

NEWSIN-BRIEF

2021 - Issue 1 - Together we stand!



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From the President

Dear members,

If we were in normal times, this would be about our activities we had realized before our general assembly. In line with the decisions enacted by the governor's office, activities (including general assembly meetings) to be organized by associations, civil organizations, professional organizations, public institutions, unions and cooperatives are postponed until 1 March 2021. I still want to give you some information about what we have been doing as the INGED Board.

After being a guest in several different social platforms as a speaker, I have decided that INGED should start its own webinars. With the full support of my fellow board members, we started INGED Zoom Series in October 2020. So far, we have done 18 webinars with several different distinguished academics on various topics. We are grateful to all these speakers who were willing to support our association. We hope to continue as much as we can.

In November, we started working with a content manager who has been working on voluntary basis. First, she updated our social media accounts and created a LinkedIn page, and started a YouTube channel. This channel gave us the opportunity to share our recorded webinars for those who missed them. You can see the list of our webinars below in the chronological order:

- Dr. A. Suzan Öniz - Özel Okullardaki Küçüklerin Online Eğitiminden Gözlemler: Öğretmenlere Ve Çocukların Eşlikçilerine Öneriler
- Prof. Dr. Aydan Ersöz - Oturmaya mı Geldik? Çocuklar için Bedensel Etkinlik Uzaktan Eğitime Nasıl Yedirilebilir?
- Roger Cohen - Your Students Are Always Learning, But What You Are Teaching Them Might Not Be What They Are Learning!
- Mustafa Akın Güngör - Uzaktan Eğitim Sürecinde Hazırlık Programları
- Dr. Sedat Akayoğlu - Sesim Geliyor mu? Beni Duyabiliyor musunuz? Uzaktan Eğitimde Dersleri Daha Etkileşimli Hale Getirmek için Neler Yapabiliriz?
- Prof. Dr. A. Amanda Yeşilbursa - From Photobombing to Centre Stage: Prospective Teachers Leading Change in ELT
- Doç. Dr. Hayal Köksal - Pandemi Döneminde Proje-Tabanlı Öğretim İle Motivasyonu Yükseltmeye Var mısınız?

- Dr. Tony Gurr - Can We Really, Really Motivate Students... in Our Remote Classes?
- Prof. Dr. Soner Yıldırım - Uzaktan Öğretimde Tasarım İlkeleri
- Dr. A. Suzan Öniz - No New Year is Complete Without Decorations: Get Paper and Scissors Ready and Let's Get to Work
- Prof. Dr. Soner Yıldırım - Uzaktan Öğretimde Tasarım İlkeleri 2
- Dr. Tuğçe Çankaya Simpson - Unboxing Vocabulary Teaching: Theory and Practice Blended within the 'New Normal'
- Gülfem Aslan - Comfort Teaching; Divorcing SEL (Social-Emotional Learning) from the Sterile Classroom?
- Prof. Dr. Aydan Ersöz - Very Young Learners & Distance Education: Is It Mission Impossible?
- Dr. Kenan Dikilitaş - Teacher and Student Engagement in Learning English Online
- Dr. Alper Şahin - Eyvah Uzaktan Ölçüyorum! Kafamda Deli Sorular
- Prof. Dr. Birsen Tütüniş - 21st Century Skills Development in ELT Classes
- Prof. Dr. Abdulvahit Çakır – Media English

Furthermore, this channel helped us to create new content. Anyone who visits, and hopefully follows/subscribes this channel can also find videos on

- GENERAL INFORMATION ABOUT PREPARING ACTIVITIES FOR YOUNG LEARNERS
- ELT Activities for Young Learners: Art and Craft Activities
 - PUPPET
 - HUMPTY DUMPTY
 - BEAR MASK
 - FORTUNE TELLER
 - CAT RAP
 - LITTLE FISH BOOKMARK
- HOW TO PICK A SONG
- PRE-ACTIVITIES FOR A SONG
- HOW TO TEACH A SONG & WHILE ACTIVITIES FOR A SONG
- POST-ACTIVITIES FOR A SONG
- REVISION ACTIVITIES FOR A SONG

Our manager announces weekly Zoom event on Mondays. On Tuesdays, she uploads original content to our YouTube channel. On Wednesdays, she shares suggested readings on our LinkedIn page. On Fridays, we upload the past week's Zoom event video, and we also have our Zoom event in the evening.

However, we are not limited with only INGED events. As a part of our mission, we continue giving support to other events and organizations related to our profession.

As you know, we will have our 20th INGED International ELT Conference this year. Bolu Abant İzzet Baysal University, Faculty of Education, ELT Department has kindly offered to be our host. The conference will be held on 5 and 6 November 2021. As COVID-19 cases are still increasing around the world and travelling can continue to be a problem, we have decided to make it an online conference. You can find the poster of the conference and “Call for Papers” in this issue.

We hope all these professional activities will keep us motivated throughout difficult times. Sharing keeps us together; and together we stand!

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

The first issue of the year! Hope you enjoy our little changes but mostly the articles that have been selected for you. On our tech pages, you can find a list of apps for the digital classroom with brief explanations. Selected for you, there are several articles all about teaching in a virtual classroom. One of these is a study conducted on the effects of camera on vs camera off while teaching. Another article for today's teachers is about the choice of the teacher's words and the effect on student motivation. Happy reading!

Each Friday at 8 pm we try to connect with you at the INGED Zoom Sessions. We have already organized 20 Zoom sessions and are busy arranging more. Due to the TESOL 2021 International Convention & English Language Expo between 24-27 March 2021, there will be no INGED Zoom Series on Friday, 26 March 2021. Please follow the details on our webpage, on INGED Turkey on Facebook and Instagram. Please also subscribe and LIKE our pages. We thank you in advance.

This is our conference year and we will hold it on 5-6 November online due to the Covid situation. The poster and Call for Papers are ready for your eyes.

The INGED Annual General Meeting is going to take place at the end of March or in April if there is an insufficient number of members present at the first one. The details are on the following pages and on the webpage. Please read the special note at the end if you are planning on attending the meeting.

We hope to see you at all our events and the Annual General Meeting. Wishing you a successful, happy and healthy term,

A. Suzan Öñiz
INGED Newsletter Editor

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.**

OLAĞAN YILLIK GENEL KURUL İLANI

INGED/İngilizce Eğitimi Derneği Üyelerine,

Derneğimizin yıllık olağan Genel Kurul toplantısı

26 Mart 2021 Cuma günü saat 08:30'da
Bağlar Caddesi No: 226/1, Büyükesat, Ankara
adresinde yapılacaktır.

Yeterli çoğunluk sağlanamaması durumunda,
ikinci toplantı

3 Nisan 2021 Cumartesi günü saat 08:30'de
Bağlar Caddesi No: 226/1, Büyükesat, Ankara
adresinde yapılacaktır.

Üyelerimize duyurulur.

Önemli not: Genel kurula katılacak olan üyelerimizin **mutlaka önceden kayıt yaptırması** gerekmektedir. Valilik kararı doğrultusunda ciddi önlemler almak durumunda olduğumuzdan ayrıca **HES kodunuzun** da yanınızda olması şarttır. Toplantıya katılabilmek için her **üyenin maske takması ve sosyal mesafeye dikkat etmesi** gerekmektedir.

Kayıt için: karabiyik.irem@gmail.com

**NOTIFICATION:
ANNUAL GENERAL ASSEMBLY**

To all INGED Members,

The Annual INGED General Assembly will meet

on Friday, 26 March 2021

at 8:30 a.m.

at Baęlar Caddesi No: 226/1, Büyükesat, Ankara.

**In the case of insufficient attendance,
the second and final meeting will take place
at 8:30 a.m.**

on Saturday, 3 April 2021,

at Baęlar Caddesi No: 226/1, Büyükesat, Ankara.

Attention: Members who wish to attend the AGM **must register prior to the meeting.** In line with the Covid regulations, we have to take all the legally required measures including to ask you to have the **HES app** on your phones. All members attending the AGM are also required to **wear masks and to pay attention to social distancing.**

For pre-registration, please contact: karabiyik.irem@gmail.com



The 20th **INGED** International ELT
Conference - Online

ENGAGING STUDENTS, EMPOWERING TEACHERS

05 - 06 NOV 2021

Hosted by
Bolu Abant İzzet Baysal University,
Faculty of Education,
ELT Department



The 20th INGED International Online ELT Conference
Hosted by Bolu Abant İzzet Baysal University
on 5-6 November 2021



CALL FOR PAPERS

INGED / ELEA-Turkey (English Language Education Association) is an international organization whose mission is to strengthen the effective teaching and learning of English as a Foreign Language in Turkey while developing international connections. The 19th International Conference aims to provide TEFL professionals with opportunities for professional development through the exchange of ideas and practices in English language teaching and research, thus enable them to integrate their knowledge of current trends in the TEFL field with their ELT practices.

We warmly invite everybody in the field of TEFL / TESOL to be a part of this significant event. We hope that the discussions will assist the progress of TEFL / TESOL around the world.

TOPIC AREAS

This year's theme, "Engaging students empowering teachers", has been set in the hope that the participants will share and compare their own teaching practices and collaborate in finding solutions to common problems. This conference aims to focus on innovative theories and practices in the following areas:

- *Teaching Language Components and Skills*
- *Classroom Applications*
- *Culture and Literature in ELT*
- *ELF Awareness*
- *Curriculum, Syllabus and/ or Materials Design*
- *Foreign Language Teaching Policies*
- *Technology in the Classroom*
- *Blended Learning*
- *Flipped Learning*
- *Assessment and Evaluation*
- *Teacher Training, Development & Education*
- *ELT Management*
- *Very Young and Young Learners*
- *Drama in ELT*
- *Intercultural Communication*
- *Second Language Acquisition*
- *Student and Teacher Resilience*
- *Preparatory Schools*

HOST AND DATE

All the sessions of the 20th INGED International ELT Conference will be held **online** by Bolu Abant İzzet Baysal University on **5-6 November 2021**.

PRESENTATIONS

Paper

A paper is a 20-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language, language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenter is requested to allocate time for questions and discussion.

The presenters are requested to present their papers with **only** occasional reference to their notes rather than by reading out previously prepared texts or overhead transparencies or slides.

The summary should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper. 5 minutes should be allocated for question and answer.

Demonstration

A demonstration is a 30-minute practical presentation that shows how to use or apply a technique(s) or activity/task(s). It is an experiential learning session where participants are actively involved. The summary should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper. 5 minutes should be allocated for question and answer.

CRITERIA FOR PROPOSAL SELECTION

Proposals fulfilling the following criteria will be considered for selection:

It is clear from your summary that:

- You will shed new light on the topic.
- You have respected the level of knowledge of your audience.
- Your session will consider practical issues and implications.
- Your session will provide the audience with the opportunity to link this experience to their own if it describes a study or project in your local context.
- Your session will report on a complete study or a significant phase that has been completed if it is based on research.
- You have not given this session, or a version of it, at a previous INGED conference.

Important Note for Proposals

While writing your summaries, please keep in mind that

- a) each presenter can present a maximum of 2 papers and/or workshops.
 - b) if your proposal is accepted, your summary will be printed in the conference booklet.
 - c) the screening committee members evaluate the summaries to accept or reject a proposal.
- Please make sure that your summary reflects your study. The clarity and flow, originality,

significance, relation to the theme and detailed description of the study all effect the members' decision.

d) joint presenters must also register and pay the conference fee individually.

PROPOSAL DEADLINE

The Speaker Proposal should be sent via <https://www.surveymonkey.com/r/inged2021> by **14 May 2021**. Speakers will be notified of the status of their proposals via e-mail.

CONFERENCE REGISTRATION

All forms regarding the conference can be found at: <http://inged.org.tr>

CONFERENCE FEES (Only for presenters)

INGED Members 100.-TL	Non-Members 250.-TL
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- ❖ Upon request, a formal and signed invoice will be sent only if the receiver covers the postal experiences.

To become a member, please visit

https://inged.org.tr/index.php?option=com_content&view=article&id=47&Itemid=54

★ *The conference is free for the audience.*

IMPORTANT DATES:

Deadline for proposal submission: 14 May 2021
Response to proposals via e-mail: 6 August 2021
Registration deadline for presenters: 17 September 2021

SCIENTIFIC AND ADVISORY BOARD

Prof. Dr. Aydan ERSÖZ	FREELANCE (INGED)
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Dr. Tony GURR	FREELANCE

CONFERENCE ORGANIZATION COMMITTEE

Assoc. Prof. Dr. Şaziye Anıl RAKICIOĞLU SÖYLEMEZ

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Dr. Büşra ÇELEN

Mustafa Akın GÜNGÖR

İrem KARABIYIK

Asena KARADUMAN (social media coordinator)

Contact: ingedconference@gmail.com

CHECK OUT OUR WEB PAGE!

**THE JOB POSTINGS & CALENDAR OF EVENTS
ARE
UP-TO-DATE**

INGED ZOOM SERIES

In October, we launched an online series of seminars and workshops called

THE INGED ZOOM SERIES

in order to cater to the needs of teachers and also parents.

It was exactly for this reason that we planned some of these in Turkish.

In this way, we aimed to address issues relevant to ELT teachers
as well as instructors

working in other fields and who may feel more comfortable in using Turkish.
We have completed the first 10 so here are Zoom sessions from January-March.

Go to **INGED Turkey Youtube** to watch these Zoom presentations.

Please subscribe to our channel and LIKE all our social media posts.

INGED ZOOM SERIES #11

8 January 2021

"Uzaktan öğretimde tasarım ilkeleri 2"

Speaker: Prof. Dr. Soner Yıldırım (METU)

INGED ZOOM SERIES #12

16 January 2021

"Unboxing Vocabulary Teaching: Theory and Practice Blended
within the New Normal"

Speaker: Dr. Tuğçe Çankaya Simpson

INGED ZOOM SERIES #13

22 January 2021

"Comfort Teaching: Divorcing SEL (Social-Emotional Learning)
from the Sterile Classroom?"

Speaker: Gülfem Aslan

INGED ZOOM SERIES #14

29 January 2021

"Very Young Learners & Distance Education: Is it Mission Impossible?"

Speaker: Prof. Dr. Aydan Ersöz

INGED ZOOM SERIES #15

5 February 2021

"Teacher and Student Engagement in Learning English Online"

Speaker: Dr. Kenan Dikilitaş

INGED ZOOM SERIES #16

12 February 2021

"Eyvah Uzaktan Ölçüyorum! Kafamda Deli Sorular"

Speaker: Dr. Alper Şahin

INGED ZOOM SERIES #17

19 February 2021

"21st Century Skills Development in ELT Classes"

Prof. Dr. Birsen Tütüniş

INGED ZOOM SERIES #18

26 February 2021

"Media English"

Speaker: Prof. Dr. Abdulvahit Çakır

**CHECK OUT OUR WEBPAGE
FOR THE UPCOMING ZOOM SESSIONS!**

**CHECK OUT
INGED TURKEY YOUTUBE
FOR PAST ZOOM SESSIONS!
PLEASE SUBSCRIBE &  OUR CHANNEL**



Essential Apps for the Physical and Digital Classroom By Vicki Davis

<https://www.edutopia.org/article/essential-apps-physical-and-digital-classroom>

Teacher-recommended tools for promoting collaboration, communication, creativity, critical thinking, and equity whether students are in school or at home.

As educators face uncertainties this fall, it helps to focus on a few things that are certain. The modern classroom is more than a physical room—it’s also a digital space for learning and collaboration. As I look at the fall, I’m certain that no matter what happens, my students and I will need to master our digital classroom.

One positive of distance learning is that I have gained a deeper knowledge of tools that work everywhere. The tools below are my personal favorites, ones that I recommend for everywhere learning this fall.

It isn’t the tool that teaches, of course—it’s us. As professionals and craftspeople of teaching in the information age, it’s our responsibility to learn to use these tools in ways that promote collaboration, communication, creativity, critical thinking, and equity for all. Let’s do this!

DIFFERENTIATED TEACHING

Having the ability to customize a formative assessment based on a student’s learner profile without that being obvious to all students makes differentiation easier. In my opinion, only one tool does this. Because it is deceptively simple, it’s easy to not understand the complexity of this tool.

Wizer: Wizer is a Swiss Army knife for teaching. The creators call it a “digital worksheet” tool, but that gives too much credit to paper worksheets—this is one of the best online differentiation tools out there. It allows teachers to add video, audio, and images to interactive worksheets, making them very accessible to all students.

Wizer is simple to use, and other teachers’ digital worksheets are available as well. During quarantine, I interviewed the CEO, Nira Mayorchik Sheleg, and recorded a tutorial with her.

I think this free tool is a must-use, although some teachers say it is targeted to younger students.

Beware of posting a test or quiz publicly as a student could easily find it before they take it if they figure out your username. That said, I think this is a fantastic tool for teaching; assessment is perhaps better left to other methods.

Other similar apps: [HyperDocs](#) from Google is similar, but it would take a plug-in like [Read&Write for Google Chrome](#) to even begin to add differentiation like there is in Wizer.

ESSENTIAL FORMATIVE ASSESSMENT TOOLS

With face time at a premium, formative assessment is moving even more to the forefront of excellent teaching. As knowledge is forming, teachers need to review the data on student understanding so that they can make the most of face-to-face instruction time. And even when we're back in classrooms, movement around the room and paper passing should be limited, so these tools are excellent digital alternatives to many things we used to do on paper.

Video lessons and flipped learning: If a class has to meet online, watching a video together—as is done in the classroom—is pointless. However, teachers who assign videos may be concerned that students are not watching or are not engaging with the material. [Edpuzzle](#) solves this problem. With Edpuzzle, teachers can pause videos, ask both multiple-choice and open-ended questions, and prevent students from skipping ahead in the video.

To improve accessibility, teachers should use YouTube's advanced search to find videos with closed captions.

Other similar apps: [PlayPosit](#), [Vizia](#)

In-Class and Self-Paced Presentations: [Nearpod](#) is my favorite tool for presenting in person and online because I can add quick questions, games, and more. With formative assessment tools and mini-quizzes built in, learning and teaching become fluid.

Students in class or at a distance can learn together in the same space inside Nearpod. The slides show up on the device being used by the student, whether that's a laptop, tablet, or smartphone. Using their own devices helps students closely observe the slides even if they are spaced out and cannot be as close to the board as they would like, making material more accessible to everyone.

You can build a [Nearpod presentation in Google Slides](#) by using the Nearpod add-on. I recommend creating a self-paced version of each Nearpod presentation and posting it to your online classroom so students who are not in attendance can work through content at another time. You'll still be able to review their results.

Other similar apps: [PearDeck](#)

Quizzing and Review: [Quizizz](#) is a tool that lets you make flashcards, give quizzes, and review material in a game-based environment. Recent updates allow polls, subjective

questions, sound files, and math problems to be put into Quizizz, but perhaps the greatest feature for teachers is the “teleport” feature: Teachers can look for other decks of cards based on the content they are creating, and use and modify other teachers’ questions.

This tool uses memes, so make sure to look at those before you use them to make sure they are appropriate for your classroom—some of them may seem less funny during a pandemic, for example. A fun activity is to have the students create memes and to put them in the games. I recommend not using the timer—some students don’t perform well with timers.

I also like [Quizlet](#), which is similar to Quizizz. I use Quizlet to have students make and share their own decks of flashcards. However, I’ve seen many decks in Quizlet with wrong answers, and I suspect it is because so many students make decks here. The accuracy of decks has been much higher in Quizizz for me, but the classroom feature seems more powerful in Quizlet. Just double-check all answers.

Other similar apps: [Kahoot](#), [Quizalize](#), [Socrative](#), and [Formative](#). I talk to a lot of educators who love [Gimkit](#), which they say has some fun games. And there’s [Flippity](#), which takes content entered in Google Sheets and turns it into flashcards and games.

PERSONALIZED LEARNING AND REVIEW

A big problem with traditional homework from a textbook—particularly when students are in distance learning—is academic dishonesty. For many students, the temptation presented when every student has the same 10 problems is to have top students do the homework and text answers to the other students.

I in no way make excuses for this behavior, but when teachers don’t take this into account, students are penalized for honesty and rewarded for dishonesty. It’s better to use tools to personalize the learning experience based upon standards for the class and give each student a set of problems based on their abilities.

IXL: [IXL](#) allows teachers to assign standards in core subjects. Students are given questions and level up based upon successful or unsuccessful answers. As they advance, the problems adapt to their current level. Students are given different questions, so it becomes a much more accurate method of analyzing student abilities.

While IXL has a free app for practice, it has standards assignment and feedback for teachers in premium models (a classroom license starts at \$299 per year). This tool received rave reviews at my school from many parents with one exception—the SmartScore, an algorithm that is not released to students or you. I think it’s better to use the number of problems correct or time spent or another measure as a grade than a nontransparent algorithm. Be super-clear how you are assessing, but I do not recommend SmartScore as the grade. That said, IXL can help students improve their math and grammar skills. It has history and science modules too, but I have not used those.

The live classroom feature allows a teacher to give time for practice and to see which students need extra help. This can replace the students doing homework on paper as the

teacher walks around the class and looks over their shoulders, something we shouldn't do as much this fall.

For younger children, I recommend checking out [XtraMath](#), [Starfall](#), [ABC Mouse](#), and [Freckle](#).

CLASS CONVERSATIONS

Flipgrid: This year when our fifth-grade teacher, Jill Johnson, wanted to have her students present a “wax museum”—where they researched and dressed up as historical figures for presentations—she picked [Flipgrid](#) to make an [awesome video](#). We also used it for senior “last wills” for the junior class. However, class conversations are the best use for this tool, with many classrooms joining [#GridPals](#) and connecting in conversation with other classrooms.

Equity Maps: [Equity Maps](#) is an iPad app that costs \$1.99 for 20 students; it is such a powerful tool for sparking conversations that it is worth mentioning. Whether you have students in class or online, if they can't face one another it can be difficult to facilitate conversation. This tool lets the teacher track who talks. Characteristics such as gender, race, or other information can be input by the teacher, who can see data on talk time, the number of times a student talks, and patterns of who converses with each other—the teacher can see engagement by students.

This is the best tool I've ever used for promoting and assessing conversations that include everyone. With the current atmosphere of inclusiveness and equity—a long-overdue change, in my opinion—this is a must-use tool, especially as spread-out classrooms will likely make it hard to be sure everyone is included.

In my classroom, I started out using this tool without showing students the results, although I told them what I was doing. Then, I began to show it on the board and asked the class to make sure everyone was included in the conversation. Our class goal was “an equitable conversation where everyone contributes.” When we completed a conversation, we discussed the patterns. If I use it in Zoom, I'll share it from my iPad to the whiteboard using the iPad connection tool.

Zoom: While most teachers have [Zoom](#) fatigue, if your school ends up in distance learning, a must-learn technique is [breakout rooms](#). When I taught my Artificial Intelligence course online during distance learning, my students would interview experts, and then we would break out for conversations on individual aspects of the discussion. When students knew we were using breakout rooms, attendance was significantly higher. As in the physical classroom, the online classroom must be collaborative.

Other similar apps: While Google Meet doesn't have breakout rooms as a feature, there is [an extension](#) that allows you to create them. Currently, Microsoft Teams doesn't have this feature, but it is [on their roadmap](#) for the fourth quarter of 2020.

READING

Epic: [Epic](#) was a big winner during distance learning at my school. Our media specialist took the media center online, and Epic became her virtual bookshelf and center for reading. Many parents said their students read more books than ever. With more than 40,000 books, Epic also has listening options and methods for students to share book reviews for their favorite books.

SCREENCASTING

Screencastify: [Screencastify](#) is our teachers' favorite way to screencast. The super-tight integration with Google Classroom made it an easy win for all of us as we recorded and shared content and technology instruction this way. I also like that it's easy to put your face on the video for a personal touch at a distance.

Other similar apps: [Screencast-O-Matic](#), [WeVideo](#) has screencasting built in as well. Windows and Mac OS machines now have screen recorders built in, as do most smartphones. Whatever tool you use, all students and teachers can benefit from screencasting.

Jamboard: This [free tool](#) is part of Google Suite but must be enabled by domain administrators. While you can combine it with other screencasting tools, think of it as a digital whiteboard that can also be collaborative. Many teachers use it as part of screencasting, but it really is in a class by itself.

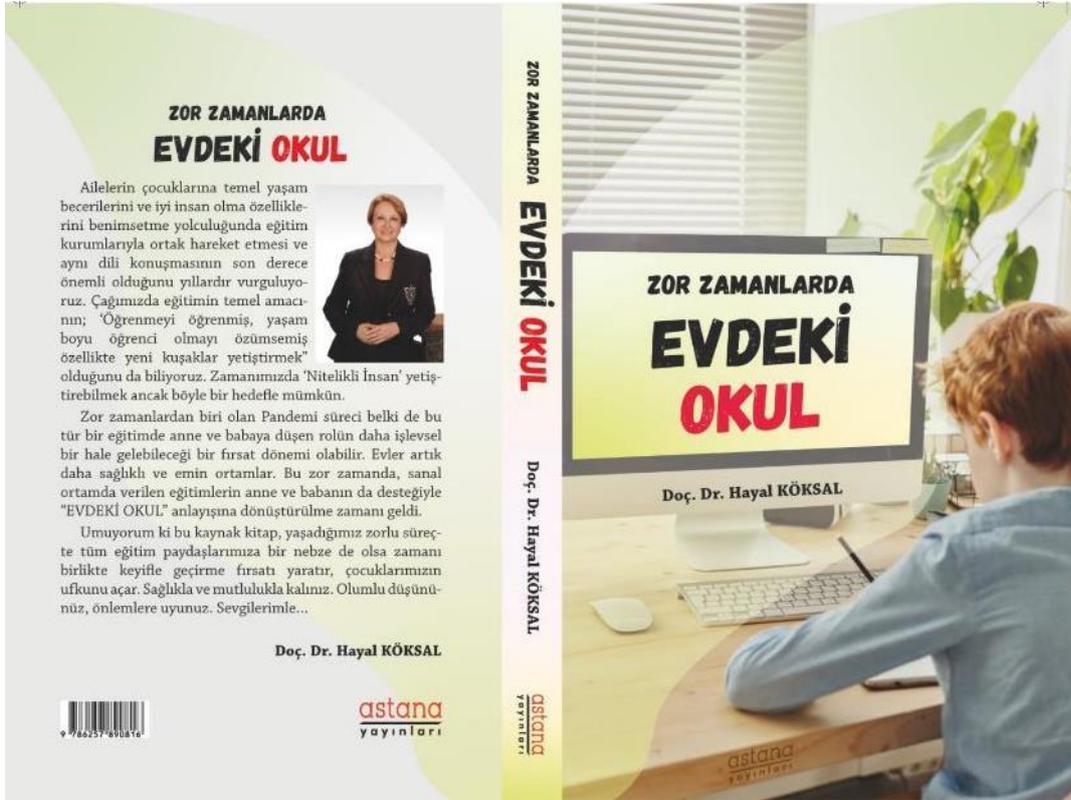
PLN BUILDING

It will be more important than ever for teachers to have a personal learning network this fall. My favorites on Facebook include the [Global Educator Collective](#) and [Pandemic Pedagogy](#), and on Twitter the [#RemoteLearning](#) hashtag has lots of interesting information. Learning quickly is going to be so important.

For example, I recently learned more about the [HyFlex—hybrid flexible—model of teaching](#), in which some students are in the class and others are remote. Schools are finding this seems to work only when there is an assistant teacher who can monitor the remote students. This is an example of how quickly information on best practices can travel through the world if you're paying attention to the right places.

This fall the ability to learn quickly and be flexible is certain to be part of our teaching. One other thing is certain: Our students and this world need us more than ever. We must improve and redefine what online teaching looks like in this age. Let's work together and tackle this challenge together.

INGED SIG NEWS QLAM



HOME SCHOOLING @ DIFFICULT TIMES (ZOR ZAMANLARDA EVDEKİ OKUL)

In fact, the past semester has been a great learning opportunity for everyone. Once again, we understand, especially face-to-face education, is how important for our children. The significance and indispensability of technology have become more revealed, but another fact that emerged was that the great gap between private-public school differences has grown even more in recent years. It is clear that the Ministry of National Education should give

more support to teachers and students in public schools, be more planned and address the concept of equality in education more seriously, and focus more on the lives of multi-brother, less-resourced students living in villages and hamlets. It was also understood that teachers should have digital skills in order to carry out an effective 'distance education' process at all levels from primary school to university.

We have been stressing for years that it is extremely important for families to act in common with educational institutions and speak the same language in their journey to their children to accept basic life skills and the characteristics of being good people. The main purpose of education in our age is to raise new generations that have learned to learn and have absorbed being a lifelong student." It is only possible to raise 'Quality People' in our time with such a goal. The pandemic process may be a period of opportunity during which the role of mother and father in this type of education can become more functional. Homes are now healthier and more confident environments. At this difficult time, it is time to transform the trainings provided in the virtual environment into the concept of "SCHOOL AT HOME" with the support of parents.

As an educational scientist mother and grandmother who has dedicated years to education, I believe it is a huge mistake to confront and destroy children with the virus if health conditions cannot be achieved in the school environment. I always would rather have kids supported at home for several semesters but maintained health, rather than schoolchildren who have been directed to attend schools that have not been provided in accordance with health conditions and therefore have had their bodies, especially those with lungs damaged by the virus. That is what my logic and my heart tell me. If it comes to mothers and fathers who have to work; Shift style and/or reliable neighbor, family, relative collaboration is the right solution to these difficult days, I think. I condemn the parents who are tired of the child's mischief and see the school as a nursing home and the teacher as a caregiver. I have nothing to say to them but to ask them not to lose children.

My goal in writing "School at Home in Difficult Times" is to remind both the majors and minors of the understanding that learning can be possible with other activities and games, as well as the seriousness of the course being processed at the beginning of the screen. In addition, to be able to tell our children how the 'Individual Quality' journey is a pleasant and useful adventure. The book consists of two separate chapters. The first part is for the parents, and the second part is for the students. However, both parts are of close interest to educators. The book has three main purposes:

* Part One: It includes a hundred examples of activities for mothers and fathers to make learning at home fun and efficient. These events need to be held with the children.

* Part Two: It is for our children who have to stay at home in these difficult times, who have to watch the lessons from afar and get bored. He tells them about his journey to becoming a qualified person and leads the way with a number of clues. Then there is the Diary sample on the back of the book. For everyone, especially the students.

* The two parts also aim to support educators. Our valued teachers can use both the activities in the first part and the 'Personal Development and Quality' leadership in the

second part not only with their students in the virtual environment, but also in face-to-face training in their classrooms after these difficult times.

I hope that this source book will create an opportunity for all our educational stakeholders to spend some time together and open the horizons of our children during the difficult period we live in. Stay healthy and happy. Think positively, follow precautions. Love...

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MATT



'When I'm back in a real classroom how do I mute my teacher?'

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 modelling strategies, scaffolds for the virtual classroom, tips for successful breakout spaces and a study on the use of the camera in virtual classes

<https://www.edutopia.org/article/5-effective-modeling-strategies-english-learners>

5 Effective Modeling Strategies for English Learners

By **Daria Witt, Michael Soet**

Providing English learners—and all students—with examples of how to do learning tasks is particularly useful during distance learning.

Despite the huge shifts in pedagogical practice caused by the move to online learning, some tried-and-true strategies, such as modeling for English learners, remain crucial. Since teachers often can't intervene in real time these days, effective modeling—in which the teacher's expectations for student performance are made explicit through an example—is a lifeline for English learners because of the clarity they provide.

In our experience observing K–12 classrooms—including classrooms with only English learners as well as classrooms that contain a mix of ELs and fluent English speakers—modeling is consistently underutilized despite being an easy, high-leverage strategy. It's helpful to remember that providing effective models saves time in the end, since it both provides clear examples of expectations for a given assignment and reduces the verbiage a teacher needs to explain a task.

5 TYPES OF EFFECTIVE MODELS

Effective modeling can take many different forms. In all cases, modeling should clarify the expectations of the task without giving away the answer, and should remain available for students to access throughout the task. The following are examples of effective models.

1. Completing the first one in a set as an example: This is the simplest form of modeling, yet we've found that it's not used enough. Click [here](#) to see an example. In any kind of exercise in which students are working through multiple examples of the same type of question or problem, it's helpful to model one or two examples so students see exactly what is expected of them.

2. Providing explicit guidance on the expectations of the assignment through visual models: Click [here](#) for a humanities example and [here](#) for a math one. These embedded models clearly show the teacher's expectations for performance with visuals instead of many words, without giving away the answers.

3. Using language frames as models for conversational moves: Providing sentence frames models the kinds of conversations students should be having. ELs can engage in conversations more fluidly when they can focus on what they want to express instead of how to express it. See a [See Think Wonder activity with language frames](#) and contrast it with a [standard version](#) of this same activity.

4. Demonstrating how to complete the steps of the task through video: This [video example](#) by Megan Berdugo at Brooklyn International High School models how to solve an equation by showing students each step with an analogous problem. Students can rewatch it as many times as they want and pause where necessary to catch words and ideas they missed.

5. Chunking the steps of a complex process and using a corresponding template for students to complete: ELs can easily get overwhelmed by models of a paragraph, essay, or solution when there is a lot of language to wade through and it's unclear which part of the model corresponds to which part of the assignment. Breaking the model into smaller chunks, and providing space next to each chunk, enables students to focus on one aspect at a time, reducing the cognitive and linguistic loads. Click [here](#) for a writing example and [here](#) for a math example.

We've heard concerns that providing a model reduces the rigor of an assignment. We would counter that while demystifying a teacher's expectations does make the task less difficult for a student, it in no way makes it less complex as long as the model cannot be copied. In fact, great models enable students to jump to the heart of the work instead of spending precious mental energy and time on figuring out what a teacher is asking them to do.

Effective modeling is arguably the most straightforward of scaffolds and requires the least amount of customization for individual students. And like many scaffolds, effective modeling helps all students—not just ELs. For any students who struggle, it provides crucial access that can make the difference between frustration and success.

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<http://blog.tesol.org/6-scaffolds-for-els-in-a-virtual-classroom/>

6 Scaffolds for ELs in a Virtual Classroom **by Judie Haynes**

In May, 2020, I wrote a blog entitled "[10 Scaffolds to Support EL Learning](#)." During a recent [#ELLCHAT](#), a Twitter chat for teachers of English learners (ELs), we discussed scaffolds for ELs in virtual environments. The ideas that were tweeted by the participants were exceptional, and it occurred to me that the strategies mentioned in the chat would benefit all students who were learning virtually. One [#ELLCHAT](#) participant, Greg Hewley (@ghewley), a doctoral student who is currently teaching in Honduras, reported,

Confidence and well-being are so important. It is not easy for students right now and they need to feel good about learning in class. My students have

been doing so well because they have scaffolds in place which lets them take chances and work on more difficult material that may be just out of reach.

This was the consensus of the group, and I'd like to share six scaffolds that were mentioned on the chat.

1) Establish Predictable Virtual Classroom Routines

Shaeley Santiago (@HSeslteacher), an EL coordinator in Iowa, tweeted during the chat that classroom routines could be considered a scaffold for ELs. Zacarian et al. wrote in their 2017 book *Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress* that establishing predictable routines and rituals during classroom activities is crucial for students living with trauma, violence, and chronic stress. During the past year, all of our students have been living with the uncertain nature of their lives during the pandemic. Students are afraid, depressed, and isolated from friends and school. Teachers can help by creating a virtual classroom environment that includes predictable routines, schedules, sequences, and practices, allowing traumatized students to move from an unpredictable environment to a more positive one where events happen in a routine manner.

Teachers have reported on #ELLCHAT and on other social media that they try to establish a welcoming online classroom. They begin their instruction in the same manner every day, and students and their parents have a weekly or daily schedule so that they know what will be happening during the day's lessons. Everything should be predictable: transitions from one class to another, rules for breakout rooms, ways to communicate with classmates, and so on.

2) Increase Wait Time

Wait time is the time teachers pause between asking a question and calling on a student. Generally, teachers wait 1–3 seconds before calling on a student to answer a question. Author Melissa Kelly wrote a [blog](#) on the importance of wait time. She proposes that the length of time teachers wait affects the number of “no” or “I don't know” responses by students. More participation and correct responses were evident when wait time is increased. This is especially important for ELs, but would affect all students. The authors of *GoTo Strategies* (2007) suggest waiting from 3–8 seconds when calling on ELs.

3) Employ Choral Reading and Short Plays and Skits to Encourage Increased Participation

#ELLCHAT participants found that the benefits of this were not only academic but social-emotional because ELs felt a sense of accomplishment when they participated in this activity. Brandon Beck (@BrandonBeckEDU), the author of *Unlocking Unlimited Potential*, mentioned music, skits, and storytelling during the chat. I noticed that my students were able to participate more fully in their general education classrooms when teachers used this strategy.

In my ESL classes, I often combined choral reading with the performance of a skit. Simple well-known skits for classics, such as “Little Red Riding Hood,” provided stories that most ELs are familiar with. With beginners, I read a simple version of the story and showed

pictures to increase comprehension. Students made props for their characters and used them during the skit. The skits combined sections of choral reading with individual performances. I think this would lend itself to virtual learning and could be beneficial for all students.

4) Use Technology to Support Learning

One #ELLCHAT participant, Rachel Spangenberg (@RachelSpangenberg1), an EL teacher in Iowa, leaves her Google Jamboard open with students during a live class but only shares it with ELs who benefit from this extra written support. Some teachers reported that they allow all students in a virtual classroom to interact on a Jamboard in Google Meets. Students can show their work as well as create drawings, emoji stories, and sketch notes using digital storytelling components. Ways to use Jamboards can be found on Jake Miller's website.

5) Use Visual Learning Supports

Shaeley Santiago suggests using lots of visual supports, such as picture cards, bolded words with definitions, graphic organizers with modeling, and videos with subtitles. Shaeley mentioned that using subtitles on videos is an easy but often overlooked scaffold for ELs. She's a big fan of icons to represent the four domains of language. For example, a megaphone for listening, pencil for writing, book for reading and face with mouth for speaking. Beth Skelton (@easkelton), an international consultant from Colorado, suggested using the Noun Project, which is an add-on for Google slides. Beth also recommends scaffolds listed on WIDA for MLLs in virtual environments.

6) Paraphrase Content Before Teaching Academic Lessons

I used this scaffold extensively when teaching fifth-grade social studies to ELs. Social studies presents many challenges for ELs, including a lack of background knowledge and the difficulty of the social studies textbooks. In order to increase comprehension, before lessons, I pretaught vocabulary and then told a story about the day's lesson by using visual aids, photos, charts, drawings, and maps from the book. ELs learned to use the bold print, captions, titles, and subtitles to help them understand the academic content.

When I cotaught social studies with a classroom teacher, I taught a series of lessons on the growth of cities at the beginning of the 20th century. I was amazed to see how relevant my teaching techniques for ELs translated into the general education classroom.

If you have strategies that you use in your virtual classroom to scaffold EL learning, please share in the comment box below.

See our #ELLCHAT Archive mentioned in this blog.

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Judie Haynes taught elementary ESL for 28 years and is the author and coauthor of eight books for teachers of ELs , the most recent being “Teaching to Strengths: Supporting Students Living with Trauma, Violence and Chronic Stress“ with Debbie Zacarian and Lourdes Alvarez-Ortiz. She was a columnist for the TESOL publication "Essential Teacher" and is also cofounder and comoderator of the Twitter Chat for teachers of English learners #ELLCHAT.

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<https://www.edutopia.org/article/7-tips-breakout-room-success>

7 TIPS FOR CREATING AND MAINTAINING SUCCESSFUL BREAKOUT SPACES

By Stephanie Rothstein

Whether you use Zoom, Google Meet, or Microsoft Teams, having students in shared small groups can foster a deeper level of connection and communication, but depending on your class, the age of the students, and the content, it can be a scary moment to release control and trust the space. After all, one teacher cannot be everywhere, and if we are, are we really able to focus and offer support?

Breakout rooms allow me to connect with students and for them to connect with one another in a way that I believe is only possible in a smaller setting.

1. Short and sweet. Keep your breakout time very short! This will help students focus and stay on track. Keeping breakouts to under five minutes can help students understand the one thing they need to accomplish. Once the time is up, call them back to discuss their conclusions, findings, and questions. Perhaps you push them back out into rooms for the next task. This way, groups are able to understand the pace and be ready for what’s to come in the main class.

2. Sentence stems. To help your students understand how to talk to one another, send them into their breakout rooms with sentence stems or sentence starters. You don’t want to pop into a breakout room and have complete silence. Often, students just don’t know where to begin. Sentence stems can help them understand expectations and give them the language to get started.

3. Separate digital rooms links. When I’m using Google Meet and need longer group work time, I make separate meetings for each group and reuse these links throughout the project/class. This allows me to open all the rooms and have them available on one computer by resizing the window. I can use a Chrome extension like Mute Tab, which allows me to mute various meets and focus on one at a time. This also allows me to record the meetings.

To allay any privacy concerns, we only post and record within our learning management system, and videos are not viewable outside our domain. We also don't require that students turn on their cameras. Some teachers only post the videos for students who were absent, but I post them for every class.

4. Volunteers. One of the best realizations to come out of being virtual is that I now understand how many people want to help out in my classroom. It might not be feasible for all lessons, but if a teacher is working with younger students or if this is a topic that you believe really needs some support and outside presence, perhaps enlisting volunteers (student family members, college students, teacher candidates, former students) can create a different kind of space and conversation. They can be people who are part of the conversation—perhaps they're getting interviewed as an expert for a project—or they are there to help with some of the facilitation to free students to focus on the content.

5. Shared gray space. A shared document owned by the teacher has been one of my keys to success. I love using Jamboard or Google Slides for this. I've found that one of the best uses of this is taking advantage of the gray space around the edge. If you reduce a slide or Jamboard by 50 percent, gray space appears around the edge. That's usable space! It just doesn't appear when you present, but I think of it as being like scratch paper, a great area for notes, or a place to put images or icons for student use.

One concern I hear over and over from teachers of younger students is what to provide them as a tool to use when working collaboratively. A shared slide or Jamboard with draggable icons that can represent their thoughts or contributions in a discussion can be so valuable. Another use may be having a shared sentence stem or template that the students fill in together using the visuals and then explain their ideas when returning to the large group.

6. Project progress tracker. A shared space for tracking the progress of the team can be valuable for teachers when students are in different virtual spaces. If I am the owner of all the trackers, I can have them up while students are in their groups and see as they move their project tasks through to-do, in progress, needs feedback, and done. Having students indicate where they are helps them own their learning, keeps them connected, and shows me as the teacher who is in need of feedback and who may need some support.

7. Jobs. Having specific roles for students is a wonderful way for everyone to understand what's expected and be part of the process. Be sure to check in with students about these jobs. I find that students will volunteer for the same ones. It's wonderful to build on student strengths in a team, but it's also important to help support growth. Whether jobs are by choice or assigned, keep track of which students are in which roles to help ensure that there's some variety for future breakouts.

Instructional designer Esther Park created a set of roles in [Google Slides](#) and [Jamboard](#) that apply to a variety of scenarios. In addition, you can have students reflect on their role and how they contributed to the team. My favorite part of a reflection is asking students to give shout-outs to other students on their team for things they did that were helpful or that they

learned from. I then share these with each of the students when we meet to review or in an email.

Breakout rooms take time. The process, like everything else in the classroom, takes practice. But if we provide a meaningful process, we can create an atmosphere that values and celebrates student voice and choice.

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<https://www.edutopia.org/article/camera-oncamera-dilemma>

The Camera-On/Camera-Off Dilemma **By Youki Terada**

A new study offers some guidance for striking a balance between class cohesion and privacy. Plus, strategies from teachers to encourage camera use in context.

When the Cornell professors Frank Castelli and Mark Sarvary switched from in-person to remote teaching last spring, they established an “optional, but encouraged” policy for video cameras. Concerned about equity issues, they didn’t want their students to feel uncomfortable if they lacked access to a private space or were embarrassed by their home environment, for example.

“The Covid-19 pandemic has already increased college student anxiety and depression, and a mandate for camera use may add to that trauma,” they reasoned in a [new study](#). But by the end of the year, the duo realized that they might have struck the wrong balance. Faced with a sea of blank screens, they often wondered whether they were talking to themselves. How were their off-screen students reacting to challenging material?

While the professors wanted to respect student privacy, the lack of ambient feedback when the Zoom camera was off put a real damper on learning. “Instructors benefit from receiving nonverbal cues from their students such as smiles, frowns, head nods, looks of confusion, and looks of boredom, so that they can evaluate their teaching in real time and adjust accordingly to improve student learning,” Castelli and Sarvary write—emphasizing the [value that comes from being able to read students’ faces](#).

Students, too, benefit from being able to see each other onscreen. In the study, a majority indicated that “using videoconferencing helped build trust and rapport with other students and helped them to develop a sense of identification with others in their group.” The social context of living classrooms—the often-invisible human connection that reinforces learning—was missing for students, who insisted “that being able to hear and see each other in real time helped construct a ‘more complete picture’ of their peers.”

If both sides of the educational equation were losing out, then a middle ground needed to be found, the professors thought—one that respects the rights of students but supports the social dynamics of learning, at least in some situations.

To refine their strategies around camera use, Castelli and Sarvary surveyed hundreds of students to identify their main privacy concerns. The students, it turns out, weren't staying off-camera for the anticipated reasons. Forty-one percent of students said they turned their cameras off because they were "concerned about [their] appearance": They had messy hair, were wearing pajamas, or hadn't yet showered, the study reported. Relatedly, 17 percent of students felt that everyone was watching them, creating a sensation of unbearable self-consciousness.

Equity-related issues also cropped up. Underrepresented minorities were twice as likely to be concerned about their homes being visible and were 12 percentage points more likely to cite a weak internet connection—perhaps a reflection of how the pandemic can exacerbate the digital divide.

QUICKLY ESTABLISH A NORM

Being proactive about cameras early on can be an easy first step to establishing the norm—more so than during the school year, if a camera-off culture has set in.

That's because virtual classrooms—and the expectations that follow—may be new to most students. In the study, one in 10 students didn't turn their camera on simply because they felt that was the norm. "If you don't explicitly ask for the cameras and explain why, that can lead to a social norm where the camera is always off," Castelli and Sarvary warn. It can quickly become "a spiral of everyone keeping it off, even though many students want it on."

To counter this, Castelli and Sarvary recommend including the camera policy in the class syllabus and explicitly encouraging camera use on the first day of class. A camera-on norm can also help address the main reason why students turned their cameras off: concerns about their personal appearance. If students anticipate being seen on camera, they'll be more likely to brush their hair and dress appropriately.

TEACHER-TESTED STRATEGIES TO ENCOURAGE CAMERA USE

Addressing norms doesn't mean that students will turn the camera on daily—you'll still need to make accommodations for students, and you'll need to encourage camera use contextually.

For Liz Byron Loya, a visual arts teacher in Boston, encouraging students to turn their cameras on has its roots in building a positive community, not in expecting compliance from students.

"Focus on trust, both teacher to student and student to student," writes Byron Loya. "Students who know they are safe and cared for by their community will be more comfortable having their cameras on."

Icebreakers and games—Pictionary and charades come to mind—can help ease students into turning their cameras on, especially if they feel that the focus is less on them and more on the activity.

Byron Loya also offers specific tips for encouraging students to turn their cameras on:

- Survey students to identify barriers preventing them from participating.
- Remind students that they can use a virtual background if they don't want to show what's happening behind them.
- Encourage students who have social capital to use their cameras.
- Enable the waiting room and greet students one by one as they enter your virtual class.
- Use Zoom's "Ask to Start Video" feature to invite students to turn their cameras on.
- For students who are reluctant about giving a live presentation, provide an option to submit a prerecorded video.

For students who request to keep their cameras off, high school teacher Katie Seltzer holds camera-optional Socratic seminars. "Students in the outer circle, who typically would be evaluating the participation of their peers in the inner circle, used the chat feature to echo powerful comments they heard and ask questions of the inner-circle group," writes Seltzer. There's no stigma associated with having their cameras turned off, since the activity allows them to fully participate in a way that mirrors the activity in traditional in-person classrooms.

Alex Shevrin Venet, a community college teacher and former school leader at an alternative high school in Vermont, believes that the key to encouraging students to turn their cameras on starts with the teacher. Model mistakes and try to be authentic, she suggests, and let students know that it's OK to be themselves on video.

"Don't worry about sounding rehearsed or making your space look Instagram-perfect," writes Venet. "Embrace the fun and silly moments when pets and family members make guest appearances. Create an environment where students recognize that turning cameras on means laughter, making silly faces at friends, and being seen for who they are."

OUR NEW SIG
The INGED Q-ELT SIG

REFLECTING ON A SESSION FOR AHBAP PLATFORM,

BOLU

By Aydan Ersöz



Upon a request from Ahbap Platform, Bolu I held a session, "Increasing Productivity in Distance Education" on 3 February 2021. The talk was in Turkish as there is diversity and variety among the members of Ahbap Platform.

Ahbap Platform and Association was founded by Haluk Levent, a famous rock singer. It is a collaboration movement that works with value systems based on solidarity, sharing and love. It is based on the Anatolian cultural treasure and it aims to carry these values to the future by developing it with the possibilities of modern knowledge and technology.

Among the audience, there were parents, teachers, and university students. The talk itself was 45 minutes long. The question-answer part after the talk took another 45 minutes.

First, for teachers, we covered the ASSURE design model as a distance education environment. The ASSURE model is a methodological guide used for planning and realizing education, and it includes the use of classroom media and technology. The ASSURE model describes processes such as needs analysis, product design and development and prototype experiments. The ASSURE model consists of six stages (Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2005). Instructional technology and media for learning (8th ed.). Columbus, OH: Pearson):



1. Analyze Learners: Planning is to identify the learners in terms of demographic characteristics, learning styles, lifestyles, entry competencies, etc.
2. State Objectives: To state the objectives in terms of what the learner will be able to do as a result of instruction.
3. Select Instructional Methods, Media and Materials: Select available materials, modify existing materials or design new materials for implementation.
4. Utilize Media and Materials: To plan how the material will be used to implement, after selecting appropriate material.
5. Require Learner Participation: To be effective, instruction should require active mental engagement by learners.
6. Evaluate and Revise: To evaluate impact and effectiveness of instruction and to assess student learning.

Then, with learners, we talked about the advantages and disadvantages of distance education. With the world suddenly online, being productive at home is essential to be successful; especially for anyone taking online classes. Students should know that if they stay productive, they can get more done in less amount of time (<https://www.collegelife.com/blog/tips/increase-productivity-in-online-classes>). For those who are used to the in-person setup, this shift to becoming a full-time remote student is proving to be a bit more difficult than expected. The problem does not lie with the lack of technological capability. Today's college students are more than capable of navigating the necessary technology for online learning. Instead, the real problem is staying focused.

While being home with nowhere to go might seem like the perfect opportunity to jump into learning, instead it's proving to be the perfect reason to get distracted and procrastinate. Some productivity tips that we mentioned are:

- Set up a designated space for studying – this space should only be for schoolwork and nothing else. This will trick your brain into believing that when you're in this space, you're there to learn and to work. Make sure you have any supplies you will need from the start as well (your laptop, charger, pens, anything you will need for study). Choose a well-lit space. Find ways to brighten up your space and make it more your own (a potted plant, cute pen holders, a colorful cup, etc.).
- Create a schedule – You need to plan your time and actually stick to the plan. Otherwise, with an unlimited number of hours before you, you may find yourself in a never-ending cycle of procrastination. Regardless of how you design your day, make sure you follow the plan.
- Remove distractions – And your biggest distraction is your phone, so put it aside or put it on do-not-disturb mode. This will give you more focus and you can finish your work faster. Make sure you remove any other potential distraction as well; this includes TV, iPads, and even your pet. Set yourself up with a snack, drinks, etc. so you don't have to get up if you get hungry. For every 50 or 60 minutes you study or do work, give yourself ten minutes to check your phone and do something fun. Then get back to work.

- Let others know when you don't want to be disturbed - Share your schedule with your family, housemates, and/or friends and straight up ask them NOT to disturb you during your designated study time unless there is a serious emergency. You can have a signal or sign around your space.
- Figure out what helps you focus - Some people work best with background static, but not noise; others work best to music or silence. Some people find that they're unable to focus if they're in their pajamas, as they just don't feel ready to work. Others can't focus unless they're comfortable. Be sure you know what works best for you so that you can set yourself up for success from the very beginning.
- Don't rush – Being a remote student is a marathon, not a sprint. Set yourself up for success and productivity, but don't forget that if you push too hard, too fast, you'll burn out. Pace yourself and be sure that there's plenty of down-time and time for self-care in your Schedule.
- Take good care of yourself - Having time for good nutrition and exercise built into your schedule will make you more productive for the long term and will probably make you happier as well.
- If none of these works, get someone to help you - If you're really struggling to stay productive at home, don't be afraid to ask for help. Ask a family member, a friend, or your roommate to keep an eye on you. Match your schedule to theirs to keep yourself on track, or simply have them check in on you to make sure you're getting your work done.

Lastly, with parents, we talked about how they can help their children to be more productive. Children should NOT see their parents as their educators but as their greatest cheerleaders and coaches who are constructive and motivating. Parents should control the environment. They should support setting the pace, building a physical space intended for learning, and continue to encourage in the absence of a daily face-to-face interaction. They should also set an increased value for education and learning in order to be good models for their children. Teachers still play an absolutely critical role in e-learning and maintaining open, frequent communication is key to student success; hence, parents need to take part in this ongoing dialogue to make sure students stay on-pace and get the appropriate help when its needed.



REFLECTING ON A SESSION FOR TURUNCU SCHOOLS

By Aydan Ersöz



Upon a request from Turuncu Schools, I held an online session on 21 January 2021.

The title “For English Press Nine” was chosen by the school but it did not cover the content of the talk. The content was more related to how to increase teacher and student engagement in online lessons, and the roles and responsibilities of parents. The talk was in Turkish for the parents.

I talked about what works and what doesn't to motivate our students in online classes. As we all know motivation is the vital prerequisite for any learning to happen. It seems that effective face-to-face education factors also apply to online setting. Unless students take ownership of their own learning or enjoy the learning process, they suffer from the feelings of isolation, frustration, and disconnection.

If, as teachers, we want to motivate students online, we should provide opportunities for students to personally connect to the subject matter; have students set their own goals; set up a system for self-monitoring and progress-tracking; encourage students to collaborate with you on the syllabus or course reading material; and act as the facilitator, rather than transmitter, of information (<https://elearningindustry.com/motivate-students-online-works-doesnt>).

Simply explaining or lecturing makes online classes painful and boring; hence, our first aim should be to make online lessons fun and somehow related to our students' world. Finding out ways that can catch our students' attention and engaging them more is of utmost importance. Here are some suggestions if we want to trigger all factors that contribute to student success, such as a sense of community, encouraging engagement, interaction with other participants, and cooperation/collaboration:

- Start with interesting facts or fiction, or throw a challenge. For example, you can state that "Climate change is a lie". This may increase their curiosity about the situation. They will need to collect information to prove you wrong. It will also encourage their critical thinking skills as they will be questioning certain claims.
- Use games and fun activities. Regardless of their age, all students love playing games. They not only increase interaction but also create opportunities for exploration. You can also try gamification (implementing game mechanics) in your online classes.
- Increase interactions. If students sit passively and listen to you for a long period of time, they will get bored and lose their interest. Making use of discussion boards, breakout rooms, and/or shared screen will increase student interaction. In addition to external social networking tools, such as LinkedIn, Facebook, Telegram, Instagram, and WhatsApp, students can meet each other in real time on Skype, Zoom, Google Hangouts, etc. to share and comment on the content, to contribute, to give feedback, and/or to carry out peer-evaluation.
- Use humor. It is a commonly known fact that humor makes people feel more comfortable and creates a positive environment. However, as a teacher you need to keep humor relevant, clean, lighthearted, and use it in moderation.
- Use videos. Videos are excellent visual aids modeling both the verbal and nonverbal aspect of communication.
- Break down instruction time. You may have five-to-fifteen-minute segments of instruction each of which focuses on a single objective. Pouring down information on students make learning painful and boring.
- Provide timely and effective feedback. Successful online learning requires continuous feedback and ongoing evaluation which includes self-assessment. Giving/getting feedback is an important part of the learning process. You shouldn't see it as a waste of time. On the contrary, you should invest more in feedback. You should also answer messages sent to you promptly. If your students need your help, you should be available to offer it.

In this session, we also talked about the roles and responsibilities of parents during these difficult times. Above anything else, students need to feel safe in the learning environment. Their basic needs such as food, clothing, medicine should be met. They need to be treated with affection and patience, and protected against cruelty and abuse. They should be given the necessary devices/equipment/tools and have a designated study area where students can attend the classes and study without disturbance.

Due to the present conditions, parents are stepping in as facilitators and learning coaches. For parents, it is definitely an added responsibility considering their financial responsibilities, personal work, work from home, and household chores, and it is NOT easy to do. We all

know that there is a direct positive correlation between parent involvement and student's academic success. Hence, be it the traditional learning environment or the current distance learning situation, it is imperative for the parents to actively participate in their child's daily online learning (<https://vega.edu.in/role-of-parents-in-online-learning/>).

Most of the time, children model their parent's behavior and attitude; hence, parents should model a positive attitude. Instead of criticizing the online classes or teacher's/school's efforts, they should be empathetic and understanding towards such efforts. They should not treat online classes as a temporary arrangement as we do not know for sure how long this situation will last. They should not allow their children to skip the online classes suggesting everything would be repeated once school reopens. They should not have any unrealistic expectations from their children and their teachers that magically the child will receive everything that is educationally necessary, through internet.

Today's children are smart, they are technologically advanced, and they are confident and sometimes can be overconfident too. Hence, lack of supervision or constant monitoring may cause mischiefs and naughty acts. It is the parents' responsibility to create an at-home learning environment that will have a set of rules, decorum, ethics, and regulations.

Online learning doesn't require the parent to be a homeschooler, as assumed by many, but a learning coach and facilitator who will help the children. They should not intervene while the teacher is conducting a class. When the session is over, they need to constantly encourage their children, praise them after the session, have open-ended communication about their views on online learning and consider their feedback worthy enough to be discussed with the teachers. Collaboration is the key concept. As a parent, seeking support from the faculty through phone, email and messaging will help build strong relationships and trust.

Another point that parents should be careful about is cybersecurity. Online learning is invaluable, but it also poses threats to cybercrimes such as inappropriate content, cyberbullying, oversharing of private information, and/or online game addiction. So, they should educate their children about digital citizenship and how to stay connected yet safe. As parents, they need to set an increased value for education and learning by dictating online learning time, prioritizing needs, and giving personal attention. Managing their own emotions will help their children stay focused on their learning till school reopens and life goes back to normal.

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article on how teachers' choice of words can affect student motivation.

<https://www.edutopia.org/article/how-choose-words-motivate-students-during-online-learning>

How to Choose Words That Motivate Students During Online Learning By **Katie Novak**, **Mike Anderson**

Framing assignments in student-centric rather than teacher-centric ways can encourage engagement and persistence in learning.

Self-motivation. Ownership. Engagement. We have always wanted students to feel passion for learning and to be intrinsically motivated—to be driven from within. With much learning moving to an at-home environment, these student characteristics are more important than ever, and the way that we, as educators, frame at-home learning experiences can have a profound impact on how students feel about them.

This will be especially important for some students. Consider the barriers that may impact student learning at home: lack of internet, devices, and support. Add to the mix competing priorities like supporting siblings, having essential jobs, and coping with stress and trauma, and it's clear that motivation, resourcefulness, and self-regulation are critical.

This isn't to say that student engagement is everything. Districts and schools have to consider barriers through an equity lens and ensure that all students have the essential supplies to access learning, but access alone will not equate to equal opportunities to learn if we don't also help students become engaged, innovative, and empowered.

Yet if we learned anything last spring when schools shut down and kids stayed home, it was that many students struggled to stay engaged. What if part of the problem has been how we have framed the work? What if, without meaning to, we have taken engaging, inspiring, and awesome work and made doing it acts of compliance instead of engagement, simply by the way we framed it?

For example, let's say a teacher has incorporated elements of Universal Design for Learning (UDL) as students build an understanding about how geography affects human settlement and resource use. Students are offered multiple means of representation to learn (attend a live Zoom or watch the recording, read or listen to an online article, view a documentary, read the textbook, etc.) and several choices of assessments to express their understanding (journaling or writing a paper, producing a video reflection, recording a podcast, etc.). Sounds awesome, right? Kids should be excited, shouldn't they?

WHAT THIS LOOKS LIKE IN PRACTICE

Let's consider how teacher messaging might impact students' enthusiasm.

Teacher 1: "OK, everyone. I've got several choices for you to learn about how geography affects where people decide to live and the way they live. I expect you to choose at least two different resources to explore for me, and I want you to also pick one activity to try. To get full credit on the assessment, you will need to cite the resources you used."

Teacher 2: "OK, everyone. You have several choices for how you get to learn about how geography affects where people decide to live and the way they live. Don't forget to use at least two different resources, and then pick an activity to try. You can do more than one if you want! Remember to cite resources to give credit to other authors and organizations and boost the credibility of your work."

Notice that the first teacher emphasizes compliance through the use of teacher-centric language ("I want," "I expect," "I've got") and extrinsic motivation by emphasizing getting "full credit." The belief behind this message is, "Kids probably won't want to do the work, so I need to tell them what to do and motivate them to do it." The second teacher uses more student-centric language, offering invitations and suggestions, while speaking primarily in the second person instead of the first. Their assumption and expectation is that students are motivated to learn, and their role is to guide and support students' learning.

The suggestions below may help you to reflect on the power of language as you design and deliver learning that embraces variability; eliminates barriers; and helps students to build intrinsic motivation, sustain effort and persistence, and self-regulate during Covid-19 and beyond.

Moving From Compliance to Engagement

- Instead of "I expect you all to...," try "Your next challenge is..."
- Instead of "I want you to...," try "What's a goal you have..."

Move From Teacher Ownership to Student Ownership

- Instead of "Here are three things you need to do...," try "Here are three things to try as you..."
- Instead of "I've created some choices for you...," try "You have several choices to consider..."

SHIFTING FROM EXTRINSIC TO INTRINSIC MOTIVATION

Rather than tell students what they need to do to get a good grade, consider explaining what they should keep in mind as they aim for high-quality work. When it comes to things like the importance of citing sources, don't frame it as something that's necessary for a good grade. Instead, show how this improves the work. Suggest to students that it boosts the credibility of their work and gives credit to other authors. Offering rewards for completed assignments also can backfire. Instead, you can ask students about their goals for the work.

Changing language habits is really hard. So here's something to try. As you're teaching and talking with students, record yourself using the voice-memo app on your phone; or, if you're teaching remotely, record the session. You may also want to review directions within your learning management system, rubrics, and letters home. Which phrases do you use that emphasize student ownership, engagement, and intrinsic motivation, and which ones may unintentionally indicate the reverse? Pick one phrase or habit to work on so that you don't feel overwhelmed.

There is so much to adapt to support students' at-home learning that it can feel overwhelming, and there's so much that feels out of our control. Language is a simple and powerful thing we can control.

This work isn't about us. We don't have power over our students, but we provide them with the support so they can find the power within themselves. And when we talk about learning as though it is the reward, and provide students with the scaffolds and support to pave their journey, we will be closer to our intent: students finding the resources they need and using their voices to share what they know in ways that are relevant, authentic, and meaningful to them.



Mother who shared this photo:
Got my son a cat to get him away from the phone! This is what happened!!!



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The English Class as a Group

by Margit Szesztay

taken from IATEFL VOICES January/February 2019

I'm a firm believer in the creative potential of groups. As a teacher and a trainer, one of my key aims has been to build open and inclusive communities out of the roomful of individuals who enter my classrooms and training rooms. Recently I gave a webinar where I shared some activities to illustrate that a sense of play, spontaneity and group creativity can transform our classrooms into places where deep and meaningful learning takes place as a collective endeavour (IATEFL monthly webinars, June 2018). Pair work, group work, whole-class debate and discussion, as well as other work modes which get students interacting with one another are useful tools for tapping into the creative potential of groups. At the same time, giving students the space to take the initiative, engage in open-ended activities, ask questions and express their opinions on issues that matter to them is not without dangers and creates particular challenges. This article will highlight some of these challenges and offer some suggestions for how to meet them.

Affinity bias

We tend to be positively biased towards people who are like us. The similarities can be superficial, such as people who dress like us or support the same sports team. Sometimes these biases relate to deeply held values and identities, for example, shared religion or cultural background. We are often unaware of how our own biases influence what we think about others and how we interact with them. This kind of positive discrimination becomes a problem when it creates insiders and outsiders and can have a negative influence on students' willingness to interact with all members of the classroom group. Formulating guidelines for classroom interaction jointly can help to raise awareness of affinity bias—see Interaction Guidelines. In addition, moving students around regularly so they get used to communicating with everyone can help to build the class as an inclusive community.

Continuous Partial Attention (CPA)

This term was coined by Linda Stone (2007) to describe the state of mind created by the urge to be connected to a virtual reality, to constantly check for messages or new posts so as not to be missing out. The danger is that the fast-paced, visually stimulating world of

multiple connections which we can enter instantly via our hand-held devices is limiting our ability to focus and listen during real-time, face-to-face encounters. It is often the mental effort of paying attention that makes communicating in groups meaningful and engaging. And yet our ability to pay attention to those around us is being compromised. In my own classrooms, I've observed the way small acts of inattention, such as checking for smartphone messages, can have a cumulative effect and can create a general state of distraction. It is important to use technology consciously and purposefully in the classroom and to build in generous amounts of screen-free communication.

Groupthink

There are many social forces at play influencing the way people behave in groups and the pressure to conform is a powerful one. For example, if you ask students at the start of the school year to introduce themselves and the first one says her name and age and talks about her hobbies, chances are the second student will follow suit and share the same type of information. The term 'groupthink' was coined by psychologist Irving Janis (1972) and it refers to a special kind of conformity: the urge to reach consensus and maintain the cosy, feel-good factor in a group at the expense of considering critical voices and minority views. When groupthink is at play, members tend to self-censor—they don't raise issues or bring in perspectives that might rock the boat and endanger group cohesion. The teacher's role is key in helping learners to notice the social forces such as peer pressure or groupthink and inviting multiple interpretations and a multitude of perspectives on any topic being discussed.

Interaction Guidelines (Sample)

- We are curious about other people's views and ideas.
- When someone speaks, we listen without interruption.
- Everyone's voice matters and can enrich the group's understanding.
- If someone is quiet, we can involve them by asking a question.
- If you have a lot to say, remember to balance speaking with listening.
- Do not hold back an idea out of concern about what the teacher or others think.
- Refer to classmates by their name and make eye contact with the people you are addressing

Hot buttons

According to the Merriam-Webster dictionary, a 'hot button' is an issue that causes people to feel strong emotions such as anger, and can lead to heated arguments. The emotional undercurrents in a given situation can intensify our response to an issue. For example, a sarcastic comment, a patronising look or an aggressive tone of voice can act as triggers, as can differences of opinion. Strong feelings such as anger and frustration can cloud our vision and make us lose our calm. Such emotional stumbling blocks can derail interaction in the classroom and bring it to a dead end.

In his book *Focus*, Daniel Goleman (2013) claims that one way to define emotional maturity is to think of it as the widening gap between 'impulse' and 'action'. So, raising awareness of the 'hot buttons' phenomenon in our classrooms and helping our students to learn how to

control their impulses during a heated discussion, for example, is a way of fostering emotional maturity. Working with topical stories can also raise awareness, and you could use the ‘Hot buttons’ story for this— see below.

Hot buttons story

Mole was driving on the motorway with his friend Badger. He was enjoying the ride and feeling good about himself. Suddenly another car driven by Rat cut aggressively and dangerously in front of him. Mole turned purple with rage and started hooting and shouting. Rat just laughed and accelerated away. Ten minutes later, Mole was still very upset. He turned to his friend Badger and said, ‘That kind of behaviour makes me so angry!’ ‘Excuse me, Mole’, replied his friend in a calm voice. ‘Why do you allow yourself to get angry because of what another driver does?’ Mole was speechless. He was expecting some sympathy from his friend. ‘What that driver did was information about him. The way you respond is information about you. You don’t have to let it affect you,’ Badger continued. And so it was that Mole learnt an important lesson that day. Letting yourself be provoked by other people’s behaviour is like handing over the remote control to your emotions. Based on a story in Owen (2000).

Noise and volume

Some low-level background noise can be conducive to group interaction—it can make shy students feel less self-conscious and ready to speak up. I’ve seen teachers put on background music or open the window in order to create this kind of positive background noise. However, too much noise can make it impossible for students to hear and understand what their peers are saying and this way impedes communication.

One thing I have found helpful is to encourage students to find their optimal voice for different speaking tasks. This means speaking at a volume that is loud enough for my speaking partner or groupmates, but which does not distract the groups around us. This is especially important with large classes. It can also be helpful to rethink tasks and activities in terms of the optimal use of classroom space. For example, when working with a large class a ‘gallery walk’ type of activity spreads students around the classroom and the physical distance from other groups can make it easier to sustain attention.

‘Gallery walk’ activities

You can turn your classroom into a ‘gallery’ and invite students to walk around, visit and respond to the ‘exhibition’. You can exhibit quotations, questions, pictures, photographs, riddles or controversial statements by putting these up on the walls of the classroom. Students then walk around in pairs or groups, discuss their ideas and write a joint response to what is on display. For example, their task can be to come up with a title for the pictures being exhibited. Finally, you bring the class together and students share and discuss their impressions and responses.

Ping-pong match

Another danger to watch out for is the ‘ping-pong match’ phenomenon. It can occur between teacher and student(s) or among students. We can get locked into an argument that goes back and forth between the two parties, just as the ball bounces back and forth during a

ping-pong match. While defending our arguments is a useful skill and can also be energising, it can create unhelpful scenarios. When two students engage in this kind of debate, the rest of the class can disengage and switch off. A polarised debate can also divide the class into two camps with each one supporting a different side. When you notice a ping-pong match developing in the classroom, break it up by inviting in other students. Ask: ‘Is there anyone who sees this differently?’ or ‘We seem to be locked into an argument here— are there other aspects to the topic that we could consider?’ These questions can be helpful teacher interventions.

Rows and fixed desks

Such an arrangement is still the reality in many classrooms around the world. This reflects the ‘jug and mug’ view of education: the teacher is the jug full of knowledge and the students are empty mugs passively receiving knowledge. It can be a real challenge to bring group interaction and student-to-student communication into a traditional setting like that. Initially, it can be helpful to establish home groups, i.e. groups of four students who regularly work together. You can set this up by asking students sitting in odd-number rows to turn around and form groups with the ones sitting behind them. The next time you want students to work in groups, you just need to ask them to get into their home groups. After a few weeks, you can reseal students to create new home-group combinations.

Swampy lowlands of practice

As teachers we inhabit what Donald Schön called the ‘swampy lowlands of practice’ (1983: 42). The communicative English classroom places special demands on us, and it is easy to lose perspective and feel overwhelmed. Getting attention back after a noisy speaking activity, encouraging shy students to speak up, dealing with tensions that can arise out of differences of personality or opinion, to name but a few examples, are no easy feats. It can be a real challenge to keep an eye on the class as a whole while our attention is being pulled in so many directions. I’ve found it helpful to consciously take up the mental position of a semi-outsider, to move into ‘helicopter view’ (Bee and Bee 2002). For example, when students are working in pairs or groups, I can ask myself questions that orient my attention to the class-as-a-group dimension: What is the level of engagement? Is anyone switching off or drifting out? Do I need to make any on-the-spot adjustments to my lesson plan?

Wall of silence

Has it ever happened to you that an interesting topic or an exciting classroom activity did not lead to the engaged interaction that you were hoping for? Have you ever posed what to you seemed like a thought-provoking question to be met by what felt like an invisible wall of silence? As teachers, we should remember that it takes courage to speak up in a group and saying something to the whole class is an act of public speaking—something that most of us dread. A judgemental atmosphere where mistakes are stigmatised can make it even harder to find the courage to break the silence. That’s why it is important to create an atmosphere of trust and openness where students are not afraid of making mistakes and dare to voice even half-baked ideas.

Zebra mentality

This is about seeing the world in black and white—like the stripes of a zebra. It often means simplifying complex issues, ignoring the multi-dimensional and the subtle. As teachers, we can contribute to such a mentality unwittingly by only asking questions which have one correct answer, and being over-concerned with 'covering the material'. Tapping into the creative potential of the classroom group by asking open-ended questions and creating opportunities for our students to learn from one another will help them to see that the colours of the world are more like those of a tropical goldfish than of a zebra.

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6 Ways to Build Fluency in Second Language Writing by Betsy Gilliland

taken from
TESOL Blog, 4 November 2020

What is Fluency in Writing?

When asked what their goal is in learning a language, many learners say they want to be fluent in both speaking and writing. In everyday discussions, we often think of fluency as a reflection of a writer's ease and comfort with writing. In second language acquisition research, fluency is often discussed as one of a trio of measures along with accuracy and complexity. These measures are all necessary elements in building writing quality and sophistication.

The standard definition of fluency is the number of words (or clauses or t-units) written in a set period of time, while accuracy considers the number or proportion of error-free units and complexity the number of words per clause. Abdel Latif (2009) argues that simply calculating the ratio of words written to time is not an accurate reflection of what fluency really is, however. The approach ignores the fact that more expert writers have a better understanding of the genre they are writing and genre-appropriate language. Abdel Latif's (2009) study of Egyptian EFL writers found that the "mean length of translating episode" (p. 549)—in other words, the length of a chunk of text written without pausing—correlated with writers' linguistic knowledge and text quality.

Researchers have identified a trade-off among fluency, accuracy, and complexity as well, noting that if a writer focuses more on writing accurate (error-free) sentences, they write less fluently.

Why is Fluency Important?

As teachers, we want to help our students write more fluently for many reasons. Fluency is what allows writers to get their thoughts into text form without forgetting what they want to say next. Fluent writers can accomplish what they need or want to do with written text, whether that is having a text message conversation with a friend in another country or completing a doctoral dissertation. Our purpose, therefore, is to help writers learn to write fluently without getting overly hung up on accuracy. This blog post proposes six ways to support second language writers' fluency development.

How Can Teachers Support Learners' Fluency Development?

1. Word Association Games

One challenge for second language writers is coming up with the right word for what they want to say. Word association games make retrieving known words fun while also introducing learners to new but related words. In a classroom setting, students can stand in a circle and toss a ball to each other, calling out words following a set pattern. For example, the pattern could be "fruits and vegetables," so each student names one fruit or vegetable and tosses the ball to another student.

You can decide on whether to allow repeated words; it gets much harder if students can't say a word that has already been said! (In an online class, you might use the chat window and call out students' names instead.) [Games4esl](#) describes more fun word association games.

2. Looping

Writers sometimes protest freewriting activities, claiming that they run out of things to say before the time is up. Looping is a freewriting activity that breaks up the process and ensures that writers continue to generate new ideas. Ask intermediate or higher proficiency students to freewrite for 5 minutes (on a set topic or anything they choose), then stop and read what they have written. In that text, they should choose a word or phrase they like and write for another 5 minutes about that word or phrase. Repeat several times, each time reviewing the most recently created text for a new idea.

Alternatively, at each stopping point, writers could pass their texts to another student, who would then find a word or phrase to prompt their own writing. This activity helps writers find a focus for writing and explore related ideas. Writers may be surprised at how much text they can actually upcycle into a more formal paper, too.

3. Academic Chunks

As Abel Latif (2009) found, learning "chunks" and standard phrases used for setting up academic texts can help writers build their fluency. The [Academic Phrasebank](#) is a valuable resource for university and graduate student writers to start learning ways to frame their claims and discuss published research. The creators of the Academic Phrasebank point out that these phrases are frequently used across academic writing (e.g., for explaining causality and giving examples), which means that they are not unique to an individual writer (and

therefore using them is not plagiarism). In a writing class, teachers can support learners to identify a set of useful phrases that they can use as they summarize published research and report their own findings.

4. Planning Before Writing

Johnson's (2020) review of the research showed that overwhelmingly, the more writers took the time to plan before starting to write, the more fluent (and accurate and complex) their writing was. This suggests that another way to support writers' fluency development is to scaffold their planning process before they start writing sentences and paragraphs. Some supports for pretask planning include the preceding brainstorming activities (word associations and looping) but also more formal idea-gathering and organizing activities like using graphic organizers and creating outlines.

5. Writing Blind

Many second language writers become overly concerned with the accuracy of their writing and continually stop to edit and revise text they have just created. There is therefore some benefit in not being able to see what they have just written so that they are not tempted to edit instead of continuing to write.

For writers who have some degree of typing ability beyond "hunt and peck," computers allow a clever trick to get away from the temptation. Once they've opened the document they will be writing in and saved it once (so it won't get lost if they hit the wrong key), they should turn off or dim the screen and start typing. After a set period of time, they can turn the monitor back on and review what they have created.

6. Rewards or Consequences

Another useful way to push writers to generate text without concern for accuracy is to set up an incentive. A very simple website called [Written? Kitten!](#) gives writers a textbox in which to start typing. For every 100 words they write, a photo of a cute kitten (or puppy or bunny) appears. Because there are no editing tools included, this site also reduces the temptation to keep editing grammar or formatting headers.

If writers are more motivated by negative consequences than positive rewards, the site [Write or Die!](#) provides a similar simple text box interface, but instead threatens writers who don't keep typing. Users can choose their punishments, which range from annoying sounds to loss of text (the site will start deleting what they have written if they are idle for too long). I find this approach stressful, but others may find it gives them the necessary kick in the pants to generate text without concern for accuracy.

As the research has shown, fluency alone is not sufficient for successful writing, but in order to polish their writing, writers first need to have something to edit and revise. These suggestions are just a start to helping your students build fluency in their writing.

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WATCH INGED TURKEY ON YOUTUBE - WATCH INGED TURKEY ON YOUTUBE

Teaching Humor in ESL Classrooms: What You Need to Know

by Anna O'Neal

taken from TESOL Connections, February 2021

Humor is an area often overlooked in the language classroom. This fact is reinforced by curricula that don't include it, and we assume that our students serendipitously pick it up on their own. In reality, humor is important for our students, especially those in an English as a second language (ESL) setting.

In American culture, we use humor all the time. Humor accomplishes speech acts, establishes ingroup boundaries, influences others, and builds rapport, among other things. It tells the learner what the culture values, and what its members pay attention to. Additionally, ESL students want to understand and engage in humor to feel they belong in a new culture. Making an error in humor could be damaging to this endeavor. After all, sociolinguistic errors are riskier than formal linguistic ones. This was my experience living internationally, as well. I felt like the picture in Figure 1.

Because humor is so important, my colleagues, Haeyuk (Nicole) Jeong, Dr. Cheri Pierson, and I decided to use Bell's (2011) excellent summary of humor research and apply it to our adult ESL classroom. In this article, I will first define humor, provide the steps we took and a few suggestions for your own classroom to become a little then funnier.



Figure 1. Missing the joke.

(From <http://www.pinterest.com/pin/290693350948535396/>)

What Is Humor?

To apply humor research to the classroom, we first needed to understand what humor is. According to the General Theory of Verbal Humor, we create humor by juxtaposing scripts, or the expected direction and characteristics of a conversation (Bell, 2011). We accomplish this by changing topic, meaning, word choice, pronunciation, morphology, syntax, and the like. When we do this, we often provide cues to our co-communicator that we are veering off course. These cues could be changes in our facial expression, intonation, register, formality, or

word choice. (One reason irony is complicated for language learners is because it is characterized by an absence of cues, making it much more difficult to detect [Attardo, 2000].) Our guess was that if our ESL students could learn to correctly sense the cues of a changed script, they could then learn to participate more fully in native speaker humor, thus feeling more a part of the English-speaking community.

How Do We Teach It?

We all know that humor isn't funny if we have to explain it, so in our approach, we sought to provide our students with a few humor principles, then gather their thoughts on a *Friends* clip. In the clip, Ross offers to take Emma to the playground, and Rachel reacts out of the memory of her own precarious encounter with a swing set (Crane et al., 1994; see Figure 2). Many of our students had children, so this would be relatable content. (See the clip at

<http://www.youtube.com/watch?v=UxzcKY7D42I>.)



Figure 2. Meme from *Friends* clip. (From <http://www.pinterest.co.uk/pin/169729479682015036/>)

My colleagues and I stuck with two main humor principles and formed them into objectives for this intermediate lesson. First, we wanted our students to demonstrate a **raised awareness of humor** cues from the clip. Second, we hoped our students would be able to recognize that **humor breaks the rules**. Following, I've listed several steps you can take in creating a humor lesson, along with our own story for clarification.

Teaching the Nuts and Bolts of Humor

1. **First, choose the appropriate text or clip.** This is an art form. The content of the clip must be comprehensible for your students, even if the humor might not be. We provided our students with a script for their own marking and to help with any confusing or fast speech. Generally, clips with exaggerated body language or intonation are helpful in the beginning, as these are easier to detect than small changes in word choice or syntax.
2. **Activate students' schema of previous sociolinguistic lessons and their own culture's humor.** Prior to our humor lessons, we completed several lessons on small talk in the United States, from appropriate demeanor to common topics. In our first humor lesson, we asked students what they find funny in their own culture, as students have a myriad of examples from their own lives. We then built on our small talk foundation by discussing American culture's appreciation of humor in small talk. Many students indicated that this differs from their own cultures. We thought this would be the most important

aspect of humor to tackle, as students would not likely engage in humor if they viewed it negatively.

3. **Show how humor breaks one rule.** In our class, we started by showing that humor breaks the rule of topic. Students provided the small talk topics as review, and we gave them the humor topics. We were careful to encourage students *not* to immediately go out and make jokes about these several taboo topics. We emphasized that, if humor broke topic rules, it might also break others, and they should try others first. The reason we started with topic as a rule is that students would be familiar with jokes in these topics in their own languages, as Driessen (2004) states.

The topics we included for juxtaposition were: sex/gender, age, language, politics, religion, and ethnicity. These are noticeably different from mundane small talk topics of weather, jobs, sports, entertainment, appearance (compliments), and family/relationships. We encouraged them, if they wanted to try a joke in this area, to stick with jokes about themselves in their own culture. Self-deprecating humor is always a safer bet than jokes about others.

4. **Introduce the other rules that will appear in the clip or text.** In the worksheet key, we included four rules that humor breaks: topic, expectation, intonation/pronunciation/stress, and body language. The second rule, expectation, was our attempt to communicate with our students that humor breaks the rules of word choice. We used examples of jokes our students had made before. One included a discussion of whether rent cost US\$200 per month, during which a student, instead of answering “true” or “false,” answered, “Yeah, I can only rent a door for \$200 per month.” She broke the script of an academic response, choosing to give a different answer, using unexpected words. We then covered the rules of pronunciation and body language, as we’d already talked about these in relation to other topics, giving silly examples from the front.
5. **Watch the clip as many times as you have rules.** We watched the clip first for a preview, asking general comprehension questions: Who are the characters? What are they talking about? Where does Ross want to take the baby? Next, we watched it once per rule, four times, so students only had to search for one rule per viewing. They wrote their examples from the video in the chart at the bottom of their worksheet, and we discussed them after each rule. This went well, overall, as students found examples we hadn’t thought of.

Tips on Incorporating Humor Pedagogy into Lessons

Maybe you don’t feel like taking two entire lessons to teach humor. That makes sense! Here are some tips on how you can incorporate humor research and pedagogy into existing lessons or conversations. Remember, the goal is not to create comedy specials, but to raise learners’ awareness of humor cues, so they can navigate humor in their new language.

1. **Capture humor in class.** Start by capturing moments of naturally occurring humor in your class. Write them down, assess which rules they break, and revisit them when appropriate. This removes the pressure we can feel to be funny, and seeks to raise awareness of what’s already occurring. The affirmation you give is important for learners’ confidence. Online learning often provides for even more hilarious scenarios than in-person learning, so you’ll probably have a lot to work with.
2. **Make it a cultural discussion.** If you have conversation practice, don’t be afraid to approach the topic of humor, asking students who and what they think is funny, or when

the last time was that they had a good laugh. They could discuss this in breakout rooms with others who speak their first language, so they can better explain it to the rest of the class in English. This provides students with agency to lead the conversation on humor. You can also provide information about the culture in which you teach (especially in an ESL context).

3. **Start with other, more rule-focused pragmatics lessons.** These could be things like giving compliments, expressing gratitude, or taking leave, which are more likely to be in your curriculum. You can provide students with “normal” ways to accomplish these, then one appropriate, funny way according to your cultural context. For example, if I have some students who want to be funny, we can brainstorm silly excuses for needing to leave from a hangout with friends. If they’ve spent a long time there, maybe they could say, “Okay, well I have important things to do like reorganizing my sock drawer, so I’ll see you later.” The fact that they’ve spent a long time with their friend before this helps the friend not take offense. Proper intonation and facial expressions are important for our students to know, as well. This approach can help you introduce rule-breaking while reducing the risk for them.
4. **Choose clips your students recognize.** Collect suggestions of what your students are already watching in English to choose clips they might like. We used *Friends* as a baseline because many had seen some of it before.
5. **Go slowly.** Start with one rule at a time and discuss that rule several times before introducing other rules. This way you can incorporate humor pedagogy bit by bit.

Conclusion

Because of extensive preparation, scaffolding, and schema activation, our learners were prepared to analyze a clip according to the rules we’d discussed. Many found the clip funny, or were at least able to follow the laugh track. In hindsight, we would recommend doing this lesson in a college ESL setting like an intensive English program, where students have ample interaction with native speakers outside of class.

In the end, we encouraged our students to find funny things around them and bring examples to class. At the very least, we could have a positive atmosphere, enjoy each other’s company, and increase their sense of agency in participating in American culture. I hope that if you take some of these tips or suggestions to heart, you find that you have a deeper connection with your class and enjoy English language teaching that much more.

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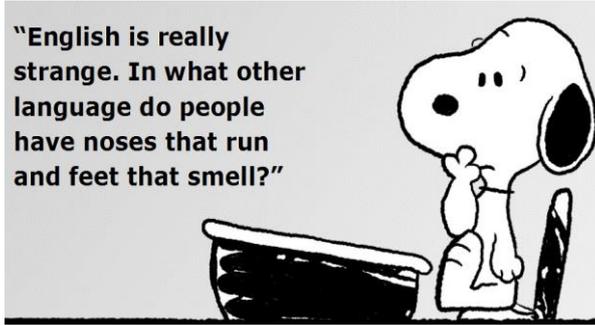
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ENGLISH IS REALLY STRANGE

“English is really strange. In what other language do people ship by truck but send cargo by ship?”



“English is really strange. In what other language do people have noses that run and feet that smell?”



“English is really strange. In what other language can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites?”



“English is really strange. In what other language do people recite at a play and play at a recital?”



*** In English “-ough” can be pronounced in eight different ways. The following sentence contains them all: “A rough-coated, dough-faced ploughman strode through the streets of Scarborough, coughing and hiccoughing thoughtfully.”**

