(CLIL-3)

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FEBRUARY 16, 2019
Turgut Özal Education Complex - Tirana
09.00 - 15.30

Speakers:
Melanie Straub was born in Fürth (Bavaria) and studied German and English Education at the Friedrich-Alexander University (University of Erlangen-Nuremberg). After having worked as a Grammar School teacher at a public school, she did an additional training to be certified as a language trainer for adults. She will soon finish her postgraduate studies in Professional Development in Language Education at University of Chichester, England. She intends to pursue her career further with a PhD Programme in Management in Language Education.

Melanie has taught German and English as foreign languages at various language schools in Germany and abroad; and has practically taught children and adults of all backgrounds and all levels over the past 15 years.

She also completed various training courses in language teaching methodology and didactic. She is currently working in the field of language and business competence training, teacher training and teaching materials development at the Institute for Communication and Languages in Erlangen (Bavaria). Her passion is to teach smart learning strategies, to provide teachers with practical teaching tips, to encourage them to try new things and keep developing.
Opening Plenary Session Summary
(by Melanie Straub)

PART I – BACKGROUND TO CLIL

Benefits: “Why should we go CLIL?”

Language and Content: “Are they separable?”

Skills and Strategies: “Why are (meta)cognitive skills in CLIL essential?”

In the first part, an awareness will be raised on the benefits and challenges in content and language integrated learning environments and the needs that arise for learners and teachers alike.

There are several potential determining factors that should be considered when aiming for success in CLIL. What are these factors and is success guaranteed? In CLIL contexts, there seems to be a certain concern with language in the subject classroom so that language-supportive strategies are needed. Then, the challenge of building bridges between the content and language as well as the importance of learning skills in CLIL will be discussed.

PART II – PUTTING CLIL INTO PRACTICE AND PROMOTING COGNITIVE LEARNING

PLANNING A CLIL LESSON: “HOW CAN I CONNECT THE 4CS?”

Adapting CLIL materials: “How can different types of activities promote cognitive learning?”

CLIL Teacher’s Roles: “What roles can I adopt to develop cognitive engagement?”

In the second part, some ways of putting CLIL into practice will be suggested.

Planning a CLIL lesson does not only need careful staging of lesson sequences but should also consist of the 4Cs. An effective CLIL lesson also often includes adapting existing materials in order to promote cognitive learning. As teachers’ free-time is limited, the question arises how teachers can exploit their materials with little or no preparation time. Furthermore, a reflection should be done on different teacher roles that are adopted in CLIL lessons and how these are connected with classroom activities that promote cognitive learning.

The session will be concluded with a brief look into the future of CLIL.
Anne de Leon studied English Philology at Université Paris VII and Paris III. She continued her further education with PGCE primary teaching in Suffolk through the GTP Programme in Suffolk and Norfolk, the UK. She will soon complete her masters in language education, teacher training and management at University of Chichester, the UK.

She has been a teacher educator since 2001. She teaches general English to adults and young learners and trains teachers and school leaders in various fields such as pronunciation, content and language integrated learning, lesson planning, and leadership and management.

Anne has worked in various contexts (primary and secondary schools; Montessori, mainstream, preparatory schools; language academies) and in different countries (England, Australia, France, the Czech Republic, Spain, and Romania to name a few). She created her own teacher training company three years ago “ELT Services Spain” and since then she has been training educators from both the public and private sector, a variety of courses at all levels and in most subjects.
LEARNING TO LEARN – REFLECTIVE SKILLS IN CLIL
THEORY AND RATIONALE
Definition of Learning to Learn, When the Term was Coined, What it Means
Teacher’s and Learner’s Roles
Benefits and Caveats of Learning to Learn

PEDAGOGICAL PRINCIPLES
Situate Learning English within the Wider Context
Framework to Support and Encourage Effective Teacher and Learner: Plan/Do/Review

PRACTICAL IDEAS
Types of Activities Used and Main Intended Outcome
Model Different Stages of Each Activity
Examples from the Classroom

DETAILS:
“We do not learn from experience… we learn from reflecting on experience”. (John Dewey)
All our students experience our classes, but do they all make sense of them? Do they all reflect on what they have learnt in order to understand better and unconsciously plan their future learning?
Doing and Thinking… After all, is this not what teachers do all day, every day? When doing and thinking, teachers plan and deliver classes after which they review their students’ work to see who has understood what, if they have understood. This, in turn, informs their future planning. When doing and thinking, learners ‘simply’ complete the work set by teachers in class and at home and review it for tests and exams. Teachers review in a reflective way because they are adults, and because they have been trained to do so. Learners, however, might not. As teachers have learnt to teach, they can help students learn to learn. This goes beyond language and beyond content. It is a life skill, and a great motivator for all learners, no matter how old and how successful academically.
In this plenary, the theory and rationale behind encouraging students to learn how to learn will be summarized by referencing major researchers in the field such as Piaget, Bruner, Vygotsky, Ellis, and Gardner. Also, the pedagogical principles behind this approach will be examined. Moving from theory to practice; different types of activities that teachers can use to teach students how to learn will be shown and the stages for those activities will be modelled. Lastly, examples from Anne’s own classes will be exhibited both for primary and secondary.
Arion Ismaili

Biodata

Arion Ismaili studied mathematics at the Education Faculty of Dokuz Eylül University, Izmir, Turkey. He is a qualified (3rd Category) teacher by IZHA (Education Development Institute – Albanian State institution for teacher qualifications).

Arion is working at Turgut Özal College in Tirana as school Mathematics and ICT head. He has been teaching mathematics for 8 years from 12 to 18 years olds. His passion is to share his experience that he gained through teaching and traineeship. As part of job, he has been observing classes and giving feedback to teachers of different subjects for the past 2 years.

Arion has got acquainted with CLIL concepts in 2015. He is keen to implement the 21st Century Skills and Strategies in his classes and encourages his colleagues to do so as well.

Concurrent Session Summary - I
(by Arion Ismaili and Ozgur Kircak)

Teachers have a lot to do with their students’ motivational level. A student may arrive in class with a certain degree of motivation. Yet, teacher’s behavior and teaching style; the structure of the course; the nature of the assignments and informal interactions with students all have a large effect on students’ motivation.

We may have heard the utterance, “my students are so unmotivated!” and the good news is that there is a lot that we can do to change that. Motivating students to (enthusiastically) be receptive is one of the most important aspects of mathematics instruction. Effective teachers should focus their attention on less interested students as well as motivated ones. In this session, we will mention
Ozgur Kircak graduated from the Middle East Technical University (Ankara, Turkey) with a bachelor’s degree in mathematics. He has worked in several countries; hence, he has a broad knowledge of various curricula of mathematics applied in different states.

Ozgur is highly skilled in mathematics olympiads training and national / international science fair projects. He is interested in creating mind games and implementing them in his lessons.

Currently, he works as the academic coordinator at Tirana Turgut Ozal High School. Besides having other duties, Ozgur runs a weekly Mathematical Thought Club with his colleagues.

about applying CLIL in a mathematics lesson and about some strategies, based on intrinsic and extrinsic motivation, which can be used to motivate students in mathematics.

Here are some of those strategies:

1. Arousing Students’ Curiosity by Using Games
2. Discovering a Pattern
3. Presenting a Challenge
4. Surprising Students with a Gee-Whiz Mathematical Result
5. Indicating Usefulness of Mathematics in Everyday Lives
6. Using Puzzles and Recreational Mathematics
7. Story Telling
Erjona Saqe studied her undergraduate at Luigj Gurakuqi University and her Masters of Education at Aleksander Xhuvani University. She has attended various workshops with British Council and Council of Europe. She is also a certified teacher trainer for Critical Thinking by CDE and received ‘Best Teacher Award 2000’.

She has several years of teaching experience in English, Math and Science with the very young learners. She currently works as the academic coordinator of upper primary at Turgut Ozal College, Tirana. Her main duties are curriculum delivery, achievement of departmental goals, learning outcomes and meeting targets and benchmarks. She mentors novice teachers to develop effective instructional methods and strategies. She also has a key role in the development of a positive work environment at the school.

Erjona is the author, co-author and editor of many books, magazines, articles and scripts for school use. She moderates shows, conferences and ceremonies performed within Turgut Ozal Schools.

Being a passionate and highly motivated teacher and trainer at the elementary school level has helped her to move up to leadership roles to have a greater impact within the school on the latest developments of education.

Concurrent Session Summary - II
(by Erjona Saqe and Fabiola Hodo)

THE SECRET SCIENCE OF ADVERTISING
Have you ever thought about the percentage of visual learners being at your class?

Is television distracting their attention? Why not to use already known things for them to explain science or language?
Fabiola Hodo studied her bachelor and master degrees in Computer Engineering at Epoka University. She is the Head of IT at Turgut Ozal Education. Moreover, she is the head of ICT subject and her passion makes her teaching certain hours at Turgut Ozal Durres School.

She has highly effective communication and relationship management skills, with which she can easily build trust and create a motivating environment for her colleagues and students. She practically taught students of all ages from primary to secondary within past years.

Due to nature of ICT subject, Project-Based Learning has always become Fabiola’s priority. Hence, she has supervised several high school projects in different contests and fairs both nation-wide and internationally.

Advertisements are the most influential media tools which inform and shape minds, mainly young minds of our students. A successful advertisement creates a desire in viewers, listeners or readers. Also, it offers a great opportunity for particular science or language study.

At this session, we will look at TV advertisements and ways to present and use them in the classroom. Let us teach our students to watch for a purpose. Let us help them develop critical thinking.
Denisa Çela

Biodata

Denisa Cela is an ICT teacher at Turgut Ozal Colleges with 5 years of teaching experience.

She graduated from the University of Tirana with both bachelor and master’s degrees in Computer Sciences.

She has taught grade 4 and 5 students ICT and basic robotics with programming skills throughout her main course and club lessons. She has mentored various robotics projects and participated in Infomatrix – Romania. She is a certified robotics teacher and provided help with preparation of “Robotika” book for young students.

Teaching is Denisa’s passion and to her; robotics is fascinating science to ease the everyday lives of individuals. Her motto is ‘if we teach today as we were taught yesterday, then we do not prepare our children for tomorrow’.

Concurrent Session Summary - III
(by Denisa Cela and Jola Gjini)

ROBOCLIL 101 – HANDS-ON MAKING AND CODING WITH MICROBIT AND MAKEBLOCK EDUCATION

Are you looking for a fun, inexpensive way to teach hands-on coding to your students? Learn how to use these tiny programmable computers that enable users to see their
Jola Gjini holds a bachelor’s degree on Computer Sciences and Business Informatics and a master’s degree on Computer and Information Systems Security. She wrote two graduation theses titled “Nanotechnology in Cancer Treatment” and “SAN Network”, respectively.

Jola is an experienced ICT teacher with an education management industry background. Progressed through promotions, she culminated in responsibility for web-based application programming and became adapt in analyzing code for system testing and debugging. She is currently working as an IT expert at the General Directory of Turgut Ozal Education and has responsibilities of web sites system design, configurations, admin/programming, database design, scripting, maintained backups and security standards. Other than this, she teaches ICT and Robotics at Memorial International School of Tirana; programming languages and web design at Albanian ICT Academy.

Jola is a certified Robotics teacher on Arduino, NXT Mindstorms and LEGO Mindstorms. She is also interested in digital photography.

code come to life. Use block or text coding via Microsoft’s web-based MakeCode to program the MicroBit or through MakeBlock Education platform. It does not matter if you are a complete beginner, or more advanced, as the resources created for the MicroBit and MakeBlock are very quick and easy to follow.

Join us for a workshop hour of discussion and activities that will help you to be the next innovator in your school.
Manuela Menekshi studied English at the Faculty of Foreign Languages, Tirana University. She also holds a Master Degree in Education Management from Epoka University.

Manuela worked as a translator for 2 years. She has a broad experience in ESL, practically all courses for children and adults in several private language schools. Since 2006, she has been working at Turgut Ozal Durres College. Currently, she is the academic coordinator for secondary school from grade 6 to 12.

Manuela is a dedicated teacher who focuses on innovative, fun and inspiring classroom practices. She encourages her students to master English while nurturing their love of language. She is also committed to finding new methods cooperatively with her colleagues, getting better results and improving the curricula.

Concurrent Session Summary - IV
(by Manuela Menekshi and Ermelinda Zaimi)

INCREASING STUDENTS’ SPEAKING FLUENCY THROUGH CLIL METHODOLOGY

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. The question of how to increase communicative competence has been and tends to be the most crucial one.

In a short period of time, English displaced other languages and became one of the leading means of communication worldwide. Its domination continues to extend. In the modern world of media, mass communication and internet demand good knowledge of English, especially of spoken English. Nevertheless, most Albanian students are not
Ermelinda Zaimi studied Biology and Chemistry at the Faculty of Natural Sciences of Aleksander Xhuvani University in Elbasan. During her studentship, between 2004-2009, she volunteered to work at various NGOs and gave lectures to individuals in need.

Ermelinda has participated in various training and seminars on classroom management, development of children and young people, and use of technology in education. Her desire to teach has helped her to prompt new and fun methods for students during the learning process. She currently works as the academic coordinator at Turgut Ozal Durres Elementary School.

able to communicate in English fluently for many reasons. This session is devoted to the research of the issue of speaking skills of today’s students in Albania and to the CLIL Methods of enhancing speaking skills of elementary level students.

Content and Language Integrated Learning is an innovative method of teaching whereby language is used as a tool for learning both the content of a subject of the school curriculum and the language itself. Although CLIL is not a new trend in Europe; it is only in the past few years, some attempts have been made in Albania to implement CLIL in schools on an experimental basis.

The aim of this session is to define the strengths and weaknesses of speaking skills of today’s students in Albania and to demonstrate the possibilities of enhancement of the speaking skills of students learning English.

This research suggests that the integrated use of CLIL techniques can yield positive results and lead to the improvement of communicative competence.
Klaudia Piroli holds a bachelor degree on Biology and a master degree on Teaching Biology. She wrote a thesis titled “DNA Technology and the Knowledge in High School”. After a few internships and many practices in different high schools, she has received her State Teaching License. She is also a certified Cambridge IGCSE and AS and A-Levels teacher by Cambridge International Examinations.

Currently, she is teaching upper secondary classes IGCSE and AS and A-Levels at Memorial International School of Tirana. Klaudia is a young and promising teacher who is keen to develop professionally on CLIL approach since she met with CLIL two years ago. She is interested in cellular biology, molecular biology and biotechnology.

Concurrent Session Summary - V
(by Klaudia Piroli)

CLIL UNDER THE ELECTRON MICROSCOPE!

All subjects need explanation and teachers’ role is irreplaceable. When we think and believe in this, we increase the Teacher Talking Time (TTT) even if we believe that we should do the opposite. Nowadays, the most important thing is “TIME”, the way we spend (or waste) it; and the things that we can do faster and remember for a long time. The “TIME” is important to our students, too; we should find a way to help students to use it efficiently.

How can we teach without talking too much? Is there any opportunities to increase Student Talking Time (STT) instead of TTT? Can we increase the interest for our subject in a world that speaks “TECHNOLOGY”? Can we help our students learn in a logical way; remember and recreate the information that we want to pass?

“Let’s create a theater where our students are actors and we, the teachers, are directors.”
Brenardo Nuredini holds bachelor and master degrees in Biology from the Faculty of Natural Sciences at Tirana University. He is a teacher of biology who is passionate and curious to teach young learners. He has a strong knowledge and understanding of students’ capabilities. 

Brenardo currently works as the Head of Biology Department at Turgut Ozal Colleges in Tirana. He has experience in integrating latest technology into teaching such as i-Pad applications in classroom. He met with CLIL approach 3 years ago and since then he tries to implement CLIL methodology in his classes.

**Concurrent Session Summary - VI**  
(by Brenardo Nuredini)

**REAL TRUST IN STUDENTS – BETTER AUTONOMOUS ENVIRONMENT**

Give me a fish and I eat for the day. Teach me how to fish and I eat for a lifetime. (Chinese proverb)

Once learning is used as a matter of receiving the body of knowledge that can then be used for the rest of life. Therefore, learners should be provided with the skills necessary for lifelong pursuit of knowledge.

If teachers ask themselves: Who sets the goals? Who chooses the strategies? Who tells students what they are going to turn in? Who tells learners why it is important to learn all this stuff? Who is in control of grading? Who sets the schedule? Who tells students when they are allowed to interact with people and when they are not, and how they should go about doing that? Teachers may turn all these possible areas to a choice of learners or may turn the autonomy down to zero.

Traditional teachers usually do not trust learners to make their choices and I believe we, the teachers, need to think seriously about that. In order to foster learner’s autonomy successfully, teachers need to shift from being “knowledge transmitters” to learning facilitators.

CLIL approach changes the role of teachers to “facilitators” of learning process. It puts demands on teacher to monitor “the development of a unit and evaluating the processes and outcomes” that are “integral to the teaching and learning process”. Well-designed materials should also indicate the path that an autonomous learner needs to take in problem-solving tasks. Consequently, materials should help learners to gather and improve the skills found necessary to deal with assignments. To implement CLIL into the teaching, the theoretical background has to be transformed into practice. That is why, teachers need to have clear considerations when planning a CLIL lesson.
Yener Eksi is a teacher of chemistry with 18+ years of teaching experience in Turkey, Ukraine and Albania. He is a certified teacher trainer (NILE), mentor teacher (Global-CPD) and Advanced Level Google Educator (Google). Throughout the years, he received his master’s degree in educational administration, participated in several educational conferences and training. He has also given lectures/training to novice teachers. He is a co-writer of Zambak Chemistry Books series that has been taught in 20+ countries within past 15 years.

Yener works as the Head of Chemistry of Turgut Ozal Schools and passionately teaches chemistry at the high school section of Turgut Ozal Tirana. His main educational interests are school culture/climate, effective use of technology in education, G-Suite for education, teacher training and educational administration. He keeps up-to-date with the latest developments in education.

**Concurrent Session Summary - VII**

(by B. Yener Eksi)

Autonomy is the ability to take charge of one’s own learning. In order to help learners to assume greater control over their own learning, it is important to help them to become aware of and identify the strategies that they already use or could potentially use. The use of technology plays an important role in learners’ autonomy. When teachers effectively integrate technology into subject areas, teachers grow into roles of adviser, content expert and coach. Technology helps make teaching and learning more meaningful and fun.

Today, the world’s leading technology companies such as Apple, Microsoft and Google are supporting education by different means. They all have designed free tools that help educators. Currently, these tools are increasingly being used and more than half of the students in the US are implementing Google Education Apps.

Participating in this workshop, you will learn more about the use of Google Apps for education from a Google Certified Educator.
Erina Kote graduated from the University of Tirana in 2008. She is an expert of English and American Language. She first started her career as an ESL teacher for students aged 18+ in a course center and later in a private school with younger students. Besides teaching general English courses, she has conducted TOEFL, business English and IELTS preparation classes.

Teaching is Erina’s passion, not just her profession. Thus, she continuously searches for innovative and motivating methodologies of teaching. She has attended numerous training, seminars and workshops to develop professionally and to foster beneficial and supportive relationships with students and other school members.

She served as the department head of Turgut Ozal Elementary School for 2 years and currently works as academic coordinator at the same school.

Working with different age groups has given her the idea that open-minded and life-long learner teachers are the best shapers of a society.

**Concurrent Session Summary - VIII**

(by Erina Kote)

CLIL (Content and Language Integrated Learning) is a term that came into existence only recently (1994), yet it is an ancient educational phenomenon. According to some authors, CLIL emanates from the history of the Akkadians around 5,000 years ago. After conquering the Sumerians (the modern Iraq), the Akkadians started to acquire the local Sumerian language by using it as the language of instruction.

Among all the countries using CLIL (unaware of that fact), Canada seems to have been the first country to have employed voluntarily practices to provide children authentic communication and understanding with the natives of the area.

It is quite amazing to see how fast CLIL has conquered classrooms all over Europe during the last ten years.

What we are going to do in this session is looking at techniques to use CLIL as a way to multilingualism in our classrooms in order to make our students autonomous learners. We are also going to outline a model daily plan with its learning outcomes and some CLIL activities. Language is seen in real-life situations in which students can acquire it.
Jona Rama graduated from the Faculty of Natural Sciences at University of Tirana. She received her first masters degree in Molecular Biology and the second masters degree in teaching at high school. Throughout the years, she mentored several projects in sciences and she participated in GENIUS Olympiad (USA) as a project supervisor in 2018. She taught olympiad classes for nation-wide biology olympiads and also instructed SAT-Biology, GRE-Biology and IMAT international exams. She has participated in various CLIL related training and conferences for the past 4 years.

Jona is highly motivated to teaching upper secondary and university students and is deeply interested in the Molecular and Forensic Biology researches. Currently, she works as the biology teacher at Mehmet Akif Boys’ College.

**Concurrent Session Summary - IX**

(by Jona Rama)

**CLIL THROUGH THE FLIPPED CLASSROOM WILL CREATE THE 21st CENTURY CLASSROOM!**

Nowadays, education focuses on student-centered approach in teaching. So, the lesson does not have to begin and end with the teacher. As a result of this radical change in educational systems, the teacher must re-learn how to guide “at the side” rather than “stay on the stage”.

Today’s students grow up with internet access, YouTube, Facebook, Instagram and with other digital resources. Learners do their homework while texting their friends and/or listening to music at the same time.

Does increasing the screen time in front of a computer aggravate and disconnect teachers from today’s youth? Do teachers get an “ohhh” reaction from students? Does instruction via videos prove to be a successful tool of teaching? Should teachers consider flipping classes? Yessss! Because flipping speaks the language of today’s students!

Through this workshop, we will explore some interesting examples of flipped classrooms:

Standard Inverted Classroom, Discussion-Oriented Flipped Classroom, Demonstration-Focused Flipped Classroom, Faux-Flipped Classroom, Group-Based Flipped Classroom, Virtual-Flipped Classroom, Flipped Teacher.
From a language point of view, CLIL approach aims to pattern language processing and support language production in real life situations by combining the 4 language skills. It also gives the opportunity to well-integrate these skills. Teaching through CLIL, lessons appear fun and more attractive as there is variety of materials combined for a rich learning environment. They are highly based around motivational topics and students learn the same way as native speakers do.

Learners focus on fluency and communication and have the opportunity to experiment with language and reproduce the message of the text through real life situations. Once the teacher highlights useful language in the text and categorizes it according to its function, learners may feel the need to use it for comparison, contrast, location or description of a process. Through CLIL, there is also a displayed core grammar part while the main focus is that students learn more language from structuring the text and practicing it through the use of various interactive activities. Therefore, learning English as a foreign language and through CLIL approach it is seen as an enhanced achievement.

The 4Cs of Coyle (1999); Content, Cognition, Communication and Culture are found well-applied in multilingual contexts. The aim of this session is to encourage teachers and learners to use CLIL and not strictly stick to a traditional method framework.

In CLIL context, the dual-focused aims take place well by learning other subjects through the means of the language, and simultaneously learning the language through other subject contents. We can also call this methodology as a competitive advantage where teachers and university lecturers choose to get engaged with updated resources and seek to share their knowledge with the brightest minds.
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