and my gilded carriage into a pumpkin at the stroke of twelve. I'm actually encouraged by the nonchalant behavior of my fellow members of the audience who walk off in a vigorous chit-chat, high spirited and not allowing such trivialities as red lights or nervous drivers to ruin their moment of unique exaltation. But I can't just walk off – I step on the cobbled pavement and turn around to once again gaze upon the place that aroused such feelings: a rather plain-looking rectangular building with white façade, ordinary windows and protruded entrance. Certainly not what you would have imagined on someone's mentioning Teatro alla Scala de Milan.

But what a building it actually is! So, let us enter and unravel this story: the story dedicated to the opera house only because this paper is neither long nor wide enough for the two majestic creatures that co-exist here – Teatro alla Scala and the City of Milan.

The Opera is set on a beautiful square in Milan city centre, in the Piazza della Scala square opposite the Palazzo Marino, Milan's city hall. The building itself doesn't look big, but bear in mind, looks can be deceiving. It was designed by an architect, Giuseppe Piermarini at the order of Empress Maria Theresa, the Duchess of Milan and built at the end of the 18th century on the site of the 15th century church of Santa Maria della Scala. Hence the name. Many operas by famous composers such as Verdi and Bellini premiered in this building. Most of Italy's greatest opera artists, and many of the finest singers from around the world, have appeared at La Scala. The theatre is regarded as one of the leading opera and ballet theatres in the world and is home to La Scala Theatre Chorus, Ballet and Orchestra. Hence the price of the tickets. But don't be discouraged that easily - The Teatro alla Scala has put the "L'Accordo" musical association in charge of the list and the roll-call for the sale of 140 numbered gallery tickets. On the morning of

the performance you need to sign up for the ticket and those tickets will be sold to those who have signed up two hours and a half before each performance at the Scala Evening Box Office situated on Via Filodrammatici. At the price of 15 euros each. And you can buy only one ticket. So, your friends would have to come with you and wait in a queue. Patiently. And orderly.

But boy, oh boy, it is all worth it. Once your ticket has been checked, you enter the opera and walk up a big staircase covered with a thick red velvet carpet and stare at the walls decorated with old advertising posters of different operas. The opera houses La Scala Theatre Museum, accessible from the theatre's foyer, which contains a collection of paintings, drafts, statues, costumes, props, busts of famous composers and other documents regarding La Scala's and opera history in general. But you need an extra ticket for this one, just the performance ticket won't do.

As I said, for the price of 15 euros you get the gallery ticket. My sister and I were "lucky" enough to get the tickets for the second gallery. The top of the tops. The whole opera beneath us. The whole of four floors and two galleries. Beware, a scary height it is. I say lucky enough not just because we had a pair of binoculars that I had bought before the opera in the adjacent gift shop but because we also had a great view of the luckier (read wealthier) opera admirers sitting in the huge "platea" in front of the stage, the four "palchi" zones and the two "prima and seconda galleria". And the orchestra beneath the stage. Red velvet and gilded ornaments all around us. A great view of a huge richly decorated chandelier that proudly hung from the ceiling and thousands of electric lights that had replaced the first oil and then gas lamps which illuminated the theatre back in the days when it was also quite usual for less wealthy people to sit in the galleries together with the most critical opera aficionados, known as the "loggionisti", who could be ecstatic or merciless towards singers' performances. And would show it openly. Just as we did show our joy and elevated spirits at the end of the opera. I think we clapped until our hands became sore. And even after that. The powerful voices of the opera singers, the lavish costumes, the subtle yet meaningful acting, the avant-garde ascend of the main singer on a smaller chandelier created magic and brought "Le Nozze de Figaro" to life before our very eyes (read binoculars). The English subtitles on a small screen in front of our seats brought meaning to our puzzled minds. On the way out, I had a sneak peek into one of the boxes – small, cozy, covered with red velvet of course. When you sit on a chair there, you do feel special. Wealthy

and privileged as once the proud owners of the boxes, which they themselves had decorated, must have felt.

Oh, yes, did I mention that the opera lasted for three and a half hours? With two intervals during which you could get refreshment at any of the four foyer bars or just watch the opera lovers, women in elegant dresses and high heels, and men in smart tuxedos, as they indulge in casual chit-chat over a glass of Italian wine. And us, mere mortals, weary after a whole day of sightseeing but thrilled after having witnessed magnificence in all its splendor.

And as I walk along Piazza del Duomo towards the metro station, the Moon shines over the Duomo di Milano and the city. Art, beauty, history all around me. My first opera experience happened by pure chance in Teatro alla Scala de Milan but even if it were your tenth time in Milan, this is an adventure for all your senses and not to be missed no matter the cost.

Jelena Spasic holds an MA in English Language and Literature and works as an English teacher in a private language school “Oxford School” in Leskovac. She is a nature lover, a bookworm and a movie buff with a secret passion for writing. She likes to travel and explore different countries and towns, along the way trying to contemplate upon diverse human nature through writing.

Writing a Poem – Thinking Creatively

Sandra Vasković, Technical Faculty in Bor, University of Belgrade

Keywords:

Writing poems may sound scary, but if you try writing one, you may be surprised by the outcome. Writing a poem means creating something new. It can represent a new way of looking at or thinking about the world. You are creating something new, that has never been seen before, but you are also exploring, thinking about the language and how it works, and about the words, their meaning and how they sound.

When you write a poem, you can write anything. It can rhyme, but it doesn't have to. You can tell a story and have characters, but it's not necessary.

Some of my students had previous experience in writing poems in English and their mother tongue, but most of them were scared at the thought of writing it, and none the less in English. However, they were encouraged to at least try. Final results were amazing, and you will have the opportunity to read some of their writings.

But first, let's see how the process of writing a poem looked like. The students were introduced to one of the types of poems they would write – an acrostic. They were made aware of the rule that the first letter of each line must make a word, but other than that, they could write anything they wanted.

The first exercise was to use their own name, and for each letter think of an adjective, a phrase or a sentence that described them. They read the example that was provided, and after that they wrote poems individually.

The other task was to write a poem for one of the given words: LOVE, FAMILY or FRIEND. This time they worked in groups of three.

These are the examples of some of the poems written in the class:

Sometimes my
Life is
About

Doing
Just
Another stupid thing that
Nobody else can do.
S.S.

Knowing everything there is it know
About my life, I just found out I'm blonde
There is much more to say
And I like it that way
Right now I'm sitting in the class and
I'm trying to figure out some stuff
Nothing can break me
And if you try, I'll hunt you as long as you're
alive.
K.S.
My name is in acrostic but
I prefer to be called Maggie
Lucky I am and
I'm very happy with my friends
Creative and funny I am too
And much more, but there isn't enough time
to write everything about my life.
M.B.

Never liked intruders
Invading my life
Knowing they'll make me angry
Obviously only for their fun.
Look! There's
Another one!
N.B.

Probably funny and communicative man
Happy and thankful for all what I have
I love basketball more than myself
Luckily I can say that I'm good at and proud
of that
Intelligent man with short brown hair
Perfect boy that girls prefer.
F.I.

Movie lover,
Apple is my favourite fruit,
Ready to travel,
Istanbul is a place where I want to live
Just take me there

And everything is going to be OK.
M.B.

Been a while since I've done this, it
Really pushes my brain.
Also, writing makes me feel bliss;
Now, not that it's relevant, but I really like
rain
Kind may be a word that describes me the
best,
Or I simply just might be lost.
B.R.

Joyful all the time,
One may never know
Value of the memory he holds in his heart
And the secret it may keep from us
Now, we can only guess, because it
vanished in the past.
J.S.

Know that people who are very emotional?
And change moods very quickly?
That's me!
And trust me, it's not easy.
Real thing is I don't know how to deal with it.
I know I should learn to control it.
Now, tell me, what do you think?
Are emotions the problematic things?
K.R.

Forever happy
And always together
May be our goal.
I've heard people
Lose faith in this, but
You and I will always believe.
M.D. M.P. N.Č.

Father is the head of the family, but
After mom comes from work,
Mom becomes more powerful than dad,
I usually then go out with friends, and
Little brother and sister go to bed
You will never understand why mom and
dad are mad.
M.B. L.J. D.D.

Funny moments are what
Really makes an
Interesting relationship.
Every day is a
New adventure, and
Doing it with you makes it better.
M.M. M.M. A.S.

Friend is the most precious person we have,
Right now if we fail he will be there to help.
I don't understand those fake friends
Especially for me it doesn't make sense.
Never betray your real friend,
Destiny will put us together in the end.
M.B. D.B. F.I.

For happiness you need one single thing, a
Real friend with who you can sing

In real life it's hard to find.
Enemy of my friend is my enemy,
Never lie to him, but
Dance with him at every party.
K.R. M.Ž. N.M.

Lost in my thoughts,
Over and over again,
Visions of you appear;
Everything around me becomes clear.
B.R. J.S. N.M.

L is for 'laughter'
O is for 'optimism'
V is for 'value'
E is for 'eternity'.
M.M. G.M.S. D.C

Sandra Vasković has been working as an English language teacher at the Technical Faculty in Bor, University of Belgrade, for three years. Before that she worked as a teacher at several secondary schools and in an elementary school in Bor for seven years. Her other interests include translating, proof-reading, reading, travelling as much as possible and amateur photography.

The Mini Monologues Creative Writing Competition

Svetlana Gavrilović, Užice Grammar School, Užice, Serbia

Keywords: competition, writing, monologue

This year's creative writing competition in Užice Grammar School was about writing a dramatic monologue in up to 250 words. A dramatic monologue is a type of poetry/prose written in the form of speech of an individual character. Its key features are:



1. A single person, who is *not* the writer, utters the speech that makes up the whole of the poem/prose text.

2. This person addresses and interacts with one or more other people; but we know of the auditors' presence, and what they say and do, only from clues in the discourse of the single speaker, i.e. the speaker addresses a silent listener.

3. The main principle controlling the writer's choice and formulation of what the speaker says is to reveal to the reader the speaker's temperament and character.

Examples include Robert Browning's *My Last Duchess*, T.S. Eliot's *The Love Song of J. Alfred Prufrock*, Anton Chekhov's *The Seagull* (Masha) or Elmer Rice's *Dream Girl* (Georgina). An additional request for the students was to address their speech to a famous person, which was what they did, 'talking' in an inspiring and complimentary and sometimes even critical way to celebrities from various walks of life such as Kevin Durant, Avicii, Douglas Adams, Donald Trump, etc.



After much thought, English teachers of Uzicka Grammar School decided on the winning entries. Here they are. We

hope it will be easy enough for you to guess who the 'listeners' are.

Too Little, Too Long by Mia Purić I6 – first prize

It's okay, Janko. Nobody actually knows why you came late to Kosovo, but it's not ours to know. Ours is to live and maybe sometimes, but unfortunately, we do it often, judge others. If we were in some other dimension, we would try to be better. Not for others, but for ourselves. Until then, the yellow skirt on that girl looks hideous. But Janko, we can't say it's only your fault. Or should I say Janoš? Or maybe it was Jovan? Serbians loved you so much, and they gave you three names. It must be an honour. Your hopes were maybe too big this time. Huge, if you ask me. We got used to disappointments. Especially when it comes to Turkey. Lots of time I hear people talking nonsense. But only you and well God know why you were late to meet more soldiers. But tell me, be quiet, so no one else knows, I promise, I won't tell anyone. Was it because you got stuck in a pub? Maybe too many beers? Oh, I get it. That girl on the way down was pretty hot, Janko, oh Janko, you silly man. You travelled all the way down just to end up being enchanted by that beauty. I mean not to brag, but we do have pretty girls around here. Speaking of girls, maybe your wife got sad so she started packing tons of food, just like every grandma does: 'Janko, I've packed sixty-six sarmas for you, I hope it will be enough for today. And under that big bag, you have three gallons of homemade goulash. I killed those animals with my bare hands, so, I expect it to be missing in a couple of hours.' Oh, I see, you just wanted to be pretty. Barbers can't take so much time sometimes. Sorry you couldn't make it, threenamed man. Better luck next time. I surely hope the goulash was delicious.

A mini monologue by Anja Rosić II6 – second prize

Oh, they are dancing again ...
The yellows and reds
And greens and blues ...
They are caressing my skin
They are cutting through
Scattered ashes raised by the wind –
Its eye meeting yours –



Formed into series of fiery darts,
Aim for the gold.
Struck by the flame's tail
I felt my flesh burn and bleed
With lucid scenes laid before me.
The ones shaped by a spirit
That is bold,
Set on fire but appears cold;
The one that loves,
That sees and cares
Then loves some more ...

What is the extent of your love,
That swallowing force?
The strokes of the brush
Both smooth and sharp,
Covered more than you might have seen ...
Following the command
Of the boiling mind –
Its bestowed crown
Resting on the grave.
What was it that you found
Waiting hidden in our common ground?

In a vast field
They are swaying anew
Swirling of yellows and greens,
Ripples of reds and blues
They are trying to tell me what to do.
I hear the echoes, lost in bloom
Soaking in the pool
Of the vivid paint running through your veins –

With your gaze piercing the canvas above
The infinite, expanding one –
Did you leave another letter
For all of us to read,
The one bigger,
Bigger than life, I mean?

A mini monologue by Simo Djuričić III1 – third prize

I first heard of your work as a young boy, and I was immediately attracted to the idea I thought of myself as a misfit, and *The Prince* was a work which defied all convention when it was written. It was perfect for a kid who wanted to defy the convention of his own time. But those were just words and as I grew it was my interesting history which me towards your words. I finally read *The Prince* and many a work praising or trying to refute it. I found it amazing and agreed with all its points. Now, years later, I find myself in an interesting position. I still agree with all its points but I've also seen them applied by various dictators, absolute monarchs and generals, beating, lying, and all in all, excellently following your advice. You did state that your rules for rulers applied to monarchs, and republics would need to follow different ones. Yet, in this day and age, I see more and more presidents following your advice. To my conundrum is: are you to blame at all? Did you give these leaders guidelines to absolute rule, or give us, the people, a warning against them? Or both? I am aware of what you intended at the time, but I would love to hear if you would be happier if we all agreed to ignore your life's work for the sake of humanity, should it be possible at all.

The sponsors of our competition were The English Book, Pearson and Educational Centre. We cannot thank them enough for supporting us all these years in the mutual efforts to spark teenage creativity.

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Svetlana Gavrilović has been teaching English for nearly thirty years now. She is currently working in Užice Grammar School.

*I certify that I have the right to publish this photo.



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