

A Teacher, Form Teacher, Mother, Partner During the Epidemic

by Jasna Rudak

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The Benefits of Getting Creative in Groups: Theory and Tips for Quizzes and Videos in Class

by Romi Češčut





Critical thinking at a glance (8) Case Study: When security turns into insecurity, vulnerability, or even danger

Nada Đukić

Any systemic security measures that are introduced to protect an individual client seem to be welcome and more than needed, but only on the surface. When one dives deeper, they might find out control mechanisms so automatic and rigid that they act as barriers that are impossible to overcome. Originally, they were instated there to serve the client, but now, they block any of their transactions or actions in general connected to the agreement between them and the institution providing services. The final result is that the individual is not only robbed of client-friendly, flexible or personalised solutions, but they become insecure, vulnerable, or even endangered, as their freedom is at risk.

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Editorial

Yet again, teachers have found themselves at the heart of the coronavirus crisis. We have had many complex roles during this crisis. We are responsible for our students' education and wellbeing while doing online schooling. We certainly shouldn't forget to foster our own wellbeing as well. If you are currently in the midst of adapting to new schedules and different ways of teaching and, on top of this, you're trying to keep up with the needs of your students, your family and your friends, it's completely understandable that you're feeling overwhelmed.

The onset of remote learning in spring was a shock for many of us. We had hoped that we could avoid the experience of online teaching in the autumn, yet we were wrong. Over the last six months, teachers have faced widespread pressure from parents, heads and government officials to excel at online schooling. We were put under a lot of stress due to nonstop work, all of which felt insufficient to meet our students' needs. The pressure on us right now is enormous. Many teachers have experienced chronic stress and eventually burnout. Teachers who burn out are less effective, have less supportive relationships with students, and have lower academic and social outcomes.

Maybe you need a reminder that practising self-care is essential to your wellbeing, especially during these unprecedented times. We need to set and maintain boundaries, reflect on our feelings and needs, and think about what we might need at certain moments and in the future. We need to identify our needs and take a break. We should take time to do something that is not technology-related. Often, teachers don't allow themselves to be vulnerable and to be OK with saying they don't know something. It's OK and right for us to also learn throughout this time. Look for moments of joy and share them with your students and colleagues.

Don't forget that the coronavirus teaching experience also offers some new opportunities to find new and creative ways to teach traditional lessons and also to boost our digital skills and personal growth.

We hope that this autumn edition of the magazine offers some support to your professional career and personal wellbeing. Hopefully, together we will be able to work out the little bumps we will encounter over this next period.



A Teacher, Form Teacher, Mother, Partner During the Epidemic

by **Jasna Rudak**

My name is Jasna Rudak and I am a professor of English and Philosophy. As a child, I always knew I wanted to become a teacher. I graduated in English and Philosophy at the Faculty of Arts Maribor and soon started to work in a primary school. I have been teaching English for 18 years now. Besides teaching English, I have been a mentor to many pupils at competitions, I have worked with pupils who have difficulties in learning, I have organized many extra-curricular activities and done work as a form teacher for some generations. I enjoy teaching and working with children.

Coronavirus, COVID-19, epidemic... different names for the new virus, which at the beginning of this March brought fear into our bones, the fear of the unknown for many adults, parents, mothers, fathers and also children. Overnight we all stayed at home; teachers, parents and children, all with the thought that it would only last for two weeks. My first thought was, I can do this. Later I started to question myself, „How will I do this? How will I explain any new grammar? What will happen with all those preparations for the prom?“ In this article, I have described some approaches that I used and how I prepared for all this. I must admit I'm not the biggest fan of technology.

As an English teacher and as a form teacher in the ninth grade in a primary school, I got instructions from the princi-

pal that we would teach remotely to the previously set timetable. But then everything started to be delayed and we decided to adjust the timetable to four lessons per day. This decision was extremely helpful for those pupils who have problems with organisation and learning.

TEACHER

I think that the biggest problem was the management decision that each teacher has to send their subject matter to the form teacher, who would then collect it and forward it to parents and pupils. As a form teacher, I was overwhelmed with emails. I got emails from all the teachers that taught in my class, questions and answers from pupils and parents and in addition to that, I sent and corrected work for my subject, English. I received up to 60 emails a day.

Conveying a subject matter to different levels represented a special challenge. Because I teach English from the fourth to the ninth grade, I needed many ideas and a lot of creativity for the first few days in order to find out how to present new vocabulary and phrases to young learners.

Thank God for the internet where I looked for appropriate pictures, crosswords, films and interactive games for each topic. Of course, I also used student books, because they had these at home and it was easier for them to follow the topic. They did exercises in notebooks which they photographed and sent to me. I corrected them and gave each one some feedback.

We also carried out some projects. In one of them, students had to find at

least five photos (drawings or newspaper cutouts) and prepare some simple descriptions below each photo. I conducted many projects because we have very full classes of about 26 pupils per class. That is why I made folders for each pupil and collected their work.

Of course, work with pupils in the upper classes was different. Within our English working group, we decided to continue with teaching to the pre-set curriculum. We didn't know how long the epidemic would last so we had video meetings every 14 days to discuss and decide how and up to where we would teach. Learning new vocabulary didn't present any special problems because older pupils have more skills in reading texts. A bigger concern was the learning of new grammar. I had to ensure and check if all pupils understood the subject matter that I produced. I was especially worried about ninth graders because they're leaving primary school. What shall I do with the subject matter that would not be covered enough? I knew that I wouldn't be able to do everything the same way I would in the classroom, so I adjusted the topics by their importance and school curriculum. Nevertheless, I was still worried whether it would be enough for pupils in secondary school.

Every new piece of grammar was presented through videos. I recorded myself explaining it and then I sent them my video. This way they were able to watch it at their own pace and if they needed to, they could watch it several times. After each explanation and exercises that I prepared for them, after doing the exercises in workbooks,

I arranged video conferences where we would discuss questions and possible difficulties. In this way, I ensured that I checked their understanding and answered their questions regularly.

At this stage, pupils also wrote compositions in which they had to implement new vocabulary and grammar. They were given exact instructions they needed to follow and cues that they had to include in their work. I have to say, I was awfully glad because some pupils wrote great compositions and at the same time, I could see that pupils with lower marks tried to do their best.

THE PROM

The Prom was important to our pupils and to us, form teachers. We had prepared for it and the ninth graders were looking forward to it. Since September we were talking about it and we had already decided where we would go on our final school trip. Pupils had collected donations and conducted New Year's raffle. They also had some money on their class account from recycling paper that they had been collecting over the years. And suddenly all this effort by pupils, parents and our teachers should come to nothing? What shall we do with the money? How could I ensure my pupils a memorable end of their primary-school journey?

Dance lessons for the prom dance had almost started but because of the limit on larger group gatherings, we had to postpone and later cancel them.

We were pushed into a situation that was changing every week, and as a form teacher, I couldn't answer the many questions from parents. I have to say proudly though, we managed to carry out something that will stay in our fond memories - form teachers, parents and ninth graders.

When form teachers and management found out that the ninth graders would return to school, we started to talk about how and what we can prepare for our pupils who were leaving our primary school. We wanted to give them a nice memory, a conclusion of their final year in primary school, something that would conjure up at least a bit of what previous generations had. The first option was

that the principal would give a speech in our school gym and the form teachers would give out the certificates. Then we would record it and make it available for parents.

But later, as the limit on gatherings started to loosen, we got the idea to have the Prom in the town hall's courtyard, where parents could be present. We placed chairs at an appropriate distance, invited parents, form teachers and management from our school, and in this way, we managed to stay within the limited number. We were proud and happy because we knew how much it meant to the parents to see their child finishing one chapter of their life.

Pupils had only three dance lessons with the dance teacher and had learned a group choreography. The day was beautiful, sunny, and everybody came into the courtyard, everybody was smiling. Parents, pupils, everyone was dressed up and they were eager to find out how we could manage to prepare the ceremony for this special generation. The ceremony started and it was wonderful, full of emotion. In the end, teachers, management and pupils wanted to thank the parents for being there for us during distance learning. Each pupil gave a flower to their parents, which brought tears of pride and happiness to everybody's faces. It was a gorgeous conclusion for an incredibly special generation.

PARENTHOOD

Besides all this work I had to take care of my two daughters. The older one is in school and the younger one is finishing kindergarten. Children are more optimistic by nature so they just accepted these changes with the thought that it would just be another short holiday.

In the beginning, we had to coordinate all the technological support (a computer, new applications, the Internet, emails, etc.) which nowadays can still cause some challenges. All this time I also worked from home which brought additional stress because, besides my work for school, phone calls, video conferences and other obligations, I had to help my daughter to do her schoolwork. For the first two weeks, my daughter found it easy to learn remotely, the

weather was nice, and she had plenty of free time to do other activities. As a family we successfully set our own rhythm, my daughters woke up when they wanted to because there was no need for them to wake up at any particular time, we ate breakfast and started with schoolwork. As a parent, I think that schoolwork has to be done in the morning when the head is clear, relaxed, and the will is still there. Afterward, there was enough time for other activities and free time. At the beginning I had to help her with working on a computer, later she gained some skills and did it by herself. Communication between her teachers proceeded only through the Web. She did her schoolwork regularly but there wasn't any extra learning as would be the case in „normal“ times, which at this point was forgotten. As those two weeks ended up being two months, children started to communicate with teachers more and sent their work by email. She started to have video conferences with her teacher and schoolmates. At first, there was just a small amount of schoolwork to do, but later she started to have more. It took her more time to finish it. On the other hand, because they didn't have enough marks, she had to get some marks for each subject and that is why we then had to start with additional work, because children in „normal times“ gain knowledge in schools from teachers, and at home, they only revise. But now, in the time of pandemic and distance learning, parents had to take on the role of their teachers, along with the role of employee, parent, partner, etc.

Later she started to miss her friends, schoolmates and teachers. Although she could see them in video conferences, it couldn't substitute for social touch, playing games together, and spending time with each other.

Although the most beautiful moments are those spent with your family, it can become incredibly stressful with this pace of work. I must admit, as a teacher and as a mother, I was glad that we returned to school. I was happy to see all my pupils and I believe that my daughter's teacher was, too. I have to say I was immensely proud of my pupils' work and I believe that they were too, because it was a big challenge for all of us. We were glad to see each other, even though this was under unusual circumstances.

Redefining (non)Violence in Communication

by **Marša Jović**

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Marša Jović

Me. I have so many roles and labels: a 0-12 certified Montessori teacher, one of the founders of Kajžica, a best friend, a good listener, a mom of two preschoolers, the wife in a high-school sweetheart marriage, a sister to my brother, and a sister to all of my women, a daughter of two of the most loving humans I know, an English teacher, a dancer, an explorer of everything that makes us human, a hard worker, a traveler, a student of karmic diagnostics ... All of this and more but also at the end of the day none of those :).

Natural vs. Common

1. *"Hurry up!"*
2. *"You're always leaving your stuff all over the floor!"*
3. *"What an idiot! He could have killed all of us driving like that."*
4. *"You are unbearable."*
5. *"Well, here they come. His 'we-know-everything' parents."*
6. *"You could help me every once in a while, you know."*
7. *"Open your course books on page 12, now."*
8. *"Really? The very same thing happened to me. Do you know what you should do? Just ignore him."*
9. *"I will count to three. If you don't come here right now, no TV for the rest of this week."*
10. *"I am fed up with your explanations on why you are late again. I do not want to see you right now."*

These statements are part of our everyday lives. One could argue they are "normal". Common, yes. But what is normal or natural? Psychologist Marshall Rosenberg researched "how we do love". He discovered a large part of what we perceive as love is in our communication. He worked with Carl Rogers and they dived deep into the research of empathic receiving and expressing. Rosenberg wanted to know what connects us and what it is that breaks the connections among us.

As human beings we are (probably unconsciously) violent in our communication and consequently also in our hearts. Violent communication is almost certainly the result of a power-over paradigm that has shaped our society throughout the centuries: colonisers vs. the indigenous, teacher vs. student, parent vs. child, boss vs. employee and so on. We are not equals in our relationships. Consequently, there is less connection among us. But we can become equals, and there can be more connection among us.

Expressing and Receiving in "Giraffe" and in "Jackal"

Rosenberg says these types of language are violent:

- judging
- labelling
- criticising
- giving advice
- demanding
- comforting
- matching with your own experience

On the other hand, empathy and clear expressions stating what we need are the opposite of violent conversing. Rosenberg sometimes called the violent language "jackal" and the non-violent language "giraffe". Probably because giraffes can see the big picture and have a large heart, whereas jackals howl and bark and growl.

When speaking in "giraffe" you are connected to your feelings and needs underneath these feelings. When speaking and receiving in "giraffe" you are aware of the fact that nobody is responsible for your feelings but yourself. The other person's actions or words are only triggers that can help you (if you are willing to) define your unmet needs and the feelings that have bubbled up because of those unmet needs.

When we receive in "giraffe" we are able to hear the person's message beyond their words and actions. We try to guess the feelings and needs beyond their expression. When somebody is yelling at us, we are able to step into their shoes and look at the issue from their perspective. We become skilful in seeing that the person is in distress because of an unmet need and not because he is trying to do something evil to us. This helps us stay empathic in various situations. Empathy, in short, is receiving without judgments. It is mostly done in silence.

How to Speak to Connect

Rosenberg offers a form of four steps to help us speak with clarity and compassion. The four steps are:

1. OBSERVATION

When I see/ hear you ...

2. FEELINGS

I feel ...

3. NEEDS

... because I am needing ...

4. REQUEST

And that is why I am asking you if you would be willing to

When we state an observation, as objectively as possible, the person on the other side is more likely to connect to us, namely they are more likely to connect to fact than to our interpretation of their actions. We then say how that makes us feel and what we are needing. A request follows. (Not a demand. When we make a request we are willing to hear a "no".) Often we try to find win-win solutions at the last stage or we check how our expressions landed on the other person. Asking for an action is common but being aware and also expressing other types of requests (for understanding, or connection) might bring about more ease and flow.

The statement at the top of the essay is reframed according to Rosenberg's philosophy. The observations are made up but serve the purpose of showing how objective this first part should be.

1. "Hurry up!"

When I see you walking behind me for the last five minutes I get annoyed, because efficiency is important to me. Would you be willing to run to the door with me?

2. "You're always leaving your stuff all over the floor!"

When I see your trousers on the floor in the living room I feel frustrated, because I value order. How does that sound to you?

3. "What an ass! He could have killed all of us driving like that."

When I see this man driving so near me, I feel scared and angry, because safety is important for me.

4. "You are unbearable."

When I see you spitting at other people's faces, I feel rage, because re-

spect is so important to me. Would you be willing to say what is bothering you when you start to feel angry?

5. "Well, here they come. His "we-know-everything" parents."

When I see his parents coming towards me, I feel tension and frustration in my body, because a sense of shared reality is important to me. This request is for me. Am I perhaps willing to hear their side of the story in silence and then check whether there are some aspects we agree on?

6. "You could help me every once in a while, you know."

When I see you sitting on the couch when I am folding the laundry, I feel angry, because community is important to me. Would you be willing to think about what chore you could do today?

7. "Open your course books on page 12, now."

When I see you looking outside the window I become a bit frustrated, because efficiency and learning are important to me. Would you be willing to tell me what you need so we could find a solution that works best for both of us?

8. "Really? The very same thing happened to me. Do you know what you should do? Just ignore him."

I am hearing you feel sad and I am guessing companionship is what you are needing?

9. "I will count to three. If you don't come here right now, no TV for the rest of this week."

When I see you not coming to me when I call you, I become angry, because health is important to me. Could you please tell me what you are needing right now so we could come up with a solution that meets both our needs?

Self-empathy

In order to express ourselves in "giraffe", we need to know what is happening inside us and not suppress our feelings. Self-empathy – a process that brings peace and clarity within – is a process each individual does differently. A very common way to get in touch with ourselves is by breathing deeply and slowly

and locating sensations in our bodies. Rosenberg never said not to express the "negative" feelings; on the contrary: at first we benefit from expressing and releasing them from our bodies. The awareness of the fact that we are only venting is crucial, because in that state we know the other person is not to blame for our feelings. We feel frustrated or angry because our needs are not met. When we breathe and connect to our bodies we are able to identify our need. We then give attention to it and search for other means or strategies to meet our needs.

It helps to have somebody whom we can confide in and ask for empathy. We then, perhaps, shout out our judgments and labels first and then, with the help of breathing, slowly come to an understanding of what is happening within us. After that we are able to express ourselves in "giraffe". The process of self-empathy can be mastered with practice. We are able to build capacity for empathic receiving and self-empathy, just as we are able to build muscle power. We are able to do this process without somebody holding space for us. Practice, practice, practice.

Invitations

I invite you to imagine a world in which we are aware of the fact that our needs are equal: mine and my child's, mine and my students', mine and my husband's. Think about how the space of connection offers countless creative possibilities for win-win solutions.

I have experienced it in my relationships and in Kajžica with preschoolers, elementary children, and teenagers. There are many testimonials of people all over the world who have experienced deep connection and found solutions to conflicts that seemed impossible to solve through the processes NVC offers.

I invite you to think about the words you use every day. I invite you to try to be aware of what your triggers are and perhaps try saying to yourself "What is it that I really need while being angry or sad about this?"

I invite you to come to Kajžica for some tea. We can continue this discussion about the world becoming a more loving place for us all.

Elementary Student Writing Mistakes: Writing by Diction and in Short Essays

by **Brina Las**



Sem Brina Las, absolventka magistrskega študija Slovenskega jezika in književnosti ter Anglistike. Delam v knjižnici v Trbovljah, svojemu rojstnem kraju, kjer vsakodnevno odkrivam nove, ljubezni vredne knjige. Rada se prepustim toku in uživam življenje, četudi to včasih pomeni, da zjutraj spijem kakšno kavico preveč. Imam veliko ustvarjalne energije, in kadar ne študiram, svoj čas posvetim potovanju in raziskovanju, druženju s prijatelji, uživanju v naravi, zadnje čase pa se posvečam tudi novemu hobiju – gojenju sobnih rastlin. Stvarem, ki jih počnem, sem predana z vsem svojim bistvom in verjamem, da kar daš, se vedno povrne.

My name is Brina and I am a master's student of Slovene language with literature and English studies. I am currently employed as a librarian in my small hometown Trbovlje, where I am surrounded by a myriad of whimsical books. I like to believe that I am easy-going – even if that sometimes means a cup of coffee too much in the morning. My creative energy is overflowing, and when I'm not reading or researching, I dedicate my time to traveling and exploring, spending time with friends, enjoying nature, and lately, I've also been devoting to a new hobby – growing houseplants. I tend to commit to the things I do with all my essence and I am a firm believer that what you give always comes back.

Abstract:

Mistakes and errors are inevitable, especially while learning a new language. Even though 'mistake' and 'error' are often used as synonyms, there is a division between the two, the first one being accidents, wrong usage of something we know and are aware of, and the latter being connected to something foreign, something we have not internalized yet. The essay focuses on the most common grammar mistakes that Slovene elementary students make while also trying to explain why they occur. To back up the claims from researchers and linguists, there is also a pragmatic part – the analysis of the most common mistakes and errors. The research is based on students that are learning English as their second language, but the results, however, somewhat overlap with mistakes and errors students that speak English as their first language make.

While learning a new language or trying to be an efficient speaker of mother tongue, and individual must be proficient in speaking, listening, reading, and writing and mistakes or errors are expected and inevitable. Even though mistakes are acceptable, normal, and fixable, we must work on our knowledge and keep improving it, otherwise our poor grammar skills may be an indicator of laziness or unwillingness to better ourselves. This essay will focus on the most common grammar mistakes Slovene elementary school students make and try to explain the reason they occur. Samples were obtained from three eight

graders who are learning English as their second language and gave me permission to analyse and use their examples in my paper. Furthermore, the essay will also bring light to mistakes English students make and will be leaning on a previously conducted research in English speaking region.

Even though 'mistake' and 'error' are often used synonymously, there is an important division between the two – mistakes are accidents, slips of the tongue, where an individual is aware that they says or wrote something wrong, while errors, on the other hand, are something you do not know, because it has to do with grammar you have not learned yet or vocabulary that is foreign to you. According to J. Richards (2002, 184), an error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning. It is considered to be a systematic deviation that occurs when learner has not learned something or has learned it wrong, therefore he consistently makes mistakes (Norrish, 1983, 7). 'Error' is a term used to describe an instance of faulty or unconventional usage and because of that, they are also known as usage errors and can be understood as the opposite of correctness. Errors have a higher interest level because they open opportunities to learn something new, which may sound irrelevant, but it is, in fact, crucial, because when you make a mistake, the listener or the reader does not know you just made a mis-

take – they might think you do not understand the rules of language, which may be of incredible importance in business, work or academic situations. Ignoring our mistakes does not improve our language skills, which is why we must pay close attention to them. Since we tend to forget unimportant information quickly, it is crucial to disclose, revise and explain the mistakes in our head (Garner, 2009).

Putting errors in context and explaining their reasoning goes hand in hand with learning a certain language (e. g. mother tongue) and second-language acquisition. Even though errors in writing may seem as an extremely straight-forward issue, there are various philosophies and schools dealing with error analysis. First one, according to Corder (1967) – he links errors with the teaching method and the inadequacy, because if the teaching method was adequate, the errors would not be committed. The second school is more philosophical and argues that we live in an imperfect world and that errors are always present and applied linguistics cannot do without it.

Noam Chomsky, an American linguist, philosopher, historian, cognitive scientist, often called 'the father of modern linguistics', dealt with the difference between mistakes and errors as well. Chomsky (1956, 4) made a distinction between competence, which is the speaker's knowledge of language, and performance, which includes the actual use of language in a concrete situation. This is how he divided errors – something we do, because we are unaware of the correct use, and mistakes – a phenomenon, that may occur spontaneously and speaker or writer is aware and acknowledges them as mistakes, and is also able to fix them, because he is competent enough to understand why something is wrong.

There are various approaches dealing with errors, one of them being 'Error Analysis Approach'. This approach points out two major causes of errors in learning and writing – the interlingual error, which is an error made because of individual's linguistic background, and the intralingual error, which appear when learners misuse rules that govern language or apply those rules falsely. Be-

fore the 1960's, the main branch of mistake and error analysis was contrastive analysis, but S. P. Corder, a professor of applied linguistics, and his colleagues found it unstable, because it could not predict the majority of errors. Error analysts made a distinction between systematic and non-systematic mistakes. We can roughly classify errors as basic types: omissive, additive, substitute or word order related, but they can also be classified by how apparent they are, meaning that some of them are obvious even when taken out of context (e.g. "I angry"). In a more complex distinction, errors are classified according to language and are divided into phonological errors, lexical errors, syntactic errors, but it must be stressed that error analysis is different when dealing with native speakers and second language speakers (Corder et al, 2002).

There are various strategies to avoid errors and mistakes. J. Richards (2002) established a four-point strategy for eliminating and avoiding mistakes:

1. identify learning strategy used while learning a language,
2. try and identify the causes of learner's errors,
3. obtain the information on common difficulties in learning a language,
4. use everything above as an aid for teaching and for the preparation of the materials.

The second point may be the hardest one to pinpoint especially for a non-linguist – it is extremely hard to establish if the mistake was operational and coincidental, or if it was made because of (in)competence. The two major causes of errors are the interlingual error which is made because of the learner's linguistic background and the native language interference which is an error committed when learners misuse main language rules or they falsely apply them (Richard at al. 2002). A similar system has been established by a linguist Corder (2002), who claims that the following steps are typical in any type of error analysis research. This is a variation of the strategy I used for gathering my examples as well:

1. collecting samples of learner language,
2. identifying the errors,



3. describing the errors,
4. explaining the errors,
5. evaluating/correcting the errors.

The basis of my paper are concrete mistakes that were made by 8th grade elementary school students while writing by diction or while constructing longer answers, essays. My sample was small, because I took my examples from three pupils that are learning English as their second language at the same elementary school. However, they do not have the same teacher because they are not classmates. I was interested in the type of mistakes that occur frequently and wanted to compare them to mistakes that English-speaking students make. I concluded that the frequency and types of mistakes and errors are closely connected to 'information and communication technology' oriented teachers that tend to rely on the convenient projections on whiteboards because the curriculums are overcrowded with various topics – this way they are able to check answers faster and handouts are a faster way or providing information rather than having your students write longer paragraphs by hand. Lower graphomotor skills are the result of less writing – their abilities to write fast and correct are compromised. Because of the previous point, students are neglecting writing by hand when they have the opportunities and when they have to, they make inevitable mistakes and errors. It is also a common fact that writing by hand, opposed to writing on a computer, a tablet or a mobile phone, is a slower process and because students are not efficient in their hand writing skills, they feel the need to hurry which results in mistakes. Computers and IT technology also has spellcheckers integrated as a part of their software and students rely on them to fix their mistakes and errors, which is why students are less likely to notice those mistakes on their own or when writing by hand. If we take into consideration that the students which provided me with the concrete examples are not learning English voluntarily because the subject is not an elective, I did not analyse their vocabulary nor did I find any examples of vocabulary misuse. There were, however, many grammar errors and mistakes.

First of them is regarding commas in various sentence structures, for example in run-on sentences. Two independent clauses should be separated by a comma and if we can conduct two separate sentences, there should be a comma in between, which is a helpful tip for pupils, who are just learning the language.

Missing comma in a run-on sentence.

Introductory phrases seem to cause trouble to students as well and I recon it is because they are only now being introduced to longer sentence structures and shorter paragraphs. An introductory phrase provides background or additional information and should always be followed by a comma. It is a clause without its own subject or verb but relies on the ones in the main clause. The only exception is a very short introductory phrase (less than four words). In that case, the comma is usually optional. Commas seem to cause various issues, one of them also being the use of too many commas. A compound subject uses a conjunction to connect more than one noun phrase. This is an example of hypercorrection – students feel the need to add a comma because they feel like something is missing. A comma splice is a similar phenomenon; you join two independent clauses with a comma and without a conjunction. If you use a conjunction, there should be no comma in between.

Using too many commas.

One of the most basic rules in any language is that subjects and verbs are supposed to be in an agreement. Singular subjects should be used with singular verb forms and plural subjects should be used with plural verb forms. There are various rules regarding subject-verb agreement, but elementary school students should be able to recognise the subject and determine whether it is in singular or in plural form.

Subject and verb are not in agreement and some vocabulary mistakes.

Another mistake or and error that pupils make is as misuse of an apostrophe. An apostrophe is a character used for several purposes – it can mark the omission of one or more letters, it can mark the possessive case of nouns or mark plurals of individuals. Most of mistakes or errors happen when indicating a possession, which can be due to sloppiness, not knowledge, therefore it is a mistake, not an error.

The omission of an apostrophe.

Many occurrences happen while contracting as well, especially if a contracted word has another meaning. Weaker students ay not notice that those are two different words with different meanings.

'Were' as a mistake – no apostrophe.

In addition to my research, I was curious about the mistakes and errors English speaking students make, because I wanted to prove that at least some mistakes Slovene students make are overlapping with the ones native speakers make. In an article by Karen J. Lunsford and Andrea A. Lunsford, titled "Mistakes Are a Fact of Life: A National Comparative Study", Andrea pulled random 25 papers and marked every single error that she could find. She took another 25 papers and repeated the process. The results are listed below (Lunsford et al, 2008, 9).

Table 4: Formal Errors in a 50-Paper Sample

Error or Error Pattern	# in 50 Papers
Wrong word	79
Comma splice	61
Missing comma after intro word or phrase	55
Possessive apostrophe error	48
Subject-verb agreement error	41
Missing internal citation with page number, etc.	35
Homonym error	32
Missing word	31
Pronoun / antecedent agreement error	28
Fragment	26
Unnecessary comma before coordinating conjunction joining compounds	24
Capitalization (missing or unnecessary)	24
Hyphen (missing or unnecessary)	21
Faulty sentence structure	21
Problems in tense sequence or shift, etc.	20
Pronoun reference error	20
Missing comma or comma needed for restrictive/nonrestrictive elements	17
Spelling error	17
Parallelism error	17
Unnecessary comma before quotation	15
Article error	15
Fused (run-on) sentence	15
Quotation marks inappropriately used for emphasis	13
Colon unnecessary before series or quotation (7) / missing (4)	11
Quotation not introduced or commented on	10
Shift or error in number	9
Wrong or missing preposition	8
Adjective/adverb confusion	8
Shift in person	8

(Lunsford A., Lunsford K., 2008)

As seen above, some errors are overlapping, e.g. comma splice, missing comma after introductory phrases, possessive apostrophe errors, subject-verb agreement errors, unnecessary commas, and run-on sentences. Those mistakes occurred very frequently, and we can claim that even native speakers have issues regarding grammar, which I find interesting. Regarding avoiding mistakes and errors, teachers Bess Lyman and Sarah I. Roody (1955) gave concrete examples on how they try to better their students writing. They wrote an article titled "Managing Student Writing" and even though it dates almost seventy years back, some of their ideas and practices can still be applied to modern classrooms. They stressed that students must hand in a piece of writing every single week and even though they do not grade it every time, students still spend some time on writing. To apply this to a modern classroom, my requirement would be to write everything by hand, so that the students would focus on correcting their own errors and mistakes and would be nurturing and developing their fine graphomotor skills. When marking a paper, they do it thoroughly and personally – they point out students' weaknesses and strengths, they explain the errors and personalize the comments depending on how savvy the individual is. Comments for weaker students are more explanatory and less demanding, they only criticise the

errors they should learn how to correct and focus more on the mistakes that were unintentional. They avoid commenting on weaker students' personal style of writing. After the correction, they expect from the student to try to explain and correct their own mistakes, to focus on why something is wrong and how it can be done correctly.

There are a myriad of studies and theories regarding mistakes and errors in language from various perspectives, but since the focus of this essay were student writing mistakes, my initial theory that mistakes mainly happen because students are either not skilled in writing by hand, sloppy or rushing in combination with poor knowledge about spelling has proven to be correct. The research conducted also portrayed that most common mistakes of Slovene students, learning English as their second language, somewhat overlap with mistakes English speaking students make, which may come as a surprise, because one might think that English speaking students are well versed in the own language, spelling and grammar rules. The research also deducted that teachers and professors play a large role in helping students achieve a higher level or writing skill if only they take the time to do so.

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Literature in the Classroom; Language Development alongside Picture Books

by **Emina Rekanović**



I studied at the University of Sarajevo (Bosnia and Herzegovina) and obtained master degrees in English language and literature – educational

programme and Classical journalism as well. My work experience is mostly connected to teaching English language to various age groups both in formal school and kindergarten settings and also in informal creative settings such as creative workshops. My fields of interest are multilingualism, language acquisition, psycholinguistics, diversity of teaching materials, picture books, visual literature and poetry. Other than this I am interested in audio-visual art in every form to which I devote most of my free time.

Speaking a foreign language is only one of many fascinating developmental aspects that humans can achieve. Therefore language teaching and language learning present exciting journeys and they happen on a daily basis everywhere at every moment throughout the world.

Language learning is an active process where a learner has to be exposed to a foreign language in as many different ways as possible. In that sense in the vastness of teaching materials and methods an important role is played by teaching a foreign language through literature. Literature, whether it be a

story, a poem, a play or a picture book, is inevitably connected to language learning and development. "Getting to know books is not only about learning how to read. Books also support us in discovering the pleasure of exploring, developing learning skills, practising how to look for information, finding new ideas or expanding and enriching existing ones, and coming upon new perspectives." (Tuna & Tankersley, 2007, p.6)

When it comes to picture books, in simple terms a picture book presents a story accompanied by illustrations. A picture book seems to be something completely simple and ordinary – a story with pictures - but from a teacher's point of view a picture book presents a story that eases the encounter with a new language, and presents a new language in a picturesque way, making it attractive and interesting. It is a specific literature genre and a very adaptable and valuable teaching material for both teachers and learners.

"A picture book is text, illustrations, total design; a manufactured item and a commercial product; a social, cultural, historical document and, primarily, an experience for the child. As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two pages facing each other, and on the drama of turning the page. On its own terms its possibilities are limitless." (Mourão, 2011, p.6)

Stories remain with us throughout our lives, especially the ones we heard at an

early age; moreover, those stories were probably accompanied by illustrations in the form of a picture book, so they are very memorable. Think about your favourite story, the first picture book you read when you were a kid. The images and the story probably stay with you even today. Unconsciously you probably picked up a certain word by turning the pages of your picture book, you probably learnt a new word at the very moment of turning the pages, unaware of the learning process. The learning moment happened while you were turning the pages, anticipating the new image, immersed in the reading experience. Learning a language using picture books presents a wholesome audiovisual experience, not just a dry learning process, but learning is a fun process because the language one is exposed to can be felt and seen through both words and pictures; language somehow becomes something tactile. There is the advantage, the joy and the richness of picture books as a language teaching material, namely language is being transmitted in the experience of storytelling and is being absorbed and swallowed unconsciously by learners.

Teaching a foreign language to young learners is especially challenging but teaching materials and methods can strongly influence easier language acquisition. Nowadays they are so diverse that language learning becomes an exotic exercise. As already mentioned, one way of presenting a foreign language to young learners is by using

literature, in this case picture books. When learning a foreign language at a very early age children should be exposed to diverse inputs of foreign language, demonstrated in different materials, covering the facilitation of listening, speaking, understanding skills. One way of introducing young learners to listening and speaking practice is by engaging in storytelling.

Picture books in focus; would you like to hear a story?

Anyone can rightly ask why picture books are helpful with young learners. How can they help language learners? The words and illustrations are interdependent and create a specific unity that conveys a story, delivers it in a very picturesque way. So the language presented in a picture book is accompanied by illustrations and therefore its understanding is aided by images. It is the creative and appealing form that brings a complex matter of language to learners, that presents new words in a shiny way because of the drawings accompanying the words.

Speaking of the learning process and the environment, this type of literature is great for individual tutoring but also for group learning as well, meaning that it is very suitable for the classroom, both formal and informal. Reading a picture book in a classroom presents a social experience, a group of learners gets the same chance and opportunity to experience a story. Learning a language becomes more than just a list of words and rules, it becomes engaging, attractive, funny and interesting. Reading a story from a picture book presents an event, an adventure through which, unconsciously, learners select new language while enjoying the story that is being told. The voice, the images, the words, turning the page, the excitement of hearing what is going to happen next, or which image is about to appear next, welcomes young learners into the world of a foreign language.

Reading storybooks improves listening, speaking and understanding competences. When an adult reads a picture book children get a chance to hear the written words, see the illustrations, and get the chance to connect the meaning of what they have heard with what is written, and which presents develop-

ment in understanding language. Reading exposes learners to language and gives them a chance to speak about the story they have heard, to express their own feelings, ideas; maybe not immediately in a foreign language, but it is also commendable if a story makes them speak in their mother tongue. The use of picture books in the classroom (whether it be a formal or a non-formal classroom setting) opens new possibilities for conversations, they present a great foundation for pronunciation development and the development of narrative skills.

A picture book presents an excellent tool for the development of oral skills and the acquisition of new vocabulary where words are usually connected to illustrations and images. Metalinguistic awareness, cognitive development, development in social areas, the development of identity, language and literacy development, vocabulary development, the acquisition of syntax – that is, sentence structure – subject-verb-object order, the mastery of pronouns or the development of metaphor understanding are all affected by reading a picture book. Apart from these, they also certainly do a lot for the development of the essential language skills of listening and speaking because reading facilitates active listening and sharing ideas and all of that presents a cornerstone for the development of understanding.

How is that so? For example, let's take a look at the picture book ***The Very Hungry Caterpillar*** by Eric Carle. ***The Very Hungry Caterpillar*** is one of the most popular picture books in the English language. It is a story about a caterpillar that goes through a week by eating loads of food. Every day of the week the caterpillar eats another type of food. The quest for food ends up with the caterpillar having stomach ache so on the last day of the week the caterpillar eats one green leaf. He then has a two-week nap in a cocoon, after which the caterpillar turns into a beautiful butterfly.

The Very Hungry Caterpillar is an excellent teaching material because it covers so many language aspects and teaching topics. It's a simple story that one can use to teach language aspects mentioned in the previous paragraphs of this essay. In a more precise way, the development of language aspects facilitated

by this particular story can be explained in a detailed manner.

1. Acquisition of new vocabulary;

This story is equipped with a list of words belonging to food vocabulary (apple, pear, plum, strawberry, orange, chocolate cake, ice cream, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon). So it is pretty straightforward and the vocabulary is accompanied by images so the child is learning new words; in this case those representing food vocabulary are facilitated by illustrations.

2. Acquisition of sentence structure;

This story can be used to teach simple sentence structure and basic word order; the subject-verb order, because it is written in a simple manner. The word order presented in a sentence: *'He ate one apple'*¹ is an example of the subject-verb order and this example is repeated throughout the story so it can be easily acquired.

3. Teaching specific language concepts;

This story can be used to teach concepts such as days of the week, numbers, colours, weather or the concept of day and night, because all of these are mentioned in the story. For example, in the sentence *'On Thursday he ate through four strawberries'*² we can already see the concept of days and numbers. Or at the beginning of the story we can see the illustration of the sun so the concept of weather can be introduced. The same goes for other aspects mentioned.

4. Teaching grammar;

If working with older learners who already have a basic knowledge of tenses, this story can be used to teach grammar, specifically teaching past form. For example, the past forms of verbs, as seen in the sentence *'On Monday he ate through one apple'*³ where the verb *eat* is used in its past form *ate*. Another example

¹ <https://www.yumpu.com/en/document/read/58523912/the-very-hungry-caterpillar-eric-carle-pdf-kt>

² Ibid

is the verb *be* used in the past form *was* in the examples '*he was still hungry; the next day was Sunday; He was a beautiful butterfly!*'⁴ so the past tense can be introduced through these simple examples.

5. Teaching preposition use;

This story can be used as a starting point for preposition introduction, because the structure, such as '*on Monday*', is repeatedly used throughout the story, so this can present an introduction to prepositions.

Other than these purely linguistic aspects there are other important skills that can be facilitated with this story.

1. Development of metalinguistic awareness and language recognition;

When using a story to teach language specifically from a picture book the visualisation of language is very accurate because the written words are connected to sound and that presents the visualisation of language, which leads to recognising pronounced words in their written form.

2. Development of oral skills;

Use of stories is great for teaching the right pronunciation of words, for development and the facilitation of speaking skills.

3. Development of social skills and use of speaking skills;

Learners can be encouraged to share their own ideas and feelings about the story and the moral of the story which will encourage the development of both oral skills and social interaction. Other than that, this picture book can be readjusted and the teacher can, together with learners, create a play based on this, where the development of social skills would be facilitated and engagement in group work would be encouraged.

Picture books in the classroom play multiple roles and present an inexhaustible source of inspiration when used for educational purposes. One should know that picture books are not only used for

the development of language skills, but also for the development of other social aspects.

1. Development of identity;

In the example of *The Very Hungry Caterpillar* the caterpillar has to go through the process of transformation in order to become a beautiful butterfly. It is a concept that can be connected to our own personal growth and development throughout our lives.

2. Cognitive development;

This story can introduce the concept of transformation and facilitate realisation of how the butterfly is created, namely that it comes out of the cocoon.

3. Development of understanding;

This story can introduce the concept of understanding everyday actions around us, such as eating when we are hungry, but also understanding the example of eating too much, which can result in stomach pain.

4. Facilitation of creativity development;

In the example of *The Very Hungry Caterpillar* this story can be a stimulus for creativity development, specifically if the storytelling is accompanied by subsequent activities that encourage creative expression.

There are numerous activities, ranging from drawing, colouring, handicrafts, acting, and so many more.

5. Understanding of cultural awareness;

This story can be used as a starting point for cultural teaching. Children can learn about the differences and similarities between species, or how others live, whether it be humans or insects when talking about this particular story.

6. Facilitation of critical thinking;

Literature presents a great tool for introducing and expanding critical thinking. This story can encourage learners to reflect on differences in the lives of a simple butterfly and another insect or it can encourage learners to reflect on the needs one has for living, namely food or a specific type of weather.

The development of all the above-mentioned language and social tokens and aspects can be facilitated by the right activities alongside one simple story. Every word or every little detail in the story can serve as a starting point for an interesting lesson. "A story in a book might spur us into action – to help somebody, to create something, to observe some phenomena, to think and ask more questions. Seeing, hearing, and experiencing something may spark within us a wish to share, to talk, to draw, to write, to create a story, a picture, or a whole book." (Tuna & Tankersley, 2007, p.7)

Moreover, the potential for activities with picture books is endless, especially with young language learners. The activities can range from matching exercises, colouring exercises, spelling exercises, drawing exercises, speaking exercises, reading activities, or possibly also acting exercises. That is also the case with *The Very Hungry Caterpillar* - it is very adjustable. Eventually the teacher is the one who decides which activity and when to use it, they have to be altered by the pupils' needs and the age group's foreign language level, learning setting (formal or informal), number of pupils in a class, and other things.

Perhaps the educational value does not seem very straightforward when it comes to language and picture books but observed in an example it can be seen that this material affects and facilitates many aspects of language development and skills.

So, take your time, read and enjoy the stories and the images. What is the next picture book you are going to read?

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The Benefits of Getting Creative in Groups: Theory and Tips for Quizzes and Videos in Class

by Romi Češcut



Romi Češcut is a teacher of English at the Secondary School of Electrical Engineering and Computer Science at the School Center Nova Gorica. She is grateful for having the

chance to teach English and English for special purposes in various courses and in vocational, technical and grammar school programs. Inspired and motivated by her students, her own ambitions and demands of contemporary education, she is eager to plunge into new challenges. She likes to gain new ideas, knowledge and skills at teacher trainings, camps and conferences, and is always available to share some of them over a cup of coffee.

Introduction

Tired of listening to your students' complaints on how monotonous revision exercises are? Exhausted by the draining bureaucratic hassle of lesson planning? Need a change of scene? Why not allow your students to help you so you can enjoy a well-deserved rest and marvel at their creativity outbursts? No need for superpowers or a magic wand. Simply select a topic, prepare clear instructions, put the students into groups, and let them prepare an online quiz or shoot a video for you. And you will be surprised at the bonuses you'll get along.

And this is how magic worked for me. After my students had completed the vocabulary cluster on environment and ecology in class, it needed to be revised. Instead of preparing revision exercises for vocabulary on handouts and distributing them to the students, I decided that for a change the students should do that instead of me. I also hoped that if they were active in the process of learning, they would be more engaged in and captivated by the activity, and the gain i.e. useful vocabulary imprinted on their memory at the end of the 'game' more substantial. I opted for two activities for which smartphones come in more than handy: creating Kahoot quizzes and videos with Videoshop Video Editor. I estimated the activities would cover two lessons each including students preparing materials, having presentations and getting feedback. I prepared instructions and rules, while assessment criteria were established together with students.

Main part

Why integrate Information-Communications Technology (ICT) in teaching

I teach English at a school of electro-technology and computer science and our classes are predominantly filled with male adolescents. Even though they like order and foreseeable scenarios of learning in class till a certain extent, they always look forward to entertaining learning activities I call 'games', which involve playing, helping each other or

competing. Next, practice has proven that "innovative didactic teaching approaches supported by modern ICT have a positive impact on the engagement of youths in school and their interest in collaborating with their peers and teachers."¹ Maybe due to spending a lot of time online on social media, playing computer games or watching YouTube materials, in class our teenagers yearn for genuine face to face social interaction. They are keen on working in pairs or small groups, co-operating with classmates explaining each other a specific topic or asking questions and answering as revision. What is more, they cannot wait to use their smartphones; after all, teenagers are well versed in browsing, searching for and collecting online information, communicating by using various digital technologies, e.g. social media, and sharing that information. The designed activities would hopefully help them foster higher levels of digital competences such as managing information, using technologies for a creative purpose and creating digital content.

Quizzes in action: planning, creating, playing, learning & evaluating

Students with heterogenous academic abilities and class behavior patterns were assigned to groups of three. As with any good game, first, rules need to be established. While planning the lesson it's worth focusing on verbalizing instruc-

¹ Flogie A. (2019)

tions that will be effective, will make the activity run smoother, and will thus make teacher's job in class easier. As far as we are concerned, each group was supposed to create a Kahoot quiz with 10 questions, most of which should be multiple choice type and by choice a couple of yes/no questions. The group had to provide relevant and varied answers and mark only one right answers. Then they were to add a matching image next to each question, and finally, set a proper time limit for each question. It is equally important that each member in the group plays their role: one student would search for suitable questions and photos, the other would provide answers and the third would type questions and answers and edit the quiz. There was no need to introduce Kahoot to my students as it is a popular tool with some teachers at our school. If they had not been familiar with it, I would have shown them a YouTube tutorial. From the technical point of view, they knew how to create a Kahoot quiz as they had done this in another class before. For the sake of clarity, I wrote basic steps on the board: 1) Create an account with Kahoot. 2) Create a new Kahoot. 3) Type questions and answers, mark which answer is correct. 4) Add photos and time limit. 5) When finished, click 'done'. 6) At the end, within settings, choose a title and visibility 'everyone'. 7) Send the link to teacher's email address.

As their work progressed, the atmosphere in class became chattier and evolved into a hive of activity, but most important, the students remained task oriented. A student who was roaming around to copy questions from another

group needed some encouragement to use his broad imagination to come up with a question. The students could use any source at hand: notebooks, handouts, workbooks, student books or on-line information. I walked from group to group to see if they had any questions about the instructions and at what stage they were. If a student does not want to create an account, it might be useful for them to know that they can delete the account any time later if they do not want to keep it. Early finishers were talked into checking if their questions were varied and clear, answers sensible, and last but not least, if spelling and grammar were correct. I had to remind some students to change images next to the questions with more appropriate ones. Groups which didn't manage to finish by the end of the lesson completed the quizzes at home. Finally, students sent links to their quizzes to my email address for me to check their work before they would present the quizzes in class.

At the start of next lesson, we established criteria for a perfect quiz which we resumed from the instructions in the previous lesson: Is the question clear and relevant? Is there a good selection of answers? Are they logical? Does each question have a corresponding image? Are there any spelling or grammatical mistakes? Then there was game time. While a student from the group was playing their quiz on the teacher's computer and it was being projected on the beamer, other students were playing it in pairs on their smartphones. Learning from peers and cooperative learning was un-

derway as pairs needed to reach compromises as to which answer to select. A fun fact of Kahoot lessons is that I can predict with almost 100% certainty which student in the class would shout the loudest, which one jump the highest, which one get the highest percentage of correct answers etc., however, it happens that my bets do not pay off.

A group having presented their quiz, other students rated their work with the help of the above-mentioned criteria and offered feedback. Eager to start a new quiz, most students were reluctant to do the feedback part, and needed strong motivation by the teacher to quickly assess the quiz with the help of criteria questions. Then the group was awarded; after all, it is common knowledge that students want something in return for their effort and time. At the end, hardworking group members whose quizzes fulfilled all the criteria were awarded one point each which they could later use in a test paper. Others were given 'small points' – thirds of a point they can use in a test paper. Alternatively, outstanding quizzes could also be assigned with grades or small practical presents.

Videos in action: planning, creating, playing, learning & evaluating

The aim of the video lesson was to create a short video in order to recycle the previously learned vocabulary on ecology after it had already been assessed in the test paper. Students could make use of online images or videos and the ones they took at the September 20th 2019 protest against climate change which



Preparing Kahoot quizzes



A scene from a student's video

was organized in our town as well and some students attended it. This time I allowed the students form groups of three of their own choice. Before mingling into groups, students were given the rules and instructions for the 'game'. I suggested they use Videoshop Video Editor app since it is user-friendly, and they were familiar with it as they had used it in English class previously. As it turned out later, few students adopted other apps that proved to be more efficient for them. I explained the video should be furnished with music and text that includes a suitable title at the beginning and students' names and roles at the end including 'editor', 'cameraman', 'director' or 'idea by'. I put these essential items on the board and outlined the role of each group member: one student would think of the scenario, the other would provide photos, videos and music and finally, the third would edit the materials and equip the video with text.

In this 'game' students were noticeably quieter, most of them selecting and commenting videos and photos they had shot or exchanging the materials with students who had not taken part in the protest or had not recorded any materials. I circulated from group to group to inspect what content they planned to present in the video. The scenario and choice of materials proved to be quite a challenge for some students. Needless to say, some groups did not manage to create the video that lesson and finished it at home.

Next session was dedicated to the presentation of videos and giving feedback; after each video was shown, the group received feedback. Classmates were asked to point out what they especially liked about it, and we analyzed it according to the criteria we had established at the beginning of the lesson and which were again derived from the instructions from the previous lesson: The content is ecology. The video contains music. It includes the title and information about the director, editor and cameraman. All the groups were given points, and a student who was co-author of the best video and did most of the work in his group received a grade. All the videos implied personal components including students' materials from the protest against climate change and emotional background music.

Conclusion: results, reflection and room for improvement

In both activities, most students showed willingness to work and absorption in the task. The results of the test paper that included vocabulary that was assessed with Kahoot quizzes were average. When asked how they liked the project lessons, all the students agreed they prefer them over ordinary lessons. Most of them claimed they were more active when they could search for, organize and find solutions to problems by themselves and set their own pace of work. A minority though pointed out they learn more by working with handouts with revision exercises prepared by the teacher.

I realized that I should create more room for activities involving group work since it is beneficial in many aspects. According to Flogie, "social interactions are an integral part of a young person's healthy psychosocial development [...] As these needs cannot be met fully in the home environment, that is, the family, part of this responsibility is being increasingly shifted to the school environment. One of the tasks of school, therefore, is to fill in this social gap, without which a young person cannot be as successful as he or she could otherwise be."² Teamwork in class thus seems to be playing a crucial role – it is easier for students to find a creative solution if they team up their classmates than on their own. That also explains students' complaints that distance learning from March to June 2020 was tiring, and that they missed the physical presence of their classmates. For instance, the sole use of videoconference apps, despite being practical, is linked with the so called 'Zoom fatigue' which results from the fact that "we need to work harder to process non-verbal cues like facial expressions, the tone and pitch of the voice, and body language; paying more attention to these consumes a lot of energy."³ Moreover, cooperation in person and interaction between students in class gives a student a feeling of belonging and of being a member of the community. It also enhances their social competences such as self-confidence, self-discipline, responsibility, and simultaneously they learn how to achieve attention in a group, how to make compromises with peers, how to utter healthy

² Flogie A. (2019)

³ Jiang M. (2020)

criticism, to respect others, to tolerate ideas different from their own and more.

In accordance with Bloom's digital taxonomy, creating quizzes and videos should stimulate students to higher order thinking. That means they advance from the domain of basic levels of skills such as remembering and understanding and applying information to complex levels that involve analyzing and evaluating information and creating content. However, this supposition is based on students' prior knowledge; the better my students recalled the vocabulary they learned in class, the more successfully they could apply it, and as a result, organize it efficiently into questions and answers or present it in a video.

Rewarding and gratifying as they might be, such activities are also time-consuming, and in my case, took longer to be completed than I had anticipated. Considering that some groups needed to finish their work at home, the instructions should be given one lesson earlier, and an additional full lesson should be dedicated to feedback and evaluation.

To conclude, final products of such activities have an added value and carry an enormous potential. Outstanding and highly creative quizzes or videos undeniably call for the need to be reused; among other things as teaching tools by the teacher when covering a specific subject matter, as a means to present a class of students or to promote a school.

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ELT Through Sights, Sounds and Stories: A Real Taste of Devon - the SOL 2019 Summer Course in Barnstaple

by **mag. Marija Sedmak**, OŠ Otočec



My name is Marija Sedmak and I am an English and German teacher at OŠ Otočec. I have always been interested in literature and creating different

sorts of materials for secondary school students, including challenging materials for secondary school competitions. This way I am able to develop and grow professionally, too. Motto: When writing the story of your life, don't let anyone else hold the pen. (Harley Davidson)

My journey to Barnstaple, where the headquarters of SOL is located, started in the evening of 9th March 2019 at the 26th IATEFL Slovenia conference where I was chosen as the lucky winner of SOL's raffle by Grenville Yeo. I could not believe my luck and I was really looking forward to a very special summer of 2019 since quite some time had passed since my last visit to the UK. Devon sounded a bit exotic to me because I had not been to the west of England before.

My preparations started by researching flight options and being in touch with Grenville and the team at SOL. I knew the tutors on the course – Mark Andrews and Fiona Mauchline from all the IATEFL

Slovenia conferences they attended during the last decade. Finally, my departure day came. I flew to London from Graz with a stopover in Vienna. My journey started with a little hiccup: there was a Swiss pocket knife in my backpack which I had totally forgotten about after my summer holiday and which had to be left at the airport unfortunately. Never mind, I will have to get another little pocket knife.

Upon arrival in London I met our tutors Mark Andrews, Fiona Mauchline and Grenville again. Then slowly all other participants on the course started to arrive and we got to know each other a bit. We

figured out that at least some of us had already met before at one or the other international conference of our respective English teachers' associations. It was finally time to board the coach and start the drive to Devon where our host families were already waiting to meet us in person. On the way to Barnstaple where the course was taking place, we stopped in the medieval town of Salisbury and visited the cathedral there and enjoyed a stroll through the town. Salisbury you are saying... The Salisbury that was splashed all over the news concerning the poisoning of the Skripals? Exactly that one – who could have imagined something so



The SOL 2019 course group

gruesome happening in this picturesque little town?

We finally arrived in Barnstaple in the late afternoon and met our host families. I shared my host family's home with two other wonderful colleagues – Anna from Hungary and Milena from Serbia. During the short drive from the bus station to our host family's home, which was located in a lovely neighbourhood on a hill, we learned the first bits of local history and got a tiny bit of an insight into what it was like to live in Barnstaple.

Our hosts, Carol and Tony, who have been hosting SOL teachers for a long time, made us feel welcome at their family home. Each of us settled in her own bedroom and then we were invited to dinner. We shared some information about ourselves and thanked our hosts for their hospitality with some well-chosen souvenirs from our home countries, which provided for some interesting topics for various conversations in the following days during our stay.

Our actual course started on Monday, July 29th with a short morning session by the mosaic next to SOL's building. Everyone got a journal as our trustworthy companion for the time in Barnstaple and we were encouraged to jot down examples of new language, our thoughts and collaborative work on different tasks we were asked to do as well as collect all sorts of impressions connected with the senses and stories of the town while exploring it in groups of five.

In the afternoon we visited Woolacombe for a unique input session focusing on the sounds and their use in teaching. We also became aware of the historical importance Woolacombe beach played during World War II as the Allied Forces were preparing in all secrecy for D-Day and the invasion of Normandy on June 6th 1944 on exactly this stretch of beach. Last year was special because the 75th anniversary of D-Day had taken place. There is also a stone memorial dedicated to the soldiers on the cliff on the northern part of the beach.

The following days were split into experiencing Barnstaple and its vicinity in different ways as well as fostering a spirit of community – both a learning and teaching community. The key words

we focused on were explicit, systematic and reflection – both in teaching and learning. On Tuesday we prepared an international event where each participant presented their country and shared a little something from their country to try and taste with the other teachers. I really enjoyed learning more about the cultures, inspirational stories and traditions my colleagues presented as they offered us a glimpse into their way of life and rectified at least some of the possible stereotypes and prejudices any of us might have had.

Wednesday was our stories day. We focused on the neurological aspects of learning and our fight or flight modes as well as the impact of different stimuli on our senses and how they can influence our learning processes. We spent the rest of the day in two groups, one exploring Croyde Bay and Baggy Point with Fiona and the other exploring Bideford and the maritime village of Appledore, the confluence of the rivers Taw and Torridge and the estuary into the Atlan-

tic Ocean. In the evening, we experienced a folk singing evening with local musicians at The Tea on the Taw café.

On Thursday we experienced a CLIL day. First we visited Woody Bay Station, which is located in Exmoor National Park. Woody Bay Station is the home of restored Victorian heritage train carriages and a very famous steam train engine called Lyn. The original Lyn was built in 1898 by Baldwin's of Philadelphia, USA and was scrapped when the Lynton & Barnstaple Railway closed in 1935 but now a new-built Lyn is back in service on the two-mile round trip through Exmoor countryside. We also learnt about the hugely important role volunteers played in the functioning and upkeep of the reopened stretch of the much-loved railway that once connected Lynton and Barnstaple. We continued our CLIL day with the visit to the Valley of Rocks, Lynton and Lynmouth while taking in the epic scenery and following some of the best-known English romantic poets in their footsteps. We stopped by the Poet's Corner and



Low tide in Barnstaple



Plakat Devon SOL



Devon Cream tea

read the poems on the mosaic panels in the little hut. Together with the great views, which inspired us to learn with all our senses, we experienced the area of Little Switzerland as the best possible outdoor classroom. On the walk down the path from Lynton to Lynmouth we took some time to stop and read poems by different poets as well as feel the nature with all our senses. Lynmouth was the place of a natural disaster in August of 1952 when a cloud burst on Exmoor. A sudden catastrophic flood destroyed the village and took thirty-four lives. You can find out more about the events leading up to the destruction of Lynmouth at the Flood Memorial Hall in the village.

On Friday we visited Clovelly and Westward Ho! where we followed the footsteps of two famous authors, Charles Kingsley and Rudyard Kipling and wondered about the fact that we have never heard of a town with an exclamation mark in its name. In the morning we dedicated some time to developing our methodological skills when doing vocabulary work in class. We researched the possibilities of teaching vocabulary with the help of the ETpedia Vocabulary resource book, which had then just been published by Fiona Mauchline, Stacey Hughes and Julie Moore. In the afternoon we practiced some other skills by means of doing a dictation and then checking our written work on a walk in Westward Ho!, where you can walk along Rudyard Kipling's poem *If* on the beach while observing how far the Atlantic retreats during low tide.

After returning to Barnstaple we prepared for the next stage during our teacher

training course, namely our project work activities. First we decided on what kind of broad project work activities we would be interested in and then we negotiated our way through the group-building process until we finally agreed upon the members of each group. We also picked group names and decided on the places we wanted to visit as part of our project in the following days. My group's name was High Tide and there were six wonderful ladies from different countries in my group: Hungary, Croatia, Serbia, Macedonia, Slovakia and Slovenia. We decided who would be in charge of the budget for our trips and then we researched and planned our activities on our first project day.

Of course, we would not be left all alone since our tutors announced that they would spend some time observing our group dynamics and communication on two out of three project days. So Mark joined us on the first leg of our project work which took us to Exeter by train. We explored the city on a free walking tour with an expert local guide, who excellently guided our attention to details and thus fostered a deeper understanding of the local history for us. We also visited the cathedral and enjoyed Mark's mini lesson on museums at the Royal Albert Memorial Museum in Exeter, activating all our senses in the process. We decided that on the second project day we would like to visit Illfracombe, which is famous for Damien Hirst's statue *Verity* and tunnel beaches. For our last project day we picked a visit to Arlington Court, an estate, which belonged to the well-known Chichester family for eleven generations but was then bequeathed to the National Trust by its last heiress in the middle of the 20th

century. We also had a short session with Fiona, who observed our group work and at the end of the day we came back into our big group to report on our experience and findings. On all three project days we set aside some time to discuss various lesson plan ideas and activities for a varied range of EFL students of different ages. The elements of senses, stories, vocabulary and learning to learn were always included in our planning, too.

Reflecting on our group work and what kind of learners we were ourselves represented an important part of our experience on the course, just as experiencing the folk singing night and trying our luck at playing skittles in a pub were an integral part of our teacher training experience. Last but not least, the family day organized by our lovely hosts enabled us to experience Devon in a special way because they shared with us what makes living there special for them, including lots of personal stories and cultural insights.

As the teacher training course was nearing its final stage – the last input session by our tutors and the presentations of our projects – we learned more about summer courses for students at SOL in case we had an opportunity to bring a group of our students to SOL. Then it was time for the groups to present their projects and the teachers to receive their certificates, say their good-byes and make plans for the following year.

Unfortunately, the leap year of 2020 had other plans for teachers and students alike and I would like to thank SOL and IATEFL Slovenia for this wonderful experience again.



Feedback session at the Bike Shed Cafe



The three of us with our lovely hosts

Treasure Hunt Cards Review

by **Claudia Molnar**



Despite the fact that the March 2020 conference could not go ahead, I had the pleasure of receiving a pack of goody bag cards to try out at a children's summer camp I was teaching at and I'd like to share my experience with you; perhaps it will give you some ideas on how to use them.

If you attend the conference and have the cards then you will see that they are all set around Friday 13th. Our camp started on Monday 13th so we kept this as a running theme of the camp. We started by presenting the Mystery Word and held an ongoing competition to complete the letters on a poster board we had created, and we used the completion of the task as a closing activity at the end of the camp; you could perhaps do this at the end of a week or term.

We designed a number of lessons around activities on various cards, rather than sticking to any particular order, and we used the remaining cards as filler exercises; this meant that anytime a learner completed a task before the others, or if a session came to a premature end, we shared out the cards and the learners had a choice of activities they could do, based on their interests; as many of the activities have QR codes to online resources it was perfect, the learners were able to enjoy autonomy in relation to their development within a number of topics and skills.

The most popular activity was the plot generator, found on Card 1. We used this for a 'campfire' storytelling session and the learners created some extreme-

ly creative and entertaining stories; they enjoyed it so much that they often used it for other activities throughout the camp.

Other popular activities included the Ted talks, the brain teasers, and the activities we created around the various proverbs.

The short texts acted as effective platforms for communicative extension activities and produced a lot of discussion, as much of the content was new to the learners.

For the treasure hunt itself we added a talisman-making activity, which meant the learners had to find objects on the hunt that they could use to create their good luck charms. As much of the card content focuses on superstitions, witchcraft and a range of good and bad luck 'characters', it was very easy to extend all the activities by including tasks around the language of nature (science), food, especially herbs, (nutrition) and design, which added a lovely CLIL component to the educational programme of the camp.

As you can see, the language content of the cards is created in a well-supported structure; however, it isn't necessary to follow this. We found that mixing and matching the activities was just as effective and created no obstacles to continuity, and actually added a more creative and, as I previously mentioned, autonomous approach.

There is a requirement to familiarise yourself with some of the content, so some teacher's homework is needed but this is a great investment of time as by

doing so you can get a wonderful overview of the concept behind the cards and be really creative.

This academic year, I have now built the use of the cards into my curriculum; I haven't stuck to the main theme of Friday 13th, but I've found it really easy to adapt the content to a range of topics by merging some of the online activities. One example of this is the use of the poetry and manuscript activities embedded into creative writing tasks, supporting these with a variety of texts from other cards, depending on the learners' needs and interests. More lexical activities add a welcome twist to spoken communication classes and (so far) there have been absolutely no problems around a lack of willingness to participate so my experience of using the cards is very positive.

There is one suggestion I would make to the creative team who put the cards together, and that is the inclusion of individual answers to the questions within the Mystery Word tasks, as it was quite difficult to discuss why the final answers were those, rather than other, options.

My suggestion to you, my fellow teacher, is to make yourself a nice drink and a snack and sit yourself down in a comfy chair and spend some time with these wonderful resources that truly are a magical addition to the language classrooms. Age is not a considerable factor as these work just as well with teens as with adults and some activities and concepts can be adapted for our younger learners too!

Review of ELT Training Library Website

by **Dolores Malić**

During the crazy Corona-related distance learning time, I had the opportunity to become a part of the ELT Training Library teacher group for a limited amount of time.

After easily creating an account and signing in, I started to explore the courses provided on the site.

During the two months of having access to the classes, I started 38 courses. The content was divided into 21 categories. The topics covered in the Library are classroom management, CLIL, community (“How to run a community conversation class”), context (getting started with a specific learning group), cultural awareness, general ELT, group dynamics, language awareness, lesson planning, literacy, proficiency, all four language skills – each one with its own

classes, technology, vocabulary, grammar courses (verb forms, word classes).

When a teacher chooses a course, there is always a short description of the course content – after you click on the course’s title.

What I also appreciate are the videos. The courses I took all had videos to demonstrate or emphasise a point related to the topic. I think this is very helpful for visual and auditory teachers. The videos are short and make a seminar more modern and appealing. The examples are clear and well-structured.

Every course has a set of questions or tasks that need to be done to finish the course. At the end of the course, there is a “congratulation window” that tells the teacher they have finished the course.

It’s a nice touch giving a teacher a feeling of success; after all, we all still have an inner child, right? ☺

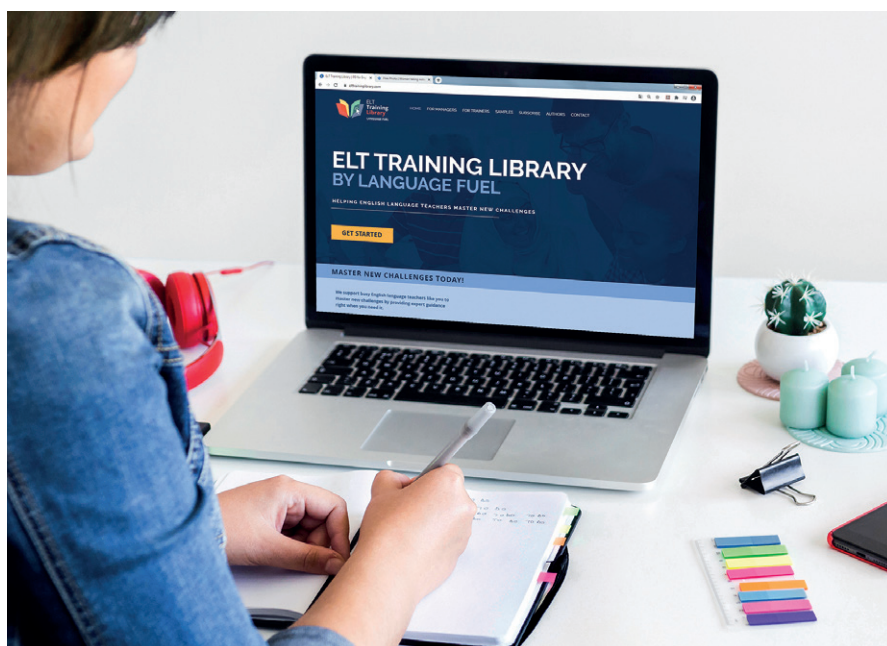
Each course enables a teacher to download its summary. It also provides a reflection form that helps teachers think about their way of doing things in a classroom. The teacher can save and/or print the worksheets for future use. I find this handy, especially the handouts with practical ideas – there’s no need to write down the ideas while taking the class.

The structure of the website is very well-organised. The menu is concise; the site offers a good overview of one’s progress. There are no certificates available after finishing a course, but a teacher can export the infographic and use it when required to show they took a particular seminar.

In my opinion, language schools could incorporate the ELT Training Library really well into their regular professional development programme. The courses are not time-consuming, and since they are all online, one can tailor the learning process as it suits their needs and time. Language school managers can get more information on whether the courses are suitable for their teachers on www.eltraininglibrary.com/managers.

To sum up, I can only recommend using this website. I think it gives novice teachers a concise collection of professional classes. However, the materials are also convenient for those who wish to refresh their knowledge and get new ideas they can implement in practice.

<https://www.eltraininglibrary.com/>



Cross-curricular Approaches on the Example of English, Slovenian and Some Other Foreign Languages in Primary School

by **Barbara Levstek**, *Poljane Primary School*



Barbara Levstek lives in Škofja Loka with her family. She attended primary and secondary school in her hometown. After finishing secondary school, she studied

Slovene and French language at the Faculty of Arts in Ljubljana. She has been working at Poljane Primary School in Poljanska dolina for 23 years. She teaches Slovene and French as an extracurricular activity. In the past, she used to teach English to the students of the first and second triad as an extracurricular activity as well. She does proofread and has deep knowledge of rhetoric. She loves to travel, read Slovene and foreign literature. She also likes jogging, hill-walking and cycling.

A cross-curricular approach is a constant practice in our schools and it is an indispensable didactic principle in teaching. Teachers' planning before the start of the school year already includes consideration and plans on how to join forces in an interesting, different and quality way. Our school got the opportunity for language teachers to use our diverse language skills and thus make English and Slovenian lessons in the 8th grade more interesting. That was even more so when a young English teacher from Poland came to our school as a Comenius assistant. A foreign pupil from Kosovo also helped us with the Albanian language, which further enriched the lessons.

Through the initiative by the Council of Europe, every year since 2001, the 26th September has been dedicated to the European Day of Languages – to celebrate the linguistic diversity in Europe. In this way, we encourage language learning and intercultural understanding. So we got the idea about introducing some different approaches on the subject matter of language families in Slovenian lessons. The idea was introduced

to our 8th grade students in the week of celebrating the European Day of Languages. In the following lessons, the English and Slovenian teachers upgraded the teaching contents in accordance with the curriculum. In this way our students got to know the rich linguistic diversity in Europe.

Lessons' preparations required careful planning because only in that manner could we fulfil our goals and carry out quality lessons. It was conducted by the teachers of Slovenian, English, German and a Comenius assistant teacher whose mother tongue was Polish. A student from Kosovo, as mentioned above, also helped us with her Albanian mother tongue. Two teachers shared their knowledge of French, Italian and Croatian. So besides Slovene and English, the students also got familiar with Croatian, Polish, German, French, Italian and Albanian – quite a wide range of languages. The lessons were held in a multimedia classroom, which was large enough for a bigger number of students. Namely, the students needed a lot of space, as they were constantly circling around the classroom and forming new, bigger and bigger groups.

The aim of the lessons was to develop speaking competence, language skills as well as non-verbal communication. The students learnt about the role and position of the Slovenian language in relation to other European languages. All the activities also contributed to a greater understanding of diversity. We encouraged the students to build mutual relationships, and so they discovered that learning languages can also be fun and less or not stressful at all.

We wanted our students to take an active part in the learning process. They were supposed to use their own knowledge and, moreover, to acquire and enrich their abilities with practical, useful and new skills within one lesson – by all means in a nice, enjoyable and pleasant way.

Since we set ourselves quite a lot of objectives, we spent three English and Slovenian lessons to fulfil as many of our aims as possible. Nevertheless, it was still necessary to plan the time carefully. Each task was limited in time and so we had to make sure the activities did not take longer than planned.

Language families

Outline of the lessons

INTRODUCTION

All the language teachers and a student from Kosovo presented everyday expressions in different languages (Slovenian, English, Croatian, Polish, German, French, Italian and Albanian).

The students were trying to identify the languages they heard.

TEACHING AND LEARNING ACTIVITIES

We divided the students into groups of three. We then handed out slips of paper with everyday expressions in different languages that had been read out previously. Two groups (of three pupils each) got slips of paper in Slovenian, another two groups got Italian language, then two groups German, etc. The expressions were the same language but the contents or phrases were different. Then every group had to find the group with the same language. The students went around the classroom, the groups compared their paper sheets and found a group with the same language – so larger groups (six students) were formed. In new, bigger groups, students then got familiar with how to read and pronounce a certain language – meanwhile, the teachers circled round the

classroom helping the groups. Each group presented themselves in front of the class. The first group was the one who had Slovenian expressions, then the English group read out loud theirs. They were followed by the groups who were already familiar with or were actually learning the language. Finally, the students who met "their" language for the first time read their material. It was understandable that they needed quite a lot of help of their teachers.

After the presentations, the language groups found their related groups according to language families (students already had some prior knowledge of which languages are more similar to each other; however, they could also determine the similarities on the basis of their sounds). So three language families were formed: the Slavic, the Germanic and the Romance linguistic groups. In those, even larger groups, students further identified some language similarities, based on the expressions written on the slips of paper. Then they reported their findings. The students with the Albanian expressions did not join any group.

After the students found out the essential similarities between the languages belonging to the same language family, we asked the girl from Kosovo to read the text in her own language again. The rest of the class tried to find out which group the Albanian language belongs. They quickly found out that Albanian did not fit into either Slavic or Germanic

Slovenian Language Family	Croatian Language Family	Polish Language Family	English Language Family
Dober dan.	Dobar dan.	Dzień dobry.	Good morning. Good afternoon.
Ime mi je Janez/Marija.	Zovem se Janez/Máríja.	Mam na imię Jan/Maria.	My name is John/Mary.
Kako si? / Kako ste?	Káko si?	Jak się masz? Jak się Pan/Pan ima?	How are you?
Star sem trinajst let.	Imam trinajst godina.	Mam trzynaście lat.	I'm thirteen years old.
Prihajam iz Slovenije.	Dolazim iz Hrvatske.	Pochodzę z Słowenii.	I come from Slovenia.
Živim v Poljanah.	Živim u Poljanama.	Mieszkam w Poljane.	I live in Poljane.
Govorim slovensko.	Gôvorim hrvatski.	Mówię po polsku.	I speak English.
Ne govorim japonsko.	Ne gôvorim japonski.	Nie mówię po japońsku.+	I don't speak Japanese.
Rad imam šport.	Volim sport.	Lubię sport.	I like sport.
Rad imam glasbo.	Volim muziku.	Lubię muzykę.	I like music.

or Romance languages, but it was in a separate group.

Then we had conversation about languages – we asked the students on what bases they decided that some languages were similar; which languages sounded more familiar to them and why; which languages caused pronunciation problems; was their understanding of a particular language better and why; which language they could not understand at all; where they encountered individual languages...

CONCLUSION

Sometimes we have trouble communicating because we do not master a particular language. What do we do? We encouraged our students to consider how they could handle such situations. They offered a variety of ideas, and they all agreed that they often used pantomime, which was also the easiest way of communicating. So in the final part of the lesson (after a very intensive work), the students performed pantomime. They split into the original groups of three. Each group was given a task to present a specific situation with the help of pantomime, e.g.

- ***A gentleman in the store wants to buy blue gloves.***
- ***In the street, someone is asking where the nearest hairdressing salon is.***

- ***At the market, a lady wants to buy five cloves of garlic.***
- ***At the train station, a gentleman is asking how much the ticket to Ljubljana and back costs.***
- ***In class, the teacher is scolding a student for not having his homework.***
- ***In the library, a student wants to borrow the book entitled Pod svobodnim soncem...***
- ***The other groups tried to figure out what the situations were.***

Findings of students

The students found the lesson interesting and fun. They were all extremely active and busy, each student contributed something to the lesson. No one could hide within the group, as often happens during group work. All the activities made the students satisfied with their work. They learnt that languages are diverse, that some are more or less similar to the others, that we are more familiar with some languages than with others (in terms of comprehension, vocabulary, phonemes, sonority). They found that the diversity of languages makes the world interesting. Above all, they were excited about the lesson, which was different from the ordinary ones.

MINUTES FOR EVALUATION

We were happy to see the enthusiasm and efforts of the students trying to

learn and present foreign languages, even though sometimes they were twisting their tongues trying to produce foreign phonemes. The lesson turned out to be fun, relaxing; there was a lot of laughter as well.

Such lessons are, by all means, very popular among students, as they are more diverse than usual lessons. However, they are quite demanding for the teachers – they need deliberate, careful lesson planning with precise timing. Namely, things quickly slip out of our control and take up too much valuable time – we know how tight our curricula are. However, in the end, our satisfaction was even greater when quite a few students said, “Teacher, this was great.”

We were especially pleased to see that we were able to inspire students for the topic, that they were curious, asking about the theme discussed, and that they were not only interested in teachers’ performing of the lessons; and finally, that we managed to attract their attention not only to Slovenian and English, but also to other foreign languages, including the language of immigrants. During English and Slovene lessons, teachers can thus broaden the awareness of multilingualism and offer students the opportunity to identify the challenges and chances offered by mastering foreign languages. And finally, in this way, we also motivate them to learn English as a world language.

German Language Family	French Language Family	Italian Language Family	Albanian Language Family
Guten Tag.	Bonjour.	Buon giorno.	Miredita
Mein Name ist Johann/Maria.	Je m’ appelle Jean/Jeanne.	Il mio nome è Giovanni/Francesca.	Emri im eshte Jeton /Marigone
Wie geht es dir? Wie geht es Ihnen?	Comment ça va?	Come stai?	Si je?
Ich bin dreizehn Jahre alt.	J’ ai treize ans.	Avevo tredici anni.	I kom trebedh-jete vjet.
Ich komme aus Slowenien.	Je viens de Slovénie.	Io vengo dalla Slovenia.	Jom nga Slovenia.
Ich wohne in Poljane.	J’ habite à Poljane.	Io vivo in Poljane.	Jetoj ne Poljane.
Ich spreche Deutsch.	Je parle français.	Parlo italiano.	Flas gjuhen shqipe.
Japanisch spreche ich nicht.	Je ne parle pas japonais.	Non parlo giapponese.	Nuk di te flas japonisht.
Ich mag Sport.	J’ aime le sport.	Io amo lo sport.	E dua sportin.
Ich mag Musik.	J’ aime la musique.	Io amo la musica.	E dua muziken.

European Day of Languages 2020



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www.iatefl.si

Dear teachers, professors and students, below you can find the selected contributions for European Day of Languages 2020. Dive into worlds of ... well, why bother – find out for yourselves!

Secondary Schools:

One day, my English teacher and my class turn the school into a movie setup. In this movie, we are supposedly all bald soldiers fighting to protect our school. At home, I thought the idea was strange, but I shaved my head anyway. The next day, when I came to school, I was the only one with a bald haircut ... The teacher laughed so hard I thought she was having a stroke. Then she told me she was just joking; I didn't need to actually shave my head.

Žiga Fon

Gimnazija Ravne na Koroškem,
mentorica Petra Popič

One day, your English teacher and your class turn the school into a movie setup. In this movie, we are FBI agents. We are searching for a special USB in the school. But there is a big problem. A Russian mafia is trying to stop us. Can we find it before they stop us?

Sanja Matves, 2. letnik

Erudio zasebna gimnazija,
mentorica Jasna Šebec

One day, your English teacher and your class turn the school into a movie setup. In this movie, we are on a stranded island, because our ship sank. On the island we have to do different things to survive. One random day an alien arrives to our island and kidnaps us. He takes us to his home planet where we are put in a zoo where other aliens can come to see us. We make a secret plan to break out of the zoo, steal a spaceship and go home.

Tilen Zupanc

SGŠL Postojna,
mentorica Petra Andrejašič

One day your English teacher and your class turn the school into a movie setup. In this movie I play a student who gets bullied because of his stuttering problem. My character doesn't have any friends, till later in the movie, when he meets a group of students who have similar problems as him. Because he finally feels like he belongs somewhere, he starts to be happy. Later on, his classmates learn to accept him and not bully him for his problem. We made this movie to bring awareness to bullying because we don't think it's right to bully people just because they're different.

Maja Pokleka, 2. z

One day your English teacher and your class turn the school into a movie setup. In this movie we want to show how we function in school in Covid-19 time. We are closed in a classroom for the whole time with our masks on. You can't even breathe normally or think. These were the reasons for our decision to make a short movie and to prove that we can't live like this. We are all waiting for better days.

Katja Konc, 4. z

One day, your English teacher and your class turn the school into a movie setup. In this movie, Mark and Marcel organise a super car street race. Mark and Marcel drive a Pagani and Koenigsegg so they are the main attraction at the race. Suddenly the cops arrive and start chasing Marcel and Mark. They were so fast that they had to call backup. They even called special forces, but they were too fast for them. In the end they rode into the sunset.

Marcel Misson, Mark Mramor

GESŠ Trbovlje,
mentorica Zora Raičević

One day your English teacher and your class turn the school into a movie setup. In this movie we will be uncovering the truth behind the mysterious murders in the school bathrooms. Multiple students have already fallen victim of the aptly-named „Bathroom butcher“, so the government stepped in and shut down the school until the culprit is caught. But because the authorities aren't making any progress with the investigation, a brave group of students decides to take matters into their own hands. Using their varied talents, they will try their hardest to solve the case once and for all. Will they be able to uncover the mystery behind the murders while simultaneously avoiding both the killer and the investigators?

Lovro Malavašič, 3. a

One day your English teacher and your class turn the school into a movie setup. In this movie strange events began to happen in GESŠ Trbovlje. Strange footsteps have appeared and things have gone missing in school since one classroom was locked. Nobody knows why it is locked and many students claimed that they heard someone or something growling and moving things in there. Everyone except one teacher are scared to go in that part of the school but it is in the basement and you can easily avoid it. Nobody didn't want to talk about it until one student got missing after he went into that part of the school, will they reveal the secret?

Tinkara Kerec, 3. a

One day your English teacher and your class turn the school into a movie setup. In this movie we will be sitting on our chairs, doing our work. Everything is silent. Then we hear very loud »boom« and we all get scared. Nobody knows what's going on and we are all confused just looking at each other. When everyone already think that there's nothing wrong, we hear screaming in the school hallway. Things are just getting started...

Alekseja Lipovšek, 1. a

**Srednja šola Josipa Jurčiča,
mentorica Mojca Saje Kušar**

One day your English teacher and your class turn the school into a movie setup. In this movie me and my schoolmates were sitting in our classroom when suddenly something crashed near by. We thought that a spaceship landed on our school. We started screaming and running out of the classroom when we saw a figure standing across the hallway. It was our teacher coming towards us. She explained that the crash we heard was just a ball breaking a schools window.

Alja Božič, 1. b

One day your English teacher and your class turn the school into a movie setup. In this movie we all put our Virtual Reality 3D Glasses on and we saw a planet that was on the brink of chaos - all of us were amazed. I walked around and there was nothing around me anymore. Some seconds later a girl tried to put her glasses off, but she couldn't. Suddenly the ground started to shake and everybody was leaving this planet with space ships, but we didn't have one, so I asked a random alien if he could give us a ride and he said yes. Everybody started screaming my name - then I woke up to the teacher screaming my name and telling me to wake up.

Jaša Jugovič, 1. a

One day your English teacher and your class turn the school into a movie setup. In this movie the bell rings on a foggy Monday morning, and we have English as our first lesson. The teacher is taking attendance and after she finishes, she starts walking around and says: "Okay class, settle down! Now who didn't do their homework?". She comes to my desk and my heart skips a beat, because I remember I forgot to do what we were assigned on Friday, so out of the top of my mind slips the oldest trick in the book, and I nervously spit out: "The dog ate my homework". The class snickers a bit, but in that moment my notebook starts moving and jumping around. I hear my classmates screaming as my English notebook is tearing off limbs, there is paper flying, blood gushing and terror reigning everywhere...and that is the story about how my homework ate my class.

Julija Genorio, 1. b

Srednja šola Jesenice

One day, your English teacher and your class turn the school into a movie setup. In this movie, I thought I was the protagonist. But I wasn't. Somehow, I managed to escape. I walked through the tunnel in the ground and came to an island in the middle of the Pacific Ocean. The coconut fell on my head and I woke up.

Nina Šlibar, 1. AV

One day your English teacher and your class turn the school into a movie setup. In this movie we wanted to present our class and our abilities. We all played an instrument or talked in a different language or even showed a physical ability, except for one boy. As we really tried to help him find his talent, he said: »Well, I once bought four ducks for only 8 euros.« And there it was, the ability to make a great deal.

Lina Sekirnik, 1. b

Today was a very special day at school, as we decided to make a short film about a modified version of Romeo and Juliet. Until the start of filming, I thought that the role of Julia would be mine, but it turned out that this was not true, namely they had a dilemma between me and my classmate, whom I did not like, so I gave up and ran out of the class. They wanted us to play a scene, then they would decide which one was better, but I was too scared that she would beat me. As I ran out into the hallway, I spotted a man at the end of the hallway, with a high forehead, brown hair, a mustache and a beard, and he was somewhat old-fashioned dressed. He came up to me, looked me deep in the eyes and told me "you can't lose a game if you don't play a game", and the rest was history.

Naja Mrvar, 1. a

One day your English teacher and your class turn the school into a movie setup. In this movie it all started one rainy day, when the lights weren't working and we were waiting for our English lesson. Some were doing homework, some were playing games. It was 30 minutes already, but the teacher was nowhere to be seen. And just as we were about to leave the classroom, we heard some voices, the door closed, when suddenly something jumped out of the closet and said "Halloween". We almost fainted.

Živa Batis, 1. b

Primary Schools:

**OŠ Antona Tomaža Linhart
Radovljica**

Our English teacher and our class are having a sleepover at school, suddenly we hear a loud noise. And then we see our English teacher wearing a pink sleeping gown, running and screaming like crazy: "It's alive! The school is alive and it wants our blood! Run for your lives!" The teachers must be obeyed, so we quickly follow her barefoot, without our mobile phones, masks and sleeping blankets. The night is the scariest in the history of the nation: neither the police nor the special forces dare to enter the school! Suddenly it is five in the morning, the cleaning lady begins to clean, but she is so annoyed by the 8 hours looping of the English medical documentary on our English teacher's computer that she turns it off. It turns out that the internet connection in the school is so slow that it needs at least half the night to complete downloading a file or a documentary.

Eva Maler, 8. E

**DOŠ I Lendava / 1. Sz. Lendvai KÁI
mentorica Metka Lovrin**

Your English teacher and your class are having a one-day English Camp sleepover at school. During the night, you suddenly hear a loud noise. We go outside to look. We don't see anything. Then we hear the loud noise again. We go after the noise. It's a chicken, ha-ha.

Adam Čivre, 5. b

Your English teacher and your class are having a one-day English Camp sleepover at school. During the night, you suddenly hear a loud noise. Everyone is scared, except me! I go to look at it. And you won't believe me what I see! I see an elephant walking outside. I go back to tell everyone that they shouldn't be scared, and we go back to sleep.

Aisha Vida, 5. b

Your English teacher and your class are having a one-day English Camp sleepover at school. During the night, you suddenly hear a loud noise. My friend wakes up in the tent. We look for the noise. We are very scared and we see a big shadow. We scream. Soon a mouse shows up and we laugh.

Marina Torma, 5. b

**Congratulations to all!
IATEFL Slovenia**

End of Summer, New Challenges and a Chance for Personal Growth

Report on Saturday Seminar in Portorož, 29th August 2020

by **Melanija Majdič Zupančič**

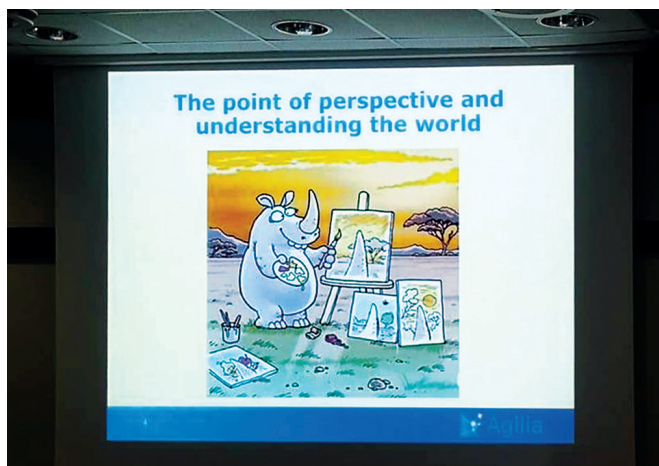
IATEFL seminars and conferences are a true gem because they always combine work and enjoyment. This time, the speakers provided not only for our professional but also personal development and well-being.

For me, the takeaway from the seminar was the statement made by mag. Špela Munič Stanič that the magic happens when you step out of your comfort zone. I could not agree more.



In her plenary, mag. Špela Munih Stanić talked about how we like to do things our way and we think that what is good for us, is also good for others, starting with our families. She also shared some personal anecdotes about her family relationships and how things started changing for the better after she began to change herself. That certainly made me think deeper about the way we tend to accept and treat others. She emphasized that different is normal and we should learn how to work with different people and embrace the challenge. The key to good communication is to learn who we are and who others are. We need to learn to respond correctly and to communicate with different stakeholders suitably.

Among my personal favourites was watching the video The Monkey Business Illusion. It gave us real proof of how people look at things differently. We create our reality, we distort it.



Another workshop I enjoyed immensely was about non-violent communication by Marša Jovič, which was very motivating and challenging. We exposed our feelings and frustrations to complete strangers and had to step out of our comfort zones. Although intimidating at first, this workshop proved to be extremely self-cleansing. She taught us the mantra we should use whenever we feel frustrated by someone's deeds or behaviour.

When I see / hear you _____, I feel _____, because I need _____ .
Would you be willing to _____ ?

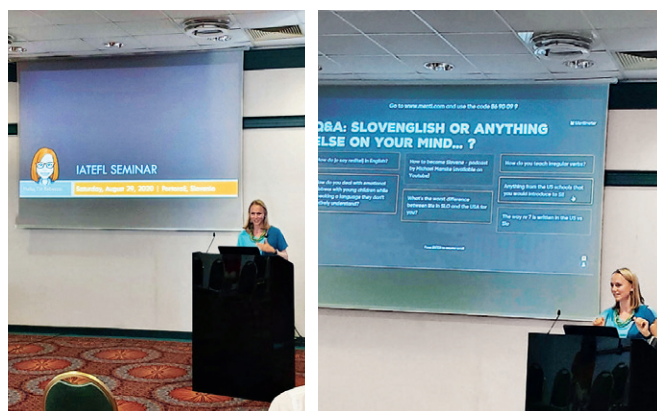


Saturday afternoon started with dr. Janez Skela and his plenary Foreign Languages and Teaching Content. One of his most memorable statements that afternoon was, »These are the best and the worst times for teaching foreign languages.« He pointed out the importance of not depriving our students of knowledge about their source culture and thus teaching only the British culture is irresponsible. Dr. Janez Skela also gave us tips for the English classroom: we shouldn't neglect developing intercultural knowledge in our learners, we should pay attention to the cultural aspect of all our lessons and lastly, we should teach culture bit by bit, consciously and systematically, considering the needs of our learners.



Next in line were Sandra's tips for making our lives easier during the lockdown. She highlighted the importance of taking care of teachers' well-being. Through an activity she had used with her students during remote learning, she showed us how to teach our students skills, not just content.

Last, but not least, was time for Rebecca Svetina and her workshop Slovenlish. She is an American native-speaking English teacher who promotes communication and culture. She presented the most common mistakes Slovenians make when translating the words from English to our mother tongue. We sure had a good laugh over the differences and similarities that we share with the American culture.



After a weekend of acquiring knowledge, new skills, and creating new friendships, I returned home just in time for the first school day. Fully equipped with fresh ideas and highly motivated, I was ready to welcome the students to my English classes.

IATEFL Slovenia Team

BARBARA LUKAČ PATARČEC, *Šmartno pri Litiji*
8th grade English language competition coordinator



I am most proud of my extreme stubbornness. The more I think about it the more I realise that I somehow manage to achieve everything I set out to do and that can only be attributed to the fact that I am as stubborn as one can get.

The biggest challenge in my teaching career is trying to motivate children who have difficulty learning or dislike learning languages.

I wish I could have magical powers that would enable me to stop the person who ate the "bat soup" from eating it and setting the snowball effect that is Covid-19 in action.

In my free time, I like to read, dance, sing and, most of all, hang out with my family.

IATEFL is a place where you can learn, grow and spread your wings as an English teacher.

MELANIJA MAJDIČ ZUPANČIČ, *Zagorje ob Savi*
IN Editor



I am most proud of my loving and supporting family.

The biggest challenge in my teaching career was to successfully combine my professional and family life.

I wish I could make everyone love going to school. It makes me really sad to see how some students dislike school and I often wonder what to do about it.

In my free time I like to travel, read books and spend quality time with my family.

IATEFL is a great chance to step out of my comfort zone and grow as a professional and as an individual.

JASNA ŠEBEZ, *Ljubljana*
2nd year English language competition coordinator

I am most proud of my two children and also most thankful for them.

The biggest challenge in my teaching career is leaving a permanent position after 11 years and starting a new job on a completely different level.

I wish I could travel again internationally. Anywhere, but I am waiting to take my children to Bali, my happy place.

In my free time, I like to cook, read, swim.

IATEFL is like family to me. A very important part of my life and I am grateful for having the chance of co-creating it for more than 10 years.



SANDRA VIDA, *Lendava*
Public relations



Some people think Sandra has been here long enough, but I have so many more things to share and love the opportunities working for you has offered in the past and promises to offer in the future, so I decided to continue to serve. I will be taking care of our webpage, our FB profile and promise to continue to share all the things that come my way with you through our FB group and newsletter. Slightly socially awkward, I dare say organising the conference has given me the opportunity to meet so many fantastic teachers and lecturers I would never have met in a million years otherwise. So I am grateful for the opportunity to be able to continue doing this in the future to everyone who voted for me and especially those who have helped me along the way to become who I am today. I have grown up professionally and personally with IATEFL Slovenia and can't imagine my life without it, even though now I find I have more and more free time as kids grow up to swim, cycle and read as well. What else should I tell you about me? I have a passion for singing and music and love holidays at the seaside above all.

PATRICIJA FRLEŽ, *Jesenice*
7th grade English language competition coordinator



I am most proud of every single resilient, fierce and creative teacher surviving the current unpredictable teaching situation.

The biggest challenge of my teaching career is starting it and not giving up!

I wish I could wave a magic wand and make the world a better place. Because I don't have any, I became a teacher.

In my free time, I like to travel, bake, rest and enjoy the sunshine.

IATEFL is providing support, community, useful resources and training to English teachers and I am excited to be taking on a more active role in it!

JANJA ČOLIĆ, *Lukovica*
President, responsible for sponsors, tenders

I am most proud of who I am: a very open-minded person willing to help and a person of many talents and I am proud of having a loving family!

The biggest challenge in my teaching career is to see my pupils as children first and try to adjust to their individual learning needs.

I wish I could save the world.

In my free time, I like to sleep, watch films, travel and spend time with my family.

IATEFL is my second family, friends and for me it means personal and individual growth. Do I need to say more?



Slovenia National ELT Conferences for Primary and Secondary School Teachers

We were sorry we had to cancel our international conference but according to the participants, both national conferences were a success. We will continue taking care of our IATEFL members in all the ways possible - we are family!



METKA LOVRIN, *Lendava*
Vice-president, Primary School

I am most proud of my students. They can be naggy and challenging, but I adore the sparkle in their eyes when they enjoy an activity, when they light up as understanding of a subject dawns in their minds, when they buzz like a beehive when we see each other after a long time. It makes every effort worth while.

The biggest challenge in my teaching career is the constant need to adapt. Adapting to these challenging times, adapting to a new student's book, adapting to my own everlasting wish of becoming a better teacher. But let me tell you: I'm also enjoying the thrill of it. Life would be otherwise too boring.

I wish I could take my students travelling. To let them experience a language in action and to throw them into the sheer joy of using what they have learned in school in real life. Because I want them to experience that the purpose of their studies aren't grades, it's life (and making it exciting as much as possible).

In my free time, I like to have tea with friends, collect kimono (yes, the real deal), dance nihonbuyo (Japanese dance) and play RPG (good old fashioned roll playing games with dice, preferably VtM).

IATEFL is my tribe, my inspiration, my passion.

NATAŠA MEH, *Komenda*
Secondary School

I am most proud of the fact that I still love being a teacher.

The biggest challenge in my teaching career is to speak slowly and softly.

I wish I could learn a few more languages.

In my free time, I like to play brain games.

IATEFL is my tribe.



POLONA ŠIVEC, *Bloke*
Treasurer

I am most proud of being someone who can help people.

The biggest challenge in my teaching career is balancing it with my private life.

I wish I could travel the world.

In my free time, I like to hike, travel, bake and read.

IATEFL is a community of lifelong friendships.

MARIJA SEDMAK, *Otočec*
3rd year English language competition coordinator

I am most proud of doing a great job in giving my students a solid base for exploring the world through different languages.

The biggest challenge in my teaching career was the switch to teaching online in lock-down.

I wish I could have a crazy sort of imagination, just like my students do sometimes.

In my free time, I like to explore the world - the real one and the literary one on the pages of a good book.

IATEFL is a teaching community where we care to share and empower our fellow English teachers. It's where the magic happens!





TWin odlični izleti!

Turistična agencija TWIN se s kulturno-izobraževalnimi potovanji ukvarja že 20. leto. Ker v Veliko Britanijo potujemo pogosteje kot večina ostalih slovenskih organizatorjev potovanj, ponujamo odlično in preverjeno izvedbo. Naše cene tudi že vključujejo javni prevoz in obvezne vstopnine. Cene so odvisne predvsem od termina odhoda in vaše fleksibilnosti pri prihodu.

1995 - 2015



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1000 Ljubljana
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040 187 830
e-pošta: info@twintur.com
www.twintur.com

Zakaj s Twin-om v London:

- 1 Pogosti in redni, zagotovljeni odhodi v London.** Twin organizira šolska potovanja v London že 20 let, v povprečju imamo na mesec vsaj 3 zagotovljene odhode v London.
- 2 Odlično vodstvo.** Pri Twinu se zavedamo, da je odlično poznavanje običajev in turističnih znamenitosti Londončanov le prvi korak k odlični izvedbi. Naši vodniki imajo dolgoletne izkušnje pri vodenju šolske mladine, zato odlično poznajo vse sestavine programa, saj jih sami pripravljajo. Tudi zato je vodenje/izvedba toliko bolj fleksibilna glede na želje skupine. Naj še omenimo, da boste v Sloveniji težko našli vodnike, ki v London vodijo tako pogosto kot Twinovi vodniki.
- 3 Nastanitev, ki presega običajno turistično kategorijo.** Pri Twinu se zavedamo, da je dober spanec pomembna sestavina izleta. Vsi naši hoteli so hoteli s 3* in pri večini udeležencev presežejo njihova pričakovanja. Kot specialist za London lahko zagotovimo vsaj en bogat angleški zajtrk (običajnih zajtrki v Londonu so skromni kontinentalni).
- 4 Nikoli naknadno ne spreminjamo pogojev.** Naša cena je vedno znana že ob prijavi in se nikoli ne spremeni zaradi spremembe cen dobaviteljev, goriva oz letalskega prevoznika.
- 5 Vedno ponudimo kakšno dodatno storitev – brezplačno.** S program zagotavljamo minimalni obseg storitev oz. ogledov, vendar nikoli ne izvedemo samo minimalnega obsega – vedno, pri vsaki skupini dodamo nekaj posebnega, kar ni zapisano v programu. Prav tako v naših programih nikoli ne zapišemo "če bo čas dopuščal", kajti vse naše programe vedno v celoti izvedemo. In ker si London zelo pogosto ogledujemo, poznamo tudi optimalno zaporedje ogledov brez nepotrebnega hitenja.
- 6 Vsaj 183 osnovnih in srednjih šol je že potovalo z nami. Z nami zelo malo šol potuje samo enkrat.** Če želite neobvezujoče vzpostaviti stik z organizatorjem na eni od šol, ki je že potovala z nami, vam bomo z veseljem posredovali kontakt.
- 7 Ponujamo 3-dnevni program, kjer za izvedbo ni potrebno delovnika.**

Več informacij na www.twintur.com ali na 040 187 830 ali v poslovalnici na Zemljemerski ulici 12 v Ljubljani.

Osmisliti učenje je osnovna naloga vsakega učitelja in ni boljšega načina, kako priljubiti angleščino, od tega, da učence popelješ po svetu. V današnjih časih to ni enostavno. Šole in učitelji se bojijo odgovornosti, mnogi starši pa ne zmorejo ali znajo otrok odpeljati sami. Ni bilo lahko pred 15 leti prvič sestiti na avtobus in se podati z agencijo, o kateri nismo vedeli ničesar, na večdnevno potovanje v Veliko Britanijo. Bilo nas je strah pred odhodom, a takoj ko smo se podali na pot, smo vedeli, da je bila odločitev prava.

Po tistem, ko smo prvič potovali s TWinom, smo vedeli, da nas ne bo več strah. Lani smo že deseti odkrivali Evropo in vsakič smo se vrnili ne samo zadovoljni, ampak tudi hvaležni za TWinovo strokovnost, prijaznost, ustrežljivost ... Hvaležni smo celotni ekipi in nikoli ne bi izbrala druge agencije, saj sem prepričana, da niti cenovno niti strokovno potovanja ne bi mogla biti ugodnejše in bolj izpeljana.

Ta ekskurzija je postala stalna praksa naše šole in učenci komaj čakajo, da bodo dovolj stari, da se je bodo lahko udeležili. Nam, spremljevalcem, pa je v neizmerno veselje, ko jih opazujemo, kako polni vtisov in lepih doživetij še dolgo pripovedujejo o potovanju.

Ksenija Tripkovič, OŠ Selnica ob Dravi