

NEWS ON-LINE  
2022- Issue 3 ~ Together we stand!



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## From the President

Dear members,

We are together again. As you all know, schools will open on September 11. Here, I want to refer to “Your Essential Back to School To Do List for Teachers” published on <https://www.teachervision.com/blog/morning-announcements/essential-back-to-school-to-do-list-for-teachers>.

The article claims that whether it’s high school, middle school or elementary, teachers have an overwhelming workload at the beginning of the school year. It lists 10 things to do before heading back for the first day.

### ***1. Take Care of Yourself***

This won’t be the first thing you are thinking about when you start preparing for the upcoming school year, but it is the first thing on the list because you are the most valuable resource your students will have throughout the year!

Start the school year right by getting enough sleep (good planning and preparation will help you sleep well), eating well, and keeping your home or space clean and tidy.

The school year is often busy, stressful and just overwhelming. Make a point to take care of yourself throughout the year. Schedule medical appointments, hair and nail appointments, sports, athletic activities, and any special events and parties in your calendar for the first month or two to ensure they happen. Then, start planning what you will do on your vacations! Planning these events (and remembering them!) can get much harder when you’re back on school time.

Everything seems to take a back seat to work when school starts.

Taking care of yourself regularly will help to reduce stress, prevent burnout and keep yourself energized for the tasks ahead!

### ***2. Bring Essentials to School***

Planning for full days at school is like preparing for a campout. It may seem like a lot of stuff, but you’ll be happy you planned ahead when the time comes to reach for a snack or you’re too far away from the nurse’s office and need a band aid. Frontloading the essentials will help you have an easier year. Here are some things to consider:

- Invest in a good school bag- a backpack or tote that will carry all of your essentials back and forth all year long and not cause you shoulder or back pain!
- You may be able to trust your school to provide certain tools to help you prepare for the school year- printed curriculum documents, a laptop, border tape...but anything

you know you will need, you should bring just in case- or little things that give your room character and set it apart from other rooms in the school.

- Bring more snacks than you need, and your colleagues and students will thank you!
- Bring a planner that works for you- school-provided or pre-made planners don't always cut it.
- Keeping a phone charger in your desk drawer will come in handy on days when you unexpectedly forget to plug it in overnight.
- Makeup, toiletries, and anything else you might need- bring these in during the first week and set up your room as a little home away from home. You will be spending 8 hours per day (minimum) in your classroom, so it may as well be comfortable and well stocked!
- If you have a lot of personal teaching materials (maybe you are the type of teacher who finds fun teaching materials at garage sales!), you might want to bring your items to school in phases. Don't try to bring everything at once! You have a whole year, and you will not use everything at once.

### ***3. Prepare your Classroom***

The classroom environment is a very important part of your student's experience. How do you want students to feel when they walk in? New students especially will benefit from the work you put into making the classroom inviting.

Students should feel excited and filled with possibilities. They should also feel accepted, ready to learn and eager to be part of the community. Does this sound impossible? It's not! But it takes some preparation...

Prepare a checklist of items needed for your classroom. A new classroom will almost always need:

- Labels for supplies
- Bulletin board displays
- Student name tags
- Student seats, folders or drawers labeled
- A place to display the schedule
- The day one schedule already displayed
- List of needed supplies for each student
- A place for learner workbooks
- A visual guide to the classroom routine (i.e. put away your backpack, put away your lunch, find your handwriting folder, check the schedule, do your task)

While this sounds like a lot, your classroom should be tidy and have lots of room for your students and whatever they bring with them. A clean space and room on the walls will show them that there is room for them to leave their mark! Resist the urge to over-decorate and remember that students will provide plenty of work to add character, color and life to the walls.

Finally, your classroom says a lot about who you are. Make it yours! Add your unique touch. Are you obsessed with giraffes? Add a few! You are part of the classroom community too.

When students see you adding your unique personality to the classroom decor, they will feel invited to as well.

#### ***4. Plan Your First Day and Your First Week***

Teaching requires flexibility and preparation. This is especially true at the beginning of the year. No part of the school year is more critical than on day one! This is when your activities, games, worksheets and tasks should be planned to the minute, with a whole second lesson plan of activities ready to go in case something goes wrong, or students finish quickly. The last thing you want is for the class to devolve into boredom or misbehavior.

Create detailed lesson plans for the first two days of class, and if you have time, for the whole first week. Nothing helps a teacher rest easy like well-thought-out, fail-proof plans.

Here are some fun ideas for day one:

- A classroom tour: Show students where to put their bags, homework, and shoes (if relevant) and where to find the schedule and tasks for the day.
- A school tour: This is especially helpful for students who are new to the school and or teachers who are new!
- Go over class procedures together as part of the classroom tour. What should students do when they first arrive? What are some routines they need to get used to?
- Review the class rules, or better yet, create them together!
- For middle and high school teachers, day one is time to share your class syllabus.
- Let students know what they can expect from you and from the class.
- An icebreaker activity: These are a great way to ease some day one tension- it gives students something easy and fun to do that helps them get to know you and their classmates. Some ideas include: name bingo, scavenger hunts, or even story time for little students- don't worry about whether the first day games are related to your first unit or your class topic. The idea is to get students comfortable and open up.
- Printable activities: Some students really enjoy sitting down with a pencil and getting to work. It doesn't need to be complicated- a crossword puzzle, word search or a template to fill in with information about themselves.

Don't kid yourself; even with a lot of preparation, it won't all be rosy. On day one, you need to be prepared for anything. Imagine that students will be late, some may not arrive at all, and if you work with young children, some might cry. Even in all that chaos, students will look to you to set the tone for the school year while all that chaos is happening around you. How will you react?

Stay calm, be kind, and be excited to see your students!

Also, a well-prepared first week can make planning a back-to-school night a piece of cake. Take all of the information you just shared with students and turn it into a welcome letter for new families or new students! Use the tour you gave for students as a template for a back-to-school night checklist that will answer any parent questions before they even arise.

## ***5. Build an Everyday Routine***

The first day and the first week of school are very important...but you will have a whole year to get used to, so it is important to build a routine to stay on top of the work you need to do.

Every day, you need to...

*At the end of the day:*

- Make notes about student behavior that you were not able to address. You don't want to forget about important things going on in your students' lives.
- Make a to-do list for yourself for the next day. Include even little things that could slip your mind as you purge work from your brain for the evening. If it ends up being very long, consider dividing it into urgent and not urgent so that you are ready to tackle the most important items first.

*Before leaving school:*

- Tidy up the room. You will have a better day if you open the classroom door and see items put away rather than the remnants of a hard day still strewn around the class.

*After school:*

- If there is something you need to buy for the next day, do it before you get home, go out, or before you completely unwind for the day.
- Relax! You need time to rest and rejuvenate. Turn off your school brain, don't read your emails. You need to eat well and get a good amount of sleep. Make time for your friends, family and personal needs. You will be a better teacher when you do.

## ***6. Plan Your Technology Use***

No matter what school you work at, you will have some technology to grapple with. How and when will you incorporate technology?

If your school uses an online portfolio system like Seesaw, go over posting policies with students, and schedule when you will make your posts. That way, you can automate frequency and quality and have a great portfolio to look back on throughout the year!

Do you have student ipads? When should they be using them? How can you control screen time? Which apps are free for them to use and which are off limits?

It is always easier to start the school year strict and loosen up once students prove they can work within the rules framework. You will have an easier, more rewarding year when you start with clear plans and policies in place!

## ***7. Make Your Professional Development Plans Early***

Your goals for the school year are important. The earlier you choose, the more you can accomplish.

Will your professional development involve an action research project? Does it require buying special materials that may take some time to arrive? Will you be required to work around a colleague's busy schedule? No matter what you choose to focus on for the year,

you can bet you will be busier than you think you will be! So, schedule your check-ins, meetings, or research gathering sessions as early as possible to ensure they get on the calendar and are not shuffled out of site by team meetings, staff meetings or special events.

Your professional development is important to your career, so you must protect it!

### ***8. Get Ahead of the Little Stuff***

Teachers have a million little things to do on any given day. So many that teachers often forget to go to the bathroom! Making copies, sharpening pencils, setting out instructions for tasks, collecting books, emailing parents, talking to colleagues about collaborative plans- the list never ends.

Be kind to yourself, and make a point to keep ahead of the little things. If you have a teaching assistant, you are a step ahead, as you can make lists of copies or small items that need to be collected for upcoming lessons. Even if you do not have a teaching assistant to take care of small tasks, you can stay ahead of the game. Make lists and divide tasks into most and least urgent. Prioritize things like replying to parents and leave the prep for a lesson that is five days away until tomorrow.

Even inquiry-based schools must sometimes make class set copies of printables, templates or other papers for students to use. Schedule your printer run, and make sure to keep ahead of your weekly lessons. If possible, copy one week's worth of handouts, worksheets and other materials ahead of time. A strong organization system can ensure that you can walk into your class, find the materials and be ready to teach.

### ***9. Tips and Tricks for An Easier Year***

*Get lesson ideas and plans early:*

Review last year's syllabus and/or lesson schedule if you are in the same grade. While you might not use the same schedule or routines, it might jog your memory for some good ideas!

New teachers could benefit from reviewing the ELA, math and any other curricula, as it is the bottom line when it comes to what children need to learn. This will help with creative ideas for how to address certain learning standards. (i.e. names of children's books that would be great for learning decimals and money math!)

Veteran teachers are an excellent resource, both to new teachers and each other. If they have been teaching the same grade for many years or if they have moved around to

*Protect your time:*

There will always be teachers and staff who seem to have it all together and want to chat with you about the latest gossip. If you are scrambling to get everything together for your next lesson, you can politely let them know that you don't have time to chat but will find them later. Finding a secluded, quiet place in the school to complete work is also a great way to avoid unwanted chit-chat when you need to get something done!

### ***10. Think about your classroom management***

Take the time to decide how you want students to be organized in your class. Every teacher has a different style, but every student benefits from clear rules and routines.

Will you have a list of classroom jobs for students to rotate through? Will you divide the room into teams? Do you want to set the tone early with a class behavior chart? Will you incorporate fun quizzes, prizes and systems that will get students excited?

Whatever you do, it is best to start the year with a classroom management plan and adjust it when you get to know your class, rather than scraping one together once you realize you have a problem.

As INGED, we will continue being there for you. We will continue holding ZOOM sessions and adding more videos to our YouTube Channel to help you. Wish you all the best!

Together we stand!

Prof. Dr. Aydan Ersöz  
INGED President



## **From the Editor**

Dear Colleagues,

The cycle of life continues, notwithstanding pandemic, post pandemic or old normal days! Another summer has passed and another school year has started... This issue of the *News On-Line* newsletter is filled with ideas that are hoped to be of help to you, dear colleagues, especially at the beginning of the term. Our President has listed 10 tips that will make the beginning days of your school term easy. The articles in *Selected for You* as well as in *Something to Think About* all aim to give you practical teaching ideas that will come in handy especially at the beginning of the new school year. These include topics such as the effect of some TV shows on children's reading skills, effective teaching tips and modelling strategies and more.

We would also like to point out that we have completed 75 Zoom Sessions this year! And we aim to continue with these sessions in October. Your helpful feedback via the last Zoom session has provided a lot of ideas for INGED to consider.

There are also conference impressions in this issue, one from the 14<sup>th</sup> METU International ELT Convention and the second one from the 5<sup>th</sup> International ESP Conference both held in the summer of this year.

We would like to take this opportunity to wish you all a successful and happy teaching year and hope you will enjoy the articles we have selected for you.

Warm greetings

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.**

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

On 9 October 2020, 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 our **75th** Zoom Session!

We ended this term with a Zoom Session where INGED Board members listened to INGED members and Zoom attendees to get feedback on past sessions and new ideas for the coming sessions. Thank you all who participated and shared their thoughts! We stood together one more time!

We also conducted one more Zoom Session with an esteemed colleague!

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

**Here is a reminder of what you have participated in or missed:**

#### **INGED ZOOM SERIES # 69**

3 June 2022

"The Role of ICT Self-Efficacy in Self-Regulated Learning and Future Directions"

Presenter: Prof. Dr. İlknur İstifçi

#### **INGED ZOOM SERIES # 70**

10 June 2022

"Teaching Social Emotional Skills in your English Language Classroom"

Presenter: Jennifer Mansur Sertel Schneller

#### **INGED ZOOM SERIES # 71**

17 June 2022

"The Use of Interactive Technologies in the Language Classroom"

Presenter: Ash Atalı Altuntaş

#### **INGED ZOOM SERIES # 72**

24 June 2022

"Exploring Beyond the Walls of your Classroom Through Telecollaboration"

Presenter: Assoc. Prof. Dr. Sedat Akayoğlu

### **INGED ZOOM SERIES # 73**

1 July 2022

"How Conscious are we while Correcting Oral Errors in EFL Classrooms"

Presenter: Assoc. Prof. Dr. Gökhan Öztürk

### **INGED ZOOM SERIES # 74**

29 July 2022

"Gender Strereotypes in English Language Teaching Materials"

Presenter: Dr. Sibel Söğüt

### **INGED ZOOM SERIES # 75**

5 August 2022

"Model United Nations: An Experiential Learning Practice on Students' Motivation and Teachers' Teaching Skills"

Presenter: Ali Kılınc

### **INGED ZOOM SERIES SEASON FINALE**

12 August 2022

"INGED Sizi Dinliyor: Gelin Dertleşelim, Paylaşalım"

Present to listen to you: Aydan Ersöz, Sedat Akayoğlu, A. Suzan Öviz, Büşra Çelen, Defne Akıncı Midas

### **USTALARLA SÖYLEŞİ #5**

Dr. Çiğdem Balım

22 July 2022

CHECK OUT OUR WEB PAGE  
FOR THE UPCOMING ZOOM SESSIONS!

**HAVE YOU RENEWED YOUR MEMBERSHIP?**

**INGED  
NEEDS  
YOU!**

**PLEASE RENEW YOUR MEMBERSHIP!**

## TECHNOLOGY IN TEACHING



### HOW TO GET GOOGLE SEARCH RESULTS THAT ARE ACTUALLY USEFUL

By David Nield

<https://www.wired.com/story/how-to-useful-google-search-results/>

**Here's how to cut through the sponsored listings and ads—and get back to the good stuff**

**WHILE GOOGLE ISN'T** in any danger of being dethroned as the go-to search portal of choice for most people, results on the site are definitely more hit and miss than they used to be. A typical Google results page these days is packed with advertisements, recommended results, and websites that are the best at search engine optimization rather than the most reliable, accurate answers to your questions.

To get good results out of Google, you need to go beyond simply typing out a few keywords and hoping for the best. Using the tips we've outlined below, you should be able to find what you're after faster and more easily.

#### Run More Specific Searches

Quotation marks help you be more specific with your searches.

One of the most effective ways to narrow your search is to put your search terms inside quotation marks: From song lyrics

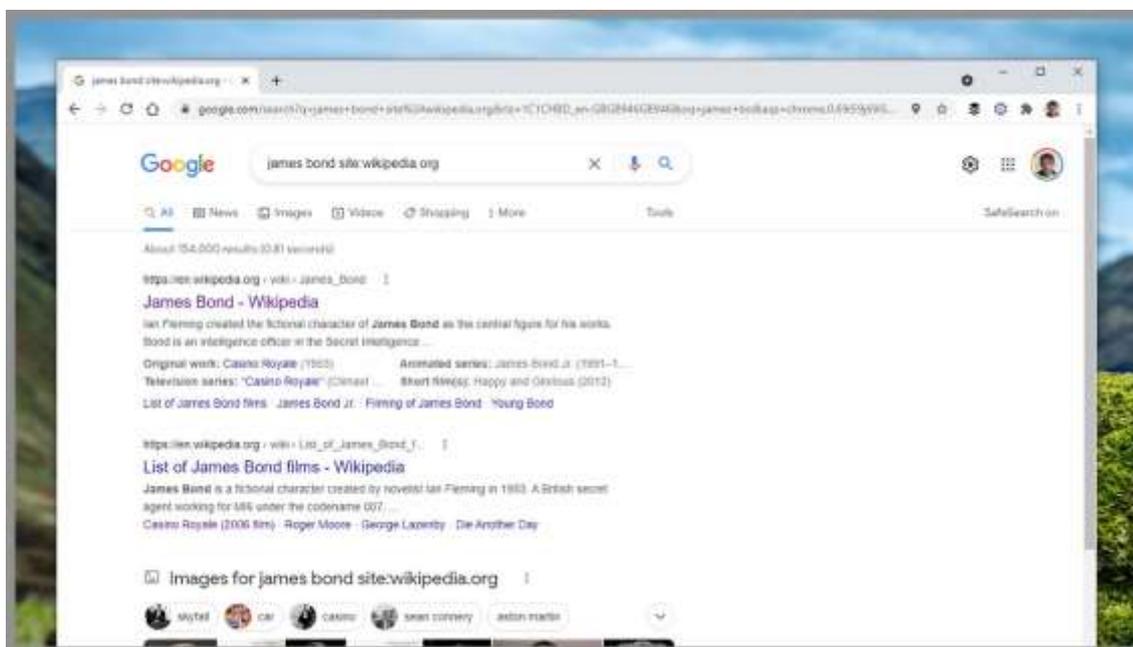


to movie titles, this can cut a lot of the clutter from results pages, because Google knows exactly what you're looking for. It's particularly effective when the keywords in your search aren't often used together.

By putting a minus ("-") sign immediately before a keyword, you can exclude results that include that word. This works really well when you want to avoid a particular association that your other keywords have, or you want to filter out a news story that's dominating the headlines (and the search results.) On the flip side, add a plus ("+") sign in front of words you definitely do want to include and match (by default, Google can treat some of your keywords as optional.)

In general, the more keywords you use in your search, the better. You may think that Google knows what you're looking for just from one or two terms, but you'd be surprised at how much better the results are if you are more specific. This can really help when you're getting a lot of hits that aren't closely related to what you hope to find.

### Focus on Individual Sites



You can pull up results from specific sites like Wikipedia.

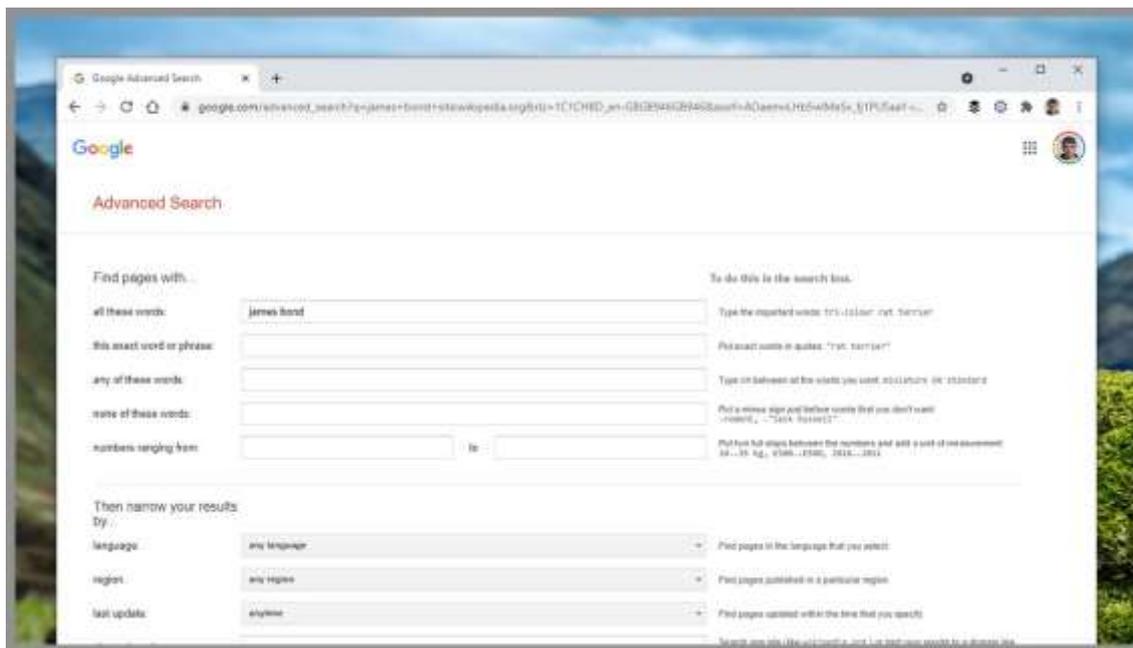
A lot of the time you'll want Google to scour the entire web for search results, but not always. If there's a particular site you want to look at or that you trust above all others, type **site:** followed by its main URL after the keywords you're looking for. Google will return only results from that specific domain.

This can be handy when looking up results on Wikipedia, for example. Running a regular search might well bring up a lot of sponsored, optimized, and biased sites ahead of the online encyclopedia, but if you add "site:wikipedia.org" you'll get results only from

Wikipedia—and you can still take advantage of Google's excellent capabilities when it comes to search and page ranking.

The same trick works for just about any site that you consider to be an authority. You might want to focus on a certain news site that you trust, for example, or maybe you want to see results from an official website related to your search rather than matches from elsewhere on the web.

## Use the Advanced Search Tools



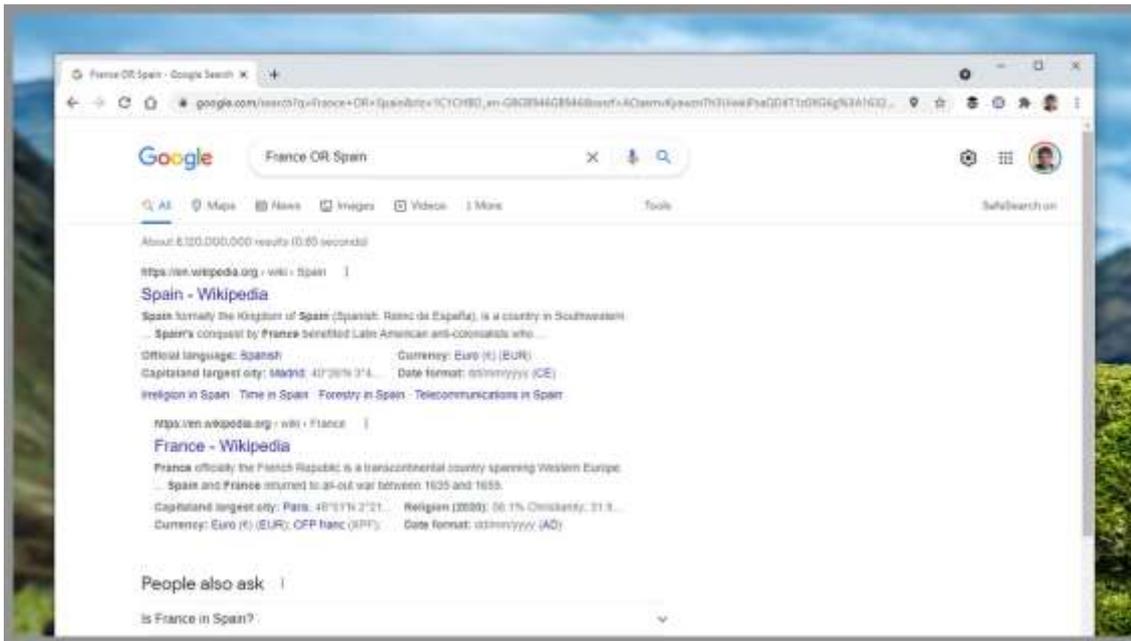
Google offers an entire page of advanced search tools.

In your haste to search the web, you might not have noticed the small cog icon at the top right of the Google search results page. Click this and then choose **Advanced search**, and you get access to a whole host of additional parameters that will make your searches more precise and effective.

You can use the Advanced Search page to include or exclude certain words, as we've already mentioned. You're also able to restrict your results to a particular language or a particular region—again, helpful when you're getting a lot of redundant results. Another useful option here is the **file type** drop-down list, which lets you look for PDFs, Word documents, Excel spreadsheets, GIFs in image search, and other file types rather than webpages.

The Advanced Search page also has options for showing pages that have been updated recently, for looking for keywords in a particular part of a website, and for returning content that's got a Creative Commons license attached to it. Once you start using these advanced features, you might wonder how you ever did without them.

## Add More Search Operators



Choose your operators carefully for better search results.

You can deploy a number of search operators to dig deeper into Google results and to return page matches that you otherwise wouldn't get. Put "OR" between your keywords to search for several different terms at once that don't have to all be matched. Alternatively, use the asterisk ("\*") as a wildcard that Google will use to return all the most popular hits for—"how to learn \* on YouTube" for example.

Use the "before:" and "after:" operators to limit results by a specific date (the **Tools** button on the results page gives you the same options), which is very handy for cutting out very recent or very old results. If you want to search social media, use the hashtag (#) symbol to look for hashtags, and if you're interested in the price of something, put a dollar sign (\$) followed by the number that reflects the budget you're working to.

You can actually look for matches that cover a range of numbers: Try "camera \$50...\$100" for example, replacing the keyword and price bracket with whatever you want. Finally, you can look for results on a site related to another site by putting "related:" followed by the URL at the end of your search query.

## ***SELECTED FOR YOU***

**In this issue of our newsletter, you will find articles on the effect of TV shows on children’s reading skills, 4 tips on how to make teaching more effective, 5 modelling strategies, and ideas on how to build background knowledge and link old and new information.**

<https://www.edweek.org/teaching-learning/can-a-tv-show-really-help-kids-develop-reading-skills-what-a-new-study-says/2022/08>

### **Can a TV Show Really Help Kids Develop Reading Skills? What a New Study Says**



**By Sarah Schwartz**

For decades, television shows have helped young children practice their ABCs and 1-2-3s. From “The Electric Company” to “Sesame Street” to “Between the Lions,” research has shown that educational programs can effectively teach kids the foundations of literacy and numeracy, like recognizing letters and sounds and how numbers represent quantity.

Now, a new study finds that educational television can teach young children more complex reading skills, too—skills that could help set them up for greater success in a school setting. The [paper](#), from researchers at SRI Education and the Education Development Center, examines one TV program’s effectiveness at teaching children about informational text. The term refers to nonfiction books and articles, but also a host of other sources with distinct purposes and text features—like reference books, recipes, or lectures.

The particular show studied in the paper, a program on PBS called “[Molly of Denali](#),” was designed to teach children how to understand and use these kinds of informational texts. And the researchers found that it was effective: 1st graders who were assigned to watch the show and play related digital games were better able to use informational text to answer questions and solve what the researchers call “real-world problems” than students in a control group.

Building information literacy early can help lay the foundation for work that students do in school—but also, for skills they’ll eventually use throughout their life, said Shelley Pasnik, a senior vice president at the Education Development Center, and a co-author on the study.

“When students do not have a good foundation in informational text, they are less likely to succeed academically and also to be able to engage in these very practical ways—to know how a caption conveys information, or map reading,” she said. “Just all the ways that one might navigate in life—that’s missed.”

The study also suggests the potential for educational media to teach beyond foundational skills, as many school systems have turned to shows, games, and apps as lifelines during COVID-related school disruptions.

### ***Why reading informational text requires different skills than fiction***

Over the past decade, schools faced pressure to ramp up the amount of informational text included in the curriculum—a trend that can be traced back to the introduction of the Common Core State Standards in 2010.

The shared standards, at one point adopted by 46 states and the District of Columbia, called for elementary students to read an even mix of fiction and informational texts across subjects, and for high schoolers to read 70 percent nonfiction. As [Education Week reported in 2012](#), the Common Core’s authors shaped this recommendation in response to concerns from employers and universities that students didn’t have the skills or knowledge to analyze arguments or parse complex information.

More recently, informational text has become a key component of what has come to be known as the “science of reading.” In response to research showing that students can understand text better when they have background knowledge about the subject, some advocates have [pushed for knowledge-building curricula](#): English/language arts programs that aim to help students develop a deep understanding of certain topics—like ancient cultures, the systems of the body, or the Civil Rights Movement—while also teaching literacy skills.

But reading a nonfiction book, or looking up information in reference material, is different from reading a narrative story. Informational text has different features, like topic headings, indices, and graphs. The language can also be more technical and subject-specific. Students have to be taught how to navigate these features and how to gain information from them, said Pasnik.

That’s what the TV show in the study, “Molly of Denali,” aims to do. The program is about Molly, a 10-year-old Alaskan Native girl, who goes on adventures and tries to solve problems in her community. Along the way, she uses different kinds of informational text, like field guides, maps, and informational websites.

The show, developed under a federal Ready to Learn grant, is designed to meet learning goals that are aligned to the Common Core State Standards.

In the two studies described in this paper, 263 1st grade children from low-income families were randomly assigned to one of two groups. In the treatment group, parents were given a tablet loaded with “Molly of Denali” episodes and educational games. They were told to have their children use these materials at least one hour per week.

Parents in the control group were also given an internet-enabled tablet, but instead were told to have their children use it for “educational purposes” for at least one hour per week. (On these tablets, access to “Molly of Denali” was blocked.)

After nine weeks, students were assessed on their ability to use informational text to answer questions or solve problems. Students in the group that watched “Molly of Denali” outperformed students in the control group. The difference was equivalent to the amount of reading skill a typical 1st grade student develops over three months, said Pasnik.

These effects held regardless of students’ gender, parent income, parent education, or ethnicity, though older 1st graders benefitted less from the intervention than younger 1st graders. The second study replicated these same conditions with a broader geographic sample, and saw the same findings.

Children varied in how much they used the tablets at home, and how often they watched the show and played the games. The researchers found a correlation between time spent on the videos, specifically, and achievement scores on the assessment: Students in the treatment group that spent more time watching the show had higher post-test scores.

### ***Districts should develop a ‘curatorial list’ of educational media, expert says***

The study doesn’t examine what, exactly, made “Molly of Denali” effective. But there are general best practices for educational media, Pasnik said.

To start with, a show needs to have characters and a plot that are actually engaging for children—a story built on “imagination and authenticity,” Pasnik said. In the case of “Molly of Denali,” the story is also culturally rich: Molly is Native Alaskan, and her heritage and traditions are woven throughout the show. (More than 60 Alaska Native, First Nations, and Indigenous consultants [worked on its production](#).)

Then, the learning needs to be integrated into that story. It shouldn’t feel like the action stops for a lesson. Educational media producers call this “learning on the plot line,” said Pasnik.

Schools and districts can use this kind of high-quality educational media to support classwork, Pasnik said—something that many school systems attempted as they searched for solutions during remote learning.

In spring 2020 and into the 2020-21 school year, many states and some school districts partnered with local public media stations to expand children’s programming time slots throughout the day. A few created their own shows: New York City schools developed Let’s Learn NYC!—supplemental lessons in math, literacy, science, and social studies for kids in grades pre-K-2 that air on public television. The state of Tennessee did something similar with Teaching Tennessee, its video series for students in grades pre-K-3.

Going forward, districts that want to encourage teachers or parents to continue using public television or other educational media would benefit from providing a “curatorial list” or investing in curators, Pasnik said.

“There are highly regarded programs, many with research backing,” she said. “Who has the time to review them, vet them, figure out what’s possible?”

“It’s not unlike what media specialists and librarians have done,” she added. “But it could happen on a bigger scale.”



<https://www.educationworld.com/teachers/4-essentials-teachers-looking-make-impact-0>

## 4 Essentials for Teachers Looking to Make An Impact

Creating lesson plans sometimes feels like a hit or miss prospect. Plans and curricula that you've poured your heart into can flop, while plans that you've thrown together hastily can remarkably resonate with students.

The students of today must learn how to be exceptional to excel in the workplace of the future. As an educator, this sometimes means reassessing the basics of what it means to prepare students for an ever-evolving world. This raises a question. What can you do to ensure that your students are fully engaged in their lessons?

Don't blame yourself. There are many factors, inside and outside of the classroom, that affects student learning outcomes. However, there are many unobtrusive ways that you can prime students for learning.

The following segments highlight 4 essentials for teachers who desire to consistently make a positive impact on their learners.

### Essential 1: Make Sure That Young Learners Take Care of Themselves

You probably thought many times that if you could bottle the energy of youth, you'd be rich. Still, young students can routinely face stressors that diminish their learning outcomes.

Long hours of sitting and listening to lectures, doing in-class assignments and homework and working on computers are physically and mentally taxing. Also, some students must cope with potential stressors, which might include anxiety, bullying, family issues, peer pressure and verbal – or even physical – abuse.

Resultantly, more educators are introducing students to yoga in the classroom. The practice helps to assuage the stressors in students' lives. Stress can hinder academic performance. Yoga can relieve stress and empower students to perform to the best of their ability.

Studies show that after seven weeks of practicing yoga poses along with breathing exercises and meditation, students exhibit lower stress levels and improved learning outcomes. Another study shows that yoga, as opposed to physical education classes, prevents learners from growing fatigued as the year wears on, which can result in the decline of student performance. In addition, studies show that yoga improves memory, a benefit which would likely help students improve their grades.

## **Essential 2: Create a Challenging Learning Environment to Engage Your Students**

An idle mind is a bored mind. You can continually challenge students' intellect by exposing them to rigorous content. When students are curious about a topic it enhances their learning experience.

Educators can create an environment where students feel challenged by providing materials that build their interest in subject matter. In this regard, it helps to show students information that allows them to make the connection between current lessons and real life. In this way, you can help students form a deeper understanding and appreciation for new concepts.

Challenging material compels students to ask questions. When planned correctly, you can introduce materials that will bolster students' enthusiasm for committing to requisite learning objects.

In part, you must design your curriculum in a way where students are led to the answer, rather than simply giving the materials to memorize. In addition, supplementary materials should include empirical evidence that supports current learning objectives. It's also important to provide independent research sources for students who are compelled to learn about a topic beyond what's taught in class.

## **Essential 3: Ensure That Students Are Prepared for a STEM-oriented Future**

In 2015, during the fifth annual White House Science Fair, former president Barack Obama expressed that STEM learning is about more than memorizing facts, figures and formulas. In so many words, he conveyed that it's about understanding the world through the spectrum of the sciences.

The US Department of Education report entitled "Science, Technology, Engineering and Math: Education for Global Leadership" indicates that the United States was once a global leader due to the "hard work of its scientists, engineers and innovators." Today, however, few students pursue the STEM learning tracks required for Americans to remain ahead of national competitors. Resultantly, the former president made it his mission to increase the number of STEM teachers and learners.

The opportunities for students to learn STEM sciences are abundant. However, a disproportionately small number of students actively seek the learning path. It's essential that you encourage students to pursue STEM learning by helping them make the connection to how the discipline will heavily influence nearly everything in their adult life

## **Essential 4: Work With Your Peers to Maximize Student Learning Outcomes**

Teaching should be a collaborative effort that consists of you, your peers in your learners. Students should feel as though they are appreciated and part of a community. Furthermore, they must learn empathy and respect for one another, a trait which they will carry into adulthood.

This kind of support will foster an environment where students feel safe and are free to engage in lessons. Moreover, they'll feel more committed to learning and more invested in the overall academic experience.

In a communal teaching environment, students are concerned about more than their own welfare. They're sincerely interested in the thoughts, ideas and well-being of others.

You can foster this kind of environment by providing meaningful, positive feedback and praise when appropriate. It's also essential to practice sensitivity to students' cultural, ethnic and identity traits.

In a fully inclusive environment, students have more wherewithal to endure through challenging activities. In addition, students will enjoy the freedom to enjoy their excitement for learning.

These are just a few essential techniques for promoting positive learning outcomes. Whatever techniques you decide to employ, the most important technique is introspection. From time to time, take a step back to think about what works and what does not.



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

## **5 Effective Modeling Strategies for English Learners**

**By Daria Witt, Michael Soet**

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

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

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

### **5 TYPES OF EFFECTIVE MODELS**

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

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

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

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

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

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

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

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



## **Priming the pump: Introductory and preview strategies for English learners**

**By Erick Herrmann**

Many teachers are familiar with the importance of building background knowledge and linking to prior knowledge for English learners. When students encounter a new topic in school, they are spending a considerable amount of mental energy as they learn and deepen their understanding of a topic.

For English learners, this is compounded by learning this new information in a new language. To better prepare all students, and especially English learners to learn and understand a new topic, we should “prime the pump.”

Priming the pump, in mechanical terms, refers to the operation of some older pumps, in which a suction valve would have to be primed, or water would have to be added to the pump in order for a pump to function properly. The phrase is sometimes used to describe economic stimulation as well.

In a lesson, it is more commonly referred to as frontloading and the anticipatory set. The idea is twofold; give students some of the critical vocabulary and concepts needed to be successful with the lesson or unit of study, and create interest and excitement in learning about the topic at hand. While it would seem that this should be done at the beginning of a unit of study, it can actually be done at any time, and throughout any lesson.

### **Using Pictures, Videos, and Graphs to Prime the Pump**

Pictures are a great way to build background knowledge and excitement about a topic. Begin by collecting pictures that relate to the unit of study. Pictures can be found online and printed off, of course, but do not limit yourself to finding and printing pictures, which can be costly. Pictures can be cut out of magazines, or old books, pamphlets or old calendars.

### **Picture Exploration**

Once you have a group of pictures, have students explore the pictures in small groups. Begin by grouping students into small groups. The students can be grouped by proficiency level or by native language, as desired.

Give the small group of students several pictures. The students should explore the pictures, discussing what they see as well as asking questions of each other. These discussions and questions can be transferred to writing, as appropriate.

### **Picture Sort**

As an addition to the picture exploration, ask students to sort and classify the pictures. This can be done as an open sort, in which the students decide upon and create categories based on the pictures they have, or as a closed sort in which you provide the specific categories.

For example, in a recent lesson, students were given a variety of pictures that related to erosion and deposition. Students began by exploring the pictures and discussing what they observed in the pictures. From there, students sorted the pictures into groups, deciding how the pictures fit together.

After the initial sort, students shared how they grouped their pictures and the categories they created. Next, students were given word cards with specific categories, such as glacial movement, mass movement, and chemical erosion. The categories were defined for students, and several examples of each were shown. Students then adjusted their categories based on these categories.

### **Gallery Walk**

Similar to the picture exploration, a gallery walk can be set up to have students explore pictures. Gather some pictures and group them according to the topics of study in the unit. For example, in the Earth science unit discussed previously, you might group pictures that show erosion and deposition, pictures of volcanoes, pictures of different types of rocks, and pictures representing the layers of the Earth and tectonic plates.

The groups of pictures are then adhered to a piece of construction paper or a chart, and hung up in various places around the room or placed on tables throughout the room. In small groups, the students walk around the room, stopping at the various charts to discuss the pictures, ask questions, and make connections to their past experiences or prior knowledge.

Some teachers structure the movement of the students, having them walk from chart to chart in a specific order. However, in an art gallery or museum, most people walk around based on the art that strikes them for some reason, and may not go in a specific order. Similarly, students can be instructed to walk around randomly, and going to whichever poster interests them.

Of course, they should be mindful of how many people are at each chart, and head to charts that do not have very many people around it at any given time so that they can see the pictures and discuss them.

### **Video Clips**

Showing short video clips is also a popular and effective way of both previewing the information and creating interest in the topic. Many teachers are already using video clips found on YouTube, Teacher Tube, or other online resources.

When using these clips, be cognizant of the language that is presented, as videos tend to present fairly large amounts of information quickly. As an alternative, consider turning the sound off for some videos.

After students watch a section of the video, pause and have them discuss with a partner what they saw. Alternatively, use the “silent video” strategy to narrate what is happening in the video, pausing to provide clarifications or have students ask questions.

### **Using Realia to Prime the Pump**

Realia refers to real objects. Think of a museum; it is full of realia. The museum may have fossils and rock specimens, cultural artifacts, or objects related to a particular topic or phenomenon.

Using realia in the classroom makes concepts more concrete, and is a fun and engaging way to introduce a topic. As a part of the gallery walk described previously, students can also look at a station in the classroom that contains realia in addition to the charts that have pictures on them.

### **Unit Inventory**

When doing a unit inventory, especially in science or mathematics, allow students to preview the materials that relate to the unit of study. Have students handle, observe, and discuss the objects that go with the unit. Also have students consider how these materials relate to each other or fit together, how the objects in particular will facilitate learning, and what we might learn based on the objects being viewed, handled and discussed.

### **Mystery Bag**

To utilize the mystery bag, gather some items that represent the topic being studied. In our example about rocks and the Earth, gather different types of rocks. Choose rocks of different sizes, varied textures, and differing shapes. For example, have a piece of sandstone that crumbles a bit to the touch, a piece of obsidian or basalt with sharper edges, river rock that is round or oval, pumice that is lightweight, etc. Once the materials are gathered in paper bags, hand out the bags to small groups of students, or have one student come up to the front of the class. Students should not look into the bag. Rather, they should reach in and feel what is in the bag.

As they are feeling the item, they should describe it to a partner, small group, or to the class. The other students can take guesses as to what they think the student is describing. The student then pulls out one mystery item, and the other students discuss or write about the similarities and differences between what they had imagined and what they see, as well as how the item fits into the unit of study.

### **Previewing Vocabulary**

Previewing key vocabulary for English learners will help to lower the cognitive demand of the lesson and the related tasks at hand. By sharing the words, their definitions, and an example of key vocabulary words and concepts, you will create mental hooks onto which new information can connect.

I have written articles on teaching specific general academic and domain-specific writing that have several specific ideas that can be used to teach these types of words. The following strategies can also be used to preview words, assess student knowledge, and get students interested in the vocabulary that will be utilized in the lesson.

### **Word Sorts**

Similar to the picture sorts described above, students can sort words into categories as an open sort or a closed sort. Prepare a list of words that goes with the lesson or unit of study. Print the words off or write them on index cards or small pieces of paper, and hand a stack of words to small groups of students.

Begin with students sorting words in a way that makes sense to them, then provide them with a closed sort by giving them specific categories or ways to sort the words. For example, you could have students sort the words into word classes. Word classes tell the function of a word in a sentence. Are these words acting as nouns, verbs, adjectives, etc.? Or you could have students look at the words and sort them based upon the prefixes, suffixes, or roots. Sorting by meaning will likely come natural to students, if they know the words, but you can have them sort the words into words that are well known, somewhat known, or unknown as well.

### **Stoplight Highlighting**

An alternative to having students physically sort words into categories of well-known, somewhat known and unknown words, you can have students engage in the Stoplight Highlighting activity. This activity can be conducted in a number of ways, depending on the resources you have available.

As implied, students are ranking words according to their level of knowledge using a color-coded system. Students should highlight in pink those words that are completely unknown to them. These may be words that they do not know the definition of, or words that they are having trouble decoding.

Words highlighted in yellow are those words that they recognize, and may have an idea of the meaning, but they are unsure of the true meaning or the definition they know does not fit the context of the text. Finally, students highlight in green those words that they know well, understand, and potentially could team the meaning to others. If having three different colors of highlighters is not feasible or a reality in your classroom, you can have students use a different annotation system to mark the words. For example, you can have the students add an exclamation point next to the unknown words, a triangle for the words they know to some degree, and a plus next to the words that they know well. Note that the annotations used can vary, but the concept of ranking the words remains the same.

By utilizing a variety of these strategies in your classroom, you will be providing opportunities for students to consider the content concepts and vocabulary they will need to learn and express their learning. These activities also build in engagement and language practice as students discuss and write about what they are exploring, thereby benefiting English learners in a variety of ways.



Erick Herrmann is an educational consultant specialized in teaching English learners, and he runs Academic Language Learning Institute, Inc.. Erick has worked with thousands of teachers across the nation to help them improve their instructional practice and increase academic achievement for all students.



## **REFLECTIONS ON THE 14<sup>th</sup> METU INTERNATIONAL ELT CONVENTION: “REFLECTIONS”**

**17-19 JUNE 2022**

**by Defne Akıncı Midas**

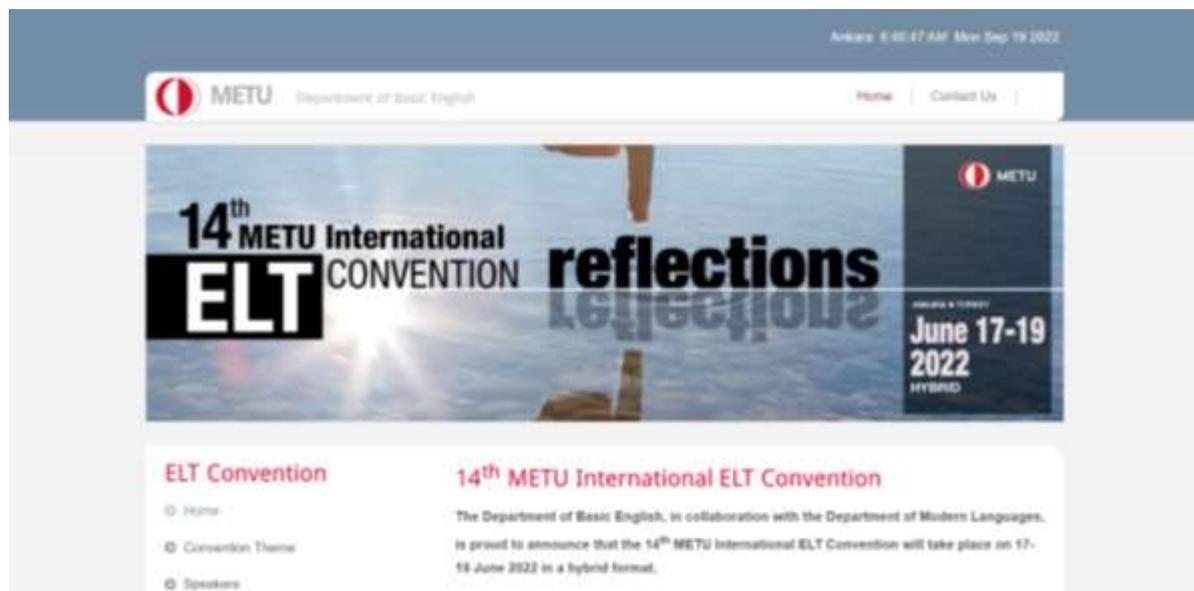
The biannual ELT convention organized by the Department of Basic English at the Middle East Technical University was held between 17<sup>th</sup> and 19<sup>th</sup> of June, 2022. This convention had originally been planned to be held in 2020, but, understandably, had to be cancelled due to the outbreak of the COVID-19 pandemic. Two years after that date, in the ‘new normal’, the organizers of the convention decided to take up on the same theme, much befitting the times: *Reflections*. The organizers also decided to invite the speakers whose proposals had been accepted for the convention in 2020 to present in the Convention in 2022. For the slots that became available, there was a call for new proposals, as well. In this way, the convention captured studies that were conducted during the lock-down period as well as those just before it. Many of the presenters took a critical and reflective view upon their studies with the recent developments over two years.

The organizers also wanted to include the new “online” nature of such academic meetings, which became a natural part of our lives during the lock-down. Thus, they added two more features to the convention:

(1) Some of the face-to-face sessions, which were held on June 17<sup>th</sup> and 18<sup>th</sup> at the Cultural and Convention Center on METU campus, were also broadcast through live-stream, allowing online attendees not only to view the presentations but also to interact with the presenters and the participants. In this way, the participants who could not travel to the venue or those who did not wish to get in crowds due to the pandemic were able to attend the sessions.

(2) The third day of the convention, June 19<sup>th</sup>, was fully online in distance mode, so the presenters and the audience could attend the sessions within the comfort of their own homes (or offices if they wished). These allowed both the presenters and the participants who were in locations far from Ankara, Türkiye to present or attend the sessions.

To get more information about this convention, you may visit the website:  
<https://dbe.metu.edu.tr/convention2022/>  
Screenshot of the 14<sup>th</sup> METU ELT Convention Web Page



The plenary speakers talked about specific topics on their fields of expertise, rich in both knowledge and insight, initiating much reflection to take place among the attendees. These were Adrian Blackledge, Ahmar Mahboob, Angela Creese, Cem Balçıklanlı, Gülşat Aygen, Kata Csizér, Peter de Costa, and Vera Lavrukina. In this article, I will briefly share highlights of a few of the presentations that I attended.

### **Plenary Talk: “Are you an autonomous teacher?” by Prof. Dr. Cem Balçıklanlı, ELT Department, Gazi University, Ankara, Türkiye**

The presenter prompted teachers to think about what it takes to be autonomous teachers through a variety of activities during the presentation. The talk was thought provoking and inspiring for the viewers. We got to play Kahoot! and the participant with the highest score got to win a book written by the presenter.



### **Plenary Talk: “You can go far if you work hard: possible ways of motivating learners of English” by Prof. Dr. Kata Csizér**

The presenter stated that the context plays a key role in the way we conceptualize motivation to learn English. She emphasized the important role of actual use of the language outside the classroom in sustaining motivation to learn a language. The speaker got the audiences to think hard about the role of the teacher in guiding the



learners to find their own purpose of learning English in their own lives.

**Plenary Talk (online): “Unpacking profit and pride in EMI higher education” by Associate Prof. Dr. Peter de Costa, Michigan, USA**

The presenter talked about the thoughts and feelings of the stakeholders within the English-medium institutions (EMI) established in a number of countries in the far-eastern Asia. The speaker dwelt upon the politics of using English in institutions where English is not the first language of many of the academic and administrative staff and the students. He detailed the studies that he undertook to examine the feelings and thoughts of the instructors and the students about using English in academic studies.

**Presentation: “Students’ evaluation of instructors in a university context: a phenomenon for reflection” by Şükran Saygı, Ankara, Türkiye**

The presenter detailed her study she conducted on the way that the instructor evaluation forms were perceived by the students at METU. In a nutshell, we understand that the students may interpret the statements in the evaluation sheet or questionnaire differently from what they have been originally intended. Thus, the results may not reflect the instructors’ quality in instruction. If the results are used to make an impact on the instructors’ promotion, then these tools that the students are filling out about their instructors need to be carefully examined before using them.

**Presentation: “Reflecting on the proficiency exam: What? So what? Now what?” by Defne Akıncı Midas, Ankara, Türkiye**

The presenter first talked about the description of a language proficiency exam. She focused on the local type of such exams and how they are used in English-medium universities in Türkiye. She then focused on the shapes that the proficiency exam took before the COVID-19 pandemic, and then how it was reshaped to be administered online, and then again how it had to be re-adjusted to the new-normal following the lock-down. The presenter added that further work was under way to make the final adjustments to the exam to be have online and face-to-face versions to be used when a need calls for either version.

**Workshop: “Auction-ification to increase participation” by Kelci de Haas, İzmir, Türkiye**

The presenter first got the participants to get into groups of three or four. She asked them to consider the statements that she displayed on screen carefully to decide if they were true or false. Then she told that each group had credit of a certain amount of dollars and that they would need to purchase a statement that they believed to be factual. The presenter got the participants to play and then went onto how it would be useful in class, the points to be careful about when getting the students to play the game in class and variations of the game. This game seems to be a timeless game for all ages suitable for many different focus areas provided that the instructor is well-prepared.

**Panel: “METU Academic Writing Center: Practices and Experiences” by Zeynep Ünlüer, Defne A. Midas, Başak Atasoy and Melek Altun**

Each presenter talked about a different aspect of the Academic Writing Center at METU based on their experiences as a writing tutor. The center has evolved over time and adapted to the distance mode with the use of a web-tool for meetings. The roles of the tutors and the

tutees were discussed, mainly pointing to how tutoring is different from teaching or editing papers. The speakers also talked about how the tutorials benefit themselves as readers and learners of English. The panel was as highly emotional as intellectual in nature.

**Covi-Tech session (online): “From Discord to Eduling Speak: Application of Tasks and Gamification” by Linh Phung, USA**

The presenter focused on what is meant by tasks, games and gamification in language teaching. Then she went onto the use of Discord program to accommodate for these. She then went onto the advantages of the new app called Eduling Speak in the classroom. The app allows communicative activities to come alive on smart phones and getting the students to practice using English in info-gap style activities. It is a free app for all to use.



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## **REFLECTIONS ON THE 5TH INTERNATIONAL ENGLISH FOR SPECIFIC PURPOSES CONFERENCE FLE, METU**

**1 – 2 JULY 2022**

**by Defne Akıncı Midas**

The 5<sup>th</sup> International English for Specific Purposes (ESP) Conference was held on July 1<sup>st</sup> and 2<sup>nd</sup>, 2022 in the Cultural and Convention Center on METU campus. The conference was organized by the Department of Foreign Language Education, METU. The presentation and workshops were rich in variety of topics that fall under ESP: English for Academic Purposes, English for Culinary Arts Course, Aviation English, Medical English, Media English and English for Deaf Students are some examples of focus areas of the papers. The topics also covered wide range: Data-Driven Learning, Artificial Intelligence, Corpus Based Approaches, student-centered learning, humanizing teaching and learning, curriculum, assessment, materials and social justice are some of the key words among the titles of the papers.

This conference was hybrid in nature in the sense that some of the presentations were broadcast through web conferencing technology. In this way, the presenters who could not or did not prefer to travel to Ankara, Türkiye for any reason were still able to present their papers to the audience that were in the conference hall.

For further information about the conference, you may visit: <https://esp-fle.metu.edu.tr/en>

A screenshot of the conference web page





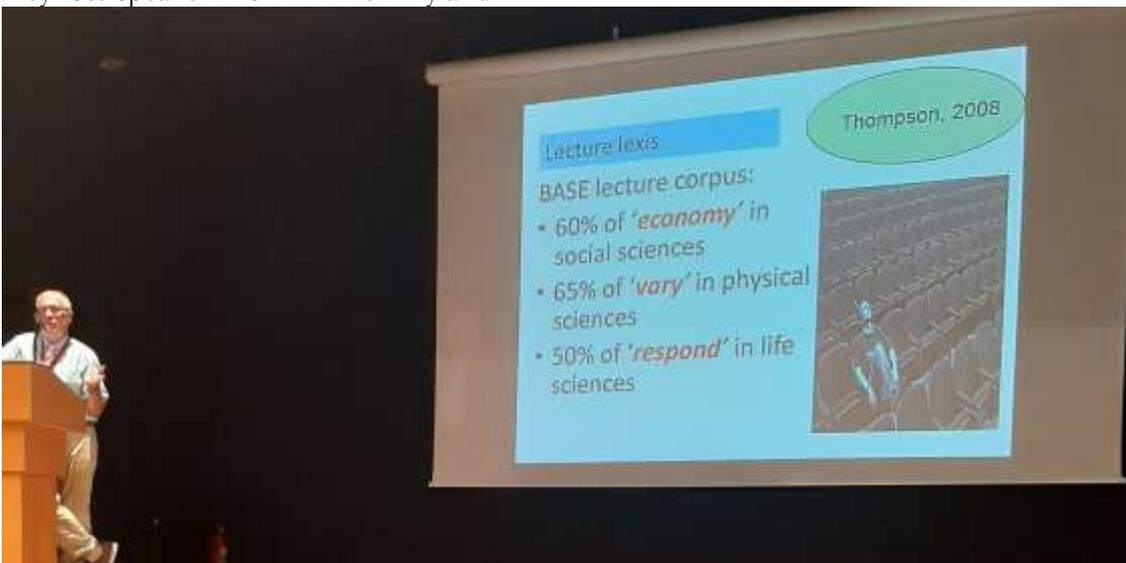
The keynote speakers were Prof. Dr. Ken Hyland, whose research and work on academic writing has inspired many in the field of academic writing, and Prof. Dr. Yasemin Bayyurt, who has inspired and supported many young researchers in the field of language teaching.

**Keynote speaker: “Innovating English Teaching: Arguments for Specific Courses” by Prof. Dr. Ken Hyland**

The speaker summarized the findings from text analysis over the years about the specific features of academic texts. He also showed samples of language use among the Arts/Humanities papers compared to Science / Engineering papers. The findings

showed that references to oneself (the use of I or we) are three times more common among Arts/Humanities papers. He also showed that certain words appear more frequently in papers in social sciences and certain other words are used more frequently in life sciences. He added that the words in academic and scientific papers tend to be used in very specific meanings, which are not related to their general meanings. This is usually an issue among language learners, who tend to rely on first meanings of the words. He added that knowledge of the academic words from core lists may not help because they miss out on the multiple meanings of certain words used differently in different disciplines. One example was that the word “volume” means “book” in linguistics but it means “quantity” in biology. This means that it is naturally not easy for new students in the field to grasp the texts in the field due to different meanings of the words specific in their fields.

Keynote speaker Prof. Dr. Ken Hyland



**Research paper presentation: “An analysis of PhD Students’ Needs When Writing for Publication: What Multiple Perspectives on Students’ Challenges Can Tell Us about Practices in Needs Analysis” by Nour El Houda Benlakhdar**

The speaker presented her earlier work on the study on PhD students’ needs in academic writing in her context. She found that there was a need for a full framework to encapsulate the new researchers’ needs in different areas: social, psychological, linguistic and so on. A suggestion from a researcher in the audience, namely Ken Hyland, was to delve into “researcher as agency” as she proceeded in her endeavor to set a framework to this issue.

**Research paper presentation: “An Analysis of L2 University Students’ Emails to Faculty” by Nilay Dinç-Altun & Funda Dörtkulak**

These instructors examined the texts that the university students wrote to their professors as they took their courses. One of the findings suggested that the students needed guidance in honing their e-mail writing skills as they address their professor in an academic context.

**Research paper presentation: “The Role of (Lack of) Writing Experience on Academic Writing Teacher Identity” by Simon Edward Mumford**

This paper focused on the teachers of academic writing in an English-medium university and how they related to academic writing. It was interesting to find out that some teachers’ notions about particular writing conventions did not match fully with the reality of academic writing in the field. The reason may be that many of the teachers never composed such academic papers that they are teaching the students to write.

**Research paper presentation: “Novice EFL Writers’ Paraphrasing Experiences in an Academic Writing Course, ENG 101” by Özlem Özbakış**

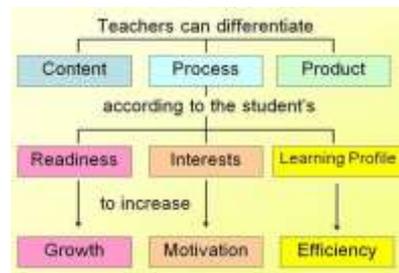
The presenter summarized her study of language learners’ paraphrasing work in the writing course. The findings indicate that the novice learners with comparatively lower levels of English tend to focus on the surface meaning of the original text that they are paraphrasing and simply make small changes to it by, e.g. nominalizing, changing the voice into passive etc. However, they do not focus on the meaning of the text within the context and the purpose of the author as well as the one paraphrasing the text, which need to be considered when paraphrasing. From the audience, Ken Hyland commented that the learners need to have an idea about their own “voice” in their own papers in order to grasp the role of the borrowed text in their own paper. He added that in some cases paraphrases may be shorter than the original text, because it may only be the gist or the meaning in the text that we communicate within our own text.



## Differentiated Instruction and Assessment

by Prof. Dr. Aydan Ersöz

Students differ in their previous learning experiences, readiness, willingness to communicate in L2, learning styles, learner beliefs, preferences, academic standing, abilities, self-esteem, anxiety levels, strengths and weaknesses, culture, and backgrounds.



**What can teachers do?** (Excerpted from: Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.)

**Readiness (Examples of detecting readiness):**

- 1) Identify student readiness for a particular concept, skill, or task;
- 2) Understand student learning strengths and weaknesses;
- 3) Embed ongoing assessment and adjustment

You can use

- Exit tickets
- Two- to four-question quizzes
- Journaling
- Observational checklists
- Student questions
- Work product
- Portfolio

When necessary use scaffolding activities for struggling learners.

**Interests (Examples of detecting interests):**

Get to know your students and their interests

- By using surveys / interest analysis
- By observing
- By having collaborative conversations

**Content (Examples of differentiating content):**

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and,
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

**Process (Examples of differentiating process or activities):**

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulatives or other hands-on supports for students who need them; and,

5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

**Products (Examples of differentiating products):**

1. Giving students options of how to express required learning (e.g., create a video clip, write a letter, or develop a visual);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and,
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

**Learning environment (Examples of differentiating learning environment):**

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and,
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly.

**Sample Lesson**

**A. Content** = Atatürk's Address to Turkish Youth (taken from <http://www.ataturksociety.org/about-ataturk/ataturks-speech-to-youth/>) (Adapted from Charlotte Gray's, NYU)

O Turkish youth!

Your first duty is to protect and defend forever the Turkish Independence and the Turkish Republic.

The sole principle of existence and the future is this. This principle is your most valuable treasure. Also even in the future, there will be internal and external enemies who will want to deprive you of this treasure. One day if you are obliged to defend Independence and the Republic, you will not think of the circumstances, opportunities and conditions in which you will be found in order to begin your duties! These opportunities and conditions may appear in a very unfavorable nature. The enemies who will have a design against Independence and the Republic, may be the agent of a victory whose equal has not been seen in the entire world. It is possible that by force or trick that all the fortresses of the beloved country have been captured by force, all the shipyards have been entered, all the armies have been dispersed and in fact every corner of the country has been occupied. Even more deplorable and serious than all these conditions, those who are possessing power within the country can be discovered to be careless, taking refuge or even committing treason. Moreover, these possessors of power may unite with the political ambitions of the invaders for their personal interests. The Nation may be in utter poverty and become exhausted and ruined.

O Turkish child of future generations! As you see, even under these circumstances and conditions, it is your duty to save the Turkish Independence and the Republic! The strength that you will need is present in the noble blood which flows in your veins!

### *Warm up*

This is an activity that ALL students can do. This warm-up part is for linguistic, emotional and cognitive preparation and to activate prior knowledge.

«Think of a historical figure who was important for you and inspired you.»

«Did that person's words inspire you? How?»

«What do/did you do because you were inspired?»

Write in your journal.

*Differentiation = Work Period / Groupings for Differentiation = (Approximately 60 minutes)*

1. Read Speech (Pairs for alternate reading OR Groups for jigsaw reading)
2. Listen to speech (Independent or learning center)
3. Read with teacher (Small groups for direct instruction)

(During quiet reading, always make sure the rest of the class is COMPLETELY QUIET.)

**B. Differentiated Process** = Examine speech contents by:

1. Identify key points (recall).
2. Apply speech contents to your daily life (comprehension)
3. Summarize the speech in your own words (analysis).
4. Imagine what Atatürk would say today (synthesis).
5. Argue for and against the speech contents (evaluation).

\*TIP: Generally students will pick exactly where they need to be, where they are academically ready.

**C. Product** = Present Findings

1. Use a main idea graphic organizer to list the key points (recall). Any one of these products is not "less than" another. To be able to draw a picture is as valuable as to be able to write a speech. Students cooperate and collaborate to teach each other.

So, did they comprehend the speech?

2. Draw a picture showing how the speech applies to your daily life (comprehension).
3. Write a summary of the speech in your own words (analysis).
4. Write a new version of the speech (synthesis).
5. Present a debate arguing for and against the speech contents (evaluation).

### *Closing Period*

- Present graphic organizers (recall)
- Present Pictures (comprehension)
- Read summaries (analysis)
- Read new versions (synthesis)
- Stage debates (evaluation)

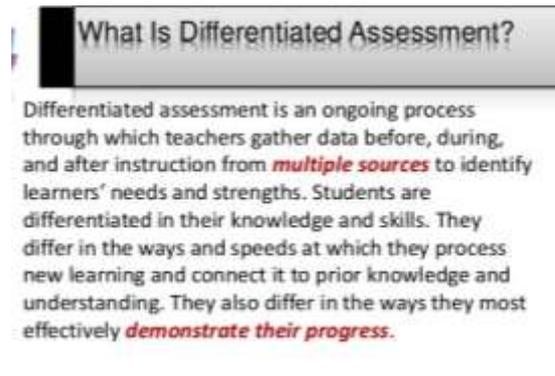
### *GRADING*

The primary purpose of assessment/grading is to communicate with students (and parents) about their learning progress and to report on the quality of students work. Students should be provided with grading criteria (rubrics) before the work period so that they understand what is expected and how they will be graded.

For Atatürk's speech, your product must show evidence of the following:

1. Neat and Legible 10 pts.
2. The main idea of the speech 20 pts. (at least 2 examples to support it)
3. Atatürk's use of repetition 20 pts. (at least 2 examples)
4. Atatürk's prediction of possible threats (at least 2 examples) 30 pts.
5. Points of persuasion 20 pts.

Timely feedback should be given to help students learn from their weaknesses and/or strengths. Being timely is important as feedback loses its impact if delayed too long. Delayed feedback can also cause feelings of guilt and resentment in the recipient if the opportunity for improvement has passed.



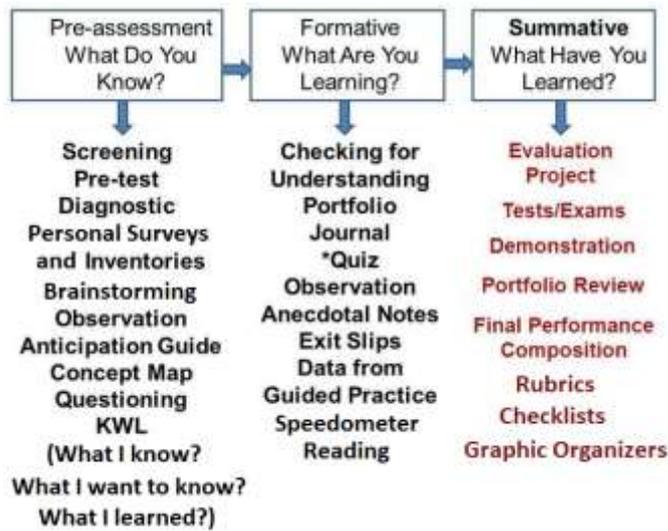
Differentiated assessment involves:

- collecting data before, during and after teaching and learning experiences
- using the evidence to identify a student's needs and strengths
- using assessment information to guide differentiated teaching and learning
- providing alternative methods and choices for students to demonstrate their knowledge, understanding and skills
- considering what resources and stimulus materials will assist students
- providing opportunities to challenge students within their level of understanding and beyond
- providing individualized feedback to students to help identify strengths and areas for improvement
- accommodating a range of student needs through flexible assessment planning and adjustments.

When planning differentiated assessment opportunities for students, teachers should consider the:

- nature of the test instrument, including teacher-made tests, interest surveys, anecdotal evidence, performance-based activities, checklists of traits and characteristics, cognitive/intellectual and standardized achievement tests
- nature of the feedback, including teacher observation of performance, parent and/or peer observation and feedback, interviews and conferences, and cumulative school history

- involvement of students in the teaching, learning and assessment process, such as providing opportunities for self-assessment and self-reflection and the use of portfolios, learning journals and other digital tools.



As Diana Z stated (<https://blog.neolms.com/implementing-differentiated-instruction-the-good-and-the-bad/>) differentiated instruction is a necessity in today’s classroom. It’s true that it puts a strain on teachers who have to present the same material to all students by using various instructional strategies at different levels of difficulty to meet the ability of individual students. However, the benefits are obvious: no student is left behind. Everyone has a chance to reach mastery of concepts while learning at their own pace and at their own level of understanding.

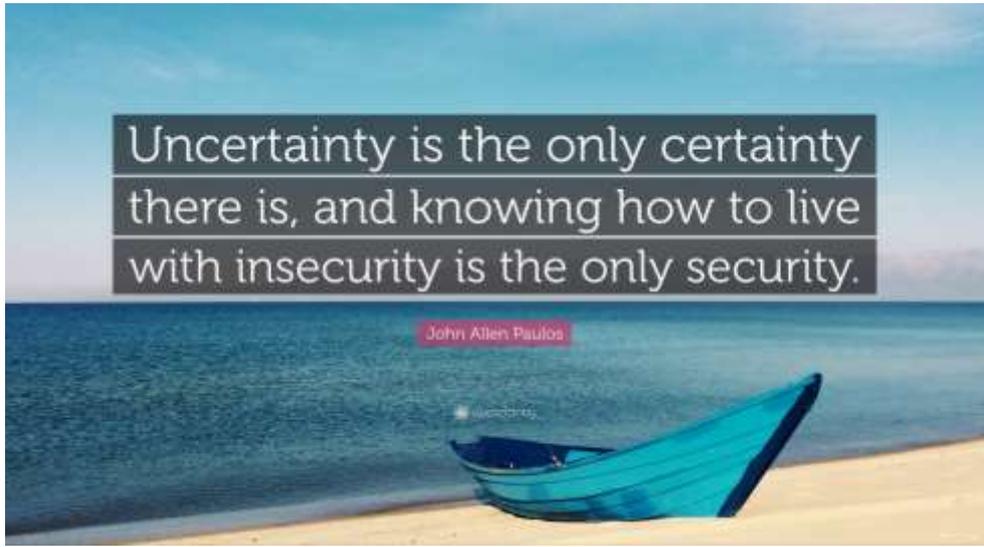
Differentiated instruction is not a new concept to teachers, yet not many have the possibility to actually implement it in class because of poor funding, but also lack of training. In addition, it can be a strenuous process which can discourage most educators since it requires deep involvement and minute preparation.

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## **The Uncertainty is the Only Certainty**

**by Prof. Dr. Aydan Ersöz**



As humans, we love certainty because we feel safe when we know about everything, we feel that we have the control over events, and we feel comfortable with things we are familiar with although sometimes what we regularly do is not the best thing to do.

We rarely question what, how and why we do things in the classroom or reflect on our professional practice objectively. Sometimes we avoid doing that as we are afraid the results may be unsettling. They may disturb what we are certain of, our routine or old habits.

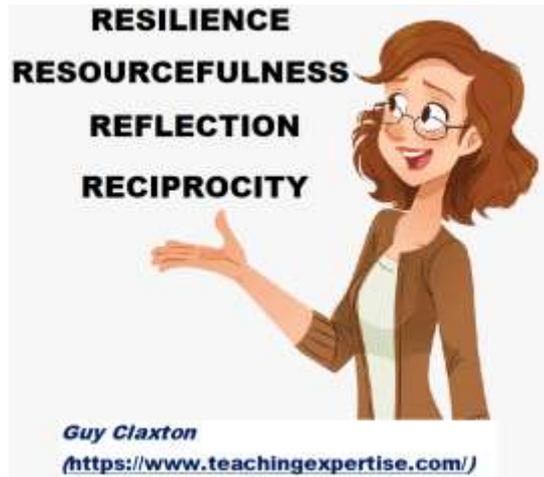
How we react when confronted with uncertainty, how we deal with change, and what skills we need to develop all play an important role in our teaching environment. This is mainly due to the commonly accepted fact that teachers are among the most significant factors in children's learning and the quality of education within school systems.

Every moment of our professional life we try to deliver instruction to children from a wide range of social, economic, ethnic, cultural, educational, and family backgrounds. We also try to work with various groups such as the ministry, administration, colleagues, and parents.



In a world which is very complex and rapidly changing, we need to be better equipped to deal with any kind of uncertainty and change. Uncertainty is inevitable, so the best thing we can do is to be ready for it.

One can only decide to FIGHT if you are physically, emotionally and cognitively healthy. The attributions of a good teacher who is ready to function in any uncertainty can be listed as:



**Resilience:** 'being ready, willing and able to lock on to learning'. Being able to stick with difficulty and cope with feelings such as fear and frustration.

## 8 STEPS TO BECOME MORE RESILIENT



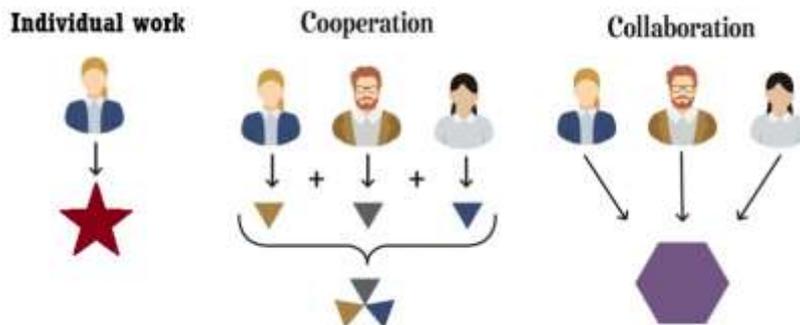
data source: CCUletDRG

**Resourcefulness:** 'being ready, willing and able to learn in different ways'. Having a variety of learning strategies and knowing when to use them (learning autonomy), being creative.

**Reflection:** 'being ready, willing and able to become more strategic about learning'. Getting to know our own strengths and weaknesses. Being a «wonderer» or an inquisitive thinker, thinking critically.



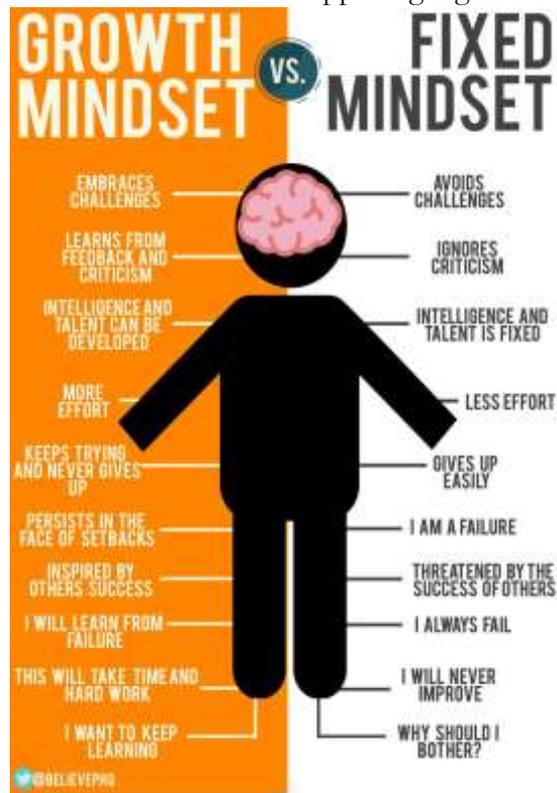
**Relationships:** 'being ready, willing and able to learn alone and with others'. Seeking/offering support and asking for/offering help. Inspiring or being inspired by others.



Here is some advice to deal with uncertainty and change:

- **Self-awareness and self-exploration:** knowing what you know—and what you don't.
- **Self-improvement:** learning new things, developing new skills, improving whatever knowledge or skill you already have.
- **Engage in self-care:** Making efforts to eat well, exercise, and get enough sleep, finding *healthy* comfort items, making time for relaxation.

- **Stay positive:** Stop focusing on the problems or what you can't do, focus on your successful practices and the things that you can do.
- **Focus on the present:** Switching your attention to what's happening right now, learning from your past success stories but knowing that the present may need adaptation and modification.
- **Don't seek perfection:** accepting the fact that we, human beings, are all fallible, learning from your mistakes, enjoying what you have managed to achieve.
- **Develop a «growth mindset»** (In a growth mindset, people believe that their abilities can be developed through dedication and hard work. This creates a love of learning and a resilience that is essential for great accomplishment)
- **Seek for cooperation and collaboration** (working with others to achieve goals more efficiently and effectively, and to explore and solve problems that individuals alone cannot.)



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## From 15th Conference to 37th One...

**By Hayal Köksal**

Associate Professor

Dear Friends,

This week Amman is hosting the 37th Annual Conference of Human Dignity and Humiliation Studies Network and World Dignity University initiative. President Evelin Lindner opened the Conference yesterday. Most of the participants joined it online like me. 12 years ago, I was the convener of the 15th one and Boğaziçi University was the venue. When I looked back I feel sadness due to the loss of Ramazan Baş who was the president of TOFD. RIP. However, all the other participants are safe and still go on working hard on the way of bringing dignity and peace to the world. I wanted to share one part of the Report of the 15th Conference:

CONFERENCE REPORT of ISTANBUL CONFERENCE in 2010 15th Annual Conference of Human Dignity and Humiliation Studies, "**Peace at Home, Peace in the World**", was held on 28th - 30th April 2010, at Boğaziçi University in Istanbul, Türkiye. Human Dignity and Humiliation Studies is a global transdisciplinary fellowship of concerned academics and practitioners who wish to promote dignity and transcend humiliation. HumanDHS wishes to stimulate systemic change, globally and locally, to open space for mutual respect and esteem to take root and grow, thus ending humiliating practices and breaking cycles of humiliation throughout the world. We are currently around 1,000 personally invited members, and our website is being accessed by up to 40,000 people from 160 to 180 countries per year. During the closed part of the event, which was on 28 and 29th April, the "frame of appreciative inquiry" was used as the main vehicle for beginning the conference dialogue. Guests coming from different countries shared their views and created some solutions for the issues reviewed.

The conference's Public Event was on the 30th of April 2010, in the Albert Long Hall/BTS & BTS Fuaye. This event was free and open to everyone. The Public Event featured speakers from Türkiye who spoke on topics related to dignity and humiliation, as did the President and the Director of Human Dignity and Humiliation Studies. These were the speakers:

*f* From Humiliation to Human Dignity: Toward a Science of Right Relationships, by Linda Hartling, Director, HumanDHS; Former Associate Director, Jean Baker Miller Training Institute, Wellesley College, Boston, USA.

*f* Introduction of international participants of the conference, by Evelin Lindner, Founding Director and President of HumanDHS. *f*

Education as a Vehicle for Social Transformation: How to Promote Dignity, Unity and Transcend Humiliation, by Vineeta Kamran, Principal of the City Montessori School, Kanpur Road Branch, Lucknow, India.

*f* The Role of Dignity and Humiliation for Refugee Law, by Paresh Kathrani, Director, Centre for Global Morality, is currently undertaking his Ph.D. in Refugee Law and Philosophy at the School of Law, Kings College, London.

*f* Disability, Dignity, and Humiliation, by Ramazan Baş, President of the Spinal Cord Paralytics Society of Türkiye (SCPST), an NGO whose work is related to the wellness and empowerment of the disabled.

*f* Human Rights of Women, by Nazan Moroğlu, author of Human Rights Treaty of Women. She is the general coordinator of the Istanbul Women Associations Unity. She teaches the course: Women Law at Yeditepe University Law School.

The Meaning of "Peace at Home, Peace in the World" by Hayal Köksal, Ph.D., Member of the HumanDHS Global Advisory Board, and the HumanDHS Education Team.

*f* From Shock to Awe: From Humiliation to Dignity, by Evelin Lindner, Founding Director and President of HumanDHS.

*f* A Peace Exhibition painted by world children and designed by the famous Turkish Sculpture Füge Demirok was also opened during the event in the lobby.

We know and believe: TOGETHER WE STAND!

Please also visit the webpage: [www.humiliationstudies.org](http://www.humiliationstudies.org) and <http://www.hayalkoksal.com/V1/index.php> .

# SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article discussing an article that may be of help at the beginning of the new school year.

<https://www.edutopia.org/article/using-learning-stations-kick-year>

## Using Learning Stations to Kick Off the Year

By Angelina Murphy

An engaging way for students to get to know each other, review the syllabus, and decide on classroom agreements.

In the past, the first day of school typically ran the same way for me every year: Pass out the syllabus, quick introduction to who I am and what our class is about, an overview of the year, and then a brief ice breaker to end the class. While this format did provide some information to students, it didn't accurately portray what our class would look, sound, or feel like. In a classroom rooted in collaboration, community, and student voice, it came to seem inauthentic for me to start our year off as a talking head in front of the class.

To remedy this, I'm going to use learning stations on the first day of school in an attempt to break up the routine, add movement, and increase engagement for both students and me.

Depending on your class size and the time you have with students, you may change how many stations you'll have and how long you have students spend at each station. If you have a lot of different ideas for your stations and limited time, a station activity can last more than one day because stations allow a lot of flexibility and the ability to adjust based on the available time and the needs of your students. During these stations, you can circulate around the room, check in with students, make sure they understand the tasks, and start to get to know them.

### FOUR STATIONS TO CONSIDER

Here are the stations I'll be implementing in my classroom.

**Syllabus station:** Students will pick up a copy of the syllabus and an outline of the units of study for the year at this station. I'll ask my students to read this with their peers in their group. After reading, they can take a sticky note and write down any reactions or questions they have and place it on a poster board. We'll address these questions or concerns the next day.

**Introduction station:** This station has two tasks. The first is for students to use Flipgrid to film themselves saying their preferred name (first name, nickname, etc.). I'll use the videos to

learn all student names and their proper pronunciation quickly. You can do this with any video recording website or software your school uses.

The second task at this station will be for students to fill out a short questionnaire that includes a place to write their names and gender pronouns (she/her, he/him, or they/them) as well as questions about their interests. You can decide what other questions are important for you to know—perhaps what they are passionate about, what is their strength in your course subject matter, or any concerns they have.

**Name tag station:** I'll use this station to give students paper and markers to create a name tent that will be displayed on their desk for the first few weeks so they can learn their classmates' names. I'll ask students to write their preferred name and three to five symbols, words, or drawings that best represent them. After they finish, they can share their name tent and their symbols with their group mates.

**Community agreement station:** At this station, students will collaborate with their group members to come up with at least seven class community agreement statements. I'll ask, "How do we create a safe and empowering learning environment?" My students will think of behavioral norms that they need their peers and me to abide by in order to feel safe, respected, and empowered in our classroom. I'll ask them to be as specific as possible.

If you try this, you might offer up a few examples so they get the picture: "One voice, one mic," "be kind and respectful to everyone," or "be a good listener."

At the end of class or the next day, we'll discuss what they wrote and I'll make a master list of their agreements on poster paper. All students will sign this paper, and it will be on display in the classroom throughout the year.

## **CUSTOMIZING LEARNING STATIONS**

These are just a few station options—you can customize this in any way that makes sense for your classroom and your age group of students. Perhaps there is a station specifically for you to sit down and meet students, or you want a station where students can sign up for any technology or programs you use throughout the year, or maybe you'll set up an ice breaker game.

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<https://www.iatefl.org/conference/past-and-future-conferences>

### **Practical ideas for stress relief for teachers**

by Dolores Malić, Slovenia

(taken from IATEFL VOICES 287 – July/August 2022)

#### **Recognising stress**

We all know how events in the world today affect our lives. Empathy is a great quality and I believe all teachers should have it to be successful in their work. However, it can also make our lives much more difficult – there are some things we just cannot deal with. Most of the time, we define the word ‘stress’ as something that causes us great worry. However, people can define it slightly differently; it depends on their personal experience of unpleasant situations. The topic of how teachers deal with stress in their day-to-day teaching is a common one, and many authors have already spoken and/or written about it. One of the most important things is learning to recognise that you are under stress; the act of recognition must be timely. It is easier to deal with stress if we recognise its effects as early as possible, otherwise recovery can take longer than you want it to.

According to the Cleveland Clinic, physical symptoms of stress include sleep problems, pain, high blood pressure, digestive problems, weak immune system, and more. Emotional and mental symptoms may include anxiety, depression, panic attacks and sadness.

Stress is not easy to measure because everyone experiences it differently. There are some questionnaires available to health professionals that can help determine the degree and severity of stress-related problems. Sometimes stress-related problems cannot be reduced by stress-reducing techniques alone.

#### **Dealing with stress**

Dealing with stress effectively improves our lives in all areas – the benefits are evident in our personal and professional lives. In my own case, I have found some techniques to help me

deal with the daily stress in my classrooms. I have summarised them in this article because I hope more teachers will find them useful in stressful moments they experience in their work.

### *In your classroom*

Some practical strategies and tips every teacher can use in a classroom are as follows:

1. Take a few deep breaths. To use breathing to relieve stress, most of us need to breathe deeply even when we are not under stress. Deep breathing, also known as ‘belly’ or ‘transabdominal’ breathing, is a technique that lowers our blood pressure and relaxes our tense muscles. The best thing about this method is that you can use it whenever you feel stressed or tense, and your students probably will not even notice. The only thing they will notice is that you are calmer, and this will also have a positive effect on the work of the whole group. See DiLonardo (2022) for instructions.
2. Distract yourself physically from something that is bothering you at a specific time. You can open a window, wash your hands (if this is possible in your classroom), take a pen and draw a dot (while holding the pen very tightly so that your muscles relax because the tension is gone) or do some kind of doodling.
3. Take a sip of water. Water cleanses our bodies of toxins and calms us down when we pretend the sip flushes out our negative feelings. Mental imagery can help us relieve stress.
4. It may also help to press on a point between your eyebrows with your index finger or thumb. This technique is most effective if you use it for 5 to 10 minutes, but a shorter time can also help.
5. Take a brain break together with your students. You can find some musical brain breaks on YouTube or other ideas on the internet. Moving brain breaks can be fun, and we all know that laughter is a great stress reliever. Other brain breaks include different types of activities or interesting problems that are not related to the subject and/or topic you are studying.
6. Find some calming music on YouTube and allow your students to relax as well. Some teachers play relaxing music while students are engaged in a task that does not involve talking. Some students might find this use of music disturbing, so try to find an approach that meets everyone’s needs.
7. Say a positive affirmation to yourself in your mind. For example, say, ‘I am calm. I can handle this situation without stress.’
8. Pay attention to how you are sitting. Sit up straight.
9. Do not take things personally. If something unpleasant happens, try to get it out of your head as quickly as possible. Sometimes it's hard not to think about people who have said or done something that made you feel uncomfortable in some way but try to remember one simple rule: If you cannot change it, let it go. The only person you can change is yourself. Take a deep breath, count to 10, think of something beautiful, and make the conscious decision to turn a negative moment into a neutral or positive one.

### **Outside your classroom**

Here are some additional ideas you can try in your free time, not during your classes:

1. Start journalling. I know some famous podcasters recommend keeping a diary for 10 minutes or so. But the most important thing is to write things down, find out something new about yourself, ask questions about things that bother you, etc. When you write down a question, answer it. Your answer can be as long or as short as you like. Then write another question about the answer you have just given. This is a process that helps you deal with

your problems, but also allows you to really explore yourself more deeply. How long your journaling lasts is not so important. The most important thing is that you try it out and see if it helps you.

2. Occupy yourself with a new hobby. In this way, your brain shifts from stress management to a more enjoyable activity. Our bodies need dopamine and serotonin to create feelings of happiness, so it really pays to look for things that relax us, relieve us of stress and make us happy (or happier).

3. If you like to cook, explore the internet to find a new recipe. Then try it out. Cooking or baking also relaxes you if you enjoy it (if not, it can stress you out even more).

4. Dance. Even if you feel that you are not very good at it, don't worry. Dance as if no one is watching, with or without music. The most important thing is to get your body moving.

5. Find a book that interests you. Choose a topic you have always wanted to explore. Or simply choose a book that takes you into a completely different, imaginative world. Reading a fictional story can also stimulate your imagination.

6. Plan your next trip – even if you cannot make it happen right away. Surf the internet, find out more about a foreign culture and try to learn as much as you can about your chosen place. This will not only distract you from your everyday life, it will also broaden your horizons and general knowledge. If your situation allows you to travel, you can really plan your next holiday: book a flight and accommodation, make a list of sights you want to visit, and learn some basic words (if the language spoken there is not one you already speak).

7. Learn a new foreign language. You can start with a language similar to one you already speak or choose a completely different one. Research shows that learning a new language has several benefits. It improves your memory, your way of thinking becomes more flexible and also more creative, it reduces the risk of developing dementia later in life, and much more.

8. Choose a podcast in which an author talks about a topic that interests you. You can also combine a walk with listening to music or a podcast. You can listen to an audio book or something else that engages your mind.

9. Find a video on YouTube where a trainer guides you through a short workout to reduce stress. I have found a few that I really like and do often because I feel they help me a lot. One of my absolute favourite videos is from BodyFit by Amy (2022).

10. Listen to your favourite music. If this would disturb other people in your home, use comfortable headphones.

11. Find a bench in a park and just try to be as attentive as possible. In this way you practise mindfulness – being in the here and now. Observing nature relaxes our body and mind.

12. Call a friend you do not get to see often.

13. Go for a walk or a run.

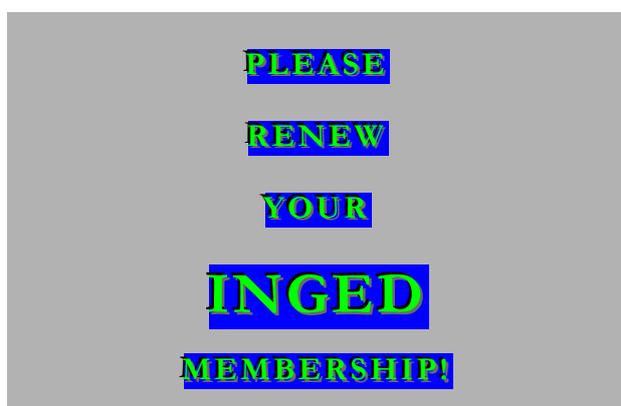
14. Take a shower or bath. Warm water can do wonders for our muscles and when the physical tension comes off our bodies, our minds can feel better too. When you take a shower, try to imagine that the water is washing away all the problems of the day.

## **Conclusion**

Scientists say it takes about 66 days to develop a new habit. The ideas I have listed above to practise at home can become a habit that can really improve your life. Most of the ideas combine body and mind, so you get two benefits at the same time – you do something for your physical health, and you also take care of yourself mentally. We have to get used to the idea that taking care of our mental health is as important as, for example, taking care of our dental hygiene.

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**Building engagement in a literature course through creative online tasks**  
by Laura Hadwin, Canada  
(taken from IATEFL VOICES 287 – July/August 2022)

## Introduction

In my diverse EAL (English as an Additional Language) literature classrooms at Camosun College, I have become passionate about building engagement in literature classes while maintaining rigorous course outcomes. In British Columbia, adult learners are required to complete Provincial English Composition and Provincial English Literature courses to satisfy the Provincial English 12 requirement to gain entrance into college or university programmes.

Studying literature presents many opportunities, including the ability to examine the world from diverse perspectives, increase linguistic competency, strengthen reading and vocabulary skills and develop an interest in extensive reading. It also presents challenges, and I have encountered various forms of resistance both as an educator and when I was completing my BA in English Literature almost 20 years ago. There is often a perceived lack of relevance and applicability of literature to real life, as well as to future education and employment. Additional challenges include the large volume of material covered (literary

elements/concepts and texts), a lack of choice in selecting the literature, the inability to incorporate individual perspectives, experiences or creativity in assessments, and a lack of engaging and inspiring texts. When the opportunity to teach Provincial English Literature arose, I saw a chance to create a more meaningful learning experience more closely related to the learners' lives. By meeting learners where they are at, there are far more opportunities for them to thrive and succeed. It is also key for educators to understand that the learners of today are different from learners of even 15 years ago when I started teaching. The course covers a considerable amount of material including short stories, a novel, poetry and drama. I have incorporated a wider variety of international authors, and each term I adjust the texts to reflect the composition of the class. I also choose works that I feel the learners will find interesting, insightful, inspiring and humorous. I noticed a large incongruity between the creative act of reading and writing literature and assessment and evaluation, and I wanted to try to align these. I have found that when students are immersed in creative activities that have relevance to their everyday lives and applicability in the wider world, they learn a considerable amount, and this is true in terms of understanding literary elements/ concepts. However, as outlined in the creative literature task guidelines and assessment criteria, learners must support their work with reference to the text, and they must also outline and justify their decision-making process. This places an emphasis on metacognition (thinking about thinking), which is a useful and transferable academic and life skill. When designing the creative literature tasks, I carefully considered content by including a variety of topics, as well as design by including options for different media.

### **Creative literature tasks**

Ask students to do the following:

1. Make a video/audio recording instead of a journal.
2. Use an existing photo or take a photo. You may be inspired by something you have seen in the world and photograph it, or you may 'stage' a photo. Then write a paragraph about why and how it relates to the novel, poem or play.
3. Create a five-song playlist for a character in the novel/play or an author/poet or playwright. Write one sentence for each song explaining why it suits them/their situation.
4. Write a synopsis of a film remake of the novel or play. Who would play the characters and why? Where would it be filmed? Director and producer? Any updates or changes? Write one paragraph.
5. Create four tweets/Instagram stories/Facebook posts from one character based on events in a chapter/act. Use modern informal language related to technology, such as acronyms and emojis. You could also write this on social media, take a screenshot and then post it in Discussions.
6. Plan a dream holiday for a character from the novel or play, or an author/poet/playwright and explain why it would suit them. Where would they go? Who with? For how long? Hotel? Activities? Write one paragraph.
7. Write a six-word title, prequel/ sequel and haiku (poem with three lines: five syllables, seven syllables and five syllables) for the novel/ play. You must do all three.
8. If a character/author/poet/ playwright were a colour, city or animal what would they be? If they could travel anywhere/buy anything/meet anyone/have any meal/have any occupation, etc. what would it be? Choose five or create your own and explain why. Write one paragraph.

9. Dedicate a poem we have read to a famous person either alive or dead. Write a paragraph explaining why.
10. If you could meet the author, poet or playwright, which five questions would you ask them and why? Write one paragraph.
- 11.

### Examples of creative literature tasks

Learners responded to each of the creative literature task options in very thoughtful and unique ways. Option 2 with the use of images was the easiest to summarise and reproduce for this article (see Figures 1 and 2).

### Implementing the creative literature tasks

For the first six weeks of the term, learners write an analytical paragraph on a weekly reading focusing on one literary element, for example, irony, theme, character, etc. As outlined in the assessment criteria, in order to earn an A, learners also have to apply the text to their own lives and/or contemporary or historical contexts. The purpose of completing the analytical paragraphs first is to ensure that learners have a foundation in literary analysis and elements/concepts before they move onto the less-controlled creative literature tasks, although they still have the option to continue writing the analytical paragraphs if they prefer this.

The course redesign featured removing quizzes and replacing them with the analytical paragraphs and creative literature tasks. It is very difficult to monitor learners in a remote online environment, and there has been an increase in academic integrity with these tasks as learners have to directly relate the paragraphs and literature tasks to themselves and/or the world. This focused analysis and application also aligns with my objective of creating learner-centred assessments. I want learners to become more comfortable taking risks in the classroom, and incorporating creativity is one way to achieve this. Additionally, the ability to transfer and apply ideas and concepts from one situation to another, as well as the ability to think critically and flexibly, are skills that will serve them in their futures.

These micro-assessments require regular and frequent online engagement, and as a result, also increase accountability. This is very beneficial for young adults who are transitioning from secondary school to post-secondary education. It is particularly useful in remote online learning, as during the first term online, I noticed that some learners had a tendency to disappear. These tasks require frequent formative feedback, which encourages the continual development, application and transfer of knowledge and skills.



Figure 1. The learner has chosen this image to accompany her analysis of 'Introduction to poetry' by Billy Collins. She identifies the poet's intention for students to be less intimidated by poetry and to 'enjoy the poem first and then to find the meaning of it.'



Figure 2. The learner has chosen this image to accompany Canadian Indigenous poet Rita Joe's poem 'I lost my talk'. The poem details how an 'Indigenous woman is forced to lose her native language. It also represents the hope that this poem can encourage many people to keep their heritage.'

Furthermore, the transfer of corrective feedback to new tasks is a challenging issue for both teachers and learners. Providing multiple opportunities for learners to do this is beneficial, and the frequency of these tasks over the term allows for this. This is also very motivating for many learners. The tasks are also low-stakes and cumulatively are worth 15 per cent of the total course grade. This decreases anxiety about grades and reduces negative affective factors. These are generally elevated on a high-stakes course such as this as it determines college or university entry. Learners also have the agency to choose the tasks that they feel best suit the texts, as well as appeal to their interests, which makes the assessment more learner-centred.

Additionally, selecting and approaching a task requires careful consideration and planning, which is a skill that they can transfer to other courses, as well as to essay writing in the literature and composition courses. Learners post their response online in the class discussion forum, and this showcases their work. Online educational tools such as discussion forums are the first opportunity many learners have with these forms of technology and practising in our course helps them prepare for future learning. They are also encouraged to read and respond to others' posts, and they do this much more frequently with the creative literature tasks. The responses also display more enthusiasm and appreciation than the analytical paragraphs.

### **Future literature classes**

My overall goal for the course is to have learners explore literature in enjoyable and meaningful ways, while simultaneously strengthening their knowledge and skills, and I feel the creative literature tasks help achieve this. I plan to continue using this mode of assessment when we transition this course back to face-to-face learning, and I will continue to offer a blended learning experience with learners posting the analytical paragraphs and creative literature tasks online. I choose a couple of strong examples of literature tasks each week and highlight why these meet or exceed assessment standards.

In the future, I want to explicitly link these examples to the course outcomes, and I think this will deepen task engagement. I have received positive feedback, although some learners have expressed that these tasks are too much work, and in order for them to prepare carefully designed and created tasks, there need to be fewer, so I plan to require a total of 8 to 10 paragraphs and/or weekly literature assessments instead of 12 for the term. Learners who submit 10 will have the top 8 used for their final grade, and they will also receive more feedback to help improve their learning. Overall, learners have said they appreciate the opportunity to creatively explore and engage with literature in an academic class. For many, this is their first, and perhaps only, English language literature course. By meeting literature learners where they are at in terms of their interests and skills, educators can help foster a lifelong love of learning and literature.

## TECH TERMS

**AI:** Artificial Intelligence (DL, DS, ML, and RL) in education

**IoT:** Smart technologies and applications in education

**BD:** Big Data and Data Analytics in education

**BC:** Blockchain technology in education

**IT:** Immersive (VR, AR, MR, and ER) technologies in education

**Online:** New online delivery in the era of the pandemic (includes social networks)

**Complexity:** Complex Social Systems and their role in education

**Pervasive:** Pervasive information technology influencing higher education

**Virtual:** Virtual laboratories, classrooms, and universities

**Studio:** Studio-based learning

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