THE INGED NEWSLETTER

When your human is a hairstylist in quarantine!

NEWS ON-LINE

Together we stand!

Issue 2

June 2020

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From the President

Dear members,

We are together again with a new issue. Crazy times – huh? Maybe first time in my life I have understood how the caged animals at zoos feel. It's not because I have thousands of places to go and I can't. It's NOT having a choice that drives me crazy. With an unprecedented, sudden, and strange pandemic, we have found ourselves in an upheaval to normal life as we know it. Self-isolation and lockdowns have taken away all the choices we ever had.

When you feel that you are surrounded by doom and gloom with lots of terrible news of death and hospitalization, it becomes very hard to stay positive. When you hear how the virus is affecting not only the health and wellness of us but also businesses and economies, it is fairly easy to be lost in all the negativity and pessimism. Financial pressure, fear, depression and anxiety are everywhere. However, it is imperative for all of us to stay positive in such hard times even if it takes every ounce of energy within us. When I feel that I am wrapped up with depressing news, I watch a fun video or a fun movie, or a stand-up show. Laughter is the best medicine, they say.

Now that I am at home at all times, there is an abundance of time. The vicious cycle of cook, serve, eat, clean, wash, etc. can drive us crazy soon. So, I have decided to work on things I neglected in the past due to lack of time. I do these things whenever I feel like doing them, so there is no pressure. I also picked up a new hobby: coloring for adults. It takes a lot of time and requires patience, but it also gives me a positive acknowledgment of something I accomplished when I go to bed.

To protect my mental health, I have searched internet to get some good advice. The ideas in "10 Habits to Transform Your Mindset During Lockdown" by Jessica Warren helped me a lot (https://thriveglobal.com/stories/10-habits-to-transform-your-mindset-during-lockdown/). I would like to share it with you here.

Aubrey Marcus stated "It's okay to feel what you are feeling, whatever that is. Don't feel ashamed if you aren't positive … People misunderstand what 'being strong' really is. Strength is the courage to be vulnerable, be real. Some days I feel empowered … some days I feel helpless…" However or whatever we feel, it is necessary to focus on what keeps you emotionally stable and happy. Here are 10 practical ways:

1. Stay connected with others
Healthy relationships and close personal connections are key for our well-being, our happiness and longevity throughout life. When we communicate with loved ones, we are less likely to experience stress, anxiety, and depression.

Technology is vital to keep in touch with others. It gives us a chance to build a sense of real-life community that we might miss at the moment. Commit to speaking to at least one person who uplifts you on a phone or video call every day. You can arrange to share meals, play online games, or have creative sessions (maybe to discuss a book you are all reading, or film you've watched) with loved ones using apps.

As well as contacting those we trust and feel positive with when we are struggling, reaching out to others who might be feeling alone, anxious or overwhelmed can also help us get through hard times together. Every morning when you wake up, try to think of two people you could check in with that day — with a message, call or supportive voice note. Helping others is also known to help boost our own mental well-being.

2. Meditate small and often
Just a few minutes of meditation day has been shown to have a multitude of positive effects on our mental and physical well-being, and now might be a great time to start. Over the medium-term, research has shown that meditation can help calm down anxious racing minds; decrease stress and depressive feelings; give us new perspectives; and find inner stillness even when the outer world seems hectic.

Set up a comfortable, quiet space with a cushion, blanket, candle or other elements which make your spot enjoyable to go to. Head there at a regular time — for example at 8am; before you go to bed; or after you brush your teeth — to make it more likely that you keep going back. You can find positive-mindset content on social media by many of the world's best-known meditation guides.

3. Approach things more mindfully
A few easy ways to practice mindfulness include:
- Pausing to notice three things you can touch, two objects you can see and one sound you can hear in your immediate environment;
- Closing your eyes and counting five slow, deep breaths. Feel how your body moves with each breath, notice how warm or cold your inhales and exhales feel;
- Going through all five of your senses individually (noticing sight, smell, sounds, tastes and touch) whilst preparing or eating a meal or a snack;
- Running your fingers along the outside and then the inside of your own arms from your shoulders to your fingertips slowly three times;
- Each morning or night, write down three things you're grateful for, or the previous day's successes — no matter how big or small. These might be someone you know; things you like about yourself or where you live; what you ate or did that day; or an aspect of nature — like the sky, a flower or bird song.

4. Develop a new routine at home
Try to build some kind of routine at home — you might decide to wake up, go to sleep and eat at regular times; take up exercise on certain days; or diarize blocks of your calendar for work and other tasks. This can help to maintain our sleep patterns, to eat more healthily and stress less. It's useful to list things you'd like to achieve tomorrow (highlighting three top

priorities), as well as the week ahead in your journal, carrying any unfinished tasks forward to the next time period.

5. Take breaks from tech
Being at home all day means that many of us are spending more time than ever socializing, working, informing and entertaining ourselves through our online devices. Having a phone-free room at home (like your bedroom) or times of day (like 9pm to 9am); turning off all but essential notifications; keeping your phone of arm's reach when you are working; and deleting social media or other potentially time-wasting apps to declutter your home screen can all be helpful. Instead trying reading, playing (board, card or word) games, cooking or baking, taking some physical exercise, etc.

6. Moderate your negative news intake — have fun too
It's important to stay up-to-date with key developments, but if you start to feel overwhelmed by negative news, take a break from it. Try not to have news on in the background — check once a day for updates, rather than constantly, and set a time limit on how late you'll consume it at night.
Laughter is known to make us feel better, and can soothe physical tension, strengthen our immune system and give us pain relief. Notice the small things that make you smile, and make sure you are regularly having fun doing things you enjoy — like baking, drawing, dancing, singing, speaking to friends who cheer you up, watching or reading something that makes you smile. Think about what lit you up as a child, and dedicate at least 30–60 minutes a day to activities that make you feel most happy and alive— instead of consuming anxiety-inducing content.

7. Connect with nature
Studies show that spending time in nature can have positive effects on our health. Try to spend time outside in your garden or patio every day, or go for a socially-distanced walk or run in the park or a natural space near you (as permitted by your local government's recommendations). Take the time to mindfully notice your surroundings — any trees, flowers or birds you spot.

You can connect with nature without leaving the house, too. Commit to noticing how the sky, or other natural phenomena like trees, look outside each day. Owning a houseplant has also been shown to improve our mood; and listening to recorded nature sounds (I love hearing the ocean whilst I work) or looking at images of green environments are thought to also have calming effects on us.

8. Prioritize your sleep
With all of the anxiety and uncertainty, many of us are finding it harder to sleep. We need seven to nine hours of sleep per night. Try developing a regular relaxing bedtime routine — such as having three things you regularly do, like reading a book, having a herbal tea, a bath, journaling, meditating or moisturizing. Make sure your bedroom is as quiet and dark as possible, and avoid mental over-stimulation and blue light from our screens in bed by charging your phone outside of the bedroom.

9. Move your body every day

Experts say that healthy adults do at least 2.5 hours of moderate exercise every week. Physical activity has many mental benefits such as improving cognitive function, boosting our perceived quality of life, and reducing anxiety and depression. You can find free or paid online classes of exercise, dance, and yoga.

10. Be kind to yourself, acknowledge those feelings

We can all be guilty of being harsher to ourselves than we would be to anyone else — learn to treat yourself like a best friend instead. If you're not feeling as productive as usual — do what you can and know that you're trying your best during an unprecedented, stressful situation.

If you are comparing yourself with other people's attitudes or achievements — notice, and then try to put a stop to, doing that. We all handle things differently at different times, and we never really know what someone else is going through.

Acknowledging difficult feelings — such as anxiety, grief, or boredom — by sitting quietly with them and feeling where they come up in the body, and maybe sharing them with someone we trust can help us process and move through them. We can tell ourselves "Ok, I'm anxious/grieving/bored now, but that is normal and fine, and this too will pass" — after all these are not usual times!

Journaling or freewriting — committing to writing whatever comes up for a set time duration (such as five minutes) or number of pages (three, for example) without editing or censoring ourselves — can help us to get clearer on what's going on in our heads, and so make them feel less cluttered. Recording feelings can also be interesting to reflect on in future.

As Jenni Young stated "when life isn't so good, remember that it will not last forever and better days are on the way".

Together we stand!

Prof. Dr. Aydan Ersöz

From the Editor

Dear Colleagues,

Still STAYING AT HOME for some of us and KEEPING SOCIAL DISTANCE, WEARING A MASK, AND WASHING HANDS for all of us! Most of us thought the precautions would last a couple of weeks and then it would be back to life as we knew it. Unfortunately the whole world is still struggling with some countries more than others.

We as the INGED Board wish ALL teachers in Turkey safety and good health! And a lot of patience while waiting for the pandemic to weaken and eventually disappear; but in the meantime we all need to stay active (and healthy) mentally and physically. INGED aims to support you with the newsletter with selected articles that we hope will give you ideas for your teaching. By now, almost all of you have experienced online or distance teaching as a teacher, a parent or sibling, or even as a learner. Not an easy job! Especially if you are teaching or parenting a young or very young learner! We have witnessed firsthand the actual attention span of learners! We have become aware of the value of actually being in a classroom – the value of social interaction during the lesson as well as breaks, the value of peer teaching, things we took for granted because that was the way of life in the near past. By watching some funny videos we have also realized the importance of getting dressed as if going to work☺ Joking aside, INGED stands with you and we are thinking of you and the hours and hours of preparations, teaching, correcting home work in addition to caring for the household members and yourself.

In this issue, there are several ideas for online teaching as well as reflections on live streams. A dear INGED member, Mr. Ozan İlir Alpan wrote to us about his experience of online teaching: "Reflections on Teaching English Online during the COVID-19 Pandemıc: A Commentary." We will be very pleased if you also can do the same and share your impressions of teaching during the pandemic with us. Awaiting your comments…

Warm greetings,

A. Suzan Öniz
INGED Newsletter Editor

<p style="text-align:center; color:red; font-weight:bold">WHAT IS THE DIFFERENCE ???</p>
<p style="text-align:center; color:blue; font-weight:bold">AN INGED AFTERNOON
AND
AN INGED EVENT</p>

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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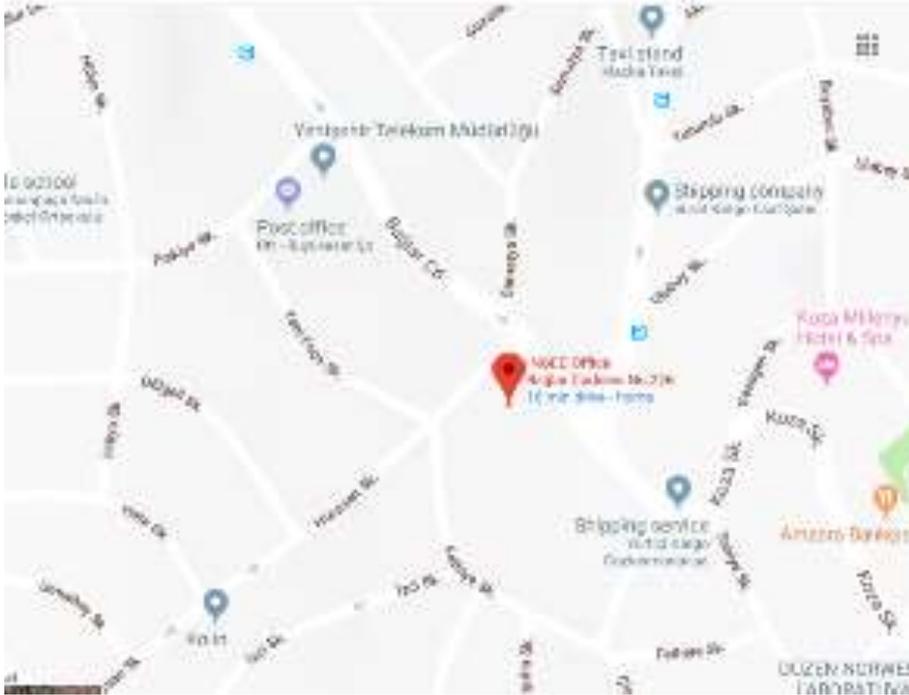
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NEWS   NEWS   NEWS

THE NEW INGED VENUE
Bağlar Caddesi No: 226/1, Yukarı Ayrancı, Ankara

TECHNOLOGY IN TEACHING:

HELPFUL ONLINE RESOURCES FOR TEACHING ELLS

By Laurel Schwartz

https://www.edutopia.org/article/helpful-online-resources-teaching-ells

Websites and teacher-created videos make content more accessible for English language learners—whether they're in the classroom or at home.

Whether you're having school remotely or in person, online learning is a powerful tool teachers can leverage to support English language learners (ELLs). Research shows that ELLs' learning is enhanced by interactive visual aids and access to lessons they can follow at their own pace.

There are many free or inexpensive digital resources that teachers can use to create these learning experiences. Lessons can be recorded as they are conducted online in real time so that students can later access the content without a teacher present. Teachers can also incorporate audio, images, or videos into their lessons. These resources can support ELLs with fun, engaging tools that help them review and build vocabulary and literacy skills.

In a classroom, ELLs can benefit from online learning at a station that the teacher sets up as part of a lesson in which students rotate through centers or stations. A study published in the journal *Language Learning & Technology* concluded that "tablet computers, as well as other mobile technologies, are ideal tools to foster learner autonomy." Supplemental virtual lessons can help differentiate instruction to meet the needs of ELLs (as well as other students with diverse learning needs) who may be at different language proficiency levels or need additional practice with discrete skills.

I've collected a list of additional approaches and resources I've found especially helpful in my own English as a second language classroom. All of the resources below are helpful for all students, not just ELLs.

USING VIDEOS TO SUPPORT ELLS

Many computers allow users to record what is happening on the screen in real time, and also have the option to simultaneously record the user's voice. Your recording will be saved as a video file, which you can share with students or upload to your online learning platform. You might also ask students to do this themselves and share their recordings with you. Teachers can use narrated screen recordings for many activities: modeling read-alouds, conducting mini-lessons, editing essays, and showing students how to do effective online research. This Digital Trends article has information on different ways to record your screen.

YouTube Education, which is free and has no ads, curates YouTube's content for educational purposes and allows teachers to create a playlist that can be shared with students. Some of my favorite playlists are Essential Literature, which gives clear and concise summaries of popular texts, and National Geographic, which has videos of varying lengths about topics ranging from plants and animals to geography and history. Both of these playlists allow you to turn on closed captions so that students can read the text as they watch the video, which is particularly helpful for ELLs.

ELL LEARNING APPS AND WEBSITES

- Kahoot! is a tool to create interactive audiovisual learning games, reviews, and assessments. Students can compete in games against each other in real time, from any device, by using a simple code. The premium subscription-based distance learning tools are currently free to support distance learning during the Covid-19 pandemic.
- Quizlet is a digital flash card program that many students find useful for studying vocabulary. Teachers can use, and customize, premade study sets or make their own. The free version has ads; a paid subscription provides access to the ad-free platform.
- Newsela has high-interest current events articles, with corresponding images and questions, that are offered in up to five different Lexile levels. To support distance learning during Covid-19, the entire site is currently free—usually most of the content is available only with a paid subscription.
- CommonLit is a free site that has over 2,000 fiction and nonfiction reading passages searchable by title, genre, grade level, literary device, and Lexile level. It also has a growing library of content in Spanish. Texts have guiding questions and assessments, and many are organized into units of study.
- Duolingo is a helpful free language learning app that offers English as a second language courses in more than 20 first languages. Its adaptive software is designed to resemble a game and can allow students to compete against themselves—or their friends.
- BBC Teach has an extensive collection of free teaching resources in over 30 subjects, including English learning for adults. It also has interactive lessons with rich videos and graphics.
- The British Council is the United Kingdom's international organization for sharing British culture and language. Its website has a variety of useful links and mobile apps with activities, games, and audiovisual lessons.

GETTING ONLINE

These resources are all available on any computer or mobile device. While some of the video-rich resources require significant bandwidth, many of these resources automatically adapt to slower internet speeds, making them more accessible to all students. In classrooms, it could be helpful to set up a station with a few devices that leverage these digital resources.

For students at home, many internet service providers, including Spectrum Broadband, Mint Mobile, Comcast, Altice and Cox, are currently offering free internet access and mobile data packages to support distance learning—be sure to read the fine print because some providers will automatically charge people after the free period is over.

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on new routines for the new 'normal' school days, building a school digital library, the importance of asking students what they want, and reading aloud online.

https://www.edweek.org/ew/articles/2020/06/11/the-new-routines-for-students-when-schools.html

The New Routines for Students When Schools Reopen
By Madeline Will

Teacher Jane Cooper uses a 2-meter (just over 6 feet) ruler and pipe to check seat spacings in her classroom at Lostock Hall Primary School in Poynton, England.
—AP Photo/Jon Super

When students return to school, their day-to-day experiences will be dictated by social-distancing rules and recommendations from public health authorities. Long-established routines of how they learn and socialize will have to change.

Education Week spoke to more than a dozen experts, including public health officials, education leaders, and superintendents, to discuss how students' daily lives may look in this new reality.

Avoid the morning rush.

The minutes before the first bell when students stream, en masse, through the main entrance will slow to more of a trickle.

> Ideas to make it work: Assign students to use different entrances. Stagger drop-off processes, so students don't arrive all at once. Put tape marks on the floor where students will need to line up to indicate social distancing.

Ditch the lockers.

Health officials have recommended against letting students store items in lockers—especially if they share a locker with a classmate.

> Ideas to make it work: Some districts, **like Pinellas County in Florida**, may put as many textbooks as possible online, so lockers won't be needed.

District and school leaders are confronting difficult, high-stakes decisions as they plan for how to reopen schools amid a global pandemic. Through eight installments, Education Week journalists explore the big challenges education leaders must address, including running a socially distanced school, rethinking how to get students to and from school, and making up for learning losses. We present a broad spectrum of options endorsed by public health officials, explain strategies that some districts will adopt, and provide estimated costs.

Read Part 1: The Socially Distanced School Day
Rearrange classrooms.

Six feet (Approx. 2 meters). That's the starting point for planning every space in the school. For classrooms, that means six feet of distance between desks and turning desks to face the same directionending, at least for the time being, the established practice of desks clustered together in groups, fostering student collaboration. This will be difficult to pull off in already-crowded classrooms.

> Ideas to make it work: Consider every space in your building, indoor and outdoor. Repurpose larger rooms, like the library or the auditorium, into additional classrooms. Ask teachers to pare down extra furniture and other items in their classrooms—like bookshelves, rugs, and comfortable seating—to accommodate more students. Schools might also consider separating students' desks with partitions to create a physical barrier.

Minimize movement.

Students might spend their entire day in the same classroom, with teachers moving from room to room.

> Ideas to make it work: Hold some elective courses online and prioritize core classes during in-person instruction.

Pay special attention to the most vulnerable students.

Know which students lost the most ground in their learning and struggled most in prolonged closures when only remote learning could be provided and make specific plans to support them.

> Ideas to make it work: If some virtual learning must continue as school buildings begin to reopen, students with disabilities, English-language learners, and students who don't have reliable access to online learning should receive priority to be in schools every day.

Banish shared school supplies.

Teachers will need to devise a new system of school supply distribution to adhere to the U.S. Centers for Disease Control and Prevention's recommendation to minimize the sharing of high-touch materials. This will require the most rethinking in the early grades where there's typically a communal supply of pencils, crayons, markers, and other materials.

> Ideas to make it work: Teachers can assign supplies to a single child or allow one group of children to use the supplies at a time, disinfecting between every use. Schools with enough resources can purchase and provide the extra supplies to avoid issues of inequity for students whose families can't afford to buy the materials.

Provide alternatives to science labs and other hands-on instruction.

Typically, students share equipment during laboratory experiments and work in close quarters, which can pose a safety risk.

> Ideas to make it work: National Science Teaching Association President Elizabeth Allan said teachers will have to consider alternatives to in-person experiments, including virtual reality and simulations, solo demonstrations by the teacher, and asking students to do some experiments at home. However, teachers must consider whether their students have the resources and support to safely perform any parts of the lab at home. Teachers might also have to pare down their curriculum to teach only the standards and avoid any "extras."

Serve lunch in classrooms.

The CDC recommends that schools serve meals in classrooms instead of the cafeteria, while taking precautions to ensure the safety of children with food allergies.

> Ideas to make it work: Individually packaged meals can be provided instead of having serving lines that require students to congregate in close quarters and share serving utensils.

Reorganize recess.

Students will likely go to recess in staggered shifts, so there aren't too many children outside at once.

> Ideas to make it work: Some school leaders are considering assigning small clusters of playmates, so students only play with the same children each day. The CDC suggests that schools keep playgrounds closed, but if that's not possible, it recommends that schools stagger the use of the playground equipment and disinfect it in between uses. Students will need to wash or sanitize their hands before coming back inside.

Limit or pause extracurricular activities.

The CDC has recommended that schools cancel all extracurricular activities in the first phase of reopening, and then limit activities to those that can be done while maintaining social distancing.

> Ideas to make it work:

- For sports, the National Federation of State High School Associations, which writes the rules of competition for most high school athletics, **has released guidelines on restarting athletic practices and competitions**. The group based the three phases in its guidelines on the White House's reopening plan, which relaxes restrictions as the local rate of infection declines.

- o In the first phase, locker rooms should be closed, workouts should be conducted in pods, with the same five to 10 students always working out together, and students should avoid sharing balls during workouts. In the second phase, students should keep working out in pods, locker rooms can reopen if social distancing is maintained, and practices and competitions for lower-risk sports can resume, as can moderate-risk sports practices with some modifications. In phase three, there can be gatherings of up to 50 people both outdoors and indoors, competitions for moderate-risk sports can begin, and high-risk sports practices can begin with some modifications. In all phases, increased hygiene and sanitation measures will be critical. Student-athletes should wear face coverings in phase one and two, except during swimming, distance running, or other high-intensity aerobic activities.
  - o Lower-risk sports include cross country (with staggered starts), golf, weightlifting, and sideline cheerleading. Moderate-risk sports include basketball, volleyball, baseball, soccer, gymnastics, tennis, girls' lacrosse, and seven-on-seven, non-contact football. High-risk sports include wrestling, football, boys' lacrosse, and competitive cheerleading.
- For choir, students will have to engage in social distancing while singing. They should all be facing the same direction, spaced six feet apart, and be wearing masks. The Missouri Music Educators Association has recommended that conductors face the chorus 10 to 20 feet away from the first row of singers. Schools could consider installing a plexiglass shield in front of conductors or require them to wear goggles.
- For band, students must use the same instrument for the entirety of the rehearsal, and those instruments should be properly cleaned and sanitized after every use. There could also be limitations on which instruments are safe to use. The Missouri Music Educators Association has said careful consideration should be given to teaching the flute, and the Taipei American School has restricted the use of brass and wind instruments.
- For theatre performances, students might have to put on their shows in an empty room, if they're allowed to perform at all. At the Taipei American School, for instance, students performed "The Little Mermaid" in full costumes and masks with nobody in the audience. The performance was filmed so parents could watch at home.

Assistant Editor Denisa R. Superville contributed to this report.
Education Week spoke to many experts for this installment. In alphabetical order, they are: Elizabeth Allan, the president of the National Science Teaching Association; John Bailey, a visiting fellow at the American Enterprise Institute; Nathaniel Beers, a pediatrician at Children's National Hospital in Washington; Andrew Buher, the founder and managing director of Opportunity Labs; Grace Cheng Dodge, the deputy head of school for the Taipei American School; Sharon Danks, the CEO and founder of Green Schoolyards America; Dan Domenech, the executive director of AASA, the School Superintendents Association; Mary Filardo, the executive director of 21st Century School Fund; Georgina Harrisson, the deputy secretary of educational services at the New South Wales Department of Education; David Hornak, the executive director of the National Association for Year-Round Education; Larry Kraut, the chief operating officer of the Taipei American School; Sandy Mackenzie, the director of the Copenhagen International School; Curt Macysyn, the executive director of the National School Transportation Association; Rob Miller, the superintendent of Bixby Public Schools in Tulsa, Okla.; Ali Mokdad, a professor at the Institute for Health Metrics and Evaluation at the University of Washington; Scott Muri, the superintendent of Ector County Independent school district in Odessa, Texas; Mario Ramirez, an

emergency medicine physician and the managing director of Opportunity Labs; L. Oliver Robinson, the superintendent of Shenendehowa Central Schools in Clifton Park, N.Y.; Monica Rogers, the information systems manager for the Tulsa Health Department.

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https://www.languagemagazine.com/2020/06/09/creating-and-curating-digital-content-for-class/

Creating and Curating Digital Content for Class
By Chris Rush

In the minutes before your next class is set to begin, take a quick look over your students as they come in and get settled. How many do you see with laptops, tablets, and phones? A quarter of the students? Half? More? No matter the age, circumstances, or geography, this much is true: it's more than it was five years ago, and significantly more than the five years before that. The proliferation of screens into every aspect of our lives (including the refrigerator) has the effect that students seem to want to learn digitally. I've even heard teachers joke that students would pay more attention in class if they simply prerecorded their lectures so that they could show students a video of the lesson.

Digital learning materials are only going to play a larger role in language classrooms all over the world, so obtaining digital content is becoming a priority. This article will focus on three of the most popular methods that educators are using, after looking at the drawbacks of traditional materials.

The Problem with Textbooks
In the past, decisions about what materials to use for any class were as simple as "Which textbook?" and that was that. Teachers often had no say in the decision, and if the textbook didn't match a student's needs or a teacher's preferences, there was no recourse. The only option was to make do and supplement with whatever other material a teacher or school happened to have on hand.

Today, the widespread availability of internet materials means educators have near-instantaneous access to resources on an unprecedented scale. It's a stark contrast to textbooks, which are time consuming and costly to produce and impossible to update. Textbook publishing companies (indeed, the entire print industry) are now reworking their business models around digital material to take advantage of benefits like increased production speed, ease of updating, and lower production cost.

Making Digital Content
Schools around the world are making the switch to digital content, and one of the most popular ways to do this is for educators to create content themselves. It's easy to understand why many institutions start this way because it comes from the ground up. Many teachers, as they gain experience, start to create their own personal "digital portfolios" of lesson content. Teachers eventually discover a method of teaching any given subject that "works for them,"

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and they hone this method over time, creating supporting content. It's then easier to simply digitize this methodology so that it can be reused rather than having to work around whatever textbooks or teaching materials are provided in a given year. This is how it starts on an individual level. Colleagues at a school then tap into the resources that its teachers create. Teachers are often proud to have something they've created gain more widespread use. And unlike a textbook, this material is classroom-tested in the very institution where it will be used.

It can also start on a school-wide level. School administrators, especially those at schools where they are free to determine their own educational methodologies, can ask their more tech-savvy teachers to create digital content for their own students that can then be reused again and again. By combining these two methods, a school grows its digital library over time.

Though it can take a while, there is a definite benefit to this approach. If all of the educators working in a single institution or group of institutions create digital content together, in addition to speeding up the creation process, it's possible to generate content that's a custom fit for your needs. Something you build in-house will generally be just what you need and can meet those needs well into the future without you having to continually outsource content.

However, the downside is that it can be a big, time-consuming project and can put a strain on everyone involved. Teachers, stretched notoriously thin as it is, may not be able to take on one more project, especially one that requires a new skill set. Even if everyone is on board, this is a process that can require someone to manage and organize the project to ensure progress and prevent duplication of labor.

At schools where it is decided this is worth pursuing, the first step is to get buy-in from the teachers who will be doing the actual digital content creation. It can be framed as a way to document what they're teaching digitally to save everyone time in the future. To ensure consistency, supply teachers with a presentation template that standardizes best practices like fonts and text sizes (see references for a classroom-tested template).

Put someone in charge of collecting, proofing, and organizing the completed files in a way that will make sense to use later. With this approach, it's also critical that you take your time. Rome wasn't built in a day, and nor will your institution's digital content library be. Maintaining this process over the course of even a single academic year will yield improved outcomes for both students and teachers, as well as a lot of content.

Finding Digital Content
While creating an in-house library of digital content can provide an invaluable resource, not everyone can pull it off. For those who want the benefits of a custom digital library without the burden of creating it, collecting already-existing materials can be a viable alternative. It skips the most time-consuming step—content creation. Those who wish to go this route will find no shortage of materials.

It's possible to learn almost anything online, and this is especially true for languages, particularly English. There are literally millions of resources, so it can make sense to avoid reinventing the wheel and just use what's out there. However, this is sometimes easier said than done. There are numerous pitfalls to this approach, such as copyright, quality control, and organization.

Let's start with copyright. It's one thing to find a perfect resource, but using it legally may be another. Schools and private companies sometimes choose to make the resources they've created publicly available online, but that doesn't necessarily mean you can use them in your situation. Always consult applicable copyright laws and err on the side of caution.

Quality control is no less of an issue. Describing the amount of freely available language resources that exist online as "overwhelming" would be an understatement. There's more information than one could sort through in a lifetime. Finding teaching material that's high quality and meets your specific use-case is like looking for needles in a never-ending haystack.

Even if you're able to sort through the copyright and quality-control issues, there's still an organizational hurdle. One thing you'll absolutely want to have before you get started is a way to organize all the websites that you'll want to reference later. Take it from me: bookmarking isn't enough! Pages change, links break, and your folder hierarchy can quickly get confusing: "Does this go in the 'advanced' folder or the 'idioms' folder?" There are dedicated bookmarking tools (such as Diigo and Pinterest) that have features like browser extensions, tagging, and annotation options, and they work well. Or, at a bare minimum, you can create a document with links and notes to help organize your information. Exactly how you do this isn't important—what's important is that you have a system in place from the beginning.

Buying Digital Content

For those who are dissuaded by the drawbacks of the creation and curation processes, the third option is to purchase your digital content. There are a number of ways to go about this, and there are some excellent benefits. The first and most obvious benefit to purchasing content is that it solves nearly all the problems of creation and curation. Purchasing means you get high-quality content and you get it fast. For schools that are just starting off or otherwise on a time crunch, purchasing can be an especially attractive option.

Another benefit of purchasing content is that the textbook industry is now catching up with the digital revolution, and book publishers are increasingly offering digital versions of their materials that carry all of the benefits of their printed materials (and sometimes even at a lower cost). Those looking to purchase material have ever-increasing options.

However, buying content has its downsides as well, starting with the obvious—it can be expensive, especially when compared to creating or curating. Essentially, the choice has to be made between spending money or time.

Another drawback is that it can be difficult to find the right material (or combination of materials) that fits your circumstances. Sure, the material might be high quality, but there can be logistical and technological issues, and remember that all of your digital systems have to be able to work well together.

If this is an avenue that you're interested in exploring for your institution, the key is to take your time and get to know your options. Search the internet, ask colleagues at other schools, or check the booths at your next expo—no matter how you teach, chances are good that there will be multiple content suppliers that will be very interested in working with you.

In conclusion, it's important to point out that the three options outlined in this article are not mutually exclusive. In fact, many teaching organizations (both public and private) combine creation, curation, and purchase (and even add a dash of textbook) for their school's distinct content mélange. An institution's content is always a work in progress, and just as it is for student outcomes, one-size-fits-all solutions are rarely the most effective.

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https://blog.off2class.com/create-a-library-of-high-quality-digital-content/

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https://www.middleweb.com/43088/lets-ask-students-how-we-can-teach-better/

Let's Ask Students How We Can Teach Better
By Curtis Chandler ·

A MiddleWeb Blog

I've spend a lot of time recently reflecting on how COVID 19 has captured (and held captive) much of the school year, forcing many of us to make an immediate and imminent transition to "tech-whether-we-like-it-or-not."

I thought of a trip I took years ago to the small, midwestern town of Chapman, Kansas. It's unlikely that most people remember – or have even heard of – the massive tornado that tore through

Though severe weather is common in that region of Kansas, this particular monster twister took an eerie path that somehow damaged every single school in the small city. Yet, despite the ruin caused by the tornado, the town immediately went to work to ensure that every

classroom was open for business for the scheduled start of the school year just 2 months later.

When I visited with Chapman's teachers and administrators, I found them asking the same question that I now often ask myself in a time of widespread educational uncertainty…

How can student learning continue in the wake of so much disruption and upheaval?
Notice that the question isn't a matter of IF teaching and learning will carry on, but rather…HOW.

Chapman High School (source)

The challenges faced by teachers and students over the past several months have come with an ever-so-slight "silver lining." COVID has coerced every educator to reassess the effectiveness, efficiency, and essentiality of everything we used to do in the classroom.

It's Time to Start Asking Students What They Really Need
Too often we assume that, since we are professional educators, we already know what it is that our learners need. Yet when teachers are willing to pause, gather feedback from students, ask for suggestions, and make adjustments to instruction and curriculum, remarkable changes take place.

First, we are better able to discern (and meet) the needs of our students. Second, we encourage learners to step back and think about themselves – to engage in "metacognition and self-regulation" (Tan, Whipp, Gagné, & Van Quaquebeke, 2019). Third, we communicate to students that we view and value them as capable, independent learners (Mulliner & Tucker, 2017).

In the middle of March, I was informed that – due to safety concerns – my university teacher ed classes would be taught remotely for the remainder of the school year. Immediately I started worrying about how my students could possibly learn without face-to-face instruction and interaction, frequent structured discussions with their peers, and of course…my witty classroom stories and insights.

The Truth Hurts, But Helps
Coincidentally, a couple of weeks before we all went home, I had administered a brief class survey (one I give regularly throughout the semester) in an effort to gather a bit of student feedback about:
✱ *which components of class they considered to be the most (and least) helpful to their learning,*
✱ *any elements of instruction they feel they need more or less of, and*
✱ *what suggestions they have for me that would help them be more successful.*

Our class has taken to calling this the 'I Need More or Less of This Survey.'

To my chagrin, what they valued the LEAST – and wanted MUCH LESS of – was what I secretly enjoy the most: teacher-talk time, video clips, stories, and content slides.

When I administered the same survey a few weeks **after we started remote learning**, the results became even clearer. Almost without fail, students indicated that they valued and wanted MUCH MORE of the following:
▪ Teacher modeling of how to complete challenging learning tasks
▪ Knowledge about the expectations/evaluation criteria for assignments
▪ Specific and timely feedback
▪ Chances to improve/revise their work
▪ Opportunities to ask questions and receive clarification from me outside of class

The last question on the survey was open-ended and asked for student suggestions about what I could do better or just differently as a teacher. Some of the most frequently mentioned student recommendations included:
▪ Clearer instructions and evaluation criteria
▪ Easier access to instructional materials and resources
▪ Short, on-demand videos for students to watch/review of the examples and explanations provided in class

High-Tech and No-Tech Tools for Gathering Student Feedback
Any time spent by a teacher gathering feedback FROM students is time well spent. Educators seeking to improve learning by pinpointing specific student needs with quick surveys administered via technology should explore Google Forms, YoTeach, Poll Everywhere, and AnswerGarden. Each tool allows for quick polling and surveying with a variety of ways to view and export the results.

Those of us seeking a simpler, tech-free approach can simply ask students to reflect on the last week or weeks of class and respond to three simple questions:
1. What has the teacher done or provided recently that has HELPED YOU THE MOST in being successful?
2. What has the teacher done or provided recently THAT HAS MADE IT DIFFICULT for you to learn?
3. What ONE SUGGESTION DO YOU HAVE FOR YOUR TEACHER that would help you be more successful?

Regardless of the polling format we choose, the goal is to design questions that allow us to gather data and suggestions that paint a real picture of the effectiveness of teaching and learning. Equally important is the need for our students to respond accurately and honestly…without fear that their feedback and suggestions will negatively impact their grade or standing with their teacher or their classmates.

Lots of Questions
Collecting feedback from my students about how I need to improve has always been eye-opening and sobering. Like many educators, I often overestimate the clarity and effectiveness of my teaching and curriculum.

This is unfortunate since the judgment calls we make as teachers (whether accurate or inaccurate) have a tremendous impact on our instructional decision-making – our design of learning activities, instructional pace, and the level of support we provide (Meissel, Meyer, Yao, & Rubie-Davies, 2017).

Though it is generally painful to hear the truth from my class about what <u>is</u> and is <u>not</u> working, their feedback and suggestions – especially since the chaos of COVID – are proving invaluable as I begin to plan for the upcoming school year (not knowing what the format of instruction will be).

My brain is bursting with questions like…
- Will my students and I finally be in a class together again…or will teaching and learning take place via technology/remote-learning?
- Will some of the school year be in one format and then change to another?
- How do I develop and support learning experiences that will take place in face-to-face or online teaching formats – or both?
- What are the best ways to support students who have limited or no access to reliable technology?
- What new skills do I need to develop so I can help and connect with students that I might not see for weeks (or even months) at a time due to another COVID crisis?
- How can I help students stay connected to learning and each other if we aren't able to meet face-to-face?
- How do I stay informed about and flexible toward the diverse needs of different students?

As we search for answers to these questions, we would be wise to look closely at the last several months of 'duct tape' teaching. Whether by choice or out of necessity, every one of us now finds ourselves reviewing, reevaluating, and hopefully revamping our approach to instruction.

In the wake of uncertainty and disruption, we must move forward by asking ourselves and our students to uncover the sometimes painful truth about what works in teaching, what doesn't, and what our students really need from us.

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Dr. Curtis Chandler (@CurtisChandler6) is an education professor at Brigham Young University-Idaho in Rexburg, ID and was the 2011 Kansas Teacher of the Year. "I am a middle school teacher through and through," he says. He enjoys spending time with his wife and favorite students – his four young sons. Before launching his Class Apps blog, Curtis contributed several tech-focused articles to MiddleWeb.

https://www.edsurge.com/news/2020-03-30-can-teachers-read-books-out-loud-online-actually-yes

Can Teachers Read Books Out Loud Online? Actually, Yes.
By Kristina Ishmael, Meredith Jacob and Peter Jaszi

The first image many people have of school is a circle of small children, sitting cross-legged, paying attention (or not) to an adult reading a book aloud and showing pictures to the class. Indeed, presidents and sports stars choose exactly this photo op when visiting schools. And teachers across the country reenact the scene daily—or did until a few weeks ago.

As schools, teachers and families face the shock of abruptly shifting to online education, one small question has been how to shift these read alouds to Zoom, Facebook, Google Hangouts and YouTube, the spaces where many classes continue to meet. A second question has been given almost equal importance: Is reading a book to students online even legal?

The short answer is, well, yes. While many well-intentioned commentators have warned teachers against this practice, the fact is that copyright law—specifically fair use—permits many read-aloud activities online. As instructors and learners adapt to new educational environments, copyright concerns about reading aloud need not be among the challenges they face.

What Is Fair Use?

Fair use is a provision of copyright law that allows many reading aloud activities to be translated from the classroom to online learning.

In short, fair use is a limit on copyright law that allows anyone to use a copyrighted work for a "transformative" purpose that doesn't harm the core market for the original (meaning you can't compete with the publishers' efforts to sell books). This means that when teachers reading aloud online, using tools like school websites, learning management systems or live webcasts, fair use enables most of the same practices that take place in person.

In the U.S., fair use law takes into consideration the purpose of the use, the nature of the underlying work, the amount used, and the effect on the market for the original work. Where reading aloud is concerned, these factors can be condensed into two questions:

1. What is the new educational purpose for which teachers and students are reading this material to each other?
2. What, if any, is the harm to the core market for the original book or resource?

For example, reading a popular picture book aloud to a class of pre-readers can be a transformative activity if it supports a specific lesson or is designed to reinforce group identity. The point is not whether the book in question originally was intended to be read aloud, but whether this reading takes on new significance in the class, which it typically does.

To answer the second question, you have to ask whether the reading would interfere materially with the sale of physical or electronic copies. The same logic applies to chapter books, even if audiobooks are commercially available. In general, as Carrie Russell of the American Library Association has pointed out: "One is not displacing a sale or serving as a substitute to the work ... An audiobook is not the same as storytime."

In an emergency where student access to commercial learning materials is curtailed, educators' freedom to read under fair use is enhanced. Temporary activities might include:
- Open postings on YouTube to address lack of school-issued devices and LMS support
- Readings to compensate for missing access to physical resources
- Materials reflecting a broadened view of the teaching mission to serve displaced students generally.

It's important to understand why you're reading aloud to understand if you can rely on fair use.

Teachers read aloud in the classroom—and prompt their students to do so—for many reasons: to model fluency, to build comprehension and interpretive skills, and to support learning at different levels. Understanding why you're reading to your students is an important first step in making your fair use analysis.

Reading aloud, through digital tools and in person, is consistent with a vision of educational universal design. It puts students with different personal circumstances, including family situation, level of preparation, language competency, disability and health, on a better footing to enjoy equitable access to their education.

Fair use is flexible—it's not specific to certain types of content or online platforms.

Since fair use looks more at *why* materials are being used than the types, both fiction and non-fiction texts are fair use-eligible, depending on the context. And the same rationale that justified reading the text aloud also applies to displaying the illustrations.

With that said, fair use is not unlimited in scope. Extensive readings from textbooks and other commercial learning materials, for example, should be approached with more caution. Making readings permanently and generally available on public platforms should be avoided—though we recognize that this may be impossible under emergency conditions. In normal times, the "safest" choice may be a controlled Learning Management System, but this is not by any means a necessity. School-based or teacher-maintained websites are another option, as are dedicated streaming channels on YouTube or similar platforms.

In the current emergency, some publishers and authors have announced that they will permit certain read-aloud activities. This is a generous act, but permission (or refusal to give permission) neither expands nor restricts the scope of fair use.

Here are some cases where fair use enables reading online, and a few where it doesn't.

In these cases, teachers may want to read materials online, and could look to fair use for support.

- A teacher reads and shows two picture books to a class as part of a longer 30-minute lesson including discussion questions and context.
- Reading an introductory segment of a nonfiction text aloud to provide students with background material, and offering pre-recorded segments for students to choose to listen to next so that students can select their own learning paths.
- Beginning class sessions with a chapter from a novel, to orient students to the online classroom and to get them focused for learning.
- In an online recording posted to a LMS, a teacher reads a few introductory paragraphs from a commercial textbook and goes on to highlight (and display on video) segments of the reading that students are going to do independently.
- Teachers and students collaborate to read texts in parallel, contributing to a distributed reading project that documents both shared experiences and diverse voices.

In all of these cases, the use is anchored in a transformative educational purpose and it does not substitute for normal purchases of the work. These are non-controversial examples of fair use in action.

In some cases, the direct tie to the teaching and learning purpose is less clear, or the relationship to the original commercial market is too close. Here are a few activities schools and teachers should avoid activities without careful, specific guidance or permission:

- Establishing a free YouTube channel hosting readings of numerous picture books and chapter books, not directly tied to their classroom teaching.
- A school system trying to save money suggests that teachers consider reading review questions from commercial worksheets aloud rather than acquiring copies to distribute for student use.

Overall, fair use provides a powerful tool to enable teaching and learning online. Going forward, fair use is critical to adapt teaching and learning practices, such as read-alouds, to ensure that all students have full access to education. While the current emergency compels

immediate response to these changing circumstances, the existing lack of equitable access for all students, particularly students with disabilities and marginalized students, remains an ongoing call to action.

Ed. note: *On Tuesday, March 31, 2020 from 1:00 p.m. to 2:30 p.m. ET the authors will host a webinar discussing this topic and covering common scenarios that arise for teachers and students. Registration for the webinar is required and available here.*
Prue Adler, Michael Carroll, Will Cross, Pernille Ripp and Carrie Russell contributed to this article.

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REFLECTIONS ON THE INSTAGRAM LIVE STREAM BY ERUELT SOCIETY

ON 6 MAY 2020

ISSUES AND QUESTIONS IN TEACHING ENGLISH TO YOUNG LEARNERS

By
Prof. Dr. Aydan Ersöz

ERUELT (Erciyes University) Society invited me to hold a live stream session on Instagram on 6 May 2020. I was asked to do the session in Turkish because some parents also wanted to join the session. The moderator was Dr. Erdem Akbaş from Erciyes University. Initially the session was planned to be one hour but as the audience demanded we extended it for another hour. We started at 21.00 and finished at 23.00. Total number of the audience for these sessions was about 1600. The enthusiasm of the audience was amazing. I received hundreds of comments and questions during the sessions. It was impossible to answer them all, but we tried to cover most of them. The feedback was also exceptionally good. People stated that they left the session with a feeling of satisfaction as the answers to their questions were short, to the point and clear.

Below is a brief summary of ideas shared in these sessions.

- Children want relaxed and fun lessons.
- Children want creative and colorful lessons.
- Children are generally very enthusiastic about songs, especially if they can sing along, and active games.
- Children have short attention spans and are easily distracted, so we should keep activities short. We should also use a variety of activities to keep them interested and motivated.
- Children are highly active and energetic. Language activities which also require physical activity (such as games, dramatization, art and craft activities) are ideal for them.

- Children get bored very easily. Teacher talk time should be kept very short.
- Grammar is too abstract and complex for young learners. Rather than talking about the language we should let them actually use the language.
- Children forget easily so we should repeat, recycle and revise as much and often as possible.
- Modelling correct language use and usage is very important as children are great imitators and can pick up anything from the model easily.
- There is no need to correct every mistake they make. We should avoid putting pressure on children when they are using the language. We should correct only the mistakes are related to what they have just learned.
- Language should always be taught in context and if possible, in semantic categories.
- If you want to teach your child English at home, you can start as early as you like. Children can be raised to be bilingual (or even multilingual). While communicating with your child in English, you should be enthusiastic and positive. Children need lots of encouragement and praise. You shouldn't worry if your child doesn't start speaking English immediately. They will need a certain amount of time to absorb the language.
- There are multiple benefits of teaching children English at an early stage. Learning a foreign language has cognitive benefits like flexibility of mind, increased creativity, enhanced memory, better critical thinking and problem-solving skills, cultural enrichment, tolerance and open-mindedness, and higher academic achievement.
- The best way to learn is to practice every day, hence it is best to set a routine for your child. You should fix a particular time and stick to it. Short sessions of about fifteen to twenty minutes are enough for very young children as they have a short attention span and can get bored easily. You can play games, engage in role-play, read books, tell stories and dramatize, sing songs and rhymes, do art and craft activities, and/or watch movies/videos. You can also talk about the activity that you are doing together with the

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child. For example, if the child is getting dressed, you can talk about their clothes, what they are wearing, what color the clothes are, whether they like that particular outfit or not, etc.

- We should use body language, gestures, and pantomime when necessary to make the meaning clear for children. We can use exaggerated pitch, tone and intonation to attract their attention.
- Some parents believe that the child first should master their first language and then can start learning another one. There is no research related to this. As said before, children can easily be raised to be bilingual. However, the learning/acquisition process may be a bit longer than monolingual children, and one language will be dominant.

The bottom line is provided that the environment is right and the source of input is efficient, children can and will pick up a foreign language besides their mother tongue. Children who study languages are more imaginative, better with abstract ideas, and more flexible in their thinking. They have a greater sensitivity to language and a better ear for listening. Studying a foreign language improves a child's understanding of his own native language. It opens the door to other cultures and helps the child understand and appreciate people from other countries. So, parents need to put their own personal beliefs and worries aside. They should encourage their children to learn a foreign language. Parents with a negative attitude toward foreign language learning will have a negative effect on their child. They should not let their old experiences or opinions obstruct their child's future.
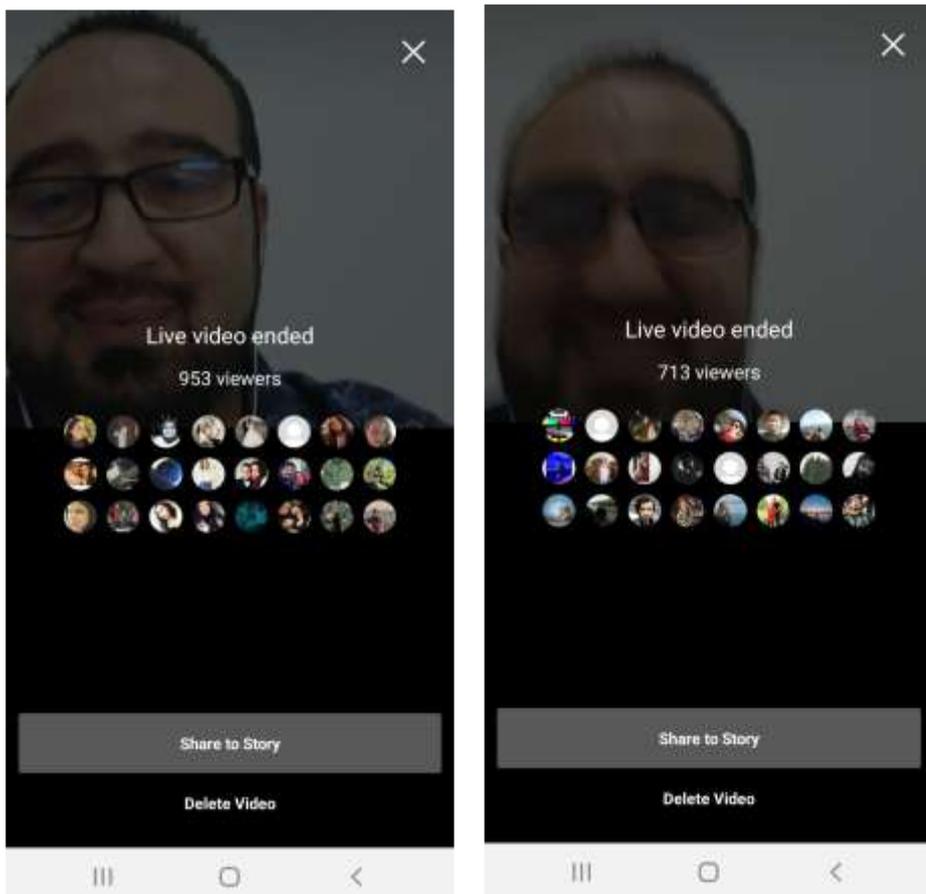
REFLECTIONS ON THE BLACKBOARD LIVE STREAM BY MEF UNIVERSITY

ON 29 MAY 2020

BEING AN EFFECTIVE ENGLISH TEACHER

By
Prof. Dr. Aydan Ersöz

The ELT Department, MEF University invited me to hold a live stream closed-session on Blackboard on 29 May 2020. The moderators were Dr. Ece Sarıgül and Ceyda Cankat from MEF University. We started at 14.00 and finished at 15.00. Total number of the audience was about 50 as it was a closed-session only for the students and the academic staff of this university. The audience was enthusiastic. They contributed to the session with several keen comments and questions. The feedback to the session was positive. People stated that they found the session relevant, useful and valuable.

Below are the questions and answers shared in this session.

My Opening:

Hi, everyone. Thank you very much for inviting me to be a part of this nice caring and sharing session. I wish you all the good luck in your endless journey of becoming an effective teacher. Teachers have a direct influence not only on the student achievement and academic growth but also on student attitudes and belief systems. It is a huge responsibility.

The teacher's role has changed from being a sage on the stage to becoming a facilitator of learning process. In the past where sources of information were limited, the teacher was regarded as the major source of knowledge. They were expected to transfer that knowledge to students. In our modern world, with easily accessible sources of information or knowledge, teachers are no longer expected to impart knowledge by lecturing to students. In
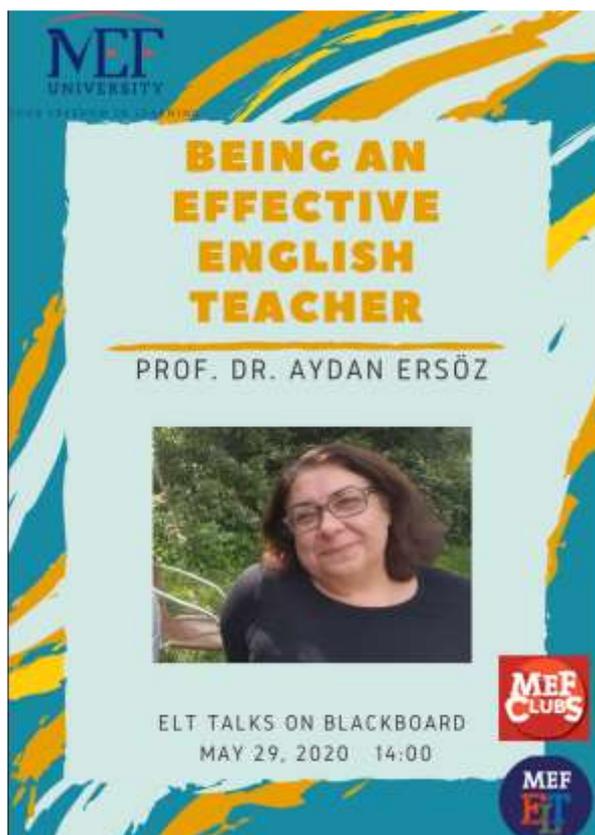
traditional learning the teacher had an "all eyes on me" comfort zone. Today, all eyes are on the learner.

A teacher today is a guide and inspiring muse on the journey of learning, enabling students to be the best versions of themselves. They should get off the stage and put their learners on the stage instead. They can act as the director of a movie and the learners will be the actors.

Q1: What are some common mistakes newly graduated English teachers tend to do in their first job?
Don't focus on teaching, focus on learning. Don't rush claiming that you have to finish this or cover that. Relax, sometimes less is more. You are in the classroom to help learners learn. They need to finish this or cover that. If they can't, if there is no learning, then there is no teaching. Don't fool yourself.

Don't repeat the same mistakes. Einstein defines insanity as doing the same thing over and over again expecting different results. Research and observation have revealed that lecturing or explaining is the least effective teaching technique that a teacher can use. It causes boredom. And boredom causes discipline problems. So, if you keep doing what has been done for a long time and proven to be ineffective, you will end up with the same result.

Don't mix being friendly and being friends. We are not friends with our students. We should always be the mature figure that our students can rely on whenever needed.

Don't let the negative mindset win over you. You may encounter negative attitudes from the administration, your colleagues and even from your students, don't give up.

Always be organized and prepared. Going to the class thinking you know the content material and can run the lesson without any preparation is a huge mistake. Review key concepts and ideas if you are unclear about them. Check the words or phrases that you do not know. Check the pronunciation of words that you will be teaching. Think about how the material can be most effectively used and design a strategy. Write an outline or take notes to follow during a lesson, and prepare your materials well in advance. Always have some extra materials.

Q2: What would be your number#1 advice to ELT interns/candidates or to novice English teaches?
Be truly passionate about teaching. Love what you do. Don't see teaching as a job but see it as a profession. You should only become a teacher if you love learners and intend on caring for them with your heart.

Q3: What are the top 3 recommendations you can give for the first year of the teaching career?
Be positive and spread positivity. Don't let other people's negativity bring you down with them.
Do your job for the love of teaching and not because you feel obligated to do it. Never give up and try your best.

Reflect on your teaching to evolve as a teacher. You will have "failed" lessons. Learn from your mistakes. Seek ways to improve your teaching skills. Have a growth mindset. Never stop believing that your abilities and intelligence can be developed with effort, learning, and persistence.

Q4: What are some challenges of teaching that are not mentioned enough but should be?
Student resistance. Students may and will question anything new done in the class. Habits are very hard to break. They will want you to spoon-feed them so that they can spit whatever you feed to them onto your face. Student apathy (lack of interest or energy and unwillingness) can be listed as another issue.

Colleague resistance. Colleagues with "fixed mindset" avoid challenges and innovations because they are afraid of failure. Doing what is known is better than doing the unknown for them. As Debbie Millman has said: "If you imagine less, less will be what you undoubtedly deserve."

Dealing with the administration. You may experience a lack of support from your administrators. Try to find a middle ground to work from. Explain what you are doing and why you are doing it politely and respectfully. Try inviting your administrator to your classroom so they can observe the situation for themselves. Negotiate and try to come up with options.

Dealing with the parents. Some parents get so involved and so invested in their children's education that they can become more difficult. They can get very emotional and pushy when teachers do things they disagree with. On the other hand, some just don't take an active role in their student's education or care about their child's education. In both situations, it is important to keep the communication channels open. As with the administrators, we should try to find a middle ground to work from. Having teacher-parent conferences can give you a chance to explain what you are doing and why you are doing it politely and respectfully.
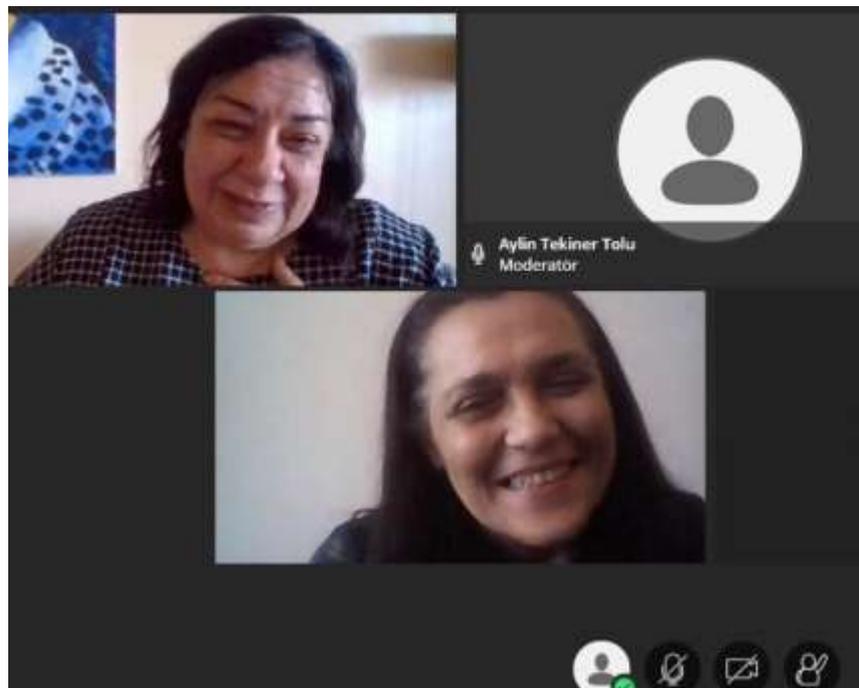
Q5: What can we do for our professional development after graduation?

Become a member of a professional organization or association to develop a professional identity such as INGED, IATEFL or TESOL,

Do action research (classroom-based research), work with colleagues, do peer observation,

Join in professional development activities such as attending seminars, workshops, conferences, refresher courses,

Read books and other publications,

Subscribe to professional publications such as journals and magazines,

Form professional support groups (face-to-face or online),

Pursue academic studies (join a master's or PhD. Program).

Q6: What are the top 3 skills we should improve for our professional development as English teachers?

Communication skills

Leadership skills which cover organizational skills, critical thinking and problem solving

Technical/Technological skills

Q7: What was the most compulsive problem that you come across during your career?

People with fixed mindset who are against any change, who resist trying out anything new, who have fixed beliefs that they would never question, who are ready to sabotage you because you are doing something different.

Favoritism or nepotism. No appreciation of merit.

Q8: Which kind of materials can we use for teenage/adult learners for them to participate more during the lessons?

Authentic and semi-authentic materials are really motivating for this age group. Most modern coursebook have such materials in them although some are not interesting or relevant to our specific group of learners. Be familiar with their interest areas. Choose your materials accordingly. Songs, newspaper articles, commercials or ads, videos, movies, posters, restaurant menus, anything can be used for teaching purposes. Know your teaching goals/aims and prepare your activities accordingly.

Create or provide a reason to interact and participate in the class. You can use

Jigsaw, Information gap, Problem solving (Reasoning gap), Opinion gap (Exchange), Decision making, Class survey and the like.

Q9: Should the first language be used in classes?

No, not for teaching purposes. If there is any other issue, you can use Turkish to deal with it. But if you are teaching English, you shouldn't use Turkish.

We create terribly wrong impressions when we use Turkish to teach English:

Turkish is a language. We use it for communication. English is NOT a language. It's only a school subject matter that we learn about. English does NOT have a real communicative value.

The teacher will explain everything in Turkish so I do NOT need to try to understand what s/he says in English. There is no challenge left for me.

I can't speak English. Even the teacher doesn't speak English. How can I? I don't have a model.

Translation is a natural language skill, and there is a one-to-one correspondence between Turkish and English.

When do teachers switch to Turkish? When they want to explain a complicated aspect of language or to give the instructions of an activity. If we stop teaching grammar in isolation without any context and teaching it deductively, then there will be no need to EXPLAIN anything in Turkish. If we cannot simplify the instruction to an activity, or break it down to smaller and manageable steps, or demonstrate it, then we cannot call ourselves an effective teacher, can we?

Q10. Do you think Turkey handled the online teaching process well during the pandemic?
No, not really. Neither students nor teachers were prepared for this. They are not embellished with the necessary skills to deal with such a situation. I want to believe that they are learning and improving themselves because this situation will remain for a long time. I hope we get better and more effective every day.

**REFLECTING ON
TEACHING ENGLISH ONLINE
DURING THE COVID-19 PANDEMIC:
A COMMENTARY**

By
Ozan İlir Alpan

Background

Headquartered in Brussels, Belgium, Emakina Group is a leading full-service digital agency with global reach. One thousand experts working from 20 offices in 15 countries deliver cutting-edge websites, e-commerce platforms, mobile applications, and communication campaigns for high profile clients in over 50 countries. When the first Covid-19 case was diagnosed in Turkey, I had been teaching English at Emakina's Turkish office in İzmir for a little over a year. Within just three days, our management announced that effective immediately we'd be working from home (for what was initially anticipated to last a week). Oblivious to the full scope of the pandemic at the time, that was pretty bad news for an extrovert like myself. Sixteen weeks have passed and we're still working from home.

What did I do?

I was given the task of remotely reassessing the English-communication skills (and sub-skills) of my learners and grouping them according to their results. That was the easy part... I was more concerned with how to create "an intimate community of learners" from a distance. I also needed to update my resources. With a little research, I discovered British Council's free-of-charge Learn English website. I based my online program on this resource which includes an online English test as well as teaching and learning materials.
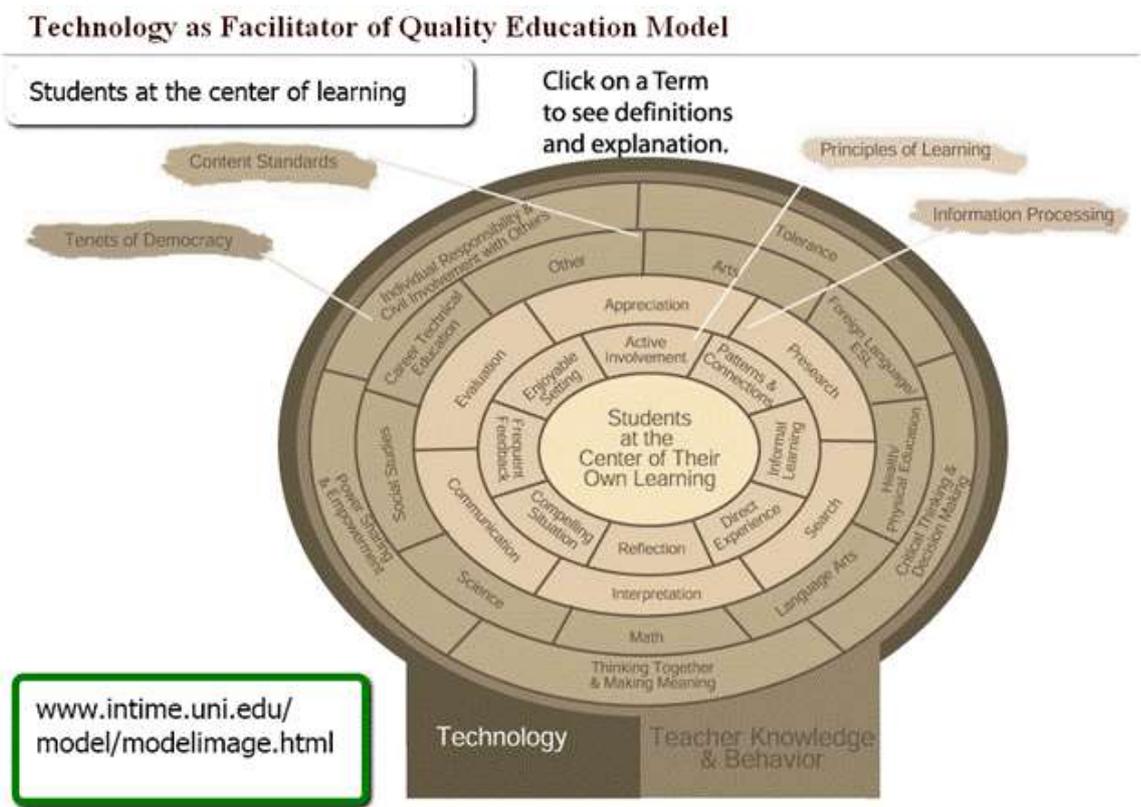
How did my learners react?

Since my learners are software developers and engineers who create technologies for Fortune Global 500 companies, we clearly had no issues regarding technological literacy. Digital natives by nature, they often assisted me, and we got straight to work.

Observations

One of the highlights of my resource is that each lesson starts and ends with an exercise. The exercise at the beginning gives the opportunity to check for **background knowledge** and the exercise at the end helps understand whether or not objectives are met. These exercises also allow **multiple attempts,** encourage **trial and error,** and give **immediate feedback**. The "Writing" section in particular is great because it provides a worldwide **authentic audience** and writers can use nicknames for **anonymity**. The content of the lessons are up-to-date and provide **exposure to and production of a variety of language styles**.

Conclusion

In addition to these optimal learning conditions that technology-enhanced language learning enables, I tried to be **flexible**; if someone couldn't make it to a lesson, I sent the link of the missed lesson for "self-study." Overall, **interaction in the target language** was achieved. On a final note, despite the many benefits of technology in language learning, it's important to *not* put technology at the center of the learning process. We facilitators, organizers, moderators, and assessors of learning (also known as "teachers") are in good company with technology in the outermost layer of learner-centered education, as illustrated in the diagram below:

Technology as Facilitator of Quality Education Model

Students at the center of learning

Click on a Term to see definitions and explanation.

www.intime.uni.edu/ model/modelimage.html

Teaching at Emakina.TR (Emakina.TR, 2020)

About the Author: Ozan Ilir Alpan holds an M.A. in Education (TESOL Option) from California State University, San Bernardino. He has been enjoying teaching English since 2006 and has a passion for educational role-playing, project-based learning, and critical pedagogy. He is a third-generation international educator and one of over a dozen teachers in his family. His personal bilingual development and literacy learning experience was featured in an MATESOL textbook published by Pearson Education, Inc. He currently lives in İzmir, Turkey, where he is raising his fifth-generation bilingual and dual citizen daughter.

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HAVE YOU LOOKED AT USEFUL LINKS?

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article about the role of expectations in learning.

https://www.sciencedaily.com/releases/2020/04/200415110441.htm

How expectations influence learning
Ruhr-University Bochum

Summary:
During learning, the brain is a prediction engine that continually makes theories about our environment and accurately registers whether an assumption is true or not. A team of neuroscientists has shown that expectation during these predictions affects the activity of various brain networks.

During learning, the brain is a prediction engine that continually makes theories about our environment and accurately registers whether an assumption is true or not. A team of neuroscientists from Ruhr-Universität Bochum has shown that expectation during these predictions affects the activity of various brain networks. Dr. Bin Wang, Dr. Lara Schlaffke and Associate Professor Dr. Burkhard Pleger from the Neurological Clinic of Berufsgenossenschaftliches Universitätsklinikum Bergmannsheil report on the results in two articles that were published in March and April 2020 in the journals *Cerebral Cortex* and *Journal of Neuroscience*.

The neuroscientists identified two key regions in the brain: the thalamus plays a central role in decision-making. The insular cortex, on the other hand, is particularly active when it is clear whether the right or wrong decision has been made. "The expectation during learning then regulates specific connections in the brain and thus the prediction for learning-relevant sensory perception," says Burkhard Pleger.

Focus on the decision making process
For the investigation, the team used a learning task that focuses on the decision-making process during the perception of skin contact in the brain. "It's like learning a computer strategy game using a game pad, which gives sensory feedback to certain fingers on certain stimuli," compares Pleger. "The point is that a certain touch stimulus leads to success and that this has to be learned from stimulation to stimulation."

28 participants were given either tactile stimulus A or B on the index finger in each trial run. At the push of a button, they then had to predict whether the subsequent tactile stimulus would be the same or not. The probability of A and B was constantly changing, which the participant had to learn from prediction to prediction.

Strategy analysis

During the test, the participants' brain activity was examined using functional magnetic resonance imaging. The researchers were particularly interested in the trial runs in which the participants changed their decision-making strategy. They asked the question to what extent the change in expectations influenced brain activity.

To the researchers two brain regions stood out: the thalamus and the insular cortex. The thalamus processes information that comes from the sensory organs or other areas of the brain and passes it on to the cerebrum. It is also called the gateway to consciousness.

A new role for the thalamus

Using functional magnetic resonance images, the researchers were able to show that different brain connections between the prefrontal cortex and the thalamus were responsible for maintaining a learning strategy or changing the strategy. The higher the expectations before the decision, the sooner the strategy was maintained and the lower the strength of these connections. With low expectations, there was a change of strategy and the regions seemed to interact much more strongly with each other. "The brain appears to be particularly active when a learning strategy has to be changed while it takes significantly less energy to maintain a strategy," concludes Pleger.

"So far, the thalamus has been viewed as a switch," adds the neuroscientist. "Our results underline its role in higher cognitive functions that help decision-making while learning. So the thalamus is not only a gateway to sensory consciousness, but rather it seems to link it to cognitive processes that serve, for example, to make decisions

Affecting sensory perception

The insular cortex, on the other hand, is involved in perception, motor control, self-confidence, cognitive functions and interpersonal experiences. This part was particularly active when a participant had already made his decision and then found out whether he was right or wrong. "Different networks that are anchored in the insular cortex are regulated by expectations and thus seem to have a direct influence on future sensory perception," said Pleger.

Story Source:

Materials provided by **Ruhr-University Bochum**. Original written by Judith Merkelt-Jedamzik. *Note: Content may be edited for style and length.*

Journal References:

1. Burkhard Pleger, Bin A Wang. **Confidence in Decision-Making during Probabilistic Tactile Learning Related to Distinct Thalamo–Prefrontal Pathways**. *Cerebral Cortex*, 2020; DOI: 10.1093/cercor/bhaa073
2. Bin A. Wang (王斌), Lara Schlaffke, Burkhard Pleger. **Modulations of insular projections by prior belief mediate the precision of prediction error during tactile learning**. *The Journal of Neuroscience*, 2020; JN-RM-2904-19 DOI: 10.1523/jneurosci.2904-19.2020

40 OLD-FASHIONED SKILLS THAT KIDS NEED TO KNOW TODAY!

- ❏ How to write a letter
- ❏ How to make a phone call
- ❏ How to take a message
- ❏ How to get to know an older person
- ❏ How to play with a baby
- ❏ How to sew on a button
- ❏ How to make a genuine apology
- ❏ How to read slowly
- ❏ How to hammer a nail
- ❏ How to shake hands
- ❏ How to introduce yourself
- ❏ How to take notice of needs around you
- ❏ How to make scrambled eggs
- ❏ How to balance a checkbook
- ❏ How to see a job through to completion
- ❏ How to write a thank-you note
- ❏ How to do laundry
- ❏ How to take care of a garden
- ❏ How to fix something instead of replace it
- ❏ How to plan a healthy meal
- ❏ How to hang a picture
- ❏ How to wash dishes
- ❏ How to make a budget
- ❏ How to wait and save for something
- ❏ How to check tire pressure
- ❏ How to ask questions to get to know someone better
- ❏ How to read a map
- ❏ How to find a book in the library
- ❏ How to seek counsel from someone more experienced
- ❏ How to care for a pet
- ❏ How to select a gift that the receiver will appreciate
- ❏ How to admit a mistake
- ❏ How to set the table
- ❏ How to iron a shirt
- ❏ How to give someone the benefit of the doubt
- ❏ How to weigh out the pro's and con's of a decision
- ❏ How to have good table manners
- ❏ How to read a recipe
- ❏ How to attend a concert or performance
- ❏ How to do something well, even if no one is watching
- ❏ How to be KIND!

https://frugalfun4boys.com

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News

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The power of songs and stories in an ELT classroom
Emma Sarah Muse

(taken and summarized from IATEFL *Voices*, May 2020)

When Emma Sarah Muse first started teaching English to young learners in Italy, she did not have much experience or knowledge. She tried different techniques in the classroom to see what works and what doesn't. After a while she realized that the main tool that students enjoyed was being able to express themselves through vocalizing and movement. At first, she felt silly singing and dancing in front of the students, but when she saw their responses, she realized that it works.

She also observed that there are many advantages to what she was doing, the first being introducing new vocabulary in a fun way. Singing reinforces listening, reading, speaking and writing skills. It isn't intimidating for shy students, who feel more secure singing in a group than individually. Clapping out the rhythm together also creates background noise for shyer students to feel safe. It has also been proven to improve concentration and coordination. Students can also benefit immensely from listening to a native speaker, which can lead to better pronunciation.

She began to clearly understand the importance of combining these elements - music, motion and language. She found that without music and movement, the children were distracted easily and became restless, whereas when these elements were incorporated into the class and self-expression was combined with the target language, lessons became much more dynamic and effortless.

After recognizing many benefits of the use of songs, she also tried including stories in her lessons. Storytelling is a powerful tool as it engages younger learners in a more entertaining manner. She quickly noticed that students were already familiar with some of the stories in their native language, so this helped them relate to the characters, resulting in a motivating and fun lesson. Another advantage is the teacher can create activities around the story or song: pre-listening, while-listening and post-listening tasks can be created, as can pre-reading, while-reading and post-reading tasks.

Her suggestions are listed below:

Teachers can choose to use graded readers or classic stories. Using authentic materials encourages the use of real English. The length is important: young children are distracted easily, so ensure that the accompanying activities are engaging and interesting. Eliciting and cueing repetition for young learners is essential as it accelerates language acquisition.

Create the correct atmosphere while telling the story. Ensure the children are seated comfortably. Then, use a clear voice to create suspense and mystery, make eye-contact, use sound effects, and ask questions about the next pages. Children enjoy using their imagination, so pause to ask the students to provide their thoughts on how the story will progress. These techniques will help to ensure that they pay attention. Repeating the target vocabulary often stimulates their concentration.

The use of songs and stories allows us to cater to all learning styles: visual, auditory and kinesthetic. Visual learners learn best through seeing; they can benefit from large, colorful flashcards, large images in a story or the inclusion of a song with a colorful video. Auditory learners learn best through hearing; they can benefit from speaking out loud in class, through videos, music and sound effects, following spoken instructions, and using word association. Kinesthetic learners process information best by doing; they can benefit from learning in intervals, role play, flashcards, memory games and most importantly, movement.
She suggests the following for lesson planning:

The first minutes of each lesson are usually used for students to arrive and settle down. Presenting the title/topic of the lesson, through eliciting and cueing or even asking the children questions about the day's lesson, sparks curiosity. Simply placing an object at the front of the classroom can create interest in the lesson. The target language can be put on the board in colorful writing. After the presentation of the day's topic, you can introduce a song or a chant using the target language. Ensure that your song connects with the lesson aim. To ensure language acquisition, students need to be able to strengthen and improve their language. Projects and other supplementary activities will build those connections between the lyrics of the song and 'real' language. You can use props, costumes or get students to make and hold up cards illustrating the language while singing. If you have little space, hand movements can also be used, even from their desks. Without a connection between the curriculum and the overall aim, the students will not benefit. Next, students practice the target language in one to three activities that progress from very structured (students are given activities that provide a little possibility for error) to less-structured as they master the material. The last stage involves production: students need to be able to use the language they have practiced. Be sure to include plenty of student talking time, leaving the students to engage freely without the interruption of the teacher. You can use this time to monitor and note any thoughts. The students should be comfortable with the newly learned syntax or vocabulary at this point in the lesson.

She gives two examples from her classroom experience. She once used a story about a mouse, a princess and a superhero, and this turned out to be a very successful lesson. For the warm-up, she started by showing the children the three main characters. She asked the children to guess their names, ages, likes and dislikes. Then, she presented the colorful storybook, again asking the children their thoughts. As they read the story, she allowed breaks for role play. The children acted out scenes of the story using masks she had prepared earlier. She also included a very catchy song with simple lyrics and the target language. It was a way for her to allow the students to practice and produce. As a follow-up task to complete at home, each student prepared a dialogue for the next scene for their character. She gave

them full flexibility and let them explore. It was fantastic to see the enthusiasm and imagination that filled the classroom.

For another lesson, she used a story about a frog family. For the warm-up she started by revising the flashcards of different animals, leaving the frog flashcard until last. She asked the children what they knew about frogs. Then, she showed the children the cover of the storybook. I showed the children a lily pad and asked their thoughts. She introduced the characters using the finger puppets that she had prepared earlier. She also included easy actions for the children to imitate. While telling the story she used gestures to make everything clear. After telling the story, she told the children she was going to repeat the story, but with the five volunteers imitating the frog family. To follow, she also introduced the frog song, allowing the children to sing and mime the actions. This is another example of how songs and stories can change the spirit of the lesson with a slight change.

She states she believes adding songs to the lesson keeps children's minds active and refreshed. She has also noticed that working together in pairs or groups keeps them engaged in the task, which reduces distractions. The fact that they are allowed to move freely around the classroom helps increase their productivity as they burn off extra energy. Creating involvement builds a stronger connection with other students and facilitates language acquisition. In conclusion, she believes that music triggers all areas of child development skills. It helps the body and mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. She also feels that telling stories is one of the most powerful means that teachers have to influence, teach and inspire.

Avoiding burnout
Rachael Roberts

(taken from IATEFL *Voices*, May 2020)

When the issue is teacher burnout, it is vital not to overlook the very real impact of our own deep-seated beliefs and mindset. Often without really being aware of it, we can be driven to behave in certain ways that don't serve us well.

Our own beliefs
I must be perfect
Do you always set yourself very high standards? Do you have a tendency to criticize yourself? Do you spend hours creating perfect lesson plans and choosing exactly the right exercise or image? Do you get angry, frustrated or humiliated when you can't meet your high standards for whatever reason, and expect the world to fall apart if you make a mistake? If so, you are probably aware that you are something of a perfectionist. This has advantages. You will produce excellent work and do well in your career. People will praise you, which is always nice. But keeping up such standards is exhausting and extremely stressful because, in the real world, there are always things getting in the way of being perfect – like students. Perfectionists are also usually pretty critical and hard on others as well as themselves, which

means they may not have the close and supportive relationships with colleagues that they need, and they often find it impossible to ask for help.

If this sounds like you, try to catch some of your thoughts and ask yourself honestly if what you are obsessing about really matters, what will really happen if you make a mistake, if what you are worrying about will still matter in a week's time, or a year's time. As American author Elbert Hubbard said, 'The greatest mistake you can make in life is to be continually fearing you will make one.' A good way of dealing with any anxiety is to push yourself to stretch your comfort zone just a little at a time. Experiment with not planning the last five minutes of your lesson, or risk telling someone about a mistake you made. When the world doesn't end, push yourself a little more into being less perfect.

I need to be the strong one

Teachers know that people rely on them – their students, their colleagues – so they tend to tell themselves that they have to be strong and carry on regardless. If they are struggling emotionally or physically, they often won't tell anyone, or even admit it to themselves. The feelings get pushed down, and then, every holiday, without fail they get sick, because finally there is time to do so, and they don't have to feel guilty. Some people even get sick because subconsciously that is the only way they feel able to take time off without feeling guilty. This is far from a healthy pattern because it means that you are never actually having a proper break (being sick doesn't really count). It is also pretty horrible for your family, who don't get to spend time with you when you're healthy or full of energy. People who subconsciously hold this belief tend to avoid asking for help. But, apart from the fact that we all need help at times, people generally really like being able to help. By asking for help you are giving them the opportunity to feel good.

It's selfish to put myself first

Many people, including me, were brought up to believe that they should always put the needs of others before their own. It sounds like a good thing to do: if we care about others, shouldn't we put them first? We should certainly put them high up on our list of priorities, but if we don't want to burn out, we have to recognize the truth in the saying, 'You can't pour water from an empty vessel.' If you always put yourself last, you will eventually run out of 'water' or the kindness and energy to help others, you will start to feel put upon and resentful, and you'll eventually get ill and burn out. It is not selfish to look after yourself. Do you think that your loved ones want to see you a burnt-out wreck? They care about you, and they want to see you well. You also won't really be that nice to be around if you are exhausted and secretly angry about all the demands being placed on you. Human beings need rest, good food, exercise and time to do fun things. If you don't give yourself these things, other people won't necessarily do it for you. You have to take responsibility for looking after yourself.

I can't say 'no'

Teachers and educationalists are often the kind of people who find it hard to say 'no'. Maybe we were brought up to be nice and kind and think that means that we should always do what someone asks of us, especially as we are teachers, whose job is helping people. Or maybe we are worried that the person will reject us if it is a personal relationship, or not give us any

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more work if it's a professional one. Or maybe we are just super-interested in the project or task. The problem with always saying 'yes' is that, sooner or later, we will end up completely overloaded, probably feeling resentful and that we are being taken advantage of. Sometimes, we really have to agree to things, but when we get to breaking point, we have to take at least some responsibility for all the 'nos' we didn't say that got us into the situation. Saying 'no' does not make you a bad person, or a rude or unhelpful one. In terms of work, any employer would rather you say 'no' than agree to take on something that you don't really have time to do well. And saying 'no' can give the impression that you are in demand rather than desperate.

If you find yourself agreeing almost against your will, get into the habit of always asking for time to think about it. This will give you the opportunity to really consider if it is something you want or need to do. If it is work, it will also give you the chance to think about what you'd like to be paid for doing it, so you can negotiate more effectively. Equally, learn to sit on your hands when someone is clearly looking for a volunteer (and you can't or don't want to do it). Remember, 'Whoever speaks first loses'. It is also a golden rule for effective negotiation. If you are worried about upsetting someone or not being offered more work, question how realistic those thoughts really are. Nine times out of ten, they are about your own fears or insecurities. If you think there really is a risk in saying 'no', then you could try making a counteroffer: 'I really can't help you with X, but I could do Y.' Sometimes people advise you not to give any reasons for a refusal, but I personally don't feel very comfortable with that. However, be careful about making up excuses if what you really mean is that you don't want to do something. The other person might counter by asking if you can do the favor or the work at a different time. Finally, remember that you are probably nowhere near as indispensable as you think you are. It is nice to feel needed, but is it worth overloading yourself and feeling stressed or even ill? And how much use to anyone will you really be in that state?

Avoiding burnout

If you feel that you might be approaching burnout, or that you are constantly stressed but managing it, you need to take it seriously. Look carefully (and honestly) at the factors you believe are contributing to your stress, both external (working conditions, lifestyle choices) and internal (mindset issues). Which of those stressors can you do something about? Maybe you need to be brave and ask for some changes, say 'no' more often, or look after yourself better: eat well, get enough rest, meditate and exercise. You will probably find that more of the stressors are in your control than you thought.

If you really can't change something which is causing you a lot of stress, then (assuming you can't leave the situation) you need to consider how you can work with it. For example, if you have a great deal of marking, and the school is not going to change its policy, then what else could you change so that you can do the marking without staying up half the night? Come up with some clear strategies, and implement them for a few weeks. Then, look at the situation again, decide what is helping or not, and consider what you haven't managed to do (and ask yourself why not). The more you can feel in control of your own life, the better you are likely to feel, even in a stressful situation. And last, but very much not least, be kind to yourself.

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Addressing the Remote Learning Needs of Your English Language Learners
Kimmie Fink

(taken from the TESOL Bulletin, 15 May 2020)

Many teachers lack the tools and support to adequately meet the needs of emergent bilinguals, and that has become even more of a challenge with distance learning. Newcomer students already face a host of barriers. Now that we have moved instruction mostly online, we have to get more creative in continuing these students' education. Check out our tips for better serving your English language learners on a remote basis:

Address basic needs
Remember Maslow's hierarchy of needs from your college days? It is a motivational theory that states that learning cannot occur until survival and safety needs are met first. In other words, kids can't focus on school if they're hungry, sick, or scared. Before we do anything academic, we have to make sure students and families have access to food and up-to-date health information. That means disseminating information—from school meal programs during closures to guidelines for staying healthy—in the home languages of our students.

Ensure or provide alternate access
The issue of equity has been compounded in the COVID-19 era. English language learners (and other marginalized groups) have been disproportionately affected by the move to online platforms because many don't have access to computers and/or the Internet at home. Teachers may need to advocate for devices and hotspots for their students, and in their absence, provide hard copy packets of work.

Keep parents informed
It's always to a student's benefit to involve parents as partners in their child's education, and that's more important now than ever before. If we want students to be successful in learning at home, we need families to be on board with and understand our plan. That means ensuring that the communication we send home is accessible to adults who may have limited

English proficiency. You might need to utilize an interpreter for phone calls or texting apps that translate to keep families in the loop.

Promote authentic learning in the home
When teaching isn't culturally responsive, it can result in disengagement. That's why it's so important to connect learning to kids' lived experiences. We have an unprecedented opportunity to do that now that they are at home. Remember that all kinds of everyday activities count as learning. Build on what they are doing already with learning activities. For example, if they are cooking for their families, you can introduce vocabulary around food preparation.

Avoid overwhelming students
Now is not the time for lengthy, involved projects when a simple, straightforward lesson will do. You will also need to make sure that students aren't overwhelmed by the sheer number of platforms they now have to navigate. If they are having trouble managing them, you might create a daily spreadsheet with links to their Zoom meetings, readings, etc. or, if possible, use online course-management software where everything is in one place.

Allow for self-directed learning
Kids are always more invested when they have a say in their learning, but our current situation virtually demands it. Many students are juggling the responsibilities of home and school. They may have to share devices with family members, so make sure everything is recorded so they can access lessons at a convenient time. Provide activities that they can work through at their own pace. Give them some choice in demonstrating their learning: verbally telling a story, teaching their peers a new word, etc.

Provide accommodations
Scaffolding doesn't stop just because we're not in the classroom anymore. It just looks a little different. Walk through assignments via phone or video chat to ensure students understand the instruction. Make sure there's closed captioning on videos. Record yourself reading aloud required texts. Utilize breakout sessions on Zoom for partner work. Make writing collaborative using a Google Doc.

Build in social-emotional support
Just because we are not together in person doesn't mean we can't prioritize relationships. In fact, it's for that reason that we should make community our first concern. We need to frequently check in with our students on how they are processing this huge disruption in their lives and provide places for them to talk about their experiences. We keep them engaged in school through their personal connections to us.

7 Tips for Effective Grammar Instruction
Shirley Gomez

(originally published on 02 Jan 2017; taken from the TESOL Bulletin, 15 May 2020)

Learning grammar can be a tedious task especially for students who grew up in other countries where the process of learning grammar is quite different from what they experience here. The following are seven tips that can help a grammar teacher make the learning experience fun, interesting, and productive for students. An acrostic based on the word grammar is used to make these tips easy to remember.

Teaching Tips:
The first letter in grammar, *g*, stands for give, as in give students ample time to process what is being taught. Due to time restrictions, teachers may find themselves rushing through a lesson simply because it has to be covered. Students, particularly those learning a second language, need to be allotted enough time for their brains to process new information. And when checking for understanding, allow some wait time for students to contemplate the question and answer.

The second letter, *r*, stands for review. Not all students spend time outside of the classroom studying what has been taught. Doing a review of grammar concepts formerly taught helps their minds recall and even retain what has been learned. Begin class with a review by spending at least 5 to 7 minutes going over what has been taught the day before. For example, if pronouns were previously discussed, then either go over this concept briefly or have students provide examples of sentences with pronouns to ensure that they do understand.

The next letter in the word grammar, *a*, stands for accommodate. Every student comes with his or her personal learning style and needs. It is important to adapt your methods of instruction to accommodate your students' needs. For instance, there are times when direct instruction or pair work are essential. Then there are times when individualized instruction is needed to assist a student who is struggling in class. Accommodating also means using varied methods of instruction to cater to the various learning styles that are present in your classrooms.

The fourth letter*, m,* stands for motivate. Students, especially those with low self-confidence, need constant motivation. They need to be encouraged to ask questions and to voice out any difficulty they may be experiencing with regard to comprehending the lesson at hand. Not all students are confident enough to ask questions for fear that they may be perceived as "dumb." These insecure students fear being ridiculed especially when they are surrounded by others who they perceive to be smarter. Make it a point to encourage students to ask questions when they don't understand, and always provide positive feedback when they are able to answer questions correctly.

The second *m* stands for make as in make grammar fun. As mentioned before learning grammar can be a tedious and monotonous task which is why it is important to make your

lessons interesting. Students are more participative when they enjoy the class. On the other hand, students lose interest when they feel the class is boring. Incorporate games and fun activities along with varied forms of instruction to help keep students engaged and interested. Even try including a fun music video to go along with your lesson.

The sixth letter, a, stands for assessment. Assessment is a vital part of ESL instruction for it provides much needed information-specifically, information on whether the lesson has been grasped by the students or not. It dictates whether a lesson should be retaught perhaps in a different way or if the students are ready to proceed to the next one. Constantly assess students to ensure that comprehension is indeed taking place.

The final letter in the word grammar, *r*, stands for relevant. Making the lesson relevant to the students allows for comprehension to take place. When students feel what they are learning is relevant to their lives, then interest on the subject matter automatically follows. Before conducting instruction, explain the relevance of the lesson you are about to teach and how knowledge gained from it can be useful to their daily lives.

In conclusion, these 7 tips, if considered and followed, can help you teach grammar, or any other subject for that matter, successfully. Remembering these tips when planning lessons will help you come up with activities that will be both engaging and interesting for the students.

CHECK OUT OUR WEB PAGE!

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

ANIMALS IN CORONA DAYS

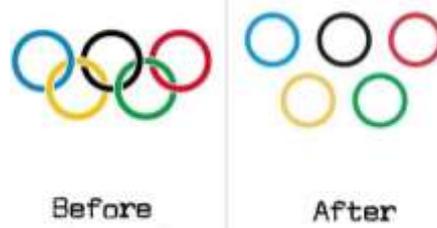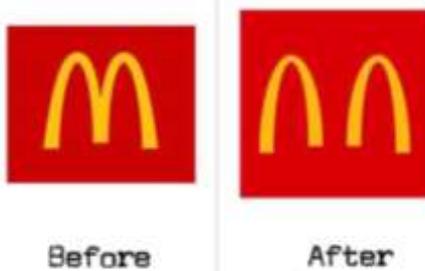NO, I'M NOT COMING DOWN!
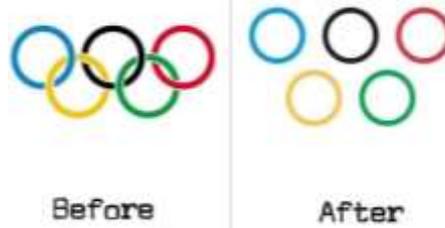We've been on 20 walks today. Leave me alone.

You people need to go back to work.

HEARD THE NEIGHBOR COUGH

When dog groomers go into lockdown, and customers are left to their own devices

Please don't walk me again. Find something to watch on Netflix, read a book. But leave me alone.

Bob cat

CORONA CARTOONS

CORONA TERMS

Coronabrain: When all you can think about is the Corona virus

Covidfever: Like cabin fever

Procrastibaking: What I've been doing instead of grading papers

Coronababies: We'll have them in our classes in about 18 years and nine months

Hairpocalypse: My current hairdo, which probably won't improve if I let my daughter give me a quarancut

JOMO: Joy of missing out; the opposite of FOMO, fear of missing out

Zoombies: (Zoom + zombie) What teachers feel they've become after conducting classes all week on Zoom

Zoomsmen: Your groomsmen in a Zoom wedding

Covedient: (Covid + obedient) describes people who are obedient to stay-at-home orders