

THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 1
March 2020

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From the President

Dear members,

Have you noticed how the roles of teachers have evolved? We can easily observe that our roles have changed significantly. In the past, we were a sage on the stage as we were seen as the major source of knowledge. Information was difficult to reach, and teachers fulfilled the role of the arbitrators of information/knowledge and culture. The main way of conveying knowledge to the students was through direct instruction; hence, teachers would lecture for hours to transfer that knowledge. Students had great respect for the teachers. Students were expected to admire their teachers. Teachers treated students differently, too. They expected great discipline in the classroom. No disrespect was allowed. No students were tolerated to feel bored. Teachers were serious, strict and unapproachable, and students were expected to fear their teachers. Memorization was a common learning technique.

Now that information/knowledge is everywhere, as teachers, we have to do so much more than 'teach'. We are psychologists, counsellors, motivators, mediators, content specialists, project managers, syllabus and materials designers, event organizers, designers of learning experiences and pedagogical leaders. We are also diplomats when it comes to our relations with the administration, parents and our own colleagues. Our primary aim is not ensuring high student scores in exams anymore.

Teachers today are a guide on the journey of learning, enabling students to be the best versions of themselves. We try to empower young people to reach their potential, exceed their own expectations and perform to their highest capacity. We provide tools to learn and create a psychologically safe and comfortable environment for learning. We help students develop multidimensional skills; hence, we offer other ways of teaching/learning instead of simply giving lectures. We try to interact with the class as much as possible while trying to elicit a response, challenge thinking, and increase the students' capability.

Classrooms have always been diverse. Whether in the past or in the present day, students learn at unique paces, show unique personalities, and learn in their own ways. However, in the past, teachers were not expected to address this diversity. In recent decades, though, the forms and extent of diversity have increased, and teachers are expected to deal with this diversity. Today we have a number of students with disabilities/impairments whether they are physical, cognitive, emotional, or behavioral. Such students need special supports in order to learn or function effectively in a classroom with non-disabled peers, so they require special services. We are expected to make individualized educational plans for students with disabilities.

Another change has been the broadening simply of the age range of individuals who count as "students." We may have students as young as 3 or as old as 60. Teachers of different age groups do not deal with the same educational and philosophical issues. Teachers of the very

young to use flexible, open-ended plans and teaching strategies along with a more patient and affectionate attitude. Teachers working with older learners need to consider their students' personal goals or needs, personal responsibilities, and respect their intellectual capacity.

Learning is not limited to schools anymore. Lifelong learning is highly encouraged. Lifelong learning is defined as the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability. As teachers, we are expected to train our students and embellish them with the necessary skills to be life-long learners.

Information and Communication Technologies (ICTs) have evolved significantly. This has created an excellent source for learning (formal or informal). However, students need help in sorting out trustworthy information or websites from the "fluff," websites that are unreliable or even damaging (Seiter, E. (2005). *The INTERNET playground: Children's access, entertainment, and miseducation*. New York: Peter Lang.).

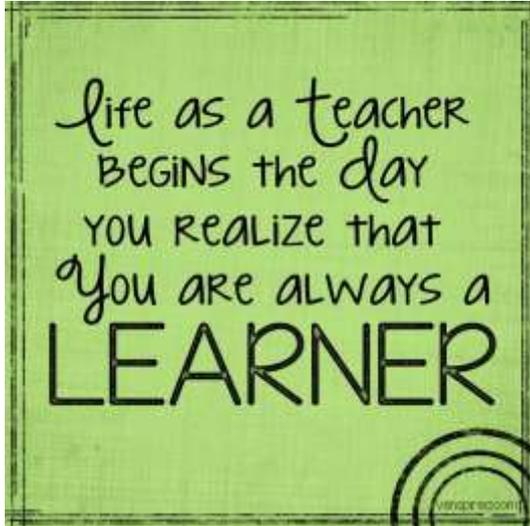
In recent years, the public and the governments have increasingly expected teachers and students to be *accountable* for their work, meaning that schools and teachers are held responsible for implementing a national curriculum and goals, and that students are held responsible for learning particular knowledge. Public accountability has led to increased use of *high-stakes testing*, which are tests taken by all students in a district or region that have important consequences for students' further education (Fuhrman, S. & Elmore, R. (2004). *Redesigning accountability systems for education*. New York: Teachers College Press.). High-stakes tests may influence grades that students receive in courses or determine whether students graduate or continue to the next level of schooling. The tests raise important issues about what teachers should teach, as well as how (and whether) teachers should help students to pass the examinations. Furthermore, since the results of high-stakes tests are sometimes also used to evaluate the performance of teachers, schools, or school districts, insuring students' success on them becomes an obvious concern for teachers—one that affects instructional decisions on a daily basis.

All these changes have resulted in a need of *professionalism* of teachers. By most definitions, an occupation is a profession if its members take personal responsibility for the quality of their work, hold each other accountable for its quality, and recognize and require special training in order to practice it. By this definition, teaching has definitely become *more* professional than in the past (Cochran-Smith, M. & Fries, K. (2005). Research teacher education in changing times: Politics and paradigms. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA Panel on Research and Teacher Education*, 69–110.). Increased expectations of achievement by students mean that teachers have increased responsibility not only for their students' academic success, but also for their own development as teachers.

Teachers who lead busy professional lives depend on their professional association/organization to catch up with the innovations in their field and to be informed

about important events in their field. Professional associations/organizations like INGED serve to unite and inform people who work in the same occupation. Being a member of our association will help you feel energized and refreshed knowing that you are not alone in your noble fight.

Together we stand!



Prof. Dr. Aydan Ersöz

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives"

--Robert John Meehan

"IF WE CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH, BUT BECAUSE THEY CAN BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE" ~ DYLAN WILIAM, UNIVERSITY OF LONDON



From the Editor

Dear Colleagues,

We are in an almost surreal time straight out of sci-fi movies or even more unbelievable! As INGED we share all your concerns and anxiety that the Corona Virus threat has brought about. Please stay at home and stay safe! Never before have I heard these pieces of advice uttered so frequently: Wash your hands! Do not touch your face! Put on a mask! Disinfect your shoes and clothes against the dangerous droplets! And most important: DO NOT GO OUTSIDE unless absolutely necessary! These words have become a part of our lives! We say them to our family members and people nearby and we see them in print! As a result of this pandemic, a large number of the population is now at home. Some of us are working from home; some of us are helping our children or grandchildren follow classes on TV or online. A lot of us have now downloaded onto our phones apps for banking, ordering supplies long shot (through companies such as Migros or Carrefour or the like) or immediate delivery (through clever companies such as Getir or Bana Bi and others). Family members who did not use too many apps before have now become quite digital. If you are 65+ it means you have to find a younger person to bring you supplies from the outside world or you turn to the digital world and learn to do what is necessary. I have started building my weekly shopping list on my phone app and as soon as a delivery date opens up, I click ALIŞVERİŞİ TAMAMLA! We are all trying to adapt to the new conditions. That is the most successful aspect of human beings! Our capability to adapt! That is why we manage to live all over the globe. By adapting to climatic, geographic and social conditions! The virus is also trying to adapt, I know, but if we all take the necessary precautions, we can destroy the environment for the virus! Soap and water and vigorous rubbing destroys the outer fatty shell of this new virus! It can not continue without the outer fatty shell! It cannot cling onto living cells to multiply and infect! It cannot adapt! So to protect yourself and to protect people near you: Wash your hands and wear a mask especially if you think you have a cold to prevent the droplets from spreading in the air or falling onto objects around you...

Disinfect your keyboard and phone, wash your hands and now it is time ;) to look at the spring issue of the INGED Newsletter. Most of the articles are about online teaching and resources. There are also two freshman ELL papers. Stay safe and healthy! Happy reading...

Warm corona-free greetings,

A. Suzan Öniz
INGED Newsletter Editor

**WHAT IS THE DIFFERENCE ???
AN INGED AFTERNOON
AND
AN INGED EVENT**



INGED Afternoons

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members

FOR PROSPECTIVE CONTRIBUTORS



The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

NOTES FROM A CONFERENCE

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

TECHNOLOGY IN TEACHING

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

YOUR PAPERS

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

THE VOICE OF INGED MEMBERS

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.

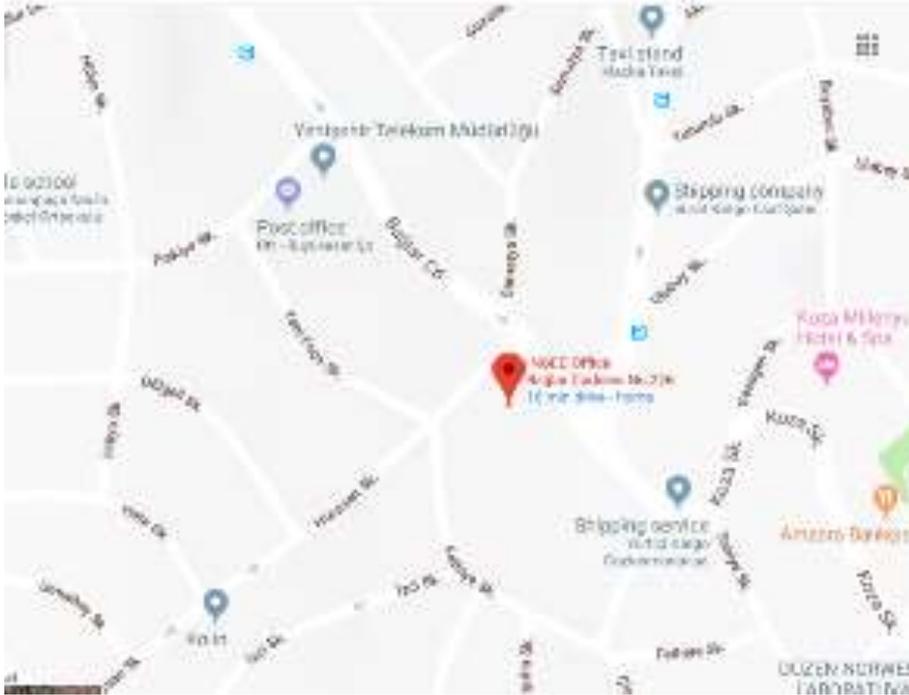


**Please send us your manuscript
AS A WORD FILE
& WITHOUT ANY FORMATTING.**

NEWS NEWS NEWS

THE NEW INGED VENUE

**Bağlar Caddesi No: 226/1,
Yukarı Ayrancı, Ankara**



WHAT DID SOME OF THE ATTENDING TEACHERS THINK ABOUT THE 19TH INTERNATIONAL INGED ELT CONFERENCE?

Conference Impressions by Barbora Haupenthal

The 19th INGED International ELT Conference in Ankara, 14-16 November 2019

In November 2019 I took part in the Inged conference with the fitting name OUTSIDE THE BOX. It was already the 19th international event organized by Inged, the Association of English Teachers in Turkey. The conference took three days from Thursday to Saturday and the venue was this time the Atilim University Incek Campus in Ankara, the capital of Turkey. All talks, workshops and papers were given in two buildings: The School of Foreign Languages and in the The Faculty of Law. The majority of speakers came from Turkey, but there were also presenters from the USA, UAE, Egypt, Serbia, Kosovo, Nepal or Kuwait.

My way to the conference was not straightforward. An English teacher by nature of Czechoslovak origin, I have been working at a European School of Varese in Italy since 2018. The topic I introduced was the one of European Schools, foreign languages taught in these and some prospects on their development. My paper was called Foreign Language Policies at European Schools. One of the important questions for me was whether there was anybody who had come across these schools, who was familiar with them. I did not find a single person aware of their existence. The session I held was more informative and introductory. I feel I managed to sparkle the curiosity of the audience so the talk and its results completely met my expectations.

The highlight of the conference for me personally was the talk of Dr. Christine Coombe who works in Dubai. The name of the topic was Good Quality English Language Teaching Starts with Teachers or Traits of an Effective English Language Teacher. Charismatic Christine talked based on research and experience at the same time. Her talk touched the bottom of my (English teacher's) heart and made me reflect profoundly on myself in terms of teaching and further education which is worth the time and energy.

I was leaving Ankara on Saturday. My journey to the airport was accompanied by plenty of sun, feeling grateful to both Czech and Turkish side and hope that I will come back here again one day.

Barbora Haupenthal: <barabaxova@volny.cz>

See a couple of photos here: <https://padlet.com/haupik78/y9bx000oy5qn>

Conference Impressions by Hatice SEVİK

CPD as a Way of Life – Simon Phipps

The conference starting with the topic of Continuing Personal Development is not a coincidence. After graduating, life gets so harsh and realities bite so severe that one can forget how to keep good traits let alone develop further academically or individually. There have been times that I felt helpless and needy when I first started teaching. Everything I thought I knew were upside down because there were real students looking directly into my eyes and I had to be the one that directed them in good ways not knowing where I had been in my career or life in that sense.

Time passes and we remember everything we learned in trying to become good teachers come in handy. That's when I realised I had a really good education which will never be enough. Personal development is crucial like breathing. Once we stop, we die; not physically but spiritually. That's what happens to most of the teachers out there; the newly graduated ones struggling with mobbing, the experienced ones resistant to change while doing something exactly the same way over and over again.

This opening ceremony with continuous development is what we all crave for; it refreshed us, gave us new ideas for reinventing ourselves, gave us clues for seeing ourselves in a different light, reminded us how passionate we were once we started, taught us how different we could do what we have always been doing. We listened, we discussed, we observed, we thought positively, we laughed, we discovered and we had unique ideas on discovering new methods on teaching. This conference has been one of the best plus ones in my life lately. I'm grateful.

Gamification: How and Why – Deborah Healey

In this plenary session, we have looked at reasons for using games in classrooms, especially the larger ones. Because they are fun, engaging, motivating and it gives the students a reason to stand up and do something at their own paces since everyone starts in zero. It is an equal space for everyone. As we think about how we can implement it, we have seen that it can be implemented both as a classical way and technologically integrated way. There should be clear learning objectives, tasks for students who turn to be 'players' in this respect, assignments, levels and rewards. It facilitates learning by making them stronger personalities by gaining them problem solving, critical thinking skills and enhancing their creativity. Digital tools can be exemplified by 'Class Dojo', 'Kahoot', 'Moodle' or 'Classcraft'. 'Murder Mystery', 'Race', 'Alien Invasion', 'Survivor' and 'Scavenger Hunt' are some other tools to be used.

Apart from scientific or academic background for using games in our classes, my experiences as an English teacher to young learners taught me to integrate games to almost all my lesson plans. I've heard about kids' learning faster when they are introduced the subject and given the opportunity to practise with games. Even in my own classes, a motivating English lesson for them is the one we play games. The times when I exclude games from my lesson plans for a week or so are the ones that they seem so upset. I try to include the games more since they tend to obey the classroom rules more for the fear of being excluded from the game, they are more motivated and happy which makes me feel better in that I manage the class better and see that the linguistic item has been grasped better. We should lit a light in our students' eyes, and if that means gamification in all lesson plans; so be it!

Good Quality English Language Teaching Starts with Teachers or Traits of an Effective English Language Teacher – Christine Coombe

Good quality traits of effective English teachers are being caring, empathetic, fair, respectful, fun, outgoing and having a sense of humour and a unique style.

Successful language teachers prepare competently. They love teaching and learning English. They are critical thinkers and professional citizens. They have an urge to upgrade themselves. They can easily motivate themselves and the students, provide an environment conducive to learning and adapt to different cultures. They can manage their classes successfully. They have a good knowledge of their professions, good communication skills, a life outside the profession which feeds them spiritually and a commitment to lifelong learning.

Increasing Student Motivation By Using Songs In English Effectively In Your Classroom – Mickey Goggin

We started this session by thinking of our favourite songs which directly made me happy to do so since it was the song that reminded me of the times when I was working as a language assistant in Denmark. Songs have a unique way to travel in time. Why don't we use them in our classrooms as a teaching material? Songs can be used to practise all four skills of the language. They provide repetitive exercises. They are authentic language so the daily usage of the language can be heard. Things to consider while integrating songs to our lessons are punctuating lyrics, sticking with the popular songs and choosing songs that are related to our subjects.

Learning Languages InforMALLY: An Investigation into the Effectiveness of MALL and MALL Apps – Talip Gönülal

Modern life has brought its own challenges and eases. Technological devices have been a part of our lives for some time so much so that we cannot get separated from them. Learning languages through apps has been popular among those who have very little time to attend a course. Apps are eligible in that they can be spontaneously, individually, flexibly and authentically applied.

'Duolingo', 'Memrise', 'Babbel', 'Busuu', 'Rosetta', 'Hello Talk' and 'Anki Tutorial' are just some examples of the apps to learn and practise languages. The best part of these apps is that they are effective in learning vocabulary and basic structures at everybody's own paces. However, not having a direct communication chance with a native speaking atmosphere is a setback in not having enough motivation to keep going. They can never be enough to learn a language but they can be a good substitute.

Monolingual versus Bilingual Grammar Teachers: Who is More Effective? – Ahmad Ali Sahiouni

In this session, the effectiveness of bilingual teachers against monolingual teachers in explaining grammar has been searched. This session has been one of the most interesting topics on my behalf. While teaching English, we always believed that teaching English even grammar should be conducted in TL (Target Language). Our lesson plans were adjusted

accordingly. It was different in that we did not learn English by monolingual teachers. We had bilingual teachers who explained grammar in our native language. So, I had a clearer view on trying to understand which is better.

According to this session's findings, occasional use of NL (Native Language) provides close relationship between teacher and students. It saves time. Bilingual teachers are more effective in that they understand the hardship the student can get through and there is more time for practice. On the other hand, there can occur miscommunication between teacher and students with monolingual teachers. There may be a general dissatisfaction. Apart from other techniques and reasons, teaching grammar in NL may be a good way for saving time and energy.

Reflecting on Classroom Interaction Patterns with Hogwarts Teachers – Ayşegül Amanda Yeşilbursa

Before making any comments on the effectiveness of this plenary session, I have to admit that this one has been the most interesting and lively topic that attracted my attention in this conference. I was nearly a teenager when Harry Potter came into our lives. As I saw the ads of the book on TV about a kid named Harry Potter with a broomstick in his hand, I was desperately curious about him. The first chance I got to read the Harry Potter's first two books of the series was when I went to a book fair and bought them right away. After making it my Bible for sometime, I nearly memorised every scene and every character. This scrutiny or knowledge was from a teenager's or a bookworm's point of view, but that session has been the first place I began to look at the Hogwarts teachers from a teaching perspective.

Do we know to put aside our beliefs, cultural backgrounds or prior negative or positive knowledge or feelings when we enter the classrooms? Do we have to do so? Is it the reason students from Gryffindor hated Severus Snape because he never tried to hide his negative feelings about those students or never took a step back from disdaining them just because he wasn't over his personal love affairs? How many times have we stepped into the classrooms thinking of a latest heart break? Do the students have to confront our unhappiness? Let's talk about Gilderoy Lockhart, the one that reminds me of Narcissus. We all love ourselves, and it is healthy in a way I suppose; at least better than hating ourselves. However, the love and admiration we have for ourselves shouldn't keep us from managing a classroom. That's when things go out of control and we happen to find out that the classroom control us or they just do not care about us. Dolores Umbridge is the one we all hated while watching, and that's when all of us were a little bit rebellious against school rules. She was trying to push them with her own, unrealistic, stern rules. Is that the time we look at our own rules we set and hardly understand it is not going well enough?

Examples can be prolonged. We questioned ourselves about to which character we are closer. We shouldn't be too far from any of them, but it should be a good combination. I remember one of our professors back in the university years wearing a pink slipper in one foot and a navy blue patent leather shoe on the other in one of the lessons. It meant to be caring and understanding in one way but careful enough not to ruin the relationship with the student in another. We should be more organized, funny and willing to be a part of those

students' lives. We should reflect our own good personality traits to students and try to build up a better class or school atmosphere in which everyone is unique but it is okay to be so.

Sparks of Multiculturalism – Creative Drama in ELT – Jasmina Milicevic & Memet Sabih Erincik

This workshop had two dimensions. In the first part, we were introduced to an Erasmus Project on integrating creative drama to the classroom atmospheres. We had glimpses of images with the headlines like 'Roma Settlement', 'İmece İnisiyatif Voluntary Work' and 'Syria Refugee Camp'. In the second part, we were actively engaged with exercises on creative drama for guessing the object, describing ourselves or brainstorming on stereotypes. Creative drama has always been my major focus inside classrooms but I've always thought it as a means of teaching vocabulary. While it can still be used for that purpose, I've had the idea that I can use it as a way of breaking the ice between students. I have been working with young learners in a primary school. Kids are the best when it comes to being honest, but sometimes it has its own hardships in being so. They never give it a second thought when it comes to judging their friends on their differences. As I have been working in Maçka, Trabzon, they are so fond of their city and anything that's attached to their city like their football team that they even get so surprised when they hear about my being a fan of Beşiktaş, a football team that is different from theirs. They think as if there can be no other football team to be a fan of. It is a good thing to be supportive of your hometown's values but on the other hand I see it as a threat to be so fanatic about it. There are differences in life that they should discover, respect and like. I want to use creative drama activities that I've learned in that session in my classrooms when I feel the threat that they are having stereotypes and hard feelings on each other by showing them how unhappy one can get when we don't respect the things they admire. I'm also planning to use 'magical object' idea to understand and get to know them more by them miming us what they like most and what it is turning to. In that way, we will learn to respect and accept each other and create a warmer classroom atmosphere. Learning, understanding and accepting make us free.

Using Rhymes & Songs – Aydan Ersöz

Using rhymes and songs with young learners is a way to teach or practise English since it activates and develops their right brain. It is a good way because rhymes and songs are memorable, fun, motivating and they are already a part of their lives. It is a good way for repetition. I hear my students mumbling a song that I've used in my lesson while going home. What I've learned in this session is that it is better if I use human voice or even sing or chant it myself. I have to do so clearly and slowly so that they won't miss or misunderstand any linguistic pattern. I have to model it if it necessitates to do so. The variations of arranging the classroom or students whether they should stand or sit, sing or listen can be adjusted accordingly. Demonstration and modelling are two essential parts not to be skipped.

TECHNOLOGY IN TEACHING:

FluidDATA



Get Students Researching Words and Phrases in a Digital Audio Corpus

This is an amazing resource for finding genuine audio examples of words and phrases in seconds.

FluidDATA is really simple to use and delivers fast results. Simply type in your word or expression and the search engine will produce a list of web-based audio files where the phrase appears.

It will also show you the written context the work appears in.

This is an amazing audio corpus that you and your students can use to study the lexical use of words and phrases as well as variations in pronunciation. Get students to find examples of language points and vocabulary they are studying and deduce meaning from context.

The site also shows you the source of the audio files so this has the added benefit of helping you to find useful open access podcasts on any topic you may be interested in.

[FluidDATA](#) is a fantastic free resource for any linguist, teacher or student of English.

Search Page

Search queries are entered in the search box in the upper left of the search page. To the right of the search box are the results tabs which you can use to navigate to previous searches.

Search for a Word or Phrase

FluidDATA will search for the exact word or phrase entered into the search box. Please see the Advanced Search section if you want to perform a more complex query.

Results Tab

Every search term will open a new search tab at the top of the search page. You can select these tabs to navigate between several search results.

Advanced Searches

By default **FluidDATA** searches for the exact phrase entered in the query box, but more advanced queries are possible.

Multiple Phrases

Use quotes to delimit exact phrases. ["salmon fishing"](#) ["Juno Alaska"](#) returns results where both **salmon fishing** and **Juno Alaska** are mentioned.

Exclude Phrases

Use - to exclude phrases from the search. ["salmon fishing"](#) [-Alaska](#) returns results where **salmon fishing** is mentioned, but excludes results where **Alaska** is also mentioned.

AND operation

Use + to signify an AND operation. This option is enabled by default. ["salmon fishing"](#) [+"Juno Alaska"](#) returns results where both **salmon fishing** and **Juno Alaska** are mentioned.

OR operation

Use | to signify an OR operations. ["salmon fishing"](#) | ["trout fishing"](#) returns results where either **salmon fishing** or **trout fishing** are mentioned.

CHECK OUT OUR WEB PAGE!
HAVE YOU LOOKED AT USEFUL LINKS?

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on online teaching dos and don'ts, free resources, how to survive teaching online with kids at home, online teaching ideas, tips on how to start moving on to online teaching and warning against Zoom hackers or zoombombing.

<https://www.weareteachers.com/teaching-online-dos-donts/>

The Dos and Don'ts of Teaching Online

By Kimmie Fink

With such a rapid shift to online school, there were bound to be some mishaps ... and lessons learned. We turned to our community of teachers to ask what they're learning themselves about remote learning. Here are our favorite dos and don'ts of teaching online:

DO: Be prepared.

"Make sure you have good lighting so your students can see your face clearly; face an open window or put a lamp next to your laptop." —Scoon

"Check your background for anything you don't want to be visible in the video, or blur it if possible." —Cara

"Have a practice child who will log in and check links to make sure they work." —Beth

"I always send my students some activities to print in advance so they're not looking at the screen for the whole lesson." —Viral

"Make sure you clear your web browser before you do a screen share video." —Erin

"Start your meeting with everyone muted and ask them to sign into the chat box by answering an opening question (like a drill and you can take attendance this way also)." —Christina

"Hit record on all live webinar sessions. Tell the students and parents their session is being recorded, too. This will help them refer back to the video if they forget what you reviewed in the session with them." —Todd

DON'T: Overwhelm students.

"Assign way less work than you think you should. Students are going to take much longer to complete it due to tech issues, stress, and the challenge of having to learn mostly on their own." —Greta

"Give them less than a normal in-class day. They're going to be relearning how to schedule and manage their time so they'll be overwhelmed." —Skye

"I found using the chat box helpful for kids to type 'Q' if they have a question, and 'me' rather than raising a visual hand." —Lora

DO: Collaborate.

“We’re lucky that kindergarten this year has five teachers, so we each take a designated day and write up the lesson for that day and share with the rest. That way we have a full week, and since we worked together, we know it will flow with what the last person did.” —Kyoko
“Reach out to your community partners. A lot of internet providers are providing free internet to students right now and many are even supplying laptops and tablets.” —Emily L.

DON'T: Make assumptions.

“We have to take into account that a lot of kids have other responsibilities when they’re at home: other classwork, chores, helping with siblings, etc. It’s not like when they’re in our class and we have them for that allotted amount of time.” —Emily L.

“Understand that some students haven’t gotten the district access they were supposed to have to do their work.”—Sarah

DO: Build community.

“I’m giving my students social time before class starts so that they can catch up with friends, show them their cool stuff, and be silly.” —Angelica

“I do a daily question that is more meaningful to my students so we can start conversations. Discussions and building relationships were a big thing in the classroom.” —Emily S.

DON'T: Expect perfection.

“Be patient. You may spend some time looking at their nostrils as they try and figure this out.” —Gregory

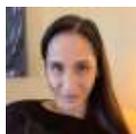
“Remember that connections do break, especially if you’re trying to remain online for an extended period of time, like an hour or more. Don’t be surprised when it happens, but just take it as being a normal drawback of teaching online, like having a bee fly into the classroom.” —Rick

DO: Give some grace.

“Allow yourself (and of course your students) plenty of grace. Many students have taken on additional responsibilities to help out at home. Many of us teachers have, too. Be mindful!” —Jennifer

“Our students are under a lot of stress just like we are. Just like this isn’t a vacation for us, it’s not a vacation for them. They are scared.” —Emily L.

“Laugh at yourself and make mistakes. The kids need to know you are still the same person.” —Dawn



Posted by Kimmie Fink

Kimmie is an editor at WeAreTeachers. She has 13 years of classroom teaching experience and a master's degree in curriculum and instruction.



<https://www.techlearning.com/resources/free-online-learning-resources-for-schools-affected-by-coronaviruscovid-19>

Free Online Learning Resources For Schools Affected by Coronavirus/COVID-19

By [TL Editors](#)

[123 Homeschool for ME](#)

Free printable worksheets and educational activities, arranged by grade or subject.

[2Simple](#)

Purple Mash, designed for children aged 3-11, offers tools for coding, animation, publishing, art and also applications for math, spelling and grammar, e-books and more.

[3P Learning](#)

3P Learning provides learning resources for schools and families, with topics such as mathematics, spelling, literacy, and science.

[Absolute](#)

Absolute, provider of network security solutions, is offering free access to Application Persistence for VPN for all of its Visibility and Control tier customers through August 31, 2020.

[AccessiByte](#)

AccessiByte Online is offering free access to its cloud platform of apps for blind, low vision, deaf and reading impaired students.

[ActivEd, Inc.](#)

ActivEd, Inc. offers Walkabouts, standards-aligned web-based lessons for pre-K to second-grade students that integrate movement with language arts, math, and reading content. The Walkabouts platform is temporarily available at no cost to any classrooms impacted by school closures and remote learning needs.

[Actively Learn](#)

This web-based reading platform aims to help students read deeply and think critically, offering thousands of texts and instructional aids in ELA, Science, and Social Studies.

[Active History](#)

British educator Russell Tarr offers tools and resources for teaching history including interactive simulations, quizzes, and games. A one-month free trial is available on request due to school closures.

[Adobe Connect](#)

Adobe Connect is a web conferencing platform allowing collaboration via video, audio, screen-sharing, polls, chat, Q&A, document sharing and more. A free 90-day trial access is being provide through July 1st.

[AdmitHub](#)

AdmitHub developed the first student communication platform powered by artificial

intelligence, designed for higher education. To support the educational community and government institutions during the coronavirus pandemic, they are offering free access to the AdmitHub platform.

[Age of Learning](#)

Age of Learning provides schools closed due to the coronavirus with free home access for all affected families to digital education programs ABCmouse, Adventure Academy, and ReadingIQ. Programs serve students in preschool / pre-k, elementary school, and middle school.

[Albert](#)

Albert offers ELA, math and science learning resources for middle and high school, including advanced test preparation. Schools forced to shut down can get a free, extended pilot for as long as they are impacted.

[Alchemie](#)

The Mechanisms app allows students to learn and practice reaction mechanisms by moving and manipulating individual bonds and electrons. Alchemie is offering the Mechanism App for free from now until the end of the spring semester. June 30th

[Alephbeta](#)

Aleph Beta's videos aim to engage students in learning the Torah, and find meaning for 21st century life. Aleph Beta is temporarily offering free subscriptions with access to hundreds of educational videos, audios, and podcasts.

[AMAZE](#)

AMAZE is a free online resource that teaches about puberty, reproduction, relationships, sex and sexuality.

[Amazon Future Engineer](#)

Amazon Future Engineer is offering a virtual robotics program through partners CoderZ. The fully sequenced course accommodates age levels from second grade with block based coding to high school with text based coding. Amazon Future Engineer also is providing access to EarSketch, a free program that helps students learn to code through music.

[American Chemistry Society](#)

The American Chemical Society offers its ChemMatters magazine articles for high schoolers online. Biographies of chemists and historical articles are also available.

[American Panorama](#)

This free digital atlas of America uses online GIS to explore and visualize data with maps.

[Arcademics](#)

Boost student engagement & fact fluency with this free multiplayer educational games, math games, language arts games, and more.

[Ascend Math](#)

Ascend Math offers K12 math instruction providing an individual study plan for each student. Free service is offered from now until the end of April for schools new to Ascend Math.

[Avaya Spaces](#)

The free Avaya Spaces provides a cloud meeting and team collaboration solution that enables people and organizations to connect and collaborate remotely. Voice and video conferencing for up to 200 participants available.

[Backpack Sciences](#)

This is a free video series on how to teach science without the "overwhelm."

[Bark](#)

Free online safety education for families.

[Bark for Schools](#)

Student and school safety product that detects potential problems across G Suite, Office 365, and Chrome to help protect students — at no cost. Bark looks for potentially harmful activities that may indicate online predators, adult content, sexting, cyberbullying, drug use, depression, suicidal ideation, and more.

[Bedtime Math](#)

Bedtime Math helps families introduce math as a fun part of their daily routine, like a beloved bedtime story.

[Beed](#)

BeED is a Finnish certified platform that provides curricular and teaching needs. Features include a mobile experiential learning app, multi-blocking Curriculum Builder and interactive mapping. BeED will extend its services to schools affected by Covid-19 with a complimentary free six months' subscription to the mobile learning platform.

[BeeLine Reader](#)

BeeLine Reader helps students read on screen more effectively. It is used both by skilled readers (including high school and college students) and readers with dyslexia, ADHD and autism. The technology is backed by educational research and has won social impact awards from the United Nations and Stanford University. Free access to the BeeLine Reader Browser plugin for Chrome has been [added](#).

[Belouga](#)

Belouga is a free digital platform providing K-12 teachers and students with a personalized learning journey through connection, communication and collaboration with peers around the world.

[Better Chinese](#)

Better Chinese, publisher of Mandarin curricula for students from pre-kindergarten to college, is offering free online access for schools and individuals. Better Chinese materials have been officially adopted by nine states in the United States and are used in 1400+ schools worldwide.

[Big History Project](#)

Big History Project is a free, online social studies course that emphasizes skill development such as writing and critical thinking, as students draw connections between past, present and future.

[Black Box Education](#)

Digital and interactive resources for drama, dance and theatre, with six free resource packs for digital, online schooling.

[BlockCAD](#)

BlocksCAD builds math and computer science skills by using a specialized 3D CAD (computer-aided drafting) software. A block-based coding platform allows students to create and manipulate 3D objects while using geometry and computational thinking skills. The company is offering free access to BlocksCAD for Education Premium for anyone in a closed school until the end of the school year.

[Bloomz](#)

Bloomz is opening their premium version for free through the semester to all schools.

[Boardmaker](#)

Boardmaker is a collection of standardized picture symbols used for communication with students who are strong visual learners, including those with autism spectrum disorders, Down Syndrome, speech and language disorders, and behavioral disorders. A thematic series of units called Boardmaker Activities to Go are free, and ready to download, print, or copy.

[BookCreator App](#)

Book Creator is now offering 90 days free use of real-time collaboration feature, a premium feature usually only available with a paid subscription. Additionally, it provides a list of ideas for using Book Creator for remote learning.

[Boom Learning](#)

Boom Cards teaching resources are cloud resident and served, instructional mini-apps. Teachers create the resources for personal use, use with colleagues, and/or for distribution. New customers from schools that are closing can get free Ultimate subscriptions good through June 30 to affected schools. Existing customer schools who do not have Ultimate subscriptions can get an Ultimate account per grade or subject team to share for authoring materials to share out school colleagues.

[BoomWriter](#)

Educators can create student accounts before then directing them to engaging fiction, nonfiction and/or vocabulary-focused personalized writing activities in any subject. Enter instructions (with or without vocabulary), upload resources, and then share.

[BrainPop](#)

BrainPop is offering free, unlimited use of BrainPOP to any school closed due to the coronavirus during the period of their closure. BrainPOP offers animated movies, assessment resources, and creative tools for elearning, projects, homework and more.

[Breakout Edu](#)

[Bulb](#)

This is an online portfolio system that integrates with multiple LMS's. Bulb digital portfolios is now providing free access to all schools for the rest of the year.

[Buncee](#)

In order to assist schools experiencing closures due to the COVID-19 outbreak, the company is offering free Buncee Classroom accounts during the period of their closure. Buncee is a creation and presentation tool for students and educators to create interactive classroom content.

[Bunk History](#)

Digital archive of a variety of media produced about current events, public history and government. Bunk shows connection both spatially and across historic eras. Thoughtful articles [explore](#) the current Covid-19 pandemic in a historical context.

This brings us to the sites beginning with the letter C and the rest. Please visit the website for the others...



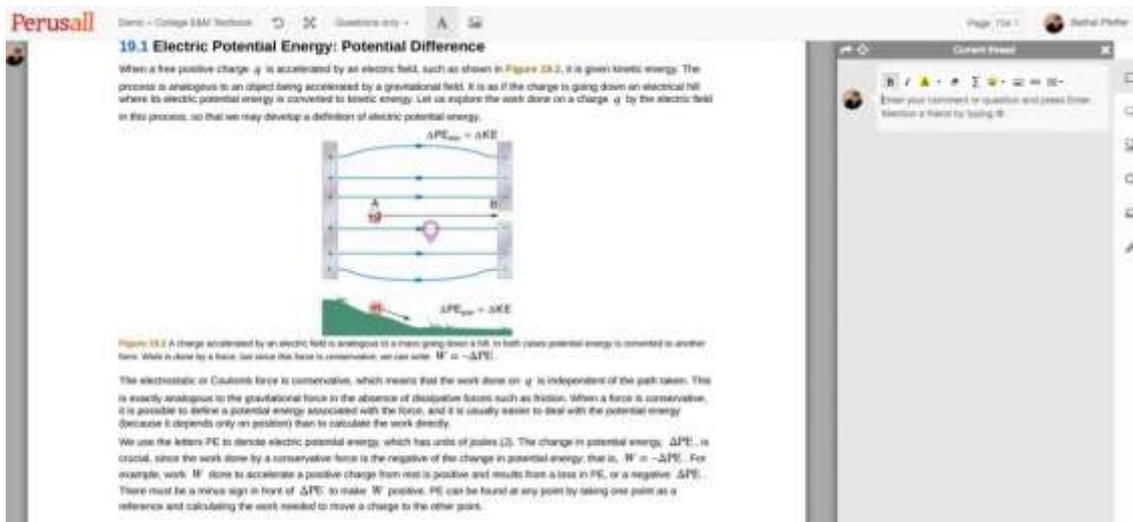
<https://peacheypublications.com/10-free-tools-for-building-blended-online-learning>

10 FREE TOOLS FOR BUILDING BLENDED & ONLINE LEARNING BY NIK PEACHEY

As internet connections improve and costs of classroom hours increase, it's becoming increasingly important to offer some form of blended or totally online materials to enhance courses.

In this posting I'll introduce some useful free and freemium tools that can enable any teacher to start creating content for online delivery.

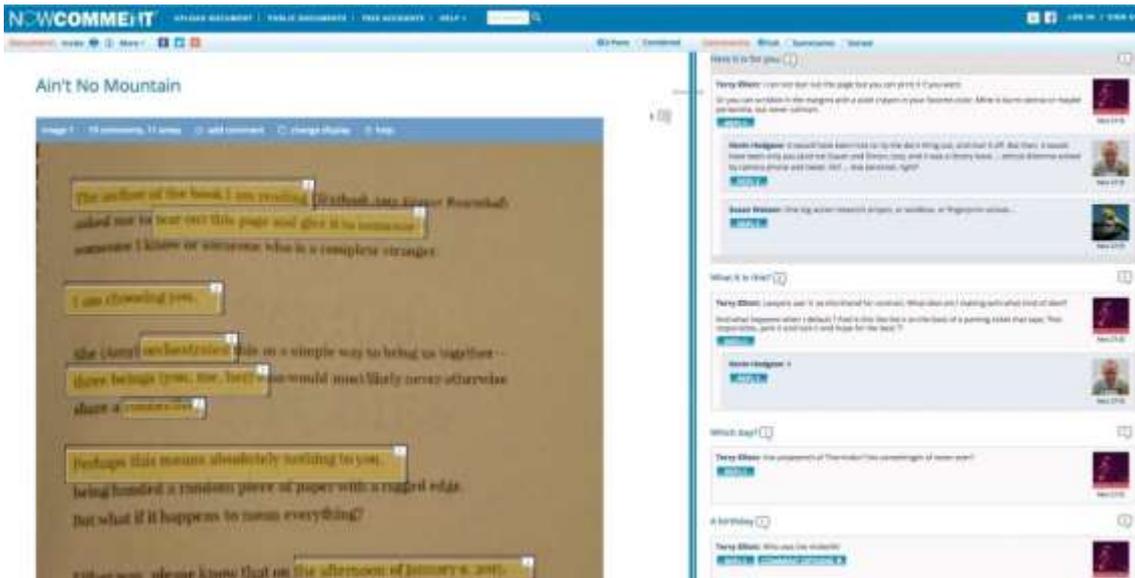
1. Perusall – <https://perusall.com/>



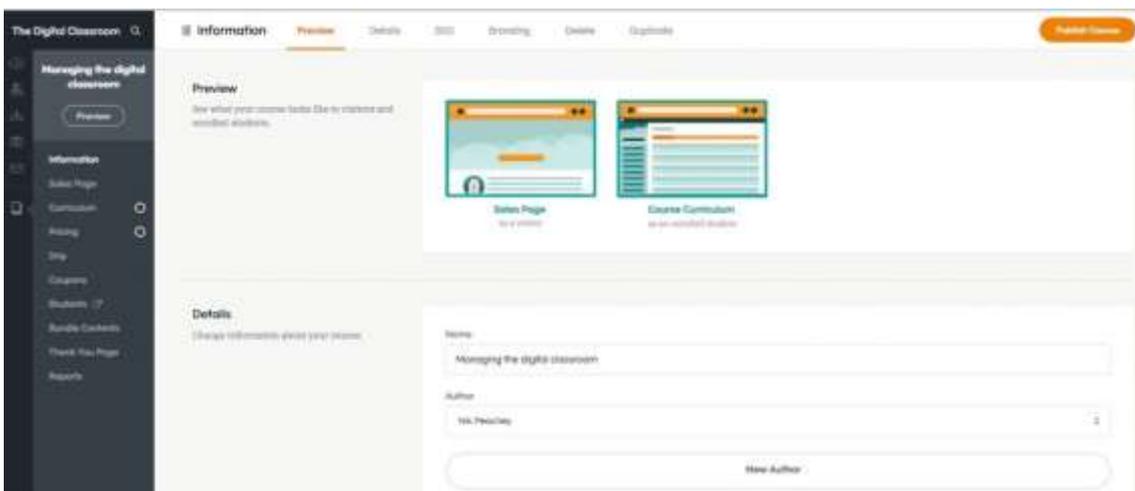
This tool enables teachers to build onto more traditional course book based courses and add a blended element. Once you have created an account you can upload PDF documents and add them to courses. You then give your students a code to register on the course, and they can access the texts, make notes and annotate the text and build discussions around them. The site also generates a 'confusion report' which can show you where they are struggling or having problems with the text. You can deal with the problems in the next class. When you register as a teacher you need to tell the site which school you teach at. You can try a live demo of a course to see how it works at: <https://app.perusall.com/demo>

2. NowComment – <https://nowcomment.com/>

This is a very similar tool to Perusall, but it's completely free and works around any web-based text. You can create classes and groups and add students to them and then create and assign texts from the internet as reading activities. You then create questions and comments linked to specific parts of the text which your students engage with as they read. This enables you to create an online dialogue around the text and get your students sharing and exploring their views around the text.



3. Teachable – <https://teachable.com>



You can use Teachable to create and sell your own online courses. There isn't much in the way of interactive exercise types available, but you can add videos text and allow comments. There is a built-in payment system so this takes a lot of the headaches out of getting started. Teachable take 10% if you are working with a free account. If you find that you are selling a lot of courses you can switch to a paid account with a fixed fee to reduce the charges. This is a great way to start becoming an independent course designer.

4. CourseLab – http://www.courselab.com/view_doc.html

CourseLab has been around for a while now and is a free tool for authoring your own interactive digital content. You don't need any coding skills, just use the drag and drop editor to create a wide range of multimedia interactive activities. This really is quite a powerful tool

capable of designing a wide range of quite complex interactive activity types that include context-specific feedback and a number of other features like scoring and timing, but there is quite a steep learning curve when you first start using it. If you want to get serious about building complex online courses then it's worth putting in the time. The activities it generates comply to the SCORM standard so you can import them into Moodle or any other standard compliant LMS.

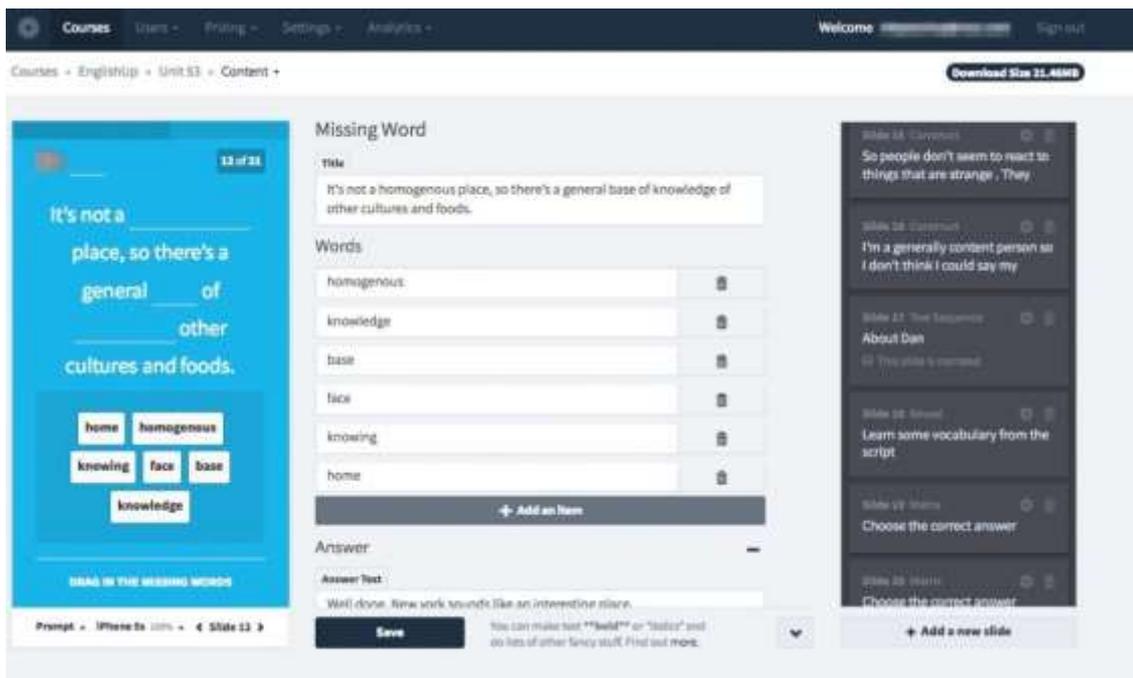


5. DocentEdu – <http://docentedu.com/>

This is a great tool to start creating web-based materials. You'll need to have a Google account and use it to sign up. Then you can use the Chrome extension to build interaction around webpages or documents. You can add videos from YouTube to enhance content or you can add discussion, questions or insights. You can make up to 5 activities for free, after that you have to sign up for an account, but it is reasonably cheap. There is also a schools option.

6. Ed – <http://www.edapp.com/>

Ed is a really impressive course creation and LMS tool for creating highly interactive and touch responsive learning content for mobile devices. It has been designed to work on both iOS and Android devices and produces media-rich learning activities. You can drop in video, images, text or audio and create a really wide range of interactions around them. Many of the activity types are ideal for developing communication skills. On the free trial account, you can create up to 10 lessons. After that, you have to pay per user per month, so this is a great tool to create commercial learning materials, but you have to make sure you will be generating some income.



7. **eXeLearning** – <https://exelearning.net/en/>



This is a completely free authoring tool that enables you to create either interactive ebooks that can be published in the epub3 format or interactive websites. You just need to download the authoring tool and then build in your pages. Great free tool.

8. **Close Test Creator** – <http://l.georges.online.fr/tools/cloze.html>

This is a very simple tool that enables you to instantly create cloze test activities based around any text. Just copy and paste a text from any site or document into the main field and click on submit. You can produce either plain text cloze tests or interactive ones. The site

will also allow you to choose the types of words that are extracted from the text, so you can for example just remove articles or prepositions. When an interactive cloze has been created you can type in the missing words and the site will highlight the words in red if they are incorrect. The activities this tool creates can't be saved, so there is no copyright infringement, but that also means that you can't create and distribute the activities to multiple students. You can show students how to use the tool to create their own revision tests though, so it's still very useful and works well on an interactive whiteboard.

CLOZE TEST

Paste your text below:

I love to share stuff I find on the internet. That's probably the main reason why I blog. Along the same lines, I also like to hack technology, both software and hardware, to help me work more efficiently. Sharing these hacks are also a reason I like to blog. As a classroom teacher, you find stuff all the time to share with students and other teachers, you just need an outlet. Sharing on a blog is a great way to do that.

- every n words
- articles
- prepositions
- link words
- auxiliaries
- wh- words
- quantifiers
- modals
- let me choose

- Text only Interactive
- Clues No clues

Submit Query

clue:

9. Gnomio – <https://www.gnomio.com/>



Learn to use Moodle, the most widely used open source learning tool.
 Create your own free e-learning site without limits on the number of users or courses.
 Fill out the form below and you will have your Moodle online within a few minutes.
 And now including BigBlueButton web conferencing!

This is a free hosting service that enables you to create your own free Moodle installation. Once you have created your platform you can build multiple classes and courses with a really wide range of interactions including a plug-in for the <http://bigbluebutton.org/> synchronous webinar platform. This is a great service that could enable you to create your own online school to deliver lessons or training. The free version of the site does carry some advertising, but for a small monthly or yearly payment, you can get the ads removed.

10. Expertise.TV – <https://expertise.tv/>



This is a great tool if you want to start making money by training or mentoring online. It has everything you need to set up, sell and deliver a complete mentoring service including lead capture and a video conferencing and webinar platform. It's also free, but if you do start selling courses or training sessions then the site keeps a small percentage of what you make. Unlike many webinar type platforms, there's no whiteboard or presentation space so it's more like an enhanced version of Skype, but you can build your own landing page and develop a community on the site. There are lots of video tutorials to tell you more at: <https://expertise.tv/content/Quick-Start-Videos>

I hope you find one or two of these tools useful for creating your own courses or content. Remember though that finding the right tool is important, but how you structure and design interaction with the content is way more important. Taking classroom activities and materials and placing them on a web-based platform and expecting them to work is a sure way to disappoint students.

You need to think carefully about how the student will engage with the materials and how the materials relate to each other to ensure that your materials don't just test the students'

knowledge and abilities, but that they guide and enable the student to hypothesise and make and confirm deductions in order to encourage deeper levels of autonomous learning.



<https://www.weareteachers.com/balance-online-teaching-parenting/>

How to Survive Teaching Online With Kids at Home

Eight real teacher tips.

By **Samantha Cleaver**

I added three students to my roster this week ... my children. They're ages 5, 3, and 2. When the charter school I teach at closed due to COVID-19, I set up a home office to facilitate online lessons and set up a curriculum for my caseload of students. I also posted a new daily Mommy School schedule in the kids' playroom. Attempting to balance online teaching with parenting during a quarantine is a unique challenge. We've been at it for a week now and here are 8 things I've learned.

If your kids' heads pop into a virtual lesson, own it. If your kids are singing *The Wheels on the Bus* loudly (the 2-year-old), narrating a drawing about *Frozen 2* (the 4-year-old), or asking you how to spell every word ever (the 5-year-old), own it. You're a mom. Seeing you in mom-mode is good for your students. Seeing you in teacher-mode is good for your kids.

2. Set a schedule and stick to it

I know I'm preaching to the choir when it comes to schedules (teachers love a schedule). My advice: work the same hours every day. Set office hours and teaching hours for school. And, set similarly strict hours for homeschooling. Your children and students will be more comfortable knowing there is an actual schedule to follow.

3. Set up a space for teaching and a space for virtual teaching

Similar to a schedule, set yourself up with a space to teach and a space to home school. Then, you can move from one space to another without having to pack and unpack the same kitchen table every hour or so.

4. Don't worry about being Teacher of the Year with your own kids

Hands down, my kids are more difficult to teach than a class of middle schoolers. My own kids put such different demands on me that it's hard to take the mom hat off. So, if my kindergartener doesn't read silently for a whole 15 minutes, and chooses to listen to stories read aloud to the 4-year-old instead, #teacherfail, #momwin. One of the key ways to balance online teaching with parenting is taking your successes where you can!

5. Notice good school habits in your own kids

I can tell the influence that my kindergarten daughter's teachers have had on her. She can (usually) sit and read independently for 20 minutes. She's excited about completing math puzzles. She falls into routine and class structure easily. Thank you kindergarten teachers!

6. Let it go

I mean the clean floors, the daily pick up, all of that. Let it go. Right now my makeshift office floor is doubling as a toy truck parking lot. Sometimes I have to prioritize what's right in front of me, and this is one of those times.

7. Choose a few online things to do each day

So far I've been bombarded with [online field trips](#), [nature cams](#), art lessons, [author read alouds](#). I could fill my day going from one online activity to the next. We chose to tune in to the Cincinnati Zoo and Botanical Garden Home Safari Facebook Live videos each day at 3:00 PM and my kids look forward to it. Add a little discussion afterward and I've got myself a lesson.



8. Have fun!

To be clear, quarantine is not fun. But, when possible, do the fun stuff with your kids or your students. Make the slime. Map the neighborhood on your next walk. Play Monopoly. Have fun! And, set professional challenges too. Can you get a genuine discussion going over video conference call? Yes, you can! Or if you can't ... you can always try again tomorrow.

HOW TO SURVIVE TEACHING ONLINE
With Kids at home





https://www.deltapublishing.co.uk/source/Teaching%20online/501355_DELTA_TeachingOnline_47.pdf

ONLINE TEACHING By DELTA Publishing

Here are some ideas for teaching online by DELTA Publishing. For more ideas, go to: <https://www.deltapublishing.co.uk/teaching-online-1>

CHAPTER TWO • READING AND WRITING ONLINE

Class book blog

Reading and blogging about a book

Tools ▾ Class blog
 ▾ Course site

Technique

- 1 Choose a book that the group as a whole is to read. This could be a set text for examination purposes, or it could be a novel/graded reader for general reading practice.
- 2 Set up a class blog for your chosen book. The blog will be used for as long as the group is reading the book – this could be several weeks, a term or semester, or longer.
- 3 In your course site, explain to your learners that their reading of the book will be accompanied by a blog project, and that they will be adding to the blog themselves. Ask them to choose a title for the blog (for example 'Our book blog' or 'Book blog: [Title of book]'). Once they have chosen a title, assign it to the blog.
- 4 Put the learners into pairs or groups.
 - They read the book description on the back cover.
 - They write a short paragraph of about 100 words, speculating about what might happen in the book, and what the outcome might be.
- 5 Each pair or group adds their entry to the blog.
- 6 For each chapter of the book, assign a different blog task for the learners to complete (individually, in pairs or in small groups). (See Box 1 opposite for different ideas for blog entries.)

1

- A 75–100 word summary of the chapter
- The most interesting/surprising/weird/amusing/unlikely thing that happened in the chapter
- What will happen next
- A diary entry from one of the characters about what happened (different learners or pairs could take different characters)
- An alternative ending to the chapter
- An image on the internet, or a song, that reflects the overall theme/topic/feeling/mood of the chapter. Add to the blog, explaining your choice.

2

Complete these sentences:

- One thing I liked about the book in general was ...
- The best character was ... because ...
- The most interesting part for me was ... because ...
- The least interesting part for me was ... because ...
- I would/would not recommend this book because ...

Follow-up
When the learners have finished the book, set them a short summary task for their blog entry. (See Box 2 for some examples.)

Comment
It is important to vary the writing activities for each chapter, so that the learners don't get bored. You can set one activity for each chapter, or get different pairs or groups to do a different activity for the same chapter.



<https://blog.coursera.org/moving-online-what-you-can-implement-now/>

Moving online: What you can implement now

By Linlin Xia and Alexandra Urban, Teaching & Learning Team, Coursera

Online, live sessions provide effective synchronous learning opportunities and create a space to engage with your students while remote. In particular, live events are optimal for:

- Mastering content that requires students' active participation in collaborative problem solving
- Fostering peer-to-peer interaction, especially when distance or health concerns limit in-person meetings
- Offering step-by-step guidance, while responding to students' questions in real-time
- Providing personalized scaffolding in smaller group settings

While we've worked with Coursera partners to develop and launch programs that leverage live sessions as a way to build interactivity and in-depth learning, we've consolidated best practices into key tips for core use cases regarding live sessions and how to implement them.

Best uses of live sessions

1. Enhance course community

- Start with ice-breaker questions (e.g. what's your favorite dessert) to get all students participating from the very beginning
- Invite alumni or previous students from the course to share their learning tips
- Encourage real-time community by asking students to submit messages, raise a hand, or use other tools within the virtual classroom

2. Dive into key concepts

- Share your screen or use a virtual whiteboard functionality when the problem involves calculations, concept mapping, or images
- Show step-by-step problem solving to guide students in your thought process
- Make sure to pause and ask students questions throughout the session to ensure understanding

3. Preview or debrief an assessment

- Collect questions from students about the specific project before the session
- Walk through the purpose and benefits of completing this assignment
- If it's an open-ended project, allow students to share ideas with instructors or their peers and collect feedback
- Address common pitfalls, as well as how mistakes can be avoided

4. Conduct a live demonstration

- Make sure the code, software, or interface is large and clear enough for students to read
- Zoom in on important elements to focus students' attention
- Talk through the process for conducting this type of simulation or problem solving, so students can recreate needed steps later on their own

5. Initiate a team project

- Encourage peer-to-peer learning through specific prompts and clear deliverables desired
- Use virtual breakout rooms with separate video conference links for each student-group to discuss

6. Highlight a guest speaker

- Send a summary of the guest’s background and expertise before the session, so students can prepare
- Collect questions from students ahead of time to add structure to the meeting
- Add interactive and reflective elements to help students apply what they’re hearing and encourage the guest to brainstorm alongside the students when possible

7. Create virtual office hours

- Let each student or team sign up for 10 to 15 minute slots of time at least one week ahead
- Ask students to submit their questions before the event so you can use the time most efficiently and center on the most frequently asked questions
- Send out beforehand which topics will be covered to pique students’ interest to attend

Logistics to set up a live session for success

Beforehand:

- Determine the goal and learning objectives of the event
- Define a clear agenda and share it with students to convey the benefits of attending
- Prepare clear guidelines for student participation with a timeline of all activities
- Test your internet access, camera, and speakerphone

During:

- Use icebreakers or virtual polls to get started and encourage all students to participate
- Invite a teaching assistant to help moderate while you lead
- Stick with your planned schedule and keep track of time

Afterwards:

- Upload the recorded session, including both the video and chat files
- Create a brief survey to collect feedback from your students
- Complete any action items raised from the live event, whether creating a frequently asked question and answer sheet for an upcoming assignment or planning a next guest speaker

While live sessions may feel less natural at first than standing in front of a full classroom, these online events are full of potential. In Degree and MasterTrack™ Certificate programs hosted on the Coursera platform, students have shared that live sessions are some of their favorite experiences in these online for-credit programs. For students and instructors alike, live events can add a much needed synchronous element, creating deeper bonds and dynamic problem solving in online experiences.

Synchronous learning beyond live sessions

Though live sessions are powerful to engage students at distance, it's not the only tool that you can use for synchronous learning. You may consider a live forum event for students to actively post and respond to each other within one hour – this is a written discussion when students and faculty are all engaging together at the same time. Live forums are particularly helpful for students who are shy to speak up or who speak English as a second language. Written posts and responses allow more time for students to organize their thoughts. You may be happily surprised by the depth of the conversation. If possible, instant messaging could be another channel for you to connect with students. It's best for quick questions and check-ins. For example, an instructor on Coursera used to run a Facebook group where students could report their learnings and reflections at 5 PM everyday. In that way, students stay motivated by each other in an [online learning community](#).

As you continue moving content online, we look forward to hearing your learnings and supporting your new endeavors together.

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<https://www.edsurge.com/news/2020-03-27-holding-class-on-zoom-beware-of-these-hacks-hijinks-and-hazards>

REMOTE INSTRUCTION

Holding Class on Zoom? Beware of These Hacks, Hijinks and Hazards By Tony Wan

This article is part of the guide [Sustaining Higher Education in the Coronavirus Crisis](#).

On Tuesday, Kristina Ishmael was watching a webinar about how coronavirus will impact K-12 education policy, when the screen was suddenly flooded by pictures of pornographic images and racial slurs.

The moderator turned off the video—but to no avail. The perpetrator later took control of the audio, and Ishmael, a senior policy manager of education policy at New America, recalls a male voice spewing misogynistic epithets.

What she and about 100 other participants experienced now has a name: “Zoombombing.” It’s essentially internet trolling on video conferencing, involving somebody who takes over the audio and video controls to broadcast inappropriate materials and remarks.

The term was [virtually nonexistent](#) until last week, when the shuttering of schools and business places across the country led many people to try video-conferencing tools. The most popular has been Zoom, which has reported a surge in new users. Among them are educators, who have taken up the company’s [offer](#) to remove the 40-minute limit normally imposed on Basic accounts for all K-12 schools.

But as Zoom has grown in popularity, so have episodes of internet impropriety. Like [journalists](#) and [investors](#), educators from [New York City](#) to the [University of Southern California](#) have reported instances where their virtual meetings were hijacked by miscreants. New tools often come with learning curves. And as many parents, teachers and students take to virtual conferencing tools for the first time, they are zooming into a “digital Wild West” fraught with as many risks as rewards, says Eric Butash, director of education technology at Foster-Glocester Regional School District in Rhode Island.

Protect yourself and others from getting Zoombombed.

Zoombombing can take different forms, though it is not as sophisticated as it may sound. Usually, it entails an unsavory character who finds a Zoom link shared on public channels like Twitter, accesses a meeting that does not require a password, and abuses the chat, screen-sharing and file transfer privileges that the meeting organizer has not restricted.

But it has been enough of a concern that it was the subject of an email sent on March 24 by USC’s president and provost to its community.

The note began:

“We are sorry to report we learned today that some of our online Zoom classes were disrupted by people who used racist and vile language that interrupted lectures and learning. We are deeply saddened that our students and faculty have had to witness such despicable acts.”

The email directs students and faculty to a dedicated [“Zoombombing Resources” page](#) that USC officials created on its website. The page walks through what controls conference organizers can use to secure meetings, remove participants, and disable screen-sharing and audio features that can be abused.

Zoombombing doesn't always involve internet strangers. Sometimes, students share links with their peers from other classes and schools, who can also wreak havoc.

Michelle Pacansky-Brock, a faculty mentor at California Community Colleges, has compiled a [set of tips specific for instructors](#) leading online classes. Zoom has also outlined [steps](#) to help organizers secure their meetings against unwelcome guests.

Students do not need Zoom accounts to join a virtual class.

Zoom does not require participants to have individual accounts in order to join a meeting. For students, it's best to keep it that way, advises Butash. "Students should never be making an account in Zoom," he says. "That's where it can get districts into trouble."

In addition to video conferencing, Zoom also has live chat features that allow anyone with an account to message each other directly. In a typical school setting, such digital communications would be subject to monitoring or outright restricted.

For schools and districts that have signed up for Zoom, Butash says "it is a must" to use a single sign-on provisioning tool so that school technology administrators can control permissions and privileges for staff accounts, and disable features that are unnecessary or inappropriate. His district used Clever, which recently [enabled a Zoom integration](#) for its K-12 customers. (The company says more than 2,000 school districts that use its provisioning services have also done this.)

When teachers schedule a Zoom meeting, all they need to do is to share the URL with students, who do not need their own Zoom accounts to join. That link should be shared through a learning management system, an existing school-managed communication tool, a private class webpage or another secure portal (but never publicly).

In Butash's district, school officials have disabled the camera and muted the microphone for students upon joining a Zoom conference. They also cannot enter a room unless the teacher is already present, so that students cannot chat among themselves unsupervised.

As an additional layer of privacy, students also do not need to provide their full names upon entering a room.

Should you record lessons?

Teachers have also recorded their lessons on Zoom and other video-conferencing tools, so that they can be made available later to students who were not able to attend the session. But Butash discourages educators in his district from doing so, especially if children are captured in the video.

Any images or recordings that include students' faces or names make these materials an "education record" according to FERPA, which has [strict rules](#) around how photos and videos can be accessed, stored and shared.

If a lesson must be recorded, teachers should record only parts where they are speaking, and refrain from capturing any audio or video of students before the class or during follow-up discussions, suggests Amelia Vance, the director of youth and education privacy at the Future of Privacy Forum.

Zoom can still serve as a handy, private virtual space for recording lessons, provided no students are present, says Butash. “We do encourage teachers to go into Zoom themselves, and record themselves giving a presentation without any kids in the room” that can be distributed later.

Do not post screenshots of your class online!

“As a communications platform, the privacy of Zoom depends in part on the practices of its users,” says Emily Tabatabai, a partner specializing in privacy at the law firm Orrick, in an email. “The very nature of a video communications platform presents some risks of data leakage that could potentially violate the school’s obligations under FERPA or other student privacy laws.”

Already, some enthusiastic teachers and parents eager to show off their Zoom classes online have unwittingly violated student privacy rules. On social media, they have posted tiled, [Brady-Bunch style](#) screenshots of their classes on Zoom and other web conferencing tools.

Butash says he can understand their eagerness to share the excitement of holding a class online for the first time. But there’s one major problem: Many of these pictures often include not only students’ faces—but their full names.

Sharing these screen captures online “is a horrible idea that violates a lot of social media policies,” says Vance. Unless in very specific—and rare—cases where a school and parent has signed off on media agreements authorizing the use of students’ name and image, posting such photos online is a violation of FERPA and COPPA rules.

This blunder is not unique to video-conferencing tools; educators have posted identifiable pictures images of students on social media in the past. But the emergence of Zoom has resurfaced this problem.

Simply put, “teachers, you can get in trouble for this,” says Vance.

What about Zoom’s school privacy policies?

A standard Zoom account is “not at all” compliant with FERPA, COPPA or state student privacy laws, according to Vance, and should not be used by schools or students in any official educational capacity. Recent analyses from [Consumer Reports](#) and [Motherboard](#) have found that the app shares data with third parties including Facebook.

Zoom also offers paid subscriptions specifically for use in schools and colleges. On its website, the company [maintains](#) it is committed to “ensuring that our customers in the education sector are compliant with the Federal Education Rights and Privacy Act.”

The company recently added a [privacy policy specific for K-12](#) schools and districts, which it says is “designed to reflect our compliance” with student privacy laws. A Zoom spokesperson said in an email that for teachers and school officials who have signed up for the free, upgraded basic Zoom account, “their basic license is still compliant with FERPA and COPPA.”

However, whether Zoom’s K-12 school privacy policy and practices remain in effect when students and teachers use it at home for online classes or other instructional affairs remains an open question.

“Parents should also understand that Zoom’s student privacy practices and restricted data use policies may apply only when the service is used by K-12 schools for an educational purpose,” says Tabatabai, of Orrick. “Parents should exercise oversight in monitoring how their children may be using Zoom through a personal account outside the school environment.”

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OUR NEW SIG
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ARTICLES SELECTED BY A COLLEAGUE

ARTICLES SELECTED BY A COLLEAGUE

4 articles selected by Prof. Dr. Aydan Ersöz:

Facts on the teaching of grammar by Constance Weaver

(taken from <http://homepage.tinet.ie/~seaghan/articles/6.htm>)

“Research over a period of nearly 90 years has consistently shown that the teaching of school grammar has little or no effect on students. -George Hillocks & Michael Smith, 1991”.

Background

The most common reason for teaching grammar as a system for analyzing and labeling sentences has been to accomplish some practical aim or aims, typically the improvement of writing. For decades, however, research has demonstrated that the teaching of grammar rarely accomplishes such practical goals. Relatively few students learn grammar well, fewer retain it, and still fewer transfer the grammar they have learned to improving or editing their writing.

What doesn't work: The research

- "Diagraming sentences . . . teaches nothing beyond the ability to diagram" (1960 Encyclopedia of Educational Research).
- "The impressive fact is . . . that in all these studies . . . the results have been consistently negative so far as the value of grammar in the improvement of language expression is concerned. Surely there is no justification in the available evidence for the great expenditure of time and effort still being devoted to formal grammar in American schools" (DeBoer, 1959).
- "None of the studies reviewed for the present report provides any support for teaching grammar as a means of improving composition skills. If schools insist upon teaching the identification of parts of speech, the parsing or diagraming of sentences, or other concepts of traditional grammar (as many still do), they cannot defend it as a means of improving the quality of writing" (Hillocks, 1986).
- For most students, the systematic study of grammar is not even particularly helpful in avoiding or correcting errors (Elley et al., 1976; McQuade, 1980; Hillocks, 1986).
- "The teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing" (Braddock, Lloyd-Jones, and Schoer, 1963).

What works better: The research

- Studying formal grammar is less helpful to writers than simply discussing grammatical constructions and usage in the context of writing (Harris, 1962).
- Learning punctuation in the context of writing is much more effective than studying punctuation marks and rules for punctuation in isolation (Calkins, 1980).
- Usage, sentence variety, sentence-level punctuation, and spelling are applied more effectively in writing itself when studied and discussed in the context of writing, rather than through isolated skills instruction (DiStefano and Killion, 1984).
- Systematic practice in combining and expanding sentences can increase students' repertoire of syntactic structures and can also improve the quality of their sentences, when stylistic effects are discussed as well (Hillocks and Smith, 1991).

For learners of English as a second language, research suggests that extensive reading may promote the acquisition of grammatical structures better than explicitly studying or practicing such structures (Elley, 1991). Indeed, for both first and second language learners, extensive reading significantly promotes grammatical fluency and a command of the syntactic resources of the language (Krashen, 1993).

Implications for teaching grammar as an aid to writing

- Teach only the grammatical concepts that are critically needed for editing writing, and teach these concepts and terms mostly through minilessons and conferences, while helping students edit.
- Help students expand their syntactic repertoire and explore style by considering effective examples, then experimenting and discussing the results. Grammatical terminology can be used, but need not be taught as an end in itself.
- Have students experiment with and discuss various activities in sentence combining, expanding, and manipulating (Strong, 1986; Killgallon, 1987; Daiker, Kerek, & Morenberg, 1990).
- Give students plenty of opportunities and encouragement to write, write, write: for a variety of purposes and real audiences. Teacher response should include assistance with sentence structure and the mechanics of writing, during both revision and editing (Rosen, 1987).
- Give students plenty of opportunities and encouragement to read, read, read.
- Read aloud to students, choosing at least some selections that have more sophisticated sentence structures than the literature that the students would ordinarily read by themselves.

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Student motivation, learning from locals key to language acquisition while abroad

By Sarah Kafka

(from The Daily Cardinal, February 27, 2020)

Most students don't think twice about their ability to place an order with a barista, ask a grocer where they can find a certain item or listen to their professor lecture — at UW-Madison, it's all in English.

It's easy to take this language fluency for granted, but for students studying abroad, daily activities both in and out of the classroom provide constant opportunities to expand their understanding of a new language.

While some of the best learning opportunities may be those that occur outside the classroom and immersed in a new culture, students sometimes assume simply by being in a foreign country their language skills will improve. But an individual's dedication to learning is key to linguistic success.

Motivation matters

Students' motivation relates to the "Study Abroad Myth" — students learning a foreign language at UW-Madison will have to study and work hard to get a good grade, while a student studying abroad will learn the language effortlessly, explained Heather Allen, who researches language-learning motivation.

"The myth is that as soon as you get in that airplane and you get [abroad], you're like a sponge and will naturally and organically absorb language from the environment around you," Allen said.

Emma McKeel, a UW-Madison student currently studying abroad in Germany, recalled her experience with this phenomenon.

"I thought I was going to come in and everything was going to be in German, and it was going to be so easy for me," said McKeel. "It's been a lot more work on my side of forcing myself to sit down and study and practice."

Since students don't simply soak in language, it's individuals' goals and experiences that define their language acquisition, Allen explained.

Variations in experience — like staying with a host family or living with English-speaking peers that might allow students to remain in their comfort zone — can be influential in language learning, according to a study by Allen. That, and the digital umbilical cord, which connects students to English speaking friends and family back home.

"Experiences are variable. They depend on why you have chosen to study abroad," she said. "If you don't cut the digital umbilical cord, you're probably not going to see those amazing linguistic gains," she said.

Jessa Boche, a senior study abroad advisor at UW-Madison, added that a student's level of engagement also matters.

"Even if they are in a host family situation, if they are not making the effort to make those connections, they're not going to get the same amount of impact back," Boche said. Because of this, Boche helps students think through their academic and language goals before they go abroad.

Local language learning takes place out of the classroom

Anastasiya Kelnhofer, a UW student now studying in Germany, decided to spend a full year abroad to give herself the best chance at improving her German, but admitted the adjustment was harder than she expected.

"The first time you go grocery shopping, you're like, 'I don't recognize any of these brands, and I don't necessarily know what this says.' You go to the register and have to remember, 'What are they going to ask me because I'm going to freak out and not understand,'" she shared.

While culture shock and lack of immediate progress can be disheartening, students strongly motivated to learn a foreign language will transform that motivation into specific actions outside the classroom and make progress in learning, Allen said.

For example, a student who wants to improve their French might volunteer at a local church or join a local yoga studio instead of hanging out with their English-speaking friends.

Kelhofer engaged in this way by signing up for a flamenco dance class. At first, she didn't say much, but soon found the confidence to talk with her classmates.

"I was always afraid that teachers would say something to me directly and I would not be able to respond. But I just started having conversations with people in my class," Kelhofer stated.

Michael Warren, a UW-Madison senior who studied in both Ecuador and Hong Kong, also emphasized his experiences immersed in a foreign community versus time in the classroom as being beneficial to his language skills.

Over 300,000 students went abroad during the 2017-'18 academic year, according to [data](#) from the International Institute of Education, including over 2,000 UW-Madison students.

But because English is standard for international education and because not all students go abroad to learn another language, many classes in foreign countries are still taught in English. Around 200 of UW-Madison's 260 study abroad programs are offered in English, according to the university's study abroad marketing specialist.

All of Warren's non-Cantonese courses in Hong Kong were taught in English and there was an English translator present in Ecuador where the lectures were often given in Spanish.

Instead, Warren — who said he wanted to take advantage of the opportunity abroad to learn more world languages — improved his language skills by speaking to locals.

"My speaking came along very quickly. I was able to have full dinner conversations about family, religion and sports and flow between the topics," he said. "That felt really good."

Even Henry West, who didn't arrive in Kenya with the expectation of learning another language, found himself picking it up naturally through his exposure to native speakers. While most of the people West interacted with in his program spoke English, the locals were eager to teach him words in Swahili.

"I stayed up until one [a.m.] just chatting with these guys and they're showing me Kenyan songs on their computer and trying to teach me the words to them," he said.

In comparison, three of the four classes Kelhofer is taking are taught in German, but she said that sometimes — especially at first — she would lean on the other American students in her classes.

“It’s a little less pressure,” Kelhofer said. “You feel more comfortable speaking German because you know the person next to you isn’t a native speaker either.”

One of the ways Kelhofer got over her fear of misspeaking around native speakers was exposing herself to conversations in German and joining in when she could — and she’s found that many native speakers understand she’s learning and are encouraging rather than critical.

It’s this type of local immersion that makes the biggest difference, Allen emphasized.

“[It’s] not only getting on the plane and going to classes, but doing all the things out in the environment, whether it’s with host family members or other organizations or leisure activities that you can get involved in,” Allen added.

Although West didn’t need to learn Swahili, he said the locals were so friendly and encouraging he began to enjoy speaking to them in their language, even if it was just a few simple phrases.

He recalled a time while he and his group had stopped to take pictures at the equator and a Kenyan man came up and started teaching him Swahili words.

“Without me asking, he was just telling me ‘hair’ and all the clothes I was wearing and all the different body parts,” West said. “Even in those five minutes he was trying to help me learn something.”

Language exchange

All sources agreed that speaking to locals in their own language helped bridge a connection into a new culture — but getting locals to continue speaking in their native tongue could sometimes prove to be difficult once they realized there was a chance to practice English.

“I’ll go to the store or I’ll go buy a coffee and if you stumble on someone and they realized you’re American or you speak English, then they want to speak English with you,” said McKeel.

Kelhofer ran into similar issues with her German peers, so instead she practices German with her roommates.

“We’ll switch back and forth between languages — then we’re both getting better,” she said.

Warren estimated that 80 percent of the students in his dorm in Hong Kong were local. “When I [would] go into the lounge everyone was speaking Cantonese with each other,” he said. “When they switched to English to talk to me it took some of the fun out of it.”

McKeel tried to solve the dilemma by signing up for a tandem language partner. She said this not only gave her a chance to practice her German and meet a new friend, but helped her feel more accepted into German culture.

One benefit of going abroad to learn a language isn't just adding fluency to your resume, but also the ability to communicate and navigate situations with people who are not like you, Allen said.

Studying the language helped to better understand the local culture, make friends and gain the respect of his peers, Warren added.

"I'm able to form relationships better when I'm speaking English," Warren said. "However, I love the challenge of trying to learn a world language, and it's more fulfilling when you're able to convey something to someone and make them laugh in their own language."

Linguistic aspects of teaching grammar lessons

By Marc Del Alto

(from VOICES, March/April 2020, Issue 273 by IATEFL)

Introduction

Many English teachers around the world ask themselves if they are really teaching the essential grammatical knowledge their students need in order to be effective speakers of the language, or whether their students will develop the necessary skills to communicate effectively outside the classroom. Hence, there are a number of linguistic aspects that teachers need to consider every time they plan their grammar lessons to ensure that the lesson's exit criteria are met by the end of the class. In addition, there are several essential elements that teachers should bear in mind in order to make their grammar lessons more effective for their students and to enable them to use truly communicative language. Whether or not a variety of language skills are intended to be integrated after teaching a syntactic structure, there has to be a solid foundation as to newly taught grammar within that particular lesson; that is, students must have a full command of the grammatical structure before they are challenged to perform any follow-up activity. Furthermore, the teacher's approach to grammar instruction has to be carefully selected and employed in accordance with the students' particular needs, learning styles and cultural backgrounds. Whatever approach to teaching grammar is chosen, students should be provided with opportunities to transfer the structure to meaningful, realistic, and personalised contexts with the purpose of internalising grammar and avoiding fossilisation.

The EFL context offers a number of challenges since the learners lack exposure to the target language once they leave the classroom. Students frequently lack the opportunity to practise the language at home, work or school. As a result, it is the teacher's responsibility to make language practice effective in the classroom and possibly blend out-of-class practice to nurture independent practice and to enable learners to keep in touch with the language in productive ways.

Effective lesson planning

In order for English teachers to teach effectively, they need to distinguish the different elements of an effective lesson. First, they need to establish clear objectives. They need to define which grammatical structure they are going to teach, either deductively or inductively, along with the explanation, exemplification and elicitation from students to make sure they are able to understand it and use it in meaningful contexts (input–intake–output).

Moreover, students convey their ideas effectively by combining different linguistic components (Harmer, 2004). If we want our students to communicate effectively and transmit their ideas by putting their knowledge into use, it is not enough to simply teach grammar rules. Teachers must show students how to use the language in different situations; as Harmer (1991) explains, this entails instruction in pronunciation, vocabulary appropriacy and discourse as well as grammar. Teachers might have reasonable expectations for their students to speak the target language as accurately as possible; however, it is wishful thinking to expect students not to make mistakes when it comes to grammar usage. Nevertheless, it is absolutely possible to reduce the number of potential mistakes students may make when challenged to construct their own language. Swan and Walter (2000) nurture the importance of learning grammar, not to speak perfectly, but to be better understood by listeners as well as to communicate more effectively. Structuring grammar lessons: examples Here is an example of how a grammar structure can be taught through a systematic process to help learners to develop full comprehension. By the time they reach CEFR B1 level, learners are able to understand and construct their own examples of syntactic structures by means of activating their schema (existing knowledge) and associating it to grammar usage in a different context. For example:

- The teacher introduces the order of adjectives by providing rules and examples (deductive approach) and by eliciting examples from students to concept check. The teacher then encourages immediate guided practice by giving students a worksheet with scrambled adjectives; students put the adjectives in the correct order. Students learn the form through proper word order. The teacher assesses accuracy.
- The teacher encourages students to create their own sentences by putting adjectives in the correct order. Students internalise the structure through accurate reproduction and make meaning out of the grammar. The teacher deals with mistakes and thus gets students ready for less-controlled or freer practice exercises.
- The teacher provides students with meaningful practice by having them describe household items in either pair or group work (the contexts could vary; the sky is the limit!) to help them internalise the correct order of adjectives. Students also practise speaking and listening through highly engaging interaction. This helps them to achieve mastery of the grammar point.

Another example of a grammatical structure is as follows:

- The teacher presents the grammar ‘used to’ in context through a dialogue (inductive approach). The teacher might ask questions about the overall idea of the dialogue without necessarily referring to the target grammar structure. Students also practise listening and reading skills.
- The teacher focuses the students’ attention on instances of the target structure by asking them to identify examples of ‘used to’ in the context of the conversation. Students underline

examples of the grammar in context and compare their answers with a partner. The teacher conducts a peer feedback session as a means of enhancing students' comprehension.

- The teacher provides controlled practice by providing a handout for students to fill in the blanks with the correct form of 'used to' in affirmative, negative and interrogative forms. Students make further meaning out of the structure in a controlled way.

- The teacher promotes meaningful practice as students personalise grammar use and transfer the grammar structure into realistic situations, namely past habits and activities they no longer do. Students are challenged to construct their own language in a communicative way.

Analysis

In my daily teaching, I teach a variety of language skills through books ranging from CEFR A1 to C1. I follow each book's scope and sequence by teaching vocabulary first; then I proceed to teach the grammar structure and pronunciation. As soon as students have mastered these aspects, the subsequent sections in the book integrate the language skills in depth; that is, students perform activities through which they develop their speaking, listening, reading and writing skills. The books I use are generally effective because they provide students with the language skills practice they require to become competent English speakers. My teaching matches my students' learning needs in that most of the activities we use are meaningful and realistic. In fact, there is plenty of life skills practice to encourage students to learn to work as a team, take part in job interviews, set goals, plan budgets and persuade people – among other skills – with the purpose of enhancing their critical thinking skills.

Nevertheless, students' learning expectations are increasing since they are influenced by the media and other technological resources (Cunningsworth, 1995). Because of students' exposure to technological resources, I would include more ICT-related activities that have the potential to engage students in the use of computer information for learning purposes, namely, social network chats, electronic grammar presentations, out-of-class webquests and online interactions. Even though the books I use provide language skills practice, there should be a greater focus on reading, listening and writing skills. For example, intensive reading and listening practice will train students to look at language in context, while writing practice will enable students to use these structures in different writing genres. Such abilities are being demanded not only at school but also in the workplace.

Conclusion

There are different aspects of English to be taught and learnt, and students will certainly need to learn them to be competent English speakers. By analysing the aspects of English that are taught in daily lessons, teachers will be aware of the importance of teaching grammar to help students to be effective speakers, to communicate successfully and to be taken seriously when they interact with others in everyday life. Teachers need to maintain their credibility with their students by teaching them basic grammatical knowledge and helping them to use it in meaningful contexts.

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Strategies for English Language Learners

Miriam Plotinsky

(from Education World, <https://www.educationworld.com/teachers/strategies-english-language-learners>)

What can teachers do to increase effective communication in classrooms when language barriers exist? Historically, professional development training for teachers with no background in working with English Language Learners (ELLs) has failed to shore up the ever-widening gaps in achievement that occur as classroom processes continue to elevate methods that are outdated and culturally unresponsive. Building structures so that language learners can thrive sounds intimidating; however, making positive strides is completely doable with intentional, targeted action.

Increase Language Production

Recently, I observed an ELL math class that was noticeably quiet. The teacher stood in front, providing direct instruction at the board. Once he was finished demonstrating the problem, students began filling out worksheets. Some of the students asked one another questions, but not many. One intrepid student circulated throughout the room, both asking for and offering help, but he was the only one who was doing much talking. Without strategies for discourse built into a lesson, language growth is limited.

The most vital aspect of maximizing the success of ELLs is upping the use of language production in class. My content background is secondary English, but I work with all subjects on building structures for increasing verbal output not just for ELLs, but for all students. Strategies that serve specific populations also benefit everyone in the class. An accessible best practice involves the process of questioning. Typically, teachers ask the questions. Instead, flip the questioning process so that instead of doing a worksheet or teacher-created assessment, students are asked to develop open-ended questions about the lesson, both to share with one another and to give to the teacher. When students are responsible for creating higher-order questions, the rigor of course expectations elevates critical thinking processes as well as student-centered understanding of the learning. To ensure that this process of questioning happens, intentionally work the questions into lesson plans and have them ready to go before a lesson begins.

Value the Power of Choice, Flexibility and Responsiveness

Last year, one of my ELL students came up to me after class. His attendance had been spotty at best, and he was sitting at about 25 absences only a couple of months into the school year. "I like this class," he said, "but I'm working two jobs at night. My older brother

is sick and needs medicine. I don't want you to think I'm skipping because I don't care." It took such bravery for this student to share a piece of his story with me, and I told him that he would succeed, but not with the current system in place. Instead, we developed a plan that would allow him to do the work with check-ins, and arranged time for academic support on his schedule. He did just as much work as his classmates, and the benefit of meeting with me on his own increased his confidence as a student.

When I was in school, I struggled to learn on the teacher's terms. For that reason, my own teaching practice has largely been about increasing student ownership of the class through choice-driven methods. From a culturally responsive lens, being flexible is a cornerstone to creating understanding between teacher and student. ELLs come to classes with a broad range of challenges; some, like my student, work long hours outside of school. Some live in challenging conditions. Some are hungry, or cold, or tired. If students are financially and physically comfortable, they still struggle with processing endless unfamiliar words, phrases and expressions that come at them each day, which is exhausting. As a strategy, learn each student's story, and be explicit about providing options for learning. Whenever work is assigned, make it clear that one way is not the only way. If teachers share their willingness to provide choice, students will appreciate that responsiveness and respond with achievement.

Reach Out

Every teacher hits walls, and I have worked with several who are continuously frustrated because their efforts to meet learning goals for language learners are unsuccessful. Even with experienced teachers, content area expertise is not going to do the trick; we need to reach out to experts. For instance, ESOL teachers are able to provide an array of strategies and supports to help ELLs. Furthermore, by simply opening lines of communication, teachers are better equipped to ask questions, however great or small, about day-to-day challenges of teaching a set curriculum to students who need more responsiveness.

While we can implement strategies to help language learners, that is not the same as being certified in ESOL. If we do not take advantage of the human resources in the school, both we and our students stand to lose. Too often, particularly in secondary schools, we do not look to our colleagues in other areas of expertise for help. Instead, we work alone in frustration, creating lesson plans in bubbles and hoping they work. Instead, both teachers and school leaders should brainstorm collaborative structures that would allow teams to plan across contents and areas of specialty. Not only does effective team planning allow for a deeper level of professional development, but it also leads to increased student achievement.

Teaching for student mastery in classes with ELLs is about implementing accessible but lasting strategies that let our students know we care about them and that they are part of our community. If everyone collaborates to do this work, we can make huge strides in making sure that our ELLs do more than just survive; rather, they thrive in classrooms that cherish their strengths and contributions to the school community.

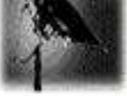
ARE 21ST-CENTURY SKILLS ANY DIFFERENT?



By
Prof. Dr. Aydan Ersöz

Most probably you have heard the fancy term “21st Century skills” in various contexts. In my opinion, these skills have always been needed to succeed in education, in the workplace, in relationships, and in-life. These are NOT “nice-to-have” skills; they are “imperative-to-have” skills. They should not be called “21st century skills anymore; maybe they can be re-named as learner-skills.

Originally, 21st century skills were summarized as:

The Seven Cs – 21st Century Lifelong Skills	
Seven Cs	Component Skills
 Critical Thinking-and-Doing	Problem-solving, Research, Analysis, Project Management, etc.
 Creativity	New Knowledge Creation, “Best Fit” Design Solutions, Artful Storytelling, etc.
 Collaboration	Cooperation, Compromise, Consensus, Community-building, etc.
 Cross-cultural Understanding	Across Diverse Ethnic, Knowledge and Organizational Cultures
 Communication	Crafting Messages and Using Media Effectively
Computing / ICT Literacy	Effective Use of Electronic Information and Knowledge Tools
Career & Learning Self-reliance	Managing Change, Lifelong Learning and Career Redefinition

However, today, scholars are listing 13 of them:

1. Critical thinking – Problem-solving, reasoning effectively, making educated judgments and decisions
2. Creativity - Thinking outside the box
3. Collaboration – Working with others
4. Communication – Interacting successfully with others
5. Information literacy - Understanding facts, figures, statistics, and data
6. Media literacy - Understanding the methods and outlets in which information is published
7. Technology literacy - Understanding the machines that make the Information Age possible
8. Flexibility - Deviating from plans as needed
9. Leadership - Motivating a team to accomplish a goal
10. Initiative - Starting projects, strategies, and plans on one's own
11. Productivity - Maintaining efficiency in an age of distractions
12. Social skills - Meeting and networking with others for mutual benefit
13. Global and cultural awareness - Cross-cultural understanding and respecting diversity

Patrick Goertz (February 27, 2015; <https://www.edutopia.org/discussion/10-signs-21st-century-classroom>) claims that there are 10 signs of a 21st century classroom. The first one is the integration of technology. You can observe that students use technology to achieve goals in a different way than was possible before.

The second one is a collaborative and cooperative environment. Many students prefer to work alone. However, this may not be an option granted in the workplace. Most jobs require teamwork. In addition, collaboration fosters the development of new ideas and exposes students to opposing viewpoints. Hence, an ideal 21st century classroom should develop a student's ability to work with others. Naturally, the most effective way to do this is by holding group activities. Timothy Mugabi (October 24, 2019; <https://www.classcraft.com/blog/features/how-to-incorporate-21st-century-skills-into-the-classroom/>) states that an often overlooked benefit of collaboration is its ability to improve a student's conflict resolution skills. Students aren't always going to get along, especially when they get out into the real world. Regular collaboration will inevitably lead to conflict. And that's arguably a good thing because it gives students a chance to practice getting along with a range of people in a range of scenarios. Furthermore, collaboration often leads to *inspiration*. Having the chance to work with their peers, students may come to find that they like a fellow student's way of doing things.

The third one is the use of an inquiry-based approach. The teacher uses an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. This approach actively engages students in the learning process.

The fourth one is asking for justification for answers. While investigating an open question or problem, students must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present.

The fifth one is opportunities for creativity. It is imperative to encourage students to use their imagination so they can express themselves in different ways and create new things using various sources and devices. Creativity gives students a chance to be themselves.

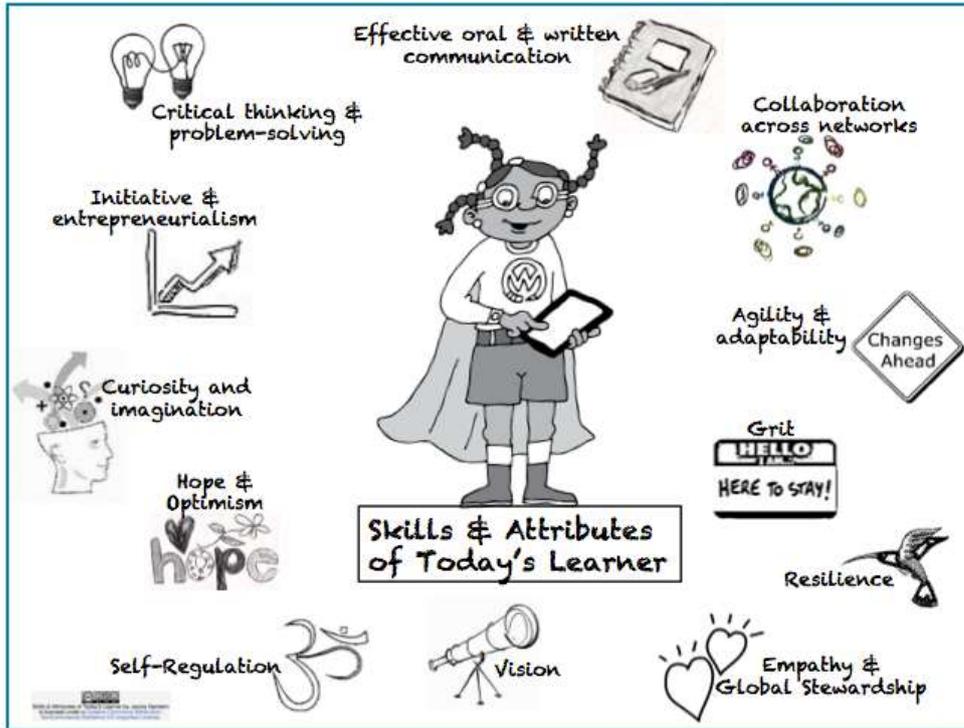
The sixth one is using a problem-solving approach. Mugabi (2019) claims that when developing your students' critical thinking and problem-solving skills, your goal is to get to the "why" of things rather than merely the "what." He adds that such an approach can help your students to assemble their knowledge in order to form reasoned opinions and make judgments. He says that comparison and categorization activities are two simple yet effective ways to practice critical-thinking skills. For example, if you work with younger children, you could give them a list of animals and ask them to rank them by size, appeal, or scariness. Some of these are objective measures — there's no denying that an elephant is bigger than a mouse, for example. However, which of those two animals is scarier (or cooler) is subjective and up for debate. Another way to encourage critical thinking is to ask students lots of hypothetical questions to engage their imagination, especially when you're introducing a new topic for the first time. Here are two of my personal favorites that never fail to get students involved and evoke a few laughs: "You have three wishes ... What are they?" and, perhaps the more apt choice in this current superhero-crazy climate, "if you had a superpower, what would it be?"

The seventh one is providing opportunities for hands-on learning. It is simply learning by doing. Instead of listening to a teacher or instructor lecturing about a given subject, the student engages with the subject matter to solve a problem or create something.

The eighth one is the teacher acting as a facilitator. The idea of the teacher as an authoritarian figure standing in the front of the room lecturing is long gone. When students find the answers for themselves, they get involved in their own learning. Teachers are now figures who provide resources, monitor progress and encourage students to solve problems. They are in the classroom to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary.

The ninth one is encouraging journal (or blog) keeping where students can write for reflection. Reflective writing helps students communicate their response to thoughts and feelings. It is a way of exploring their learning. It gives them an opportunity to gain self-knowledge, a way to achieve clarity and better understanding of what they are learning.

The tenth and the last one is transparent assessment. The goal of all transparent assessment is to ensure students understand what they are trying to achieve or learn, so they can be more effective partners in that learning. If you want to have transparent assessment, clearly articulate the specific skills and knowledge you want to see students demonstrate right before they start learning each class. Furthermore, use assessment tools, like checklists and rubrics, that a student can interpret without understanding what you are thinking.



TWO ESSAYS

Here are two essays by two young teacher candidates:

AN ESSENTIAL ASPECT OF A TEACHER: ELP

By
Etemcan Açıkgöz

All students have an ideal teacher model in their minds. To create an ideal teacher model, English Language Proficiency is the first thing to be attached because of the advantages it will bring. Literally, English Language Proficiency is defined by a combination of reading, writing, speaking, and listening (Goldenberg,2008). From my point of view, English Language Proficiency is one of the essential aspects that a teacher must have. Firstly, a teacher must have proficiency in English Language to become a more effective teacher. When teachers are proficient in English, they affect the students in a good way because English is an impressive language and it attracts students. As students hear their teacher speaks English effectively, they can easily get motivated and focus on the lesson. This is how a teacher can be more effective.As McDevitt stated, being an effective teacher is a talent and it is the fundamental aspect that a teacher should have. For example, imagine that you are a student, and you are listening to a teacher speaking English fluently. You really want to listen to him more carefully. Whatever he tells would arouse interest in your mind. Secondly, to have a good career, English Language Proficiency is vital for an ideal teacher model. For a teacher, having a good career requires being prestigious and being recognized by as many people as possible; to achieve this requirement a teacher must publish his essays in international magazines. For instance, as an ELT teacher candidate, I believe that I should publish my essays in an international magazine to introduce myself to people. I absolutely think that being recognized by so many people will bring me a good career. Thirdly, teachers must represent their countries abroad successfully, and as English is an international language English Language Proficiency is essential for this. An ideal teacher must be recognized not only in the school he works, but also on abroad. For this, he must participate in international seminars and give speeches in these seminars. Also, teachers may have a chance to represent their countries with teacher exchange programs. As an illustration, my cousin, who is a teacher, participated in Fulbright program and gave speeches at Princeton University 3 years ago. He says “This experience helped me a lot to go a step forward on the road to become an ideal teacher.” These words affected me a lot, and I want to experience a program like Fulbright. To sum up, I think, a teacher can only be called “ideal”, if he is proficient in English language. I hope, in the future all teachers will have English Language Proficiency, and they can all be called “ideal”.



ELP's Influence on My Ideal English Teacher Image

By
Hümeyra Zeynep ÜNVER

The ELP term has several impacts on my ideal teacher image. The role of English as a global language is gaining more and more importance in today's world and this status of English has increased the value of English teachers' competence in second language teaching. What is common in literature about teacher competencies is that field (or content or subject matter) knowledge takes the first place and the situation is naturally not any different for language teachers (Day, Day & Conklin, Peyton Selvi & Shulman, cited in Çetinavcı & Yavuz 2011, p. 27). Since English teachers are required to teach four basic language skills and language components, content knowledge is one of the elements of a teacher's knowledge base (Freeman, Richards, Tarone & Allwright as cited in Güngör, 2020). Moreover, having a high level of English language proficiency (ELP) equips teachers with the content knowledge that is necessary for their efficacy in teaching process. Consequently, I, as a pre-service teacher in second language education field, should be aware of the importance of ELP in terms of its benefits on a teacher's self-confidence, effectiveness in lessons and role of raising awareness of its life-long benefits for myself to become an ideal teacher. Firstly, a teacher's self-confidence is highly related to his/her content knowledge since language proficiency is seen as the key element of teacher education programmes (Banegas, Borg, Kamhi-Stein, Tsang & Woodgate-Jones as cited in Güngör, 2020). High level of ELP is essential for several classroom activities that necessitate communicative language use and effective instruction. An ideal English teacher with high-level ELP can give clear instructions, provide an effective lesson delivery and promote interaction among students by teaching through the medium of target language. For instance, teachers who are proficient at speaking and vocabulary explain the aims of the lesson, ask and answer questions, paraphrase the statements, simplify the language, correct students' mistakes, give feedback and evaluate students' progress skilfully (Richards as cited in Güngör, 2020). In addition, speaking skills of teachers enable good rapport between teachers and students; as a result, this rapport increases their self-confidence as it helps them to create a pleasant classroom atmosphere and earn students trust and respect. As a pre-service English teacher, I should focus on improving my speaking skills and fluency because I believe it is the most important instrument in L2 (second language) education; in addition, I am relatively deficient in vocabulary. One of the methods I use to expand my vocabulary is learning words with collocations and their usage in sentences. Secondly, in order to be an ideal teacher, I should enrich classroom activities with my high-level ELP. A good level of ELP allows teachers to access a broad array of sources to enhance classroom activities. Teachers who have a good understanding of ELP can provide a wide range of course materials; thus, lessons would appeal to every student with different learning styles and motivate them to learn. Using creative activities for four basic language skills (reading, listening, writing and speaking) is crucial to facilitate learning and advance students' comprehensibility of the target language. To illustrate, teachers can benefit from movies and series to teach common phrases or grammar structures which are frequently used in English. To be more precise, as a four basic skill based activity, students can choose their favourite lines from series and movies and in this way they can acquire pronunciation and intonation of the words from the chosen line.

Furthermore, they can analyse the sentence structure of the line, determine different kinds of phrases from it and learn how to use those phrases in a sentence. This activity not only encompasses the language components but also improves the effectiveness of teaching and learning process. On the other hand, sometimes circumstances may cause a lack of course material, but an ideal teacher should make the best of a bad situation. To illustrate, when I was in 4th grade, we had a song activity in our English course book; however, we did not have the CD recordings. Fortunately, our teacher knew the song, so she sang the “Catch a fish” song to us and she also sang an extra song which was “Take me back to my boat on the river”. I was fascinated by her problem-solving skills, and I still remember and admire her approach to teaching. Last but not least, I should be aware of ELP’s benefits in the long-term as an English teacher candidate. Raising one’s awareness of ELP’s importance contributes to their understanding of the life-long experience that ELP promotes. After becoming a professional teacher, an ideal teachers’ concern should focus on these questions: “How can I be more beneficial to my students?” and “How can I improve the quality of my teaching skills?” A teacher with a good command of English can do wonders. For example, if English teachers are knowledgeable about idioms, slang words and phrasal verbs, they broaden their horizons, improve their comprehension and narrative skills, and they do not stick to the course book (Medgyes as cited in Güngör, 2020). In other words, those teachers would have a solid understanding of the culture that lies behind the language; thus, their ability to interpret, analyse and synthesize would go beyond the ordinary. Moreover, having a good mastery of English expands teachers’ pedagogical and professional skills (Bale as cited in Güngör 2020); hence, language teacher education programmes should emphasize content knowledge, involve more practice and provide opportunities to increase student-teachers’ ELP levels. Introducing activities that encourage language proficiency progress utilizes self-improvement; for instance, giving presentations, making group discussions and participating in role-plays or drama allow student-teachers to display creative and productive skills (Güngör, 2020, p. 211). Another way to promote ELP improvement is recording and reflecting on their own performance as it helps them to realize their strengths and weaknesses so that they can focus on improving the weak points of their ELP. To develop an understanding of English language and ELP, pre-service teachers may benefit from attending seminars or international conferences such as webinars. It is also important to inform them about national and international teacher associations such as INGED, IATEFL, and TESOL (Altan as cited in Güngör, 2020), and advise them to follow the latest publications of professional development associations such as TESOL Quarterly and ELT Journal. In conclusion, recognition of ELP contributes to teachers’ self-confidence, complements teachers’ applications of activities, and offers a life-long mastery. The qualifications that high level of ELP provides are indispensable for me as a pre-service teacher in second language teaching.

Writer: Unknown ♥

We fell asleep in one world, and woke up in another.

Suddenly Disney is out of magic,
Paris is no longer romantic,
New York doesn't stand up anymore,
the Chinese wall is no longer a fortress,
and Mecca is empty.

Hugs & kisses suddenly become weapons,
and not visiting parents & friends becomes an act of love.

Suddenly you realise that power, beauty & money are worthless, and can't get you the oxygen
you're fighting for.

The world continues its life and it is beautiful. It only puts humans in cages. I think it's
sending us a message:

"You are not necessary. The air, earth, water and sky without you are
fine. When you come back, remember that you are my guests. Not my
masters."

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article about the effects of soap.

https://www.nationalgeographic.com/science/2020/03/why-soap-preferable-bleach-fight-against-coronavirus/?cmpid=org=ngp::mc=crm-email::src=ngp::cmp=editorial::add=SpecialEdition_20200320&rid=78CCE8D353615999945009C084EFBF7D

SCIENCE CORONAVIRUS COVERAGE

Why soap is preferable to bleach in the fight against coronavirus

Bleach "is like using a bludgeon to swat a fly," one expert explains.

BY [Sarah Gibbens](#)

FOR NEARLY 5,000 years, humans have concocted cleaning products, yet the simple combination of soap and water remains one of the strongest weapons against infectious diseases, including the novel coronavirus. Even so, when outbreaks like COVID-19 occur and panic sets in, people rush to buy all sorts of chemical cleaners, many of which are unnecessary or ineffective against viruses.

Foam hand sanitizers are disappearing from store shelves, even though many lack the necessary amount of alcohol—at least 60 percent by volume—to kill viruses. In countries hardest hit by the novel coronavirus, photos show crews in hazmat suits spraying bleach solutions along public sidewalks or inside office buildings. Experts are dubious, however, of whether that's necessary to neutralize the spread of the coronavirus.

Using bleach "is like using a bludgeon to swat a fly," says Jane Greatorex, a virologist at Cambridge University. It can also corrode metal and lead to other respiratory health problems if inhaled too much over time.

"With bleach, if you put it on a surface with a lot of dirt, that [dirt] will eat up the bleach," says Lisa Casanova, an environmental health scientist at Georgia State University. She and other experts instead recommend using milder soaps, like dish soap, to easily sanitize a surface indoors and outdoors.

To fully understand why health officials keep coming back to soap, it helps to know how the coronavirus exists outside the body, and what early research is saying about how long the virus can linger on common surfaces.

The hard surfaces made for coronavirus

The primary way people become infected with the coronavirus is from person-to-person transmission. This close contact in the form of a hug, handshake, or being in a packed public space enables infected individuals to easily spread their respiratory droplets, which are typically sneezed or coughed.

But because respiratory droplets are heavy, they typically fall to the ground easily. Depending on where they land, they could persist on a surface before being touched by a hand that carries the virus to a nose or mouth, leading to infection. ([Learn how these underlying conditions make coronavirus more severe.](#))

All viruses are bits of genetic code bundled inside a collection of lipids and proteins, which can include a fat-based casing known as a viral envelope. Destroying an enveloped virus takes less effort than their non-enveloped counterparts, such as the stomach-busting norovirus, which [can last for months on a surface.](#) Enveloped viruses typically survive outside of a body for only a matter of days and are considered among the easiest to kill, because once their fragile exterior is broken down, they begin to degrade.

Yet every enveloped virus is different, and scientists around the world are aggressively researching SARS-CoV-2, the official name of the new coronavirus, to understand how it stacks up. A study published Tuesday in the *New England Journal of Medicine* looked at how long it can be detected on various materials. Dylan Morris, an evolutionary biologist at Princeton University and a study co-author, says the mission was to investigate which surfaces found in medical settings might serve as a potential cesspool for infecting patients.

On surfaces, they found SARS-CoV-2 lasted for 24 hours on cardboard, two days on stainless steel, and three days on a type of hard plastic called polypropylene. The virus could only be detected for four hours on copper, a material that naturally breaks down bacteria and viruses. The study also revealed the novel coronavirus and its cousin SARS, which caused a major outbreak in 2002 and 2003, last on surfaces for similar amounts of time. ([Find out how coronavirus spreads on a plane—and the safest place to sit.](#))

People ordering goods online to avoid crowds may conceivably come into contact with contaminated cardboard, though [the U.S. Centers for Disease Control and Prevention emphasizes](#) that surfaces are not thought to be the primary way the virus is transmitted.

Morris doesn't want to speculate too much on everyday surfaces, but his general advice would be to carefully wash items and one's own hands.

But their study has limitations. The team examined the virus in a highly controlled lab setting. Spaces that are commonly touched, like a stair rail or bus pole, would contain a higher amount of the virus and present a greater risk for infection. Environmental conditions can also influence how long the virus lasts. Humidity, for example, is thought to make it harder for respiratory droplets to travel through the air, and ultraviolet light is

known to degrade viruses. (Will warming spring temperatures slow the coronavirus outbreak?)

The study also found the novel coronavirus could persist as aerosols—tiny airborne particles—for up to three hours, though Morris clarifies larger respiratory droplets are more likely to be infectious. Viral aerosols are primarily a concern in clinical settings where certain treatments like ventilation can produce these particles. It is unlikely that these coronavirus aerosols come into play in open-air settings or public places like supermarkets.

Wood, food

Morris's study didn't include commonly touched items like clothing or produce, but there is no evidence that the novel coronavirus can be transmitted via food, according to the U.S. Food and Drug Administration.

In studies of influenza viruses, porous items like clothes and wood didn't contain the virus for longer than four hours. That's because these items pull moisture away from the virus and cause it to degrade.

No matter what you touch, soap and water is the best way to remove any potential coronavirus from your hands before it can lead to infection. The coronavirus does not penetrate through skin because your outermost layer is slightly acidic, which prevents most pathogens from entering the body, explains Greatorex.

Soap works so effectively because its chemistry pries open the coronavirus's exterior envelope and cause it to degrade. These soap molecules then trap tiny fragments of the virus, which are washed away in water. Hand sanitizers work similarly by busting apart the proteins contained in a virus.

Tap water is also not a cause for concern, experts say, because any contamination would need to come via wastewater. Though the coronavirus has been found in feces, the virus has yet to actually be detected in wastewater, according to the CDC. Even if that were the case, U.S. water filtration is robust enough to kill coronaviruses, says Kyle Bibby, an environmental engineer at the University of Notre Dame.

“Is it technically plausible that you could be exposed to the virus via a waterborne route? Yes. Is it realistic for a member of the public to worry? No.” Bibby says.

“The last thing we need right now is people being afraid to drink tap water or wash their hands.”

WHAT'S NEW WITH THE TOEFL TEST

What's New with the *TOEFL*® Test? [A Better Test Experience!](#)

As of August 1, 2019, students taking the TOEFL test will now experience a shortened version with fewer questions in the Reading, Listening and Speaking sections, as the test has been shortened by 30 minutes to just three hours. While the overall test format, question types and scoring scale remain the same, highlights of the changes include fewer questions per passage in the Reading section, fewer lectures in the Listening section and fewer independent and integrated tasks in the Speaking section.

In addition to the shorter test time, students can now take advantage of *MyBest* scores, which take their highest section scores from all valid *TOEFL iBT*® test scores from the past two years and create what is sometimes referred to as a “superscore.” If their performance on the first go-around wasn't quite what they hoped for, or their dream university has requirements that are slightly above their results from one individual test date, *MyBest* scores offer an opportunity to show test takers' holistic potential rather than their performance on one test date.

Institutions will automatically receive *MyBest* scores along with the individual test dates your students select. They just need to be sure to check out score acceptance policies on the college and university websites to which they're applying to for more information.

Helping Students Prepare for Test Day with Free Resources

While changes have been made to the test format, students' test preparation will remain the same. There are a variety of great (and free!) preparation options for the TOEFL test, whether your students have an hour to sit down and study or are looking for something on the go, or just need more information about what to expect on test day. It is recommended that they:

- visit www.TOEFLGoAnywhere.org for test prep tools, tips, advice and helpful content on studying abroad, test format, dates and fees, scores and more.
- explore the new [TOEFL iBT® Free Practice Test, which features real past test questions and allows](#) them to become familiar with the test format and question types.
- enroll in the [TOEFL® Test Preparation: The Insider's Guide](#), available at www.edX.org, a free and comprehensive six-week long, online study course that provides sample questions, videos, quizzes and more to help them prepare for test day.
- visit the [TOEFL® page on Facebook®](#) for tips and advice, motivational messages and videos in English.

- download the [TOEFL Go!® Official app](#), available through the Apple App Store® or Google Play™, which provides free access to sample questions and insider tips.

In addition to resources for students, teachers are encouraged to sign up for a [Propell® workshop](#), a 1-day professional development program designed to equip English-language teachers with hands-on techniques and strategies to prepare students for the TOEFL iBT test. For further information on this workshop, please contact Yasemin Arşın yarsin@etsglobal.org.

For more information on the recent better test experience changes made for the TOEFL test, please visit https://www.ets.org/toefl/better_test_experience. For additional insight on how teachers and advisors can best prepare students for the test, please visit https://www.ets.org/toefl/teachers_advisors/.

CHECK OUT OUR WEB PAGE!

HAVE YOU LOOKED AT THE CALENDAR OF EVENTS?

ARE THERE ANY CONFERENCES THAT INTEREST YOU?



ITI SHORT COURSE (8 hours)
Integrating Drama into your Classroom and the Curriculum

Saturday 7th 14.00 – 17.30
and Sunday 8th March 10.00 – 15.00

APPLY NOW (limited number of places)

Instructor: Fenella Kelly

Participants: University teachers, classroom subject teachers (grades 5 and above), ELT teachers, drama teachers, school leaders

Description:

The skills taught in a Drama class develop the individual to be able to work alone and as part of a group. They equip students to be able to:

- communicate meaning effectively
- collaborate with others
- put themselves in someone else's shoes to see things from other perspectives and
- learn how to use their voice, body, space and semiotics
- achieve an intended impact on an audience

All of these skills are transferable to other subjects and the workplace.

What will the workshop entail?

This two-day (8 hour) workshop will take participants through practical exercises where they learn and develop skills, that can be applied to teaching, collaboration and leadership, such as: Focus & concentration, awareness of space/others, collaborating effectively.

Communicating ideas, listening to others, articulating a vision, using imagination.

Projection & articulation.

How will the participants learn about Drama as a teaching approach?

Participants will learn first-hand Drama pedagogy, in terms of introducing and pacing a lesson, varying the energy of exercises, types of groupings for work and the range of ways to share and present processes, performance work and findings. The workshop implements ideas from Fenella's 28 years of teaching & leadership experience, and also draws on a range of theatre theorists and theatre companies, referencing source material that may be useful in the participants' curricula planning.

Participants will learn how to apply Drama ideas to a range of Subjects across the school (this can be tailored to the participants' needs), such as:

- Drama in English Language teaching
- Applying Drama to historical or literary characters and events
- Using acting techniques to deliver a speech or powerpoint presentation
- Using Drama skills and improvisation approaches to collaborate on a project
- Working with art, music and poetry as starting points for work
- Taking children's story books and exploring the themes through active play
- Explore global problems and approach them through issues-based theatre
- Involve the whole class in the presentation focusing on design and voice
- Develop writing, storytelling to develop script, story or poetry writing

Participants will work alongside the workshop leader to develop their own Drama ideas and activities that they can take back to their classrooms. The 2 days will include a section on how to develop work, document practical process and how to evaluate presentations and explore ways of sharing practical work.

Instructor's Biography.

Fenella Kelly B.Ed. (Hons) MA(Distinction)

IB/MYP/HS/MS Theatre teacher, International Baccalaureate Principal Examiner/teacher trainer, 9yrs ISTA (International Schools Theatre Association) board of trustees, ISTA Honorary Life Member & staff, 15 yrs head of Arts departments, 27 years teaching experience, TESOL cert, Cambridge ELT examiner, Artist in Residence in schools and colleges

Website: <http://www.fftheatre.com>

Blog: <https://blogs.osc-ib.com>

TEDx Talk: <https://www.youtube.com/watch?v=Kq5hkLyLUXM>

ISTA Academy (2016): <https://www.youtube.com/watch?v=uIKFlrBIFGk>

Fenella is an experienced Drama teacher, teacher trainer and student workshop leader. She graduated with a combined degree in Drama and Education from Cambridge University, and initially trained as a middle school teacher. While she was in Cambridge she was part of New Moves contemporary dance company and her first job after graduation was at her old college teaching undergraduates TIE (Theatre in Education). Wanting to see the world, she then trained as a TESOL teacher (Teaching English to Speakers of Other Languages) and headed off to Crete to co-run a language school. In Istanbul she taught English and set up Drama in education programmes in many schools while simultaneously co-running a theatre company that produced large shows and toured with ELT (English Language Teaching) plays. For this company (Speech Bubbles) she worked as a choreographer, dancer, actress and director. While in Istanbul she also taught and performed Latin American dances (salsa, merengue and tango) to adults. From Istanbul she headed to Sao Paulo, Brazil to be the Head of Performing Arts in an International School (Graded: The American School of Sao Paulo) and teach Theatre and

Dance to high school students. While in Brazil she was part of a physical theatre company called Oficina dos Menestreis and a dancer in Caleidos Laban contemporary dance company. From there she flew to India for her first Kathakali lesson, back in 2004. She has been studying, teaching and performing Kathakali ever since. After 4 years working as Head of Theatre and MS/HS Drama teacher at Cairo American College (and of course learning to belly dance while she was there), she went to England to do an MA in Drama and Theatre in Education. After 6 months working at Theatre Director in Portugal at St Julian's School, she moved to the American School of Bombay where she was HS Drama teacher and Head of Theatre for 4 years. While in Mumbai, she worked with Sumeet Nagdev's contemporary dance company as a dancer, workshop leader and artistic mentor. She also directed and choreographed many productions that were performed at NCPA, St. Andrew's theatre and at ASB. Most recently she was teacher and head of Theatre at Hong Kong Academy, Hong Kong. Now Fenella is a freelance artist, teacher trainer, IB Theatre examiner and theatre director based in the UK.

HAVE YOU RENEWED YOUR MEMBERSHIP?

**INGED
NEEDS
YOU!**

PLAEASE RENEW YOUR MEMBERSHIP!

The 54th IATEFL Conference in Manchester

18 - 21 April 2020

The IATEFL Associates Day, as well as Pre-Conference Events (PCEs): 1 April 2019.

<https://conference.iatefl.org>

IATEFL International Conference 2020

**It is with deep sadness that,
in the light of the current situation concerning Coronavirus
across the world, including in the United Kingdom,
IATEFL has made the difficult decision
to defer the venue and date of the 54th annual IATEFL Conference and
Exhibition from Manchester next month
to Harrogate from 16 to 19 March 2021.**

**For more information about this decision,
please see this statement from our Trustees
which has been sent to all registered delegates and speakers.**

Statement on the 54th annual International IATEFL Conference and Exhibition

It is with deep sadness that, in the light of the current situation concerning Coronavirus across the world, including in the United Kingdom, IATEFL has made the difficult decision to defer the venue and date of the 54th annual

IATEFL Conference and Exhibition from Manchester next month to Harrogate from 16 to 19 March 2021.

This is not a decision we have taken lightly, and follows extensive consultation with a wide range of relevant bodies. The safety of delegates, exhibitors, sponsors, staff, suppliers and all others involved in the running of the conference has been our primary concern at all times.

Whilst we are aware this decision will be hugely disappointing, we are equally aware of the genuine concerns others have expressed. Our actions have, at all times, been informed by fact and guidance received. The association understands, and hugely appreciates, the fantastic contribution in time, effort and enthusiasm which many people have made towards the conference. This is the strength of our association and professional community. This should be valued and preserved.

All confirmed delegate bookings already made for the conference will be automatically deferred to Harrogate in March 2021, the new venue and date for the conference. All confirmed speakers will have their proposal automatically accepted for inclusion in the programme. As such the conference will not be a lost opportunity, but a delayed one. We hope this delay allows as many of you as possible to reschedule and join us in Harrogate.

We would also like to thank our wonderful conference sponsors and our valued exhibitors for their continued support of IATEFL and our annual conference. We look forward to providing you with a fantastic opportunity to share your exciting products and services with our delegates next March.

As you may imagine, this change comes at very significant cost to the association, both affective and financial, but we feel that this deferral is a reasonable approach which ensures all the work and content of the conference is not wasted, just delayed.

We have tried to make this decision as quickly as possible, more than a month before the previously advertised conference dates, in order for all concerned to avoid making travel and accommodation plans or, where they have, to contact the service provider and see if they are able to be refunded. The decision follows the World Health Organisation's declaration of a global pandemic, and with the UK Government having moved to the 'delay' stage of their response

to the virus, which envisages restrictions on public gatherings. Whilst there is not currently such a ban, we have made this decision now considering the safety of delegates, staff and the association more broadly.

Our thoughts are with everyone who is being affected by this unprecedented situation. It is essential we come together as a community of English language teaching professionals in these challenging times. As an association we will be working hard to provide members, and non-members, with a wide range of professional development opportunities, including online events and publications. So much of this is dependent on the amazing volunteers who are the backbone of IATEFL. We would like to express our gratitude to them and all their hard work. We will also be focussing on planning for the 54th annual conference and exhibition to ensure it is a valuable, enjoyable and successful event.

The Board of Trustees of IATEFL.

News from



TESOL 2020 International Convention & English Language Expo

31 March–3 April 2020

Denver, Colorado, USA

<https://www.tesol.org/convention-2020>



COVID-19 UPDATE

Message from TESOL Board of Directors Regarding Coronavirus (COVID-19)

11 March 2020

With great sadness and after much deliberation, **TESOL International Association's Board of Directors has unanimously decided to cancel the 2020 TESOL International Convention & English Language Expo**, scheduled for 31 March – 3 April in Denver, Colorado, USA.

Everyone at TESOL understands and appreciates the time, effort, and resources that you have put into preparing for the Convention this year. Like you, we have been working hard, and were looking forward to coming together and sharing professional knowledge. Unfortunately, due to the continued spread of COVID-19, travel restrictions, and the state of emergency declared in Colorado yesterday, we will not be able to deliver the TESOL experience you deserve. The health of our attendees is very important to us.

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This decision presents a significant setback, but we are a resilient community. We share your disappointment, but we are also energized by new opportunities to meet our mission. We will continue to advance the expertise of professionals who teach English to speakers of other languages in multilingual contexts around the world. We are exploring ways for presenters to share their work with the community, perhaps through online platforms. Next week we will hold a series of virtual town halls to listen to your ideas and answer your questions.

We will honor any requests for full refunds but hope you will consider donating the registration fee to TESOL. As you can imagine, the financial impact to our association is very high. **Donations will help us** continue to provide world-class professional development, publications, advocacy, and community for you. **Before Friday 20 March, you will receive an e-mail with more information about processing refunds and donations.**

If you reserved a hotel through TESOL, we will cancel your reservation.

We especially want to recognize the work that our presenters, the local host committee, our volunteers, and the Conferences Professional Council have done. Thank you.

This is a difficult time for all of us and our hearts and minds are with you and your communities. In times like these, we all need to come together. Thank you for your understanding and continued support.

Resources

[CDC Coronavirus Information](#)

[CDC Handwashing Recommendations](#)

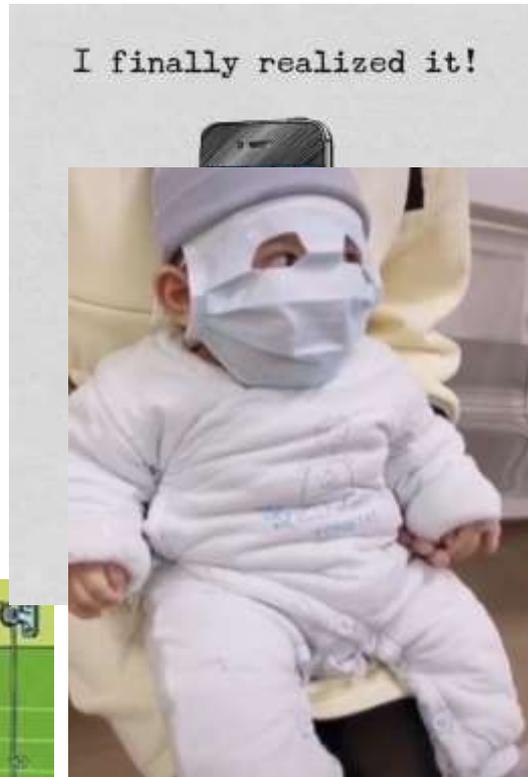
[WHO Coronavirus Information](#)

[Coronavirus and Travel](#)

[Coronavirus Scams](#)

[Visit Denver Coronavirus Emergency Preparedness Plan](#)

CORONA DAYS





What? Me bored???
What makes you think that?



Barbers keeping social distance



Morning coffee
in the corona virus days



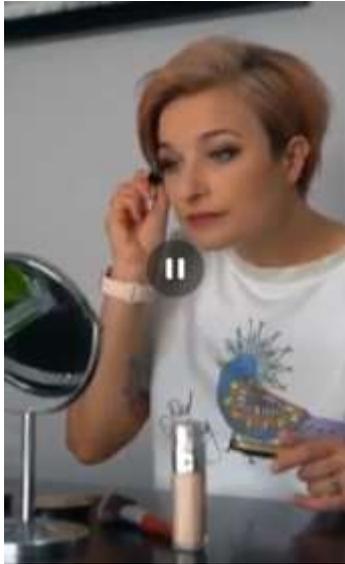
Alone, at last. At the Louvre Museum, Paris.



All March activities cancelled due to Covid-19



How to throw out garbage in lockdown boredom days





Bored market workers play 'Survivor' in deserted marketplace



March 18th



April 1st