

# NEWS ON-LINE

2021-Issue 2 - Together we stand!



## TABLE OF CONTENTS

|   |    |
|---|----|
| From the President .....  | 3  |
| From the Editor .....   | 5  |
| For Prospective Contributors .....  | 6  |
| The 20 <sup>TH</sup> INGED Conference Call for Papers .....                   | 7  |
| INGED ZOOM Series .....   | 11 |
| Technology in Teaching: Google Classroom Review .....                         | 13 |
| Top 10 Free Online English Games<br>Compiled by O. İ. Alpan .....             | 15 |
| Selected for you: Ideas for online teaching .....                             | 18 |
| A Session for A. Keleşoğlu Faculty of Education, NEU<br>by A. Ersöz .....     | 26 |
| A Session for the ELT Dep of Istanbul Kültür University<br>by. A. Ersöz ..... | 29 |
| A Session for GELTUS<br>by. A. Ersöz .....                                    | 33 |
| Something to Think About .....  | 36 |
| News from IATEFL .....  | 39 |
| News from TESOL .....   | 47 |
| English is Really Strange .....   | 54 |



## From the President

Dear members,

It is great to be with you again. In this issue, I want to write about the type of the teacher I love: the teacher who is truly passionate about teaching and devoted to their profession. Every person would love to have such a teacher. Such teachers become an inspiration to others.

I have never seen teaching as a job, but as a profession. Only those who love students and intend on caring for them with their heart should become a teacher. Teaching can be demanding and exhausting, and those who cannot enjoy every teaching moment to the fullest will feel burned out and mentally and physically tired. Effective teachers do not lose their motivation. They try to make their lessons come alive by making it as interactive and engaging as possible. They help students to be motivated by the desire to learn, rather than by grades or degree requirements. They are creative and innovative, and expect their students to be, too.

Good teachers want to make a difference in their students' lives. They want to be the positive influence in their lives because they do not know what kind of conditions students have. So, they feel that it is their responsibility to help their students feel special, safe and secure in their classroom. They bring positive energy into the classroom every single day with their smile and loving voice. They do not do it because they feel obligated; they do it because they love their profession. They may have problems in their personal life, they act naturally. Sometimes they even share their problem (if it is not too personal) with their students. We are all human after all, but they do not let their negative energy take over.

Effective teachers become friends with their students without losing their social distance. They set respectful boundaries but try to learn about their students to be able to address their interests and needs. They also have good relations with parents. They work in harmony with their colleagues. They work cooperatively and collaboratively with both parents and their colleagues.

Good teachers are organized and prepared. They carefully plan what they want to teach. They always prepare extra materials in case something goes wrong in the classroom. They have good time-management skills. But they never let the plan obscure creative ideas. They are flexible and if the students are engaged and enjoying a task, they can let it go on even if it is not in their plan. They know the course material and can guess the problems that may arise when delivering that material, so they are ready. They can explain complex ideas in simple ways. They can ask the right questions to elicit the answers from the students. They

keep their students thinking rather than spoon-feeding them. They know that lecturing or explaining is not an efficient way to provide students with lasting knowledge and skills.

Effective teachers are patient. They give students enough time to process information and answer questions. They welcome mistakes and help their students learn from them. They are fair and treat their students equally. In classes or exams, they set clear expectations, apply them consistently and are ready to admit when they are wrong. They grade exam papers or assignments on time and give efficient feedback.

Good teachers are open-minded and they embrace change. They are ready to try out new methods, techniques, strategies, and resources. They are receptive to a wide variety of ideas, arguments, and innovative information. They know that if they want to come up with effective solutions to the problems and to improve themselves, they need to be open to ideas and perspectives.

Effective teachers adapt the reflective model. As they are lifelong learners, they are ready to improve themselves personally and professionally. They know that there is always room for improvement. They observe themselves and they observe their peers. They think about what went well and what they would do differently next time. They know that there is always more to learn and know about in order to strengthen their teaching skills. They attend seminars, workshops, and conferences. They follow the literature in their field. This way they not only become better for their students but also keep themselves motivated. They also have a good work – personal life balance. They know what relaxes and refreshes them, and always spare time to cure themselves.

We are much more powerful and likely to succeed when we work together. Together we stand!

Prof. Dr. Aydan Ersöz



## From the Editor

Dear Colleagues,

Here we are at the end of an academic year once again! And what a tough year it has been for most of us... We have had to learn various new technical tricks to get connected or to be able to do some of our teaching and learn to sit before the screen for long stretches of time! However, the difficulties of teaching online have also come with benefits: They taught us a lot. We are now experienced in a series of totally new skills and some of us are even thinking of making use of technology to a greater degree than before in the semesters before us. Some educational institutions had already integrated technology to a large degree into their teaching even before the pandemic, using blended teaching. The time before us will show what the future holds for us and for teaching... We at INGED did our best to also adjust to the new conditions. We have conducted more than 30 ZOOM Sessions on different topics and we plan to continue to do so until the end of July. Every Friday evening at 20:00, there is a ZOOM Session for you. The details are on our web page, Facebook and Instagram accounts. If you missed any of these sessions, please click on the title listed on our web page or go directly to our Youtube channel to watch the past ZOOM Sessions. You can also watch short practical tips on teaching (especially young learners) if you like. Please *subscribe* to the INGED Youtube Channel and don't forget to LIKE the videos that you watched.

As to this issue of the INGED newsletter, we have selected a variety of articles for you. Would you like to learn about how to teach speaking on the spot? The article on impromptu speaking is just for you. Or are you looking for an app that can help while writing to find the appropriate collocations? Are you interested in the 10 free online games that one of our dear members used and tried out while teaching online this year? How about the hot topic of keeping cameras on or off while teaching? These and several other topics have been covered in the articles that were selected. We hope you will enjoy reading them and we also hope to hear your reactions to these. Please write to us about topics that you liked or topics that you would like us to include in future issues...

We wish you a HAPPY and HEALTHY summer with enough time to relax. See you at the ZOOM Sessions...

A. Suzan Öñiz  
INGED Newsletter Editor



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

➡ **NOTES FROM A CONFERENCE**

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

➡ **TECHNOLOGY IN TEACHING**

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

➡ **YOUR PAPERS**

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

➡ **THE VOICE OF INGED MEMBERS**

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



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



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



**CALL FOR PAPERS**

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

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

***TOPIC AREAS***

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

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

***HOST AND DATE***

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

***PRESENTATIONS***

**Paper**

A paper is a 20-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language,

language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenter is requested to allocate time for questions and discussion.

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

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

### **Demonstration**

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

### ***CRITERIA FOR PROPOSAL SELECTION***

Proposals fulfilling the following criteria will be considered for selection:

It is clear from your summary that:

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

### ***Important Note for Proposals***

While writing your summaries, please keep in mind that

- a) each presenter can present a maximum of 2 papers and/or workshops.
- b) if your proposal is accepted, your summary will be printed in the conference booklet.
- c) the screening committee members evaluate the summaries to accept or reject a proposal. Please make sure that your summary reflects your study. The clarity and flow, originality, significance, relation to the theme and detailed description of the study all effect the members' decision.
- d) joint presenters must also register and pay the conference fee individually.

### ***PROPOSAL DEADLINE***

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

### ***CONFERENCE REGISTRATION***

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

### **CONFERENCE FEES (Only for presenters)**

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>INGED Members</b><br>100.-TL | <b>Non-Members</b><br>250.-TL |
|---------------------------------|-------------------------------|

- ❖ Upon request, a formal and signed invoice will be sent only if the receiver covers the postal experiences.

*To become a member, please visit*

**[https://inged.org.tr/index.php?option=com\\_content&view=article&id=47&Itemid=54](https://inged.org.tr/index.php?option=com_content&view=article&id=47&Itemid=54)**

★ *The conference is free for the audience.*

#### **IMPORTANT DATES:**

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

#### **SCIENTIFIC AND ADVISORY BOARD**

|                                     |                                   |
|-------------------------------------|-----------------------------------|
| Prof. Dr. Aydan ERSÖZ               | FREELANCE (INGED)                 |
| Prof. Dr. Ayşegül Amanda YEŞİLBURSA | ULUDAĞ UNIVERSITY                 |
| Prof. Dr. Dinçay KÖKSAL             | ÇANAKKALE ONSEKİZ MART UNIVERSITY |
| Prof. Dr. Gülsev PAKKAN             | ŞELÇUK UNIVERSITY                 |
| Prof. Dr. Handan YAVUZ              | ANADOLU UNIVERSITY                |
| Prof. Dr. Yasemin BAYYURT           | BOĞAZIÇI UNIVERSITY               |
| Prof. Dr. Zuhâl OKAN                | ÇUKUROVA UNIVERSITY               |
| Dr. A. Suzan ÖNİZ                   | FREELANCE (INGED)                 |
| Dr. Tony GURR                       | FREELANCE                         |

#### **CONFERENCE ORGANIZATION COMMITTEE**

Assoc. Prof. Dr. Şaziye Anıl RAKICIOĞLU SÖYLEMEZ  
Assoc. Prof. Dr. Sedat AKAYOĞLU  
Assoc. Prof. Dr. Müzeyyen Nazlı GÜNGÖR  
Assist. Prof. Dr. Ceyhun KARABIYIK  
Dr. Büşra ÇELEN  
Mustafa Akın GÜNGÖR  
Defne AKINCI  
Asena KARADUMAN (social media coordinator)

Contact: [ingedconference@gmail.com](mailto:ingedconference@gmail.com)



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

# ENGAGING STUDENTS, EMPOWERING TEACHERS

05 - 06 NOV 2021

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

## **I N G E D Z O O M S E R I E S**

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

### **THE INGED ZOOM SERIES**

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

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

In this way, we aimed to address issues relevant to ELT teachers  
as well as instructors working in other fields and  
who may feel more comfortable in using Turkish.

We have completed the first 19 so here are Zoom sessions from March to June.

Go to **INGED Turkey Youtube** to watch these Zoom presentations.  
Please subscribe to our channel and LIKE all our social media posts.

#### **INGED ZOOM SERIES #19**

5 March 2021

"Çako & Zarife: Understanding and Engaging in Compassionate Communication"

Speaker: Prof. Dr. Bena Gül Peker

#### **INGED ZOOM SERIES #20**

12 March 2021

"Geribildirim Tasarımı"

Speaker: Prof. Dr. Soner Yıldırım

#### **INGED ZOOM SERIES #21**

19 March 2021

"Language Matters: Gender in the ELT Classroom"

Speaker: Prof. Dr. Zuhul Okan

#### **INGED ZOOM SERIES #22**

2 April 2021

"Teachers' Classroom Language: Growth-Oriented Interaction Patterns"

Speaker: Associate Prof. Dr. Anıl Rakıcioğlu-Söylemez

#### **INGED ZOOM SERIES #23**

9 April 2021

"The Role of my Class"

Speaker: Prof. Dr. Sinan Özmen

#### **INGED ZOOM SERIES #24**

16 April 2021

"Resistance against English Medium Instruction in the Digital Age"

Speaker: Dr. Ali Fuad Selvi

**INGED ZOOM SERIES #25**

24 April 2021

"(How) can we motivate beginner level young adults?"

Speaker: Defne Akıncı

**INGED ZOOM SERIES #26**

30 April 2021

"Speaking Proper Like! Improving Communication/Pronunciation and Dealing with Fossilized Errors"

Speaker: Dr. Tony Gurr

**INGED ZOOM SERIES #27**

7 May 2021

"Viewing Professional Development Through a Different Lens: Internal and External Forces of Change"

Speaker: Prof. Dr. Gölge Seferoğlu

**INGED ZOOM SERIES #28**

14 May 2021

"Moral Code of Academia: Academic Integrity and Avoiding Plagiarism"

Speaker: Dr. Erdem Akbaş

**INGED ZOOM SERIES #29**

21 May 2021

"What will you Take Forward from Online Learning?"

Speaker: Kristina Smith

**INGED ZOOM SERIES #30**

28 May 2021

"ELF Awareness in ELT: Global Trends, Changing Paradigms"

Speaker: Prof. Dr. Yasemin Bayyurt

**CHECK OUT OUR WEB PAGE  
FOR THE UPCOMING ZOOM SESSIONS!**



### A FREE TOOL TO HELP LEARNERS WITH ONLINE ENGLISH CHOOSING WORDS WHILE THEY WRITE

By  
Ana Frankenberg-Garcia  
Geraint Rees

English teachers know that learners often struggle to choose words that sound right together. Good word combinations, also known as collocations, affect fluency and readability. Compare the following sentences:

*Fine use of collocations can highly improve readability.*

*Effective use of collocations can greatly improve readability.*

Both these sentences are grammatically correct, yet there is little doubt that the second is more natural and easier to read than the first. This is because *effective use* and *greatly improve* are better word combinations, or collocations, than *fine use* and *highly improve*.

Collocation problems also include grammar errors, like *\*need of instead of need for* in the following sentence:

*There is an urgent need of for teacher support.*

*Collocations involving prepositions like the above are notoriously difficult for learners and represent a large proportion of errors in texts written by learners.*

*Other collocation problems are related to the vocabulary of a learner's first language. For example, Dr Şen Bartan reports that Turkish students, influenced by the Turkish collocation *Kanıtları ortadan kaldırmak*, produced errors such as *\*abolish evidence* instead of the conventional English collocation *destroy evidence*.*

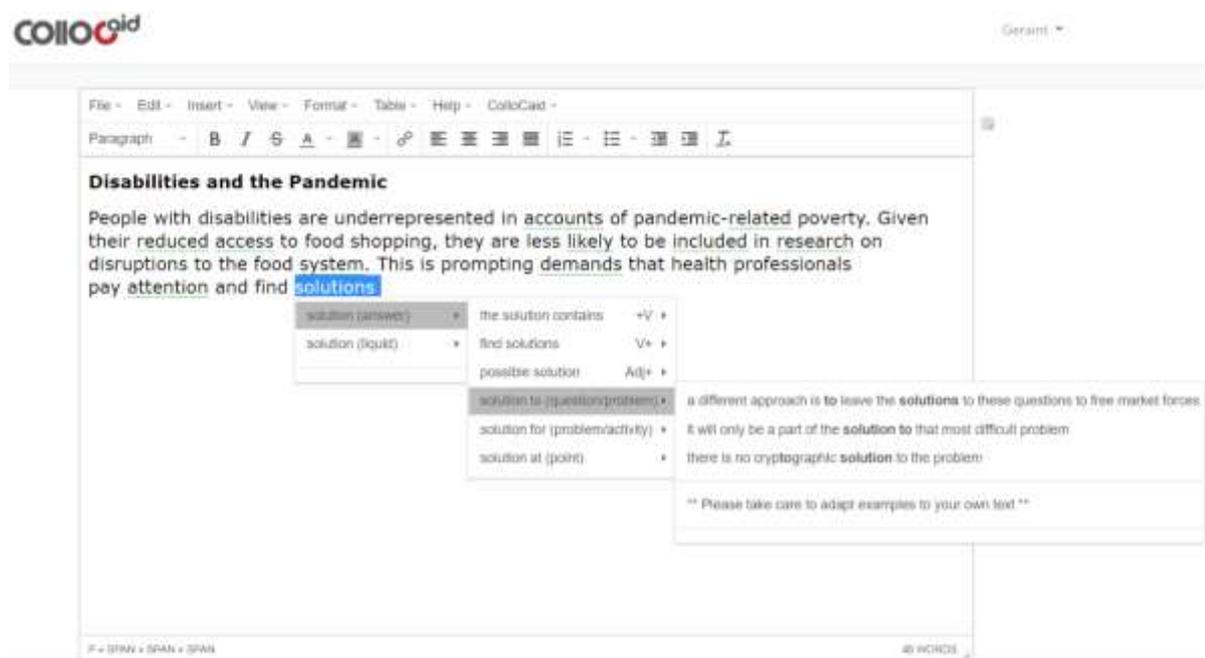
*There are also other less-noticeable issues, like a tendency to use only a limited set of familiar collocations, and not exploring new ways of expanding vocabulary.*

*Fortunately, that there are numerous resources designed to provide help with English collocations, including textbooks like *Academic Vocabulary in Use*, dictionaries like the *Oxford Learner's Dictionary of Academic English*, and collocation dictionaries like the *Longman Collocations Dictionary* and*

*Thesaurus.* There are also online corpus linguistics tools like SkELL (Sketch Engine for Language Learning) which can help.

However, learners wishing to use the above to improve their vocabulary when writing must stop writing to do so, which can distract them from what they were trying to say. Another limitation is that learners can only look up vocabulary when they realize that their word choices could be improved. However, they are often not aware of gaps in their knowledge.

ColloCaid is a new tool that can help EFL writers by offering collocation suggestions directly in the familiar environment of a text editor.



### ColloCaid in action

The simple fact of having different collocation options highlighted on screen draws learners' attention to gaps in their knowledge, offering opportunities for learning new vocabulary. The collocations and examples provided come from genuine texts by expert writers. ColloCaid is easy to use and free, and EFL teachers can show their students how to use it in writing and gap-filling exercises. They can also use ColloCaid to check collocations when correcting essays.

See [www.collocalid.uk](http://www.collocalid.uk)

## TOP TEN FREE ONLINE ENGLISH GAMES

Compiled by Ozan Ilir Alpan, M.A.Ed. in TESOL

Do you teach English online? Are you looking for both fun and free online English games? I've compiled a list of English games that my adult learners have enjoyed and I'm sure younger learners will love them too! Depending on the number of learners in your classes, you can set up set teams or have learners compete individually. Best of all, none of these resources require any downloading or signing up. Just share your screen and enjoy!

### 1. Wordshake (British Council)



In this spelling game, learners have three minutes to spell as many words as they can. Longer words score more points!

### 2. Sushi Spell (British Council)

In this spelling game, learners have two minutes to take letters from a “moving sushi belt” to spell as many words as they can.



### 3. Knoword (Knoword)



Learners have one and a half minutes to identify as many words as they can in this “reverse dictionary” vocabulary game. Although there are *easy*, *medium*, and *hard* levels, this excellent game is more suitable for advanced learners.

4. Proof It! (Portland Proof)



In this proofreading game, learners are given ten sentences with one mistake each. Their mission is to find and correct all ten mistakes. Recommended for advanced learners.

5. Text Twist (CrazyGames)

Learners have two minutes to rearrange letters to make as many words as possible. Good for more advanced learners.



6. 5 Seconds! (ESLKidsGames)



Learners need to say three words from a random category in five seconds to score a point.

7. ESL Scattergories! (ESLKidsGames)

A classic vocabulary game where learners need to think of vocabulary quickly to get the most words beginning with a letter. There's also an easier version → ESL Scattagories for Kids!



8. ESL Vocabulary Fortunes (ESLKidsGames)



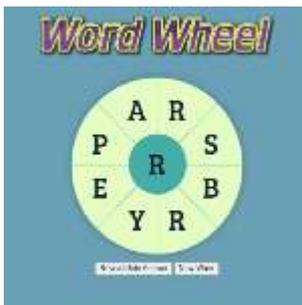
Remember the TV game show Family Feud? Well, this is the online version for English learners!

9. The Expert (ESLKidsGames)

In this speaking game, learners speak about a topic for either 30, 60, or 120 seconds to gain points for their teams.



10. Word Wheel (ESLKidsGames)



In this vocabulary game, learners try to guess what the nine-letter word is while also making words using the letters and the key letter. The team with the most words and points will win!

**Resources:**

- 5 Seconds!: <https://eslkidsgames.com/5-seconds>
- ESL Scattagories: <https://eslkidsgames.com/esl-scattagories>
- ESL Vocabulary Fortunes: <https://eslkidsgames.com/2017/11/esl-vocabulary-fortunes.html>
- Knowword: <https://playknowword.com/>
- Proof It!: <https://www.portlandproof.com/games/proof-it>
- Scattagories for Kids!: <https://eslkidsgames.com/scattagories-for-kids>
- Sushi Spell: <https://learnenglish.britishcouncil.org/general-english/games/sushi-spell>
- Text Twist: <https://www.crazygames.com/game/text-twist>
- The Expert: <https://eslkidsgames.com/the-expert>
- Word Wheel: <https://eslkidsgames.com/word-wheel>
- Wordshake: <https://learnenglish.britishcouncil.org/general-english/games/wordshake>

# ***SELECTED FOR YOU***

In this issue of our newsletter, you will find articles on happiness, features of Facebook that you may not be aware of, suggestions for online formative assessment and some tips on teaching impromptu speaking.

## **Wealth and Happiness**

Did you know that 47.2 is the age at which happiness bottoms out for people living in advanced nations? And that those over 65 are the most contented followed by people aged between 15 and 24. There is a 'U-shaped' happiness curve where the over 65's and under 25s are the most satisfied. What then can be done to improve happiness for those in the middle?

As many have experienced during the COVID-19 restrictions, money is not as important as relationships when it comes to happiness.

It is our relationships with others that gives us the most joy. Investing in others can make people feel healthier and wealthier. Even if it means making yourself a little poorer in money terms in order to reap these benefits. One study showed that giving as little as \$1 away can cause you to feel more joy.

Deriving joy from investing in others is for many is a basic part of human nature. Typically, we spend ten times as much on ourselves as we do on others but giving generously to charities, friends, co-workers and even paying taxes is a good way to increase well-being and improving our lives.

Warren Buffet Warren Buffet, one of the wealthiest people in the world decided to donate 99 percent of his wealth to charities and then went on to say "I couldn't be happier with that decision."

**Source: Survey shows more wealth can't buy joy Matt Wade, Pallavi Sunghal, The Sydney Morning Herald, Friday, November 24 2020, p 24.**

**JOIN OUR ZOOM SESSIONS-JOIN OUR ZOOM SESSIONS-JOIN OUR ZOOM SESSIONS**

<https://lifehacker.com/the-best-hidden-features-on-facebook-messenger-1846109292>

## **The Best Hidden Features on Facebook Messenger**

**By Joel Kahn**

If you still have a Facebook account, then you automatically have a Messenger account. Whether you realize it or not, Messenger is one of the most popular apps in the world. (I only use it to sell all my personal belongings on Marketplace, but it has other functions.) Here are the best features to activate for heightened privacy and convenience.

When you tap your profile picture in the top left corner, the settings menu comes up. You can use this to toggle dark mode on, for those late-night messaging sessions. Also in this menu is “Active Status,” which you can turn off so other people can’t see if you are online, or see the last time you were logged in.

Scroll down to “Privacy” and select “Message Delivery.” This lets you customize who can message you on the app—just your Facebook friends, anyone with your phone number, etc. You can then decide if those messages come straight to your inbox as chats or as easy-to-ignore message requests. Under the “Preferences” section, select “Phone Contacts” to control the data the app pulls from your address book.

Once you are in a chat, click on the other participant’s photo and scroll down to “Go to Secret Conversation.” This will pop up a new chat that offers end-to-end encryption and disappearing messages. If you just swipe up on a regular conversation, you can enable “Vanish Mode,” which will still make your messages disappear, though without the added encryption. Be aware though—Vanish Mode notifies all participants if someone screenshots a chat.

**JOIN OUR ZOOM SESSIONS-JOIN OUR ZOOM SESSIONS-JOIN OUR ZOOM SESSIONS**



<https://www.edutopia.org/article/7-ways-do-formative-assessments-your-virtual-classroom>

## **FORMATIVE ASSESSMENT**

### **7 Ways to Do Formative Assessments in Your Virtual Classroom**

By **Nora Fleming**

Finding out what your students are really learning remains indispensable to teaching. Here’s what teachers are doing to check for understanding online.

Pen-and-paper pop quizzes are no more: thumbs-up/thumbs-down, hand signals, online polls, discussion boards, and chat boxes have become the new mainstays of formative assessments in virtual classrooms.

These quick pulse checks help teachers make sure that students are grasping key concepts—and identify holes in their understanding. “Good teachers in every subject will adjust their teaching based on what students know at each point,” says Vicki Davis, a director of instructional technology in Albany, Georgia, underscoring how crucial ongoing formative assessments are in the classroom.

Teachers don’t need to completely reinvent their traditional formative assessments, however, according to Mike Anderson, an educational consultant in Durham, New Hampshire. He recommends that teachers modify familiar practices—like exit tickets and think-pair-shares—so they work virtually. “Formative assessments might feel harder now in virtual classrooms—you can’t just walk around class and look over a kid’s shoulders—but I’m not sure they have to be harder.”

In fact, many of the popular digital apps and sites like Nearpod, Flipgrid, Padlet, and Seesaw, can actually work in tandem with the tried-and-true assessments that teachers honed in their classes pre-pandemic. Nearpod, for example, enables teachers to embed short quizzes, polls, surveys, and games into a lesson so that teachers can check for understanding before moving on to the next concept.

But don’t go overboard, says Andrew Miller, director of teaching and learning at the Singapore American School, emphasizing that teachers should be careful not to overwhelm students with too many virtual assessments and too many new tools. Focus on two or three tools at most, he recommends, and be sure you always define a clear and differentiated purpose for using each. It’s also important to remember non-tech solutions, like the simple but invaluable one-to-one conversations that can yield information about students’ progress—and their well-being.

“In our distance learning environment, we run the risk of being further isolated. By scheduling individual sessions with students, we can assess their learning and provide feedback with a real human connection,” Miller says.

Here are some different ways that teachers can use formative assessments in the virtual classroom:

### **1. DIPSTICKS**

Like using a dipstick to check the oil in a car, teachers can use short, quick checks virtually to make sure that students are on track—both academically and emotionally.

At the start of a live class, pose a general question about the previous day’s lesson, like “Does everyone feel comfortable with what we learned about [fill in the blank]?” and have students respond individually by dropping an emoji or a thumbs-up/thumbs-down in their chat box or video window. Students can also hold up a sticky note or piece of paper to the

screen with a response. They don't all have to be serious questions; funny questions can help get students engaged at the start of a lesson. [In this Twitter thread](#), teachers share fun question ideas like: "Are Pop-Tarts a kind of ravioli?" and "Would you rather have no elbows or no knees?"

Another option: Ask students a more specific question about content you've recently covered, then have them assess their understanding on a 1–5 rating scale. They can hold up the appropriate number of fingers as signals during a live class online. The popular stoplight approach also works. Ask students to show a color based on how they feel about the topic you're teaching: green—go ahead to the next topic; yellow—proceed slowly as I'm still processing; or red—stop, I don't understand.

## **2. DIGITAL JOURNALS AND ONE-PAGERS**

Not all students process information at the same speed or like to raise their hand and be acknowledged publicly during class. After-class reflection exercises that give students a private space to reflect a little more deeply, and signal both what they understood and what they did not, are easy to continue remotely.

Teachers can create a "Journal Jot" online document for each student using Google Docs or a platform like Blackboard to measure how well students are retaining information, recommends Rebecca Alber, an education professor in Los Angeles, California. In their journal, students can respond individually to prompts like K-W-L: what they know, what they want to know, and what they learned; or 3-2-1: three things you found out; two things you found interesting; one thing you didn't understand.

Teachers can also adapt Jill Fletcher's [one-pager activity](#) to virtual settings. Fletcher, a curriculum coordinator in Kapolei, Hawaii, asks students to write down key themes, questions, and ideas about a topic or lesson on a single page (kind of like a study guide), and include artwork or imagery if they would like. Have students create their one-pagers in a tool like [Canva](#) or Google Slides, or they can draw them by hand and submit as a photograph.

## **3. ELEVATOR PITCHES AND TWEETS**

To help students synthesize important takeaways from a lesson, ask them to take one to two minutes during live class time to summarize everything they learned on a particular unit by typing it into a Google doc, in a chat box, or on a virtual message board like [Padlet](#).

You can also ask for student volunteers to share their elevator pitch, or verbal summary of what they learned, with the class in 60 seconds or less. As a 21st-century spin, Matt Levinson, a principal in Seattle, Washington, [suggests having students](#) summarize the lesson in a tweet or Instagram post, staying to character limits.

## **4. SQUARE, TRIANGLE, CIRCLE**

Giving students choice with formative assessments is really important, says Anderson, as not all students show their thinking the same way.

Anderson recommends Square, Triangle, Circle, an activity wherein students choose a shape and its associated question prompt. A square means something that is now “squared away” in their thinking. Choosing a triangle tasks students with extracting three important ideas from what they learned, while a circle asks students to discuss something “circulating”—ideas that are not yet fully formed—in their minds.

For asynchronous learning, students can write their responses independently in an online document as a reflection exercise. Or, in a synchronous lesson, teachers can make the exercise collaborative by asking students to pick a shape and then dividing them into groups based on the shape they chose. Students can briefly discuss their reflections with classmates in breakout rooms and share back to the class to close out the learning.

## **5. MAKE ART YOUR ASSESSMENT**

While teachers may question if old classroom standbys (and popular classroom wall decorations) like collages, mind maps, and sketches can work virtually, teachers we spoke with say they’re still finding ways for students to use art, music, and drama to share their thinking.

Students can create an ad to describe and market a particular concept, draw a comic chronicling a historic event or explaining a scientific principle, write a poem or a song, or act out a chapter from a book or scene from a play. Using a phone, students can record themselves using apps like Voice Memos or photograph/film their work with the phone’s camera to upload and share virtually.

## **6. PEER-TO-PEER EVALUATIONS**

When learning outside the classroom, it’s especially important to foster relationships between students. You can do both at the same time, drawing a bead on what your students have learned while encouraging deeper peer connections.

Assign each student a virtual buddy for the week, or pair off students at random to get them talking across the class—and assessing each other’s learning.

In pairs, students can be placed in breakout rooms on Zoom or another videoconference platform to do many of the same activities they once did in the classroom to check for understanding. Give each student a general rubric, or use the TAG feedback process to evaluate their peer’s assignment; have them share the feedback with you as well. Or have students teach each other a concept while recording themselves (audio or video) and upload the file for you to review. These activities can also be adapted for asynchronous learning using tools in Google Classroom.

For synchronous classes, organize a talk show panel. Assign three to four students roles to represent different ideas or themes of a unit, such as having students in history class impersonate leaders from different countries during World War II. Have each student discuss their perspective in front of their peers, and allow the rest of the class to ask questions to probe their thinking.

## 7. VIRTUAL EXIT TICKETS

Using exit tickets, or students' responses to prompts or questions on a slip of paper at the end of class, is a popular formative assessment practice that easily transfers online.

Teachers can keep a running Google Doc for each student to keep the information private, or broaden it to the whole class by posting questions on a platform like Flipgrid so that students can see and comment on others' responses.

To get a wider view into students' thinking, use open-ended prompts like these:

- What I found most interesting today was...
- Today was hard because...
- What do you understand well?
- What's something that's still shaky?
- What's something I [teacher] don't realize?
- What takeaways will be important three years from now?
- How does this relate to [something learned before]?
- How would you have done things differently today?
- Today was hard because...

**JOIN OUR ZOOM SESSIONS-JOIN OUR ZOOM SESSIONS-JOIN OUR ZOOM SESSIONS**

<http://blog.tesol.org/6-tips-for-teaching-impromptu-speaking/>

## 6 Tips for Teaching Impromptu Speaking

ELs are often called on to speak extemporaneously in content classes. They might be asked to outline a scientific process, explain a literary term, or compare two historical events.

Having to speak without preparation can be stressful, even in your first language. Some students freeze; others dive in and start speaking without a plan and end up rambling. Trying to formulate thoughts and deliver them in a second language is an additional challenge.

However, your students can learn strategies to make answering impromptu questions easier. With a step-by-step plan and regular practice, you can help them gain confidence and master the skills to give clear, organized answers. Following are six tips for teaching impromptu speaking skills in your classroom.

### 1. Teach Hesitation Strategies

First, students need time to think, and they can buy this time with a few simple strategies. These include repeating the question or using gambits like "Let me think about that." Students should practice this skill by itself, memorizing a few gambits and trying them out before they actually start answering impromptu questions. You can find detailed instructions for an activity on this skill [here](#).

## **2. Give Students a Framework**

In composition classes, students learn that thesis statements, topic sentences, and transitions make it easier for readers to understand their essays.

The same is true of a short, impromptu speech. It should begin with an announcement of what will follow, then answer the question, including a few details or examples to illustrate the point—connected with transitions—and conclude in a way that makes it clear the speaker is finished.

This structure not only helps the listener understand, but it also gives the speaker a roadmap with clear starting and ending points.

For instance, a student asked to compare their first language and English might start their response with a simple statement: “There are several interesting differences between Chinese and English.” Differences might include verb tenses, politeness, and writing systems, each illustrated by an example. A final summary might be “Those are three ways in which Chinese and English are different.”

## **3. Start Small**

The end goal might be for students to stand up and speak for over a minute in front of the class. However, students should initially work in pairs and build up to a larger audience.

It’s also good to start small time-wise. Students who are still struggling with fluency might find speaking for 30 seconds more than enough of a challenge. Have students use a timer and establish minimum and maximum lengths for their answers. While impromptus in a classroom should never be too lengthy, they might want to build up to a minute or more depending on the complexity of the question. “What’s the best way to get to this classroom from your house?” will require a much shorter answer than “How can a student at this school reduce their carbon footprint?”

## **4. Lower Affect**

To reduce stress, begin with familiar topics and questions the students can answer easily with evidence from their own experience. That way, they can get used to using a formulaic structure and transitions without a huge cognitive load. Such simple questions might include “Do cats or dogs make better pets?” or “Why did you choose to come to this school?”

## **5. Add Skills One at a Time**

In addition to practicing hesitation strategies before answering actual questions, you can teach one type of question at a time. For instance, you could focus on compare/contrast questions in one class and process questions in another. Each type of question will demand different introductory phrases and transition words.

Another skill to add on is gesture. Moving a hand downward to emphasize a key word or turning a hand over to show contrast can add another layer of sophistication and make the answer clearer to the listener. To practice, give students a list of 10–12 statements, such as “There are three main reasons I support this idea” or “Now, pour the next ingredient into the solution.” Ask pairs of students to brainstorm gestures for each statement and review

visual answers with the whole class. The next time they practice impromptu, ask them to incorporate one or two gestures into their answer.

Also, remind students that eye contact projects confidence, even online when they are looking at the camera instead of other students. When we are thinking, we tend to look up, but as students become more comfortable with the structure and more confident in their delivery, they should focus on making eye contact consistently as they answer.

## 6. Practice Regularly

It's a good idea to keep working on these skills throughout the semester in short practice sessions. One method I use is to put students in breakout groups of three to four and give each student a question to ask another group member. The question can be given on a slip of paper in person or sent by private chat online. Students should have a set amount of time to answer the question based on its complexity. Even with brief peer feedback, this exercise can be done in as little as 10 minutes.

### *About A. C. Kemp*



A. C. Kemp has been a lecturer in English language studies at MIT since 2007. She has a master's degree in applied linguistics from the University of Massachusetts/Boston. A. C. has also presented extensively on teaching strategies for vocabulary acquisition. Since 2002, she has been the director of Slang City, a website devoted to American slang and colloquial language. She also has a strong interest in ITA training, for which she created the User-Friendly Classroom Video Series in 2016.

**OUR NEW SIG**  
***The INGED Q-ELT SIG***

# A SESSION FOR AHMET KELEŞOĞLU FACULTY OF EDUCATION, NEU

By Aydan Ersöz



Akef Webinar 10

## No Mumbo Jumbo

Metinler:  
Dr. Öğr. Üyesi  
**M. Serkan Öztürk**  
MİG Ahmet Keleşoğlu Eğitim Fakültesi

Konuşmacı:  
Prof. Dr.  
**Aydan Ersöz**  
İngilizce Kurum Eğitimi Uzmanı

14 Mart 2021  
Pazar

Saat:  
20.00

Kayıt ve detaylı bilgi için,  
**Ahmet Keleşoğlu  
Eğitim Fakültesi**  
m@akel.edu.tr/ahmetkelesogluengilim

Webinar Linki için:  
<https://bit.ly/20kikv0>

  
AHMET KELEŞOĞLU  
EĞİTİM FAKÜLTESİ

  
İNGED

Upon a request from the ELT Department of NEU, I held an online session on 14 March 2021.

The title of my session was “No Mumbo Jumbo”. I focused on three issues in this talk: materials for young learners, classroom management, and the use of L1. Here is a summary of the talk.

### *What is mumbo jumbo for children?*

Speeches, lectures, long and detailed explanations, and directions or formulated rules all contain complicated language which usually sounds nonsense, confuses children and causes

frustration. These are all full of abstract grammar jargon, and highly boring, confusing and meaningless for children.

Children want to actually use the language (Procedural knowledge), not to learn about it (Declarative/Metalinguistic knowledge). For children, learning is a matter of experiencing rather than storing information to memory.

Materials for young learners should include contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on.

If you do NOT have these, you should

- adapt the activities (traditional to fun)
- insert (add relevant and related activities)
- decrease TTT and engage students more (be more like a mentor not a master)

Materials for young learners should be appropriate for their age, level and needs. This will increase student motivation and participation. As a teacher, you should have a variety of fun and engaging activities ready. If one activity does not work, you should always have a Plan B. Spratt et.al (2005. *The TKT (Teaching Knowledge Test) course*. Cambridge: Cambridge University Press) suggest several questions that teachers can use as guidelines:

1. Is the material visually attractive? Is it visually clear (using different colors, different fonts, headings, etc.)? Does the visual material help pupils to understand contexts and meaning?
2. Is it well-organized? Can you and your students follow the logic of the material and find your way around the page or the unit quickly and easily?
3. Is it culturally appropriate? Will the context(s) be familiar to learners?
4. Is it suitable for your learners' age and their needs and interests?
5. Will the topic be motivating to suit age, gender, experience and personal interests of your learners?
6. Is it at the right level? Does it provide a clear enough context and/or explanations for the learners to understand new language?
7. Does it give learners enough opportunities to use the language?

### ***What do you think causes disruptive student behavior?***

Busy and engaged students

- interact successfully;
- cause less discipline problems;
- learn more effectively.

There are many reasons why children may become disruptive including personal issues such as anxiety, depression, eating disorders and other emotional problems, or learning or behavioral issues (<https://lynnslearning.com.au/disruptive-behavior-in-the-classroom-causes-what-to-do/>). Of course, in such cases, professional help is a must. However, if the discipline problem is a result of students being bored, uninterested, confused, or annoyed, it

is the teacher's responsibility to address the issue. Actively engaging students, bringing fun and interesting activities/tasks, creating a positive atmosphere, and building good rapport with students will help the teacher prevent most of the disruptive behaviors.

***When do teachers use L1?***

- When they are explaining grammar
- When they want to clarify meaning
- When they give complicated instructions
- When they monitor/assist the students (management/interaction)
- When they are teaching vocabulary (to give the meanings of words)
- When they are correcting
- When they want to check comprehension

Heavy reliance on L1 gives our students the wrong impression that

- translation is a natural language skill, and
- there is a one-to-one correspondence between L1 and the target language.

A language teacher SHOULD be able to do all these in the target language. Furthermore, the national curriculum asks the teachers to avoid the use of L1 in the classroom and refrain from the Grammar-Translation Method.

There are several studies showing how beneficial the use of L1 can be provided that it is minimal and restricted use; however, with young learners, teachers should know how to keep the target language simple and clear and have meaningful and fun activities with it so that children do not need to use their native language.



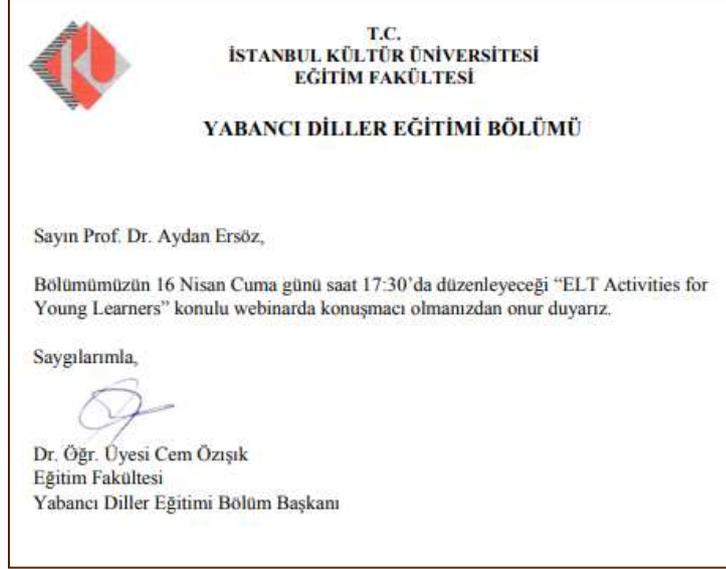
## A SESSION FOR THE ELT DEPARTMENT OF İSTANBUL KÜLTÜR UNIVERSITY

By Aydan Ersöz



Upon a request from the ELT Department of İstanbul Kültür University, I held an online session on 16 April 2021.

The title of my session was “ELT Activities for Young Learners”. I started the session with some brief information on the characteristics of children. Then I gave the participants an observation sheet and asked them to observe my demo lesson which contained all techniques that are used for children. After I performed my demo, we discussed the answers to the questions on the observation sheet. We also talked about why I did something and/or why I didn't do something.



This discussion helped the participants to analyze the reasons why certain techniques such as storytelling, dramatization, songs, games, art and craft activities work with children. We also talked about the steps of a lesson, the importance of scaffolding, and the importance of student engagement and active learning.

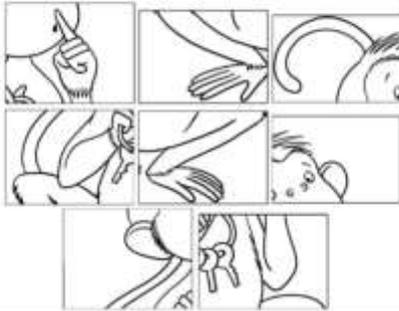
You can see the observation questions below. You can also find the slides of the session.

### Observation

1. What pre-activities have been used? Why?
2. How was “story time” signalled? Why?
3. How are students kept active? Why?
4. Are there any while activities? What are they? Why have they been used?
5. What post-activities have been used? Why?

**Activity 1: Puzzle**

Cut the pieces. Put them together and paste them in your notebooks. What can you see?

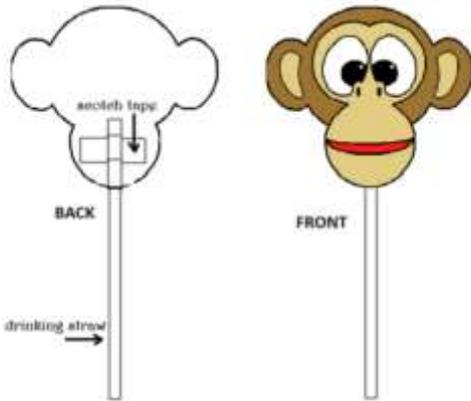


**Activity 2: Mask Making**

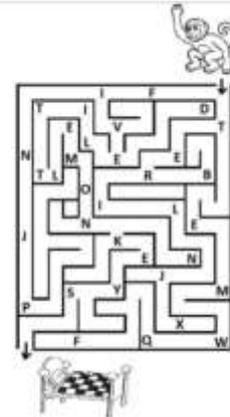
Cut along the lines.

Color it.

Turn it face down. Paste it on a drinking straw with a piece of scotch tape.

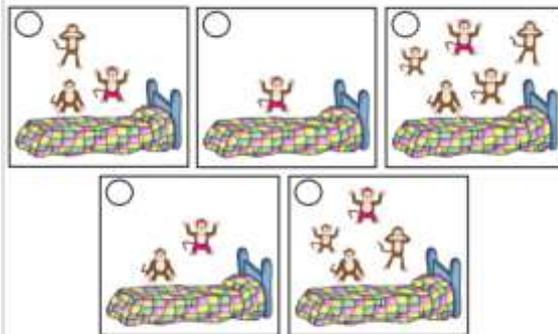
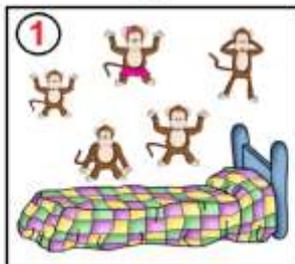


**Activity 3: Take the little monkey to the bed. Collect the letters. What is the phrase?**



**Activity 4: I will tell you a story. Listen to the story and put the pictures into their correct order. Write the number in the circle.**

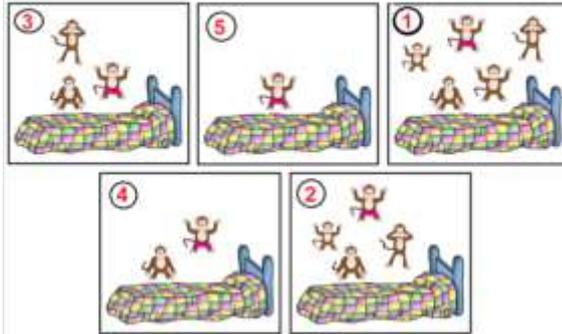
Eg:



**It's story time!  
(5 Little Monkeys)**



**Let's check your answers.**



**Activity 5: Work in groups of 7.  
One of you will be the mama monkey,  
One will be the doctor monkey,  
5 will be the little monkeys.**

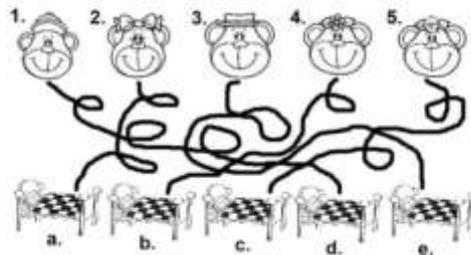
**I will tell the story again. Act it out in your groups. Use your masks.**

**Activity 6: We're going to sing the song of the story. Listen. Then repeat. (Song: 5 Little Monkeys)**

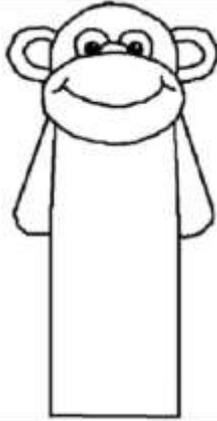


**Activity 7:  
Sing together in groups of 7.  
One of you will be the mama monkey,  
One will be the doctor monkey,  
5 will be the little monkeys.  
Use your masks. Do the actions.**

**Activity 8: Which monkey jumps on which bed? Trace the lines. Find out.**



**Activity 9:  
Bookmark  
Making**  
Cut out the figure.  
Color it.



**OR**

**Make a finger puppet**



**Homework**

**Match the pictures and lines. Write  
the sentence in the blanks.**

Mama called the doctor.

It bumped its head.

Five little monkeys were  
jumping on the bed.

The doctor said: "Stop  
jumping on the bed!"

One fell off the bed.

Below the illustrations are three sets of horizontal lines for writing. The first set is under the first illustration, the second under the second, and the third under the third. Below these are two more sets of horizontal lines, each with a small illustration of a doctor above it.

**CHECK OUT OUR WEB PAGE!**

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

## A SESSION FOR GELTUS

By Aydan Ersöz



Upon an invitation from the 4th GELTUS Online Conference, I held an online plenary session on 7 May 2021. The conference theme was ELT: The New Era in A Global World.

The title of my talk was “Old Habits Die Hard”. You can find a summary of the session below.

### What is reflective teaching?

Reflective teaching means looking at

- what we do in the classroom,
- how we do it,
- thinking about why we do it, and
- thinking about if it works - a process of self-observation and self-evaluation.

Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions. It enables us to take more responsibility for our actions.

Most of the time, when teaching, we are guided largely by impulse, intuition, routine or old habits. Unfortunately, teachers simply cannot leave traditional ways of teaching behind and adopt new ways.

### Why?

The practice of teaching grammar is an entrenched habit and a long-time tradition, one that is accepted by both the student and the teacher. Both students and teachers think that knowing the correct rules of the language will create a miracle (knowing vs doing). Students have already developed some bad habits such as

- «spoon-feed me»
- «teach me»
- «don't waste my time»
- «show me how much you know»

We all know that habits are very hard to break. However, it is a commonly known fact that we, as humans, learn as a result of our own initiative; not because someone else wants us to learn. Our students are NOT passive recipients of knowledge or information. Genuine

GAZI ÜNİVERSİTESİ  
95<sup>th</sup> anniversary  
1926

May 7<sup>th</sup> 2021  
**4<sup>th</sup> GELTUS**  
Online Conference  
ELT: The New Era In  
A Global World

Abstract Submissions: 09.04.2021  
Notification of Acceptance: 23.04.2021  
Registration Deadline: 02.05.2021

GELTUSconference gazi.edu.tr

learning cannot occur simply by instruction, without acts of thinking and understanding. The acts of thinking and understanding involve discovery by their minds.

We keep offering our students declarative knowledge which is conscious. We present knowledge about a linguistic form. When asked, our students can explain it back to us but when it comes to speaking language, they can't. Because they lack procedural knowledge which is knowing how to do something without necessarily being able to explain it.

Then we examined some examples that are taken from teachers' groups on social media. These examples were about the main post and reactions to/comments on that original post. All these examples revealed that many teachers are still using old ways of teaching grammar where they explain everything in the form of a formula. And their colleagues support this with their encouraging comments.

Change is inevitable. However, without accountability, ownership, training and coaching, the changes (of the curriculum or coursebooks) will stay on paper ... and those who are asked to implement the changes simply go back to their old habits.

Teachers need to change, and in return students will change. This change will be long, slow, hard and painful but resistance to change will be even worse. People resist change because

- they believe they will lose something of value, or
- fear they will not be able to adapt to the new ways.

If we want to talk about "The New Era in A Global World", we need to change our mindset. We should

- change our mind set and adopt a «Growth Mindset»;
- start teaching in a reflective way;
- continuously search for improvement and betterment.

Teachers with growth mindset will seek ways of improving their intelligence and ability to learn new skills, through hard work, training, and perseverance. They believe that learning never stops. They are not afraid of trying out new methods. Failure does not scare them because they are ready to learn from their failure. Reflective model is ideal for them because they do not feel offended by feedback; in fact, they use this feedback to get better at their profession. They see new tasks, actions, tactics, or strategies as experiments leading to new insights rather than stuff that must lead to success. They know that if they continue doing the same thing, they cannot achieve different results.

Humans learn best when they take part in the learning process instead of just sitting and reading out of a textbook or listening to teacher explaining things. Learning is not an exercise in passive absorption — students need to develop meaningful connections with the context if they are to remember it.

Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information



(<https://www.smartsparrow.com/what-is-active-learning/>). For teachers promoting active learning is really all about being creative. Strategies like gamification, hands-on learning, collaboration, and choice of topic can all help students to actively engage with content that they ordinarily might not get excited about.

At the end of the day, we want our students to be motivated to learn and be patient. They should have a positive attitude to learning a foreign language and they should believe in themselves. They should take responsibility for their own learning. They should be aware of their own learning styles and develop effective learning strategies. They should not be afraid to ask questions or make mistakes. They should be ready to take risks and tolerate ambiguity. If teachers do not change the way they teach, students can never become independent or autonomous learners.

# SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article discussing the use of cameras during online teaching.

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

## **The Camera-On/Camera-Off Dilemma**

By **Youki Terada**

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

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

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

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

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

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

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

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

### **QUICKLY ESTABLISH A NORM**

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

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

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

### **TEACHER-TESTED STRATEGIES TO ENCOURAGE CAMERA USE**

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

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

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

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

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

- Survey students to identify barriers preventing them from participating.

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

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

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

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

**PLEASE RENEW YOUR INGED MEMBERSHIP!**





<http://www.iatefl.org>

**June 19 – 22**

**The 54th International IATEFL Conference & Exhibition in Harrogate, UK**

**<https://www.iatefl.org/conference/CONFERENCE>**

## **Teaching learners with limited digital literacy**

**by Emily Bryson**

**(taken from IATEFL Voices, January/February 2021, Issue 278)**

### ***Introduction***

Teaching online can be highly satisfying and relatively simple if your learners are self-directed and confident with technology. If that is not the case, then things can be more challenging. Some of my learners fall into the ‘How do I type a capital letter?’ or ‘How do I download an app?’ category. Couple that with A0 or A1 language skills and limited access to digital devices and internet, and I ended up with quite the challenge.

Since March last year, this has been my teaching context. But I love a challenge, and to overcome it I covered all bases – shared ideas with colleagues, listened to podcasts, watched webinars, read blogs and even signed up for an MEd module in Technology Enhanced Language Learning. In short, I learned a lot, and as my students constantly threw me digital or linguistic curveballs, I also learned how to get even the least digitally skilled A0 students online.

In this article, I’d like to share with you some hints and tips for teaching online, which are applicable to all learners, even those who need extra support with technology and autonomous learning.

### ***Learners with limited technical ability***

Firstly, I’d like to point out just how limited my learners’ technical abilities were. In my face-to-face classes, I was teaching them how to use the shift, return and space bar keys and had the IT helpdesk on speed-dial for resetting login details. Once Covid hit, I taught them how to set up an email account by creating instructional videos using Zoom to record my screen and audio, uploading them to YouTube and sending them to the class WhatsApp group. I even asked previous students I was still in touch with to send instructional videos in various languages, along with gmail.com links translated into different languages. I also ensured they could all send and receive emails by sending short, simple conversation questions.

Then we went off on summer holidays and when we returned, I started all over again with a new cohort. Thankfully, most new students had already sorted themselves out with email accounts, so it was just getting them on Zoom that was hurdle number one. I was surprised when, in the first week, I received three separate messages, from three different students, asking why Zoom wasn't working. I wasn't sure until I received a screenshot at 5.30 pm. It transpired that they were trying to log in to class, not at the scheduled time, but at completely random times. As an experienced teacher, I'm a firm believer in learning from mistakes, and this was certainly one way for them to learn the importance of punctuality – and that I don't just sit in front of my webcam all day waiting for them to log in.

### ***Teaching technology skills***

So, it was very clear from the outset that my students would need extra support with accessing their learning and checking that they could use the tools and activities we set them. One of the first rules of teaching with technology is to teach students how to use the technology. In order to do this, I created walkthrough videos of how to use the most common functions in Zoom, and for low-level learners who needed more support, I found video tutorials in their first language. I still teach with a document full of useful icons so that I can quickly show them and say to students, 'Click this'. These include the 'screenshare', 'audio on', 'video off' and 'pen' icons that students need for using Zoom or Jamboard. I also encourage students who speak the same language to support each other with their digital skills.

One of the best ways I found to enhance students' digital skills was to give them the vocabulary to navigate each tool. Teaching prepositional phrases like 'on the top right' and 'the green button in the middle, at the bottom' meant that students knew where to look. Then there are the key phrases like 'mute', 'unmute', 'I can't hear you.' and 'I can't see it'.

Learning English takes time, as does mastering, or even grasping, digital skills. Since March 2020, I have felt that I learn a new piece of technology just about every day, but I'd consider myself to be pretty tech-savvy. For students who are not such digital whizzes, getting to grips with a new tool can take time and can often be frustrating or even overwhelming. The key here is to allow students time to master one new tool or function before adding another one. For example, try using the chat room function in one lesson (or even two or three), then move on to using the remote control or breakout rooms.

Breakout rooms would be much simpler if the teacher could share their screen to all rooms. The problem with breakout rooms is that they rely on students knowing how to screenshot or photograph the activity before being split into groups, or at least one student in the group being able to share their screen. Or, indeed, students being able to note down the task quickly. This year, my students are A0 and mostly access their Zoom session via their mobile. Many of them are also learning English script for the first time, so speedy writing isn't possible. But, as usual, I found a workaround. Now I take a screenshot of the activity, and WhatsApp it to them before putting them into breakout rooms. This works very well indeed, as long as they can easily switch between apps and don't accidentally close Zoom in the process!

As with figuring out how to use breakout rooms, we also had to find a simple way to allow students access to their online learning with ‘one click’. The college learning portal is on Moodle, so classes that are beginner and above use that. Anyone who has taught learners Roman script for the first time (and how to use CAPS lock) will know that passwords and login details are extremely difficult to remember, and type. Think about it. If you are a native English speaker, would you be able to log in to a computer in Arabic, Korean or Chinese? I know I’d probably be asking my teacher to reset my password at least once. While I was still teaching face-to-face, my workaround for passwords was to give all students the same very easy password, then they could help each other log in. Not secure, some may say, but phonics worksheets are not exactly gold dust to hackers, are they?

Once all my teaching went online, I used tools like YouTube, EdPuzzle, Google Quizzes, Quizlet, Wordwall and Padlet to remove the password hoop and allow ‘one click’ to access. I particularly love using the Google apps as I can quickly flit between tabs (showing slides, docs, images, email and websites), rather than having to re-share my screen. And I’ve discovered that Google Jamboard is a wonderful blend of PowerPoint and interactive whiteboard. You can search for and add images quickly, highlight phrases, resize text and have students use it to draw or write collaboratively. I also love the captions function in Zoom, which allows me to quickly flash the spelling of words on the screen, then copy and paste them into WhatsApp or another document at the end of the lesson.

Teaching low-level learners with limited digital literacy has taught me many things. Not least that there is always a way, and that multiple prongs are required in approach. For example, in my first Zoom session with students, we played around with the chatroom function, but, despite demonstrating on my screen using images, some still couldn’t access it on their phones. So I logged in on my own mobile and showed them by holding it up to my webcam. Then, the majority of students could use chat, but one still didn’t manage it. I asked that student to send me messages via WhatsApp instead. I’m now in the habit of logging into my Zoom sessions via my phone. It means that I can see what the students see (or don’t see), check that the font size of materials is accessible on a phone, and screenshot tasks for breakout rooms.

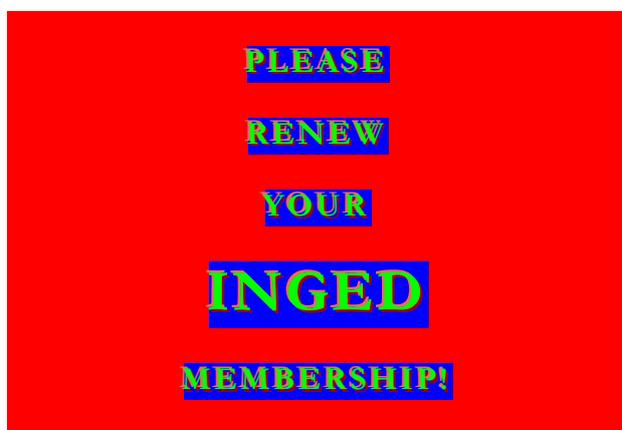
Being able to see what students see is invaluable. In one lesson, I remember holding up a beautifully crafted example of a notebook to teach students good study skills. It was a list of vegetables with some quick sketches to illustrate their meaning, then a space for them to write the word in their first language. But the students looked utterly confused. It turned out that all the letters were back to front. Not ideal when your learning objective is to teach them to write from left to right. On trawling the settings in Zoom, I discovered and deselected the ‘mirror my video’ box in video settings. It’s next to the ‘touch up my appearance’ and ‘adjust for low light’ settings, which are equally (if not more) important.

Having said that, appearances aren’t everything. And in the name of getting your point across, it can often be beneficial to throw caution to the wind. One morning, my phone pinged to a message from my wonderful co-worker, Rosie Quin. It was a selfie of her using a hairband to secure a webcam to her head! She had been trying to find a way to teach letter formation on Zoom. Writing on a touch screen can be inaccurate and won’t create a good

model letter so she had to find a way to use her webcam to show her handwriting letters. Her innovative approach worked, without the need for her to fork out for a visualiser.

### **Conclusion**

Teaching online is not very different from face-to-face teaching. There's still a great deal of trial and error, self-reflection, planning, hunting for the right activity and learning by doing. I enjoy it as it really puts my creativity to the test, and it has taught me a lot of new tips and tricks. As teachers, we always find ways of doing things and try to get our students over the biggest hurdles. When I first started teaching students with limited digital literacy online, many didn't even have email addresses, but slowly we've built up to using various different tools and self-study techniques. Teaching students to be autonomous digital learners involves support, patience and perseverance, but it is possible. Hang in there!



### **Transformational moments: what we can learn from early career teachers about professional development**

by Uwe Pohl

(taken from IATEFL Voices, March/April 2021, Issue 279)

I have been working in pre-service teacher education for many years now. All along, the question of how beginning teachers develop has been a keen personal and professional interest and is still fascinating me.

There are a number of ways in which teacher development has been conceptualised. Some stress the importance of experience to gain expertise (Maley, 2020). Others envisage a sequence of stages from novice to expert (Berliner, 2004); project life cycles of teachers (Hubermann, 1989); or see newcomers progress from the 'periphery' to become part of a community of practice (Wenger, 1998). In one way or another, most models see professional development as a process that gradually unfolds over time (Freeman, Graves, & Woodward, 2018).

All these conceptualisations are useful in capturing the cognitive, social or professional complexity of teacher learning. Recently, I have been reminded, though, that they do not tell the whole story, and in this article, I would like to share why.

### ***What are transformational moments?***

In March 2020, IATEFL Hungary organised an event called 'Transformational Moments in Teaching'. The aim was to introduce the association to an audience of teacher trainees, who will soon become the next generation of ELT practitioners in Hungary. To this end, twelve speakers – trainee and early career teachers as well as more experienced practitioners and teacher trainers – were invited to share a transformational event in their professional development. All the speakers shared truly significant, often unsettling, moments of uncertainty, challenge, failure and success, culminating in personal and professional growth.

But the audience was touched the most by the voices of teachers at the beginning of their careers. Their accounts were especially powerful because they were fresh, emotionally raw, sincere and light at the same time. Their stories also resonated with everybody at the event because these young professionals demonstrated levels of self-awareness, sensitivity and insight that transcended age and experience.

Eventually, these stories of early career development were captured in writing. In the following I will present extracts from some of them and draw out a few personal take-aways. Full stories are available at <https://www.iatefl.hu/node/639>.

### ***Breaking the fourth wall (by Krisztián Kontra)***

In my yet not so long teaching career, I tried to experiment with a wide variety of exercises. If I try to summarise what is common to those that worked best, I would say activities that 'break the fourth wall' are the ones to go for. What does this mean? In movies, actors can step out of their scene, and start speaking directly to the camera, violating how films usually work – this is how they break the 'fourth wall' of a studio. And I believe this is what we should do in our classrooms – leave the usual classroom setting and try do something that is way different than what students usually do at school. This can be achieved either by making them do something very realistic (like a job interview), or something that is completely crazy (like designing their own planet).

### ***Quite good ... for a beginner (by Barbara Novák)***

I have now studied teacher training for the better part of these last five years, having done many hours of tutoring and private classes. From the age of six, I had the idea of becoming a teacher and never abandoned it for a minute. So now, at the very beginning of my career, being the motivated and obnoxiously highbrow person that I am, the worst kind of criticism I could get was 'Quite good' followed by a very short pause and then the additional 'for a beginner'. I am sure this is something most of us have experienced, but I am someone who takes criticism rather badly and especially when it concerns my competence as a teacher. And though it still does not feel right, I decided that I would embrace being a beginner. After all, it is the first step on the same road of professional development we are all taking.

### ***My first flights (by Péter Csapó)***

As a teacher trainee, I have encountered a lot of difficulties and I often make mistakes more seasoned teachers wouldn't. I realised that I had to develop survival strategies to rise above the challenges of being a young and inexperienced teacher trainee. I learnt my first strategy during my first lesson. I wanted it to go flawlessly, to be as professional and determined as my university, high school and primary school teachers, not to mention all the superheroes I know. When the time came and we started the class, I felt as prepared as ever, so I stepped forward, took a deep breath and – completely froze. I muttered something but calling it 'giving instructions' would be a huge stretch. At that moment, I realised that I had to give up on my dream of a flawless lesson: for the rest of the occasion, I focused on the job and tried to be relaxed and patient, not only towards the students but also towards myself. That day, I learnt an extremely useful survival technique: patience.

Another strategy I learned also started with a terrible lesson during my teaching practice. One of the students behaved awfully and challenged my authority numerous times. I was furious and, after the class, my mentor teacher asked me what was wrong. I told her the full story with all its details. Calming me down, she asked me the following question: 'Did you know that her parents are divorcing?' I didn't, but understanding the source of the student's behaviour taught me yet another important lesson: even if, as a teacher, I am at the centre of attention in the classroom, the world does not revolve around me. Many other things can go on in a student's life, and sometimes learning English is not the most important issue.

### ***The power of age (by Andrea Vinkler)***

I started teaching two years ago, right after graduation. Soon after, I had a memorable experience with a group which had difficulties as individuals and as a group: various discipline issues and disrespect towards me and each other. I felt quite angry and frustrated because I'd tried a lot of things but nothing seemed to work.

This was when I decided to have a truly open conversation about it with my students. I asked what they thought the problem was with our regular lessons. One of the students had an honest and straightforward answer I remember to this day. 'Well, Miss, you're just not the middle-aged, male teacher we're used to. You just don't have that kind of authority.' At first, I felt sad and hurt and frustrated. 'Why did he have to say that?' I thought. 'I can't change that!' But then I realised, I truly can't change this. And it's not necessarily a problem.

So I started focusing on how I could use my age as an advantage. I realised that although I may not have the authority of more experienced teachers, I can have an authority of my own, even as a young teacher. I like the same music and television series as many of my students. And we can talk about a lot of things that they are interested in, in a way that they can make their voices heard.

Slowly but steadily, the situation improved. Although our relationship is still rough sometimes, a lot has changed since the beginning. I think that if we are ready to let go of some of the authority we think we should possess, we can facilitate their learning much more easily than if we try to be someone we are not.

### ***A story from beyond the line (by Zsombor Váczi)***

For the past four years I've been working in a foundation school for students with severe emotional, behavioural or cognitive deficiencies. Some of them come from poor families, some from broken families. Sometimes you need to get closer to them or let them come closer to you. But how close?

Not so long ago, a 16-year-old girl arrived during the school year. She was extravagant, courageous and intelligent; meanwhile, she exhibited all the symptoms of borderline personality disorder. We hit it off. We used to have long and meaningful conversations. The two of us played games, sang together, had lots of fun, as I do with many of our students after lessons, every single day. On our way to getting to know each other, a terrible life story started to unfold, which just kept fuelling my deep empathy and my childish idea of having to save everybody.

After a few months I found myself thinking of her, in a different way: I had begun to develop intimate feelings for her. I was looking in the mirror asking: now what? I wasn't feeling guilty since I never did anything unacceptable or blameworthy. All my guilt was that I was in love with someone I was not supposed to love... Nonetheless, I had to take my time to contemplate what to do. I remember sitting at the table with my mum. After the thirteenth cigarette, I looked at her and blurted out: 'Listen, I know the answer!' She looked at me quizzically. I said, 'Let yourself into it, embrace it, never pretend that it's not there.'

And that's exactly what I did. A few weeks passed and it all magically faded away. Meanwhile, nothing happened, nothing was ever said out loud, and the girl changed schools soon after. In the end, I felt liberated and reinvigorated. I'd learned something important: you should embrace whatever feelings come your way. Be brave enough to feel anger, to feel joy. And be brave enough to fall in love. That will teach you for life where to draw those lines. And finally: be brave enough to talk about it.

### ***Conclusion***

Here are some of the learning points I, as a teacher trainer and IATEFL member, have taken away from these stories of transformational moments:

- Professional development is a process that may take time. But it can also happen in developmental leaps because all powerful experiences, such as epiphanies, crises and successes have the potential to inspire, transform and speed up development.
- In teacher preparation programmes, students learn about the history, approaches and 'nuts and bolts' of language teaching. Yet, rarely, is there space to talk about 'how to actually survive in the jungle of education', as one of the presenters put it.
- Teachers-in-training and early career teachers benefit from opportunities to reflect on powerful experiences, tell their stories, shine and learn in the process. For this, we need more innovative event formats – both online and face-to-face – centred on professional storytelling as a way in which teachers share expertise as equals.
- Seen in this light, separate conference sections for beginning teachers or junior conferences may be counterproductive. They do not really facilitate direct communication between all

members of a professional community and, inadvertently, they keep separate and peripheral what may be central.

■ Joint conference presentations in which more and less experienced teachers collaborate are one way of attracting new members to our association. As one of the presenting student teachers put it: 'It is immensely helpful to always have someone to turn to or to lend a sympathetic ear, a community to fall back on.'

■ Teacher associations, like trees, are living systems: the leaves and roots have different but equally important functions (Wohlleben, 2016). For an association like IATEFL to grow and to flourish, it needs the synergy of seasoned practitioners and young professionals.

### ***References***

- Berliner, D. C. (2004). Describing the behavior and documenting the accomplishments of expert teachers. *Bulletin of Science Technology & Society*, 24(3), 200–212.
- Freeman, D., Graves, K. and Woodward, T. (2018). *Teacher development over time. Practical activities for language teachers*. Routledge.
- Huberman, M. A. (1989). The professional life cycle of teachers. *Teachers College Record*, 91(1), 31–57.
- Maley, A. (ed.). (2020) *Developing expertise through experience*. <https://www.teachingenglish.org.uk/article/developing-expertise-through-experience>
- Pohl, U. (2020, June). Transformational moments in Teaching: Inspirational stories of teacher development in Hungarian ELT. *mELTing Pot EXTRA, IATEFL-H Newsletter*. <https://www.iatefl.hu/node/639>
- Wenger, E. (1998). *Communities of practice, learning, meaning and identity*. Cambridge University Press.
- Wohlleben, P. (2016). *The hidden life of trees: What they feel, how they communicate*. Greystone.

**CHECK OUT OUR WEB PAGE!**

**HAVE YOU LOOKED AT USEFUL LINKS?**

News from



<http://www.tesol.org>



***TESOL 2022 INTERNATIONAL CONVENTION AND LANGUAGE EXPO TO TAKE PLACE ON 22 MARCH 2022 IN PITTSBURGH, PENNSYLVANIA, USA. PROPOSAL DUE DATE: 1 JUNE 2021***

## **TESOL International Association Installs New President and Board Members**

by David Cutler | 03/29/2021

TESOL International Association (TESOL), the trusted global authority for knowledge and expertise in English language teaching, recently installed Gabriela Kleckova as its new president, along with four new board members during the association's Annual Business Meeting, which took place at the virtual 2021 TESOL International Convention & English Language Expo.

Kleckova is currently the chair of the English Department at the University of West Bohemia in Plzen, Czech Republic. She is also an educational consultant for The Kellner Family Foundation. Prior to her election in 2020, Kleckova served on the TESOL Board of Directors from 2012–2015.

Joyce Kling, University of Copenhagen, Copenhagen, Denmark, was installed as president-elect. Prior to her election, Kling served on the TESOL Board of Directors from 2006–2009.

Other newly installed board members include Tamara Jones, Howard Community College, Maryland, USA; Graciela Martin, Instituto Cultural Argentino Norteamericano, Buenos Aires, Argentina; and Mawa Samb, Centre Régional de Formation des Personnels de l'Education, Dakar, Senegal.

Deborah Short, president from 2020–2021, now serves as past president of TESOL.

TESOL also recognizes the service and dedication of its departing officers and board members. Board members whose terms expired in March include Christel Broady, Georgetown College, Kentucky, USA; Katherine Lobo, Newton Public Schools, Massachusetts, USA; and Joe McVeigh, Saint Michael's College, Vermont, USA. Deborah Healey, University of Oregon, Oregon, USA also rotated off the board after serving as the association's past president.

## The TESOL Teacher of the Year Award

### Who's Eligible?

Any English language teacher who

- has been a classroom teacher for a minimum of three years
- is not a previous recipient of this award

**Note:** Applicants are not required to be members of TESOL International Association.

### Purpose

TESOL recognizes the hard work and dedication required to be an outstanding teacher. The TESOL Teacher of the Year Award, presented by National Geographic Learning, was created by TESOL and National Geographic Learning to recognize and honor exceptional English language teachers at all levels.

### Award

The winner will receive

- US\$1,000
- Free 1-year TESOL membership
- Free registration for the TESOL International Convention & English Language Expo the year of the award, plus 3 nights hotel and round-trip airfare
- A session as an invited speaker at the annual convention
- An invitation to the Leadership Luncheon at the TESOL Convention
- A profile and a published article in TESOL Connections
- US\$250 voucher for the TESOL Bookstore

**For details:** <https://www.tesol.org/enhance-your-career/tesol-awards-honors-grants/tesol-awards-for-excellence-service/tesol-teacher-of-the-year-award>

**WATCH US ON YOUTUBE: INGED YOUTUBE**

### Metacognitive Activities for Vocabulary Growth by Rita F. Naughton (taken from TESOL Connections, March 2021)

One of the most formidable hurdles in learning any language is vocabulary (Peregoy & Boyle, 2017, p. 252). Simply stated, learning English vocabulary can be complicated, owing to the complexity of the English lexicon. Students of the language will notice words with overlapping meanings, words combined with other words to form a single entity, words defined by their relationship with other words, and words that sound the same but have different meanings.

The purpose here is to present engaging vocabulary activities through the implementation of metacognition: “the processes used to plan, monitor, and assess one’s understanding and performance. Metacognition includes a critical awareness of a) one’s thinking and learning and b) oneself as a thinker and learner” (Chick, 2020).

The following activities for metacognitive growth aim to be accessible to all English language classes. They can be reproduced with minimal preparation if necessary, to meet the needs of educators with limited resources. These activities are adaptable, modifiable, and can be used in various learning environments. They are unique because they apply three types of metacognition as a vehicle for vocabulary learning:

- Metacognitive Knowledge: knowledge about how learning operates and how to improve learning.
- Metacognitive Monitoring: judging whether you are approaching the correct solution to the problem and assessing how well you understand what you are reading.
- Metacognitive Control: deciding to use a new tactic to solve a difficult problem; deciding to use a new approach for a difficult task. (Dunlosky, 2009, p. 3)

### ***1. Word of the Day Poster Presentation***

**Step 1.** Depending on the objectives of your vocabulary lesson, have students choose a word to present (a) or let them choose from a selection (b):

- a. Allowing students the freedom to choose any word, such as one they saw in print (e.g., in a book, sign, label, pamphlet, poem) and want to explore further can provide a motivating factor to the activity.
- b. It can be very effective to present a list of words within specific parameters, such as words related to a particular unit, lesson, or topic. Explain they will describe, illustrate, and define their word on a poster in multiple ways: synonyms, antonyms, word origin, number of syllables, collocations, and so on.

**Step 2.** As students create their poster, they should ask themselves these questions to bolster true understanding of the vocabulary:

- a. Do I understand this definition?
- b. Will my classmates understand this definition? If not, should I phrase it in a different way, so it is clear to them?
- c. Are these synonyms and antonyms words I already know and understand?
- d. Do my classmates know the words I present as synonyms and antonyms?
- e. Is my illustration a true representation of this word?
- f. Will my classmates understand my illustration?
- g. If not, should I use multiple illustrations to help me and my classmates better visualize and learn this word?

**Step 3.** On the day of the Word of the Day Poster presentation, the audience is encouraged to guess the meaning, part of speech, or pronunciation of the word. Both student presenter and audience monitor their understanding of the word and are encouraged to ask questions to strengthen their understanding.

**Step 4.** Once the poster is complete, it is posted for all to see and revisit at the end of the week/month. This activity can be done online as well as in the classroom.

**Metacognitive Benefits:**

Students must decide how, why, and to what extent to present their chosen word. In other words, they must determine the best ways to present the vocabulary word for learning and retention. As students create their poster, they monitor and assess. By asking themselves the list of questions, they judge their approach and are encouraged to self-monitor.

By approaching this activity metacognitively, students are in control of their own learning and are more apt to discover how they and others learn vocabulary best. These posters will aid their preparation for their vocabulary test and assist in evaluating learning and planning for the future “word of the day” posters.

**2. Rating and Raising Word Knowledge (Rate It)**

**Step 1.** Using a new word list, have students rate their knowledge of the words according to the following rating system.

- 0 This word is new to me; I have never seen or heard this word before.
- 1 This word is not new to me; I have seen it or heard it, but I do not know what it means.
- 2 I think I know the meaning of the word and will guess it.
- 3 I can explain the meaning of the word and use it in a sentence (Coxhead, 2014).

**Step 2.** Once the students have rated their words, have them to do the following:

- a. For words identified as “3,” write the definition of the word and a corresponding sentence.
- b. For words identified as “2,” write down what you think the meaning is. Make the following guesses:
  - Write the part of speech.
  - Write prefixes, suffixes, and the root of the word.
  - Write the context in which the word is used (the words that are around this word and affect its meaning).
  - Write the circumstance in which the word is used (the register of the word).
- c. For words identified as “1,” answer as many of the questions as you can:
  - If I think I know this word, why do I think so?
  - Have I heard it?
  - When was the last time I heard someone use this word?
  - Have I seen it?
  - Where was the last place I saw this word?
  - Why don’t I know this word well?
  - Why is it so puzzling to me?
- d. For words identified as “0,” you can guess or leave alone.

**Step 3.** When all of the students are done deducing the meaning of these words, have them compare the definitions of the words in small groups (two to four students).

**Step 4.** After, bring students together as one class and share the meanings of the words.

**Step 5.** Verify if the 3 rating is correct and have students read their sentences and explain how they know the word.

**Step 6.** If the 3 rating is incorrect, ask the students the following questions:

- a. Why did you think this word had that definition?
- b. When do you think you heard the word used before?
- c. Where had you seen the word before?

**Step 7.** Ask the students who rated the word with a 1–2 (and who guessed correctly) to explain the process they used which led them to the correct definition.

**Step 8.** Encourage students to explain their guesses for words rated 1 and 2.

**Step 9.** Conclude the activity by asking students what they learned about vocabulary learning using the rating system.

**Step 10.** Encourage the students to reuse the strategies they incorporated in discovering the meaning of their words.

### **Metacognitive Benefits:**

To comprehend the meaning of their new vocabulary word list, students assessed what they knew and did not know. For words rated 1 and 2, students were obligated to use metacognition. They made guesses based on their prior knowledge, analyzed the vocabulary words, and made logical deductions. These deductions derived from their knowledge of word parts and word knowledge. Thus, the correct meaning may have been reached as a result of the student's knowledge of the root, prefix, or suffix of the word; the word being a cognate of their first language; or their ability to reconstruct the context and register in which the word was seen or heard.

Students glean the reward of metacognition by explaining their word learning process and experiences. Through metacognition, they judge how they came to the correct or incorrect solutions. They can then use the metacognitive monitoring learned in this activity to tackle future encounters with new vocabulary.

### **3. Vocabulary Quilt**

**Step 1.** Before class, create a blank vocabulary quilt and accompanying vocabulary cards. The quilt is a colorful, blank chart presented on a large poster. The chart should have four columns, each labeled for a different part of speech (or word family); the number of rows depends on the number of vocabulary words you wish to use in this activity. The vocabulary cards should be colorful cards that fit into the spaces on the chart; there should be a corresponding card for each space on the chart.

**Step 2.** In class, distribute the vocabulary cards to students and ask them to quietly guess the part of speech of each card.

**Step 3.** Present the vocabulary quilt to students, and then place it on a table in the center of the room. Have students gather around the table.

**Step 4.** One at a time, students choose a word card and place it in the column corresponding to the correct part of speech/word family.

**Step 5.** As students place their cards on the table, they are encouraged to seek help from each other and determine the best strategy for card placement. Encourage students to talk to one another and strategize together how to complete the vocabulary quilt.

**Step 6.** Ask students if they see any patterns being revealed in the vocabulary quilt chart.

**Step 7.** Once all the cards are placed on the quilt, check for correctness.

**Step 8.** Have students evaluate the characteristics of each correct placement.

**Step 9.** Have students judge what they learned and how they learned it, and then have students identify the most helpful strategies they employed in this activity.

### **Options for Online Teaching**

This activity can be done virtually via Zoom. Email students their vocabulary cards in advance and present the vocabulary quilt using PowerPoint or Google Slides. When it is time for the students to place their cards on the quilt, have them inform you where they would like to place their cards, and you can type their words into their designated location. The whole class would assist in the placement of the cards. All would assess if the cards were properly placed. Alternatively, you can use an interactive whiteboard app, like Jamboard or Seesaw, which allows you to share your digital quilt with students and have them place cards on their own, either in small groups or as a whole class.

### **Metacognitive Benefits:**

In this vocabulary quilt activity, students make deductions by checking for similarities of words in the categories. They consult one another for assistance and use strategies of elimination, agreement, and concession. In utilizing metacognition in the creation of the vocabulary quilt, students acquire knowledge about learning, assess how well they understand vocabulary, judge whether or not they make correct decisions, and monitor their choices and the choices of others.

### **Conclusion**

The vocabulary activities presented here have been used in intermediate-level literacy courses, and the students who participated in these activities not only enjoyed them but attested that they were memorable and helped them improve their English vocabulary

knowledge. I also noticed that these activities created fun, interactive experiences that enhanced vocabulary learning and activated metacognition.

### **References**

- Chick, N. (2020). Metacognition. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>
- Coxhead, A. (2014). New ways in teaching vocabulary. TESOL Press.
- Dunlosky, J. (2009). Metacognition. SAGE.
- Peregoy, S. F., & Boyle, O. (2017). Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners. Pearson.

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

## ENGLISH IS REALLY STRANGE



- An Oxford comma walks into a bar where it spends the evening watching the television getting drunk and smoking cigars.
- A dangling participle walks into a bar. Enjoying a cocktail and chatting with the bartender, the evening passes pleasantly.
- A bar was walked into by the passive voice.
- An oxymoron walked into a bar, and the silence was deafening.
- Two quotation marks walk into a “bar.”
- A malapropism walks into a bar, looking for all intensive purposes like a wolf in cheap clothing, muttering epitaphs and casting dispersions on his magnificent other, who takes him for granite.

- Hyperbole totally rips into this insane bar and absolutely destroys everything.
- A question mark walks into a bar?
- A non sequitur walks into a bar. In a strong wind, even turkeys can fly.
- Papyrus and Comic Sans walk into a bar. The bartender says, "Get out -- we don't serve your type."
- A mixed metaphor walks into a bar, seeing the handwriting on the wall but hoping to nip it in the bud.
- A comma splice walks into a bar, it has a drink and then leaves.
- Three intransitive verbs walk into a bar. They sit. They converse. They depart.
- A synonym strolls into a tavern.
- At the end of the day, a cliché walks into a bar -- fresh as a daisy, cute as a button, and sharp as a tack.
- A run-on sentence walks into a bar it starts flirting. With a cute little sentence fragment.
- Falling slowly, softly falling, the chiasmus collapses to the bar floor.
- A figure of speech literally walks into a bar and ends up getting figuratively hammered.
- An allusion walks into a bar, despite the fact that alcohol is its Achilles heel.
- The subjunctive would have walked into a bar, had it only known.
- A misplaced modifier walks into a bar owned a man with a glass eye named Ralph.
- The past, present, and future walked into a bar. It was tense.
- A dyslexic walks into a bra.
- A verb walks into a bar, sees a beautiful noun, and suggests they conjugate. The noun declines.
- A simile walks into a bar, as parched as a desert.
- A gerund and an infinitive walk into a bar, drinking to forget.
- A hyphenated word and a non-hyphenated word walk into a bar and the bartender nearly chokes on the irony.

DID YOU KNOW THESE THINGS HAD NAMES?

1. The space between your eyebrows is called a glabella.
2. The way it smells after the rain is called petrichor.
3. The plastic or metallic coating at the end of your shoelaces is called an aglet.
4. The rumbling of stomach is actually called a wamble.
5. The cry of a new born baby is called a vagitus.
6. The prongs on a fork are called tines.
7. The sheen or light that you see when you close your eyes and press your hands on them is called phosphenes.
8. The tiny plastic table placed in the middle of a pizza box is called a box tent.
9. The day after tomorrow is called overmorrow.
10. Your tiny toe or finger is called minimus.
11. The wired cage that holds the cork in a bottle of champagne is called an agraffe.
12. The 'na na na' and 'la la la', which don't really have any meaning in the lyrics of any song, are called vocables.
13. When you combine an exclamation mark with a question mark (like this ?!), it is referred to as an interrobang.
14. The space between your nostrils is called columella nasi.
15. The armhole in clothes, where the sleeves are sewn, is called armscye.
16. The condition of finding it difficult to get out of the bed in the morning is called dysania.
17. Illegible hand-writing is called griffonage.
18. The dot over an "i" or a "j" is called tittle.
19. That utterly sick feeling you get after eating or drinking too much is called crapulence.