

ONLINE PROFESSIONAL MAGAZINE



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A. INTERVIEW	4
Interview with Deniz Kurtoğlu Eken.....	4
B. REFLECTIONS FOLLOWING TESOL EVENTS	5
Should I Get the TESOL Certificate? Is It Worth the Effort? by Deniz Firat.....	5
Pushing the Limits <i>Gently</i> by Gamze Çakıroğlu, Pelin Balkan & Sinem Doğan.....	9
A Tale of Professional Development by Nurcan Saltoğlu Özleyen.....	12
C. ELT RELATED REFLECTIONS	14
Importance of Language Assessment Literacy Enhancement and Do's for Improvement by Aslı Lidice Gökürk Sağlam	14
Let "Paper Airplanes" Fly: Tutoring a Refugee by Berrin Cefa Sarı	17
My Reflection on Reflective Practice and Practitioner/Teacher Research by Cemile Buğra	19
METU Conference Reflection by Elif Şen	22
_Toc516670536 "I Don't Want to Walk Alone": The Need for Mentoring for Novice Teachers by Hakan Tarhan	24
The Audacity of Hope in Turkish Education by Nick Manthei	27
A Reflection on Reflecting by Sabire Pınar Acar	29
What Three Pieces of Advice Would You Give to an English Teacher? by Seher Balbay	32
D. RESEARCH	35
Flipped Instruction and Personalized Instruction in Learning: A Complementary Perspective by Eray Sevingil Bilici	35
The Effect of Implementing different learning techniques on comprehension and attitude towards reading by Hüsna Yalçın & Şebnem Öztürk	44
Active Readers-Text is Fading Out; Reading is Dying Out by Jack Hsiao.....	47

E. RESOURCE CENTER.....	51
A lesson Plan Prepared by Burça Çapkan	51
Teaching Mindfulness by Seniha Nizic	53
F. LEARNER VOICE	56
What Do You Find The Most/Least Challenging about English/Learning a New Language? by Ece & Efe Karabey	56
What Three Pieces of Advice Would You Give to an English Teacher? by Ece & Efe Karabey	57
Learner Voice Project by Seniha Nizic	58
G. BOOK REVIEW	61
<i>Cambridge Academic English: Upper Intermediate reviewed by Adam Simpson</i>	<i>61</i>
<i>CLIL Activities reviewed by Adam Simpson</i>	<i>65</i>
<i>Email English 2nd Edition reviewed by Adam Simpson</i>	<i>69</i>
<i>Genres Across The Disciplines reviewed by Adam Simpson</i>	<i>73</i>

A. INTERVIEW

INTERVIEW WITH DENİZ KURTOĞLU EKEN



Deniz Kurtoğlu Eken (PhD) works as an instructor and as Projects, Development and Research Coordinator at Sabancı University, School of Languages where she also worked as the director of the school for 10 years until September 2012. Over the years, she has been involved in teaching, curriculum development, qualitative research studies, teacher and trainer training and development, including formal training courses with UCLES, the British Council in Turkey and in the UK, the U.S. Embassy, the Turkish Ministry of Education and with different schools and universities in Turkey. Deniz has designed and directed formal trainer training courses at private Turkish universities as well as the SLTEP and provided consultancy to many institutions on a wide range of topics. She has presented widely at national and international conferences and published books and articles in teaching methodology, exploratory research, teacher and trainer training and development, school effectiveness and institutional development which are also her main areas of interest. Her biggest source of inspiration comes from an exploration of individual growth through personal and professional development.

For information on Dr. Kurtoğlu Eken's professional activities, presentations and publications, please visit her website at: <http://myweb.sabanciuniv.edu/kurtogluuken/>

You can watch the interview by clicking on the link or the video image or by simply scanning the QR Code below:



<https://goo.gl/rgipS6>

B. REFLECTIONS FOLLOWING TESOL EVENTS



Deniz Firat had his MA Marketing Management degree in 2010 from Coventry University. He has worked for online gaming sector in MENA and Turkey for more than 7 years. He got his TESOL Certificate early in 2018 and has relocated to Mersin. He has been teaching English for all ESL levels since then. He loves trying different teaching strategies and implementing interesting lesson plans.

SHOULD I GET THE TESOL CERTIFICATE? IS IT WORTH THE EFFORT?

BY DENIZ FIRAT

The Teaching of English to Speakers of Other Languages aka TESOL certificate: It took me almost five months to complete the online modules and two consecutive 15 minute video lesson presentations. As a result, I have had 2 certificates:

1. The Teaching of English to Speakers of Other Languages: This one is to certificate that you have successfully completed all modules and tasks (there were 33 tasks, I will share further information later on)
2. Teaching Practice Certificate: This basically is the certificate after your video lessons are evaluated by a trainer who is in charge of you.

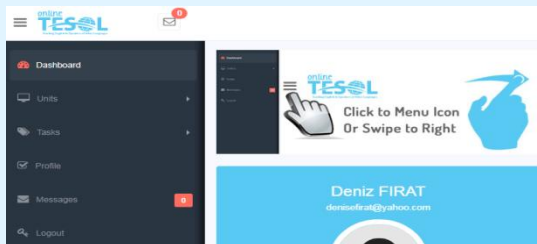
Let me briefly give some information beforehand. I was not born as a teacher. I used to work in online gaming industry for more than 7 years. Before my professional career started in online gaming, I completed my BA and MA degrees in Cyprus and UK (PR Advertising BA & Marketing Management MA). I always wanted to be an English teacher but I was also successful in what I was doing so I kept on working until late 2017.

For some personal reasons I found myself in the southern country-side of Turkey; Anamur /Mersin and here I started to teach English. Actually I didn't really need to get a TESOL certificate for this job (since I have a valid proof of English Language) but after some

research I found that this certificate(s) was very useful. With this certificate, you can apply for English Teacher positions in Private Schools as well as English Courses in abroad.

I have received my certificate from onlinetesol.com, which is an online certification program accredited by Harvard Publisher and Qualification, EADL as well as TESOL American Culture U.K. In this article, I would like to share my experience and what I have been through on the way.

The 5-Month Journey Starts



After you apply for the certificate program, they assign you a trainer (and you are being a trainee after this point). You receive an e-mail about how to use the website. It is very simple and user-friendly:

The whole web-site can also be used with smart-devices easily. After a couple of minutes I got used to the website and started the units.

The Units/Modules & Self-Tasks and other TASKS

There is a total of 4 Units. All units have different number of modules, self-tasks and other tasks, which evaluate your knowledge after each module is over.

You have to finish every single task within 20 minutes. No matter what happens; it automatically sends your answers to the data pool. Don't worry though, your trainer checks your answers and if the task is not accurately & completely done, gives you a second change so that you can edit your answers (I for example, have lost my internet connection in the middle of a task and had to re-do some tasks).

Speaking components of the tasks: there are total of 33 tasks and they all have different objectives.

Here are the units and modules you need to complete to get this certificate:

Unit 1: Methodology and Technology

- a. Approaches to Teaching

Unit 3: Teaching English as Second Language

- a. The Teaching of ESL
- b. The Receptive Skills
- c. The Productive Skills
- d. Dealing with Error
- e. Classroom Management

Unit 2: Language Awareness Modules:

- a. Grammar Awareness
- b. Teaching Grammar
- c. Lexis
- d. Pronunciation Module

Unit 4: Educational Technology

- a. Visual Aids & Classroom Technology
- b. Lesson Planning

Teaching Practice:

Frankly speaking, it is about how lucky you are. In this part your trainer asks you to prepare a lesson plan for two consecutive fifteen minutes lesson and record the lessons with a camera and upload it to a cloud program. I personally would prefer to tell the lesson in person via Skype or any similar live-cam methods but this option was not available for me (which is a bit of ironic I believe). My task was:

Level: Beginner

Duration: 2 consecutive fifteen-minute lessons (with 10 minute breaks between lessons)

Topic: My town/city

Target structures: There is /are; some/any/a few / a lot; place prepositions

Vocabulary: Places in a town/city

*You also need the lesson plan as well as the materials you will use in the lesson.

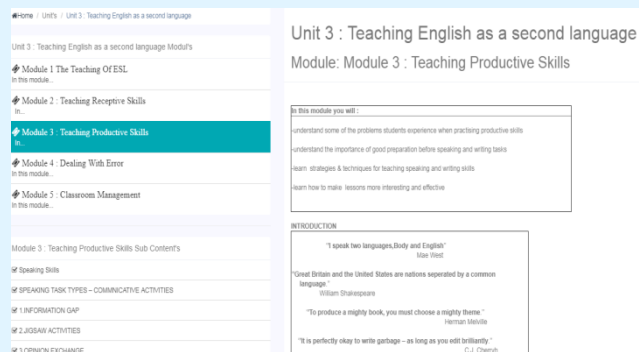
Well, I did it, yes. However, two consecutive lessons, for beginner level, 15 minutes, vocabulary, quantifiers, prepositions... It was a bit too much information for that level. But anyways, I did it. I have prepared the lesson plan, recorded two videos with my “high-technology” smart phone and uploaded with Wetransfer program.

A few days later I received an e-mail about the completion and got my certificates within a week. Now I have two certificates I can use to prove that I can teach English. Oh yeah!

A Last Word

Even though I had to face some bugs and not-certain explanations in the program; the trainer helped me to solve the issues promptly. I can say I have learnt a lot during the course which will help me teach and manage the classroom.

And of course, these certificates are not free. You can Google it easily and find the details about different TESOL courses. And I also strongly recommend you to check “tesolinturkey” Instagram page: <https://www.instagram.com/tesolinturkey/> to receive the latest news and announcement





Gamze ÇAKIROĞLU was born in 1988 in Zonguldak. She graduated from English Language and Literature at 18th March University. She has CELTA (Certificate in English Language Teaching to Adults) and she took SLTEP course in 2017. She has been teaching English for 8 years and working as an English instructor at the School of Foreign Languages at Bulent Ecevit University for 4 years and she has



Pelin Balkan was born in 1988 in Eskişehir. She graduated from English Language Teaching Department at Uludağ University. She is taking her MA degree on English Language Teaching at Abant İzzet Baysal University. She has CELTA (Certificate in English Language Teaching to Adults) and she took SLTEP course in 2017. She has been working as an English instructor at the School of Foreign Languages at Bulent Ecevit University for 9 years and she has been the member of Professional Development Unit for 5 years.



Sinem DOĞAN was born in 1988 in Kastamonu. She graduated from English Language Teaching Department at Anadolu University. She is taking her MA degree on English Language Teaching at Abant İzzet Baysal University. She has CELTA (Certificate in English Language Teaching to Adults) and she took SLTEP course in 2017. She has been working as an English instructor at the School of Foreign Languages at Bulent Ecevit University for 8 years and she has been the member of Professional Development Unit for 2 years.

PUSHING THE LIMITS GENTLY

BY GAMZE ÇAKIROĞLU, PELIN BALKAN & SINEM DOĞAN

On the fall term of 2017–2018 academic year, our institution was accredited by Pearson Assured Centre. Upon this approval, conducting classroom observations was... suggested by the inspector visiting our institution. The administrative office, therefore, demanded us - PDU (Professional Development Unit) - to find out what would be done regarding the issue. We –as PDU members- decided to find and contact teacher trainers from outside for the observation. After this decision, we found several contacts through our personal affairs but we couldn't get any sound results until we got into contact with Bahar GÜN, who is the Chairperson of TESOL in Turkey. Through her guidance, we invited 4 teacher trainers from TESOL in Turkey to our school in order to conduct classroom observations for two (2) days and after about



one month, on 22nd -23rd March, 2018, classrooms observations were conducted at our school by four TESOL in Turkey members. In order to go through the whole process effectively and smoothly, we prepared a detailed schedule involving every piece of



required information about the observations. According to this schedule, 52 different classrooms were observed by the teacher trainers. Each teacher trainer observed totally about 13 different classrooms for two days. After each class observation, there was an informal oral feedback

session between the class advisor and the teacher trainer. At the end of the second day, a general feedback which includes the highlights of all the observations as 'strong points' and 'areas to consider' was provided to Administration Office and Professional Development Unit.

In addition to how the process went, we would like to share that it was a really demanding process because there had been no classroom observation at our school in such an organized way and such widely. Also, any experts or teacher trainers from outside hadn't observed the classes at our school before and we had an issue of time constraint, which made us a bit nervous. However, thanks to the precious TESOL in Turkey members, who are Hakan ÇAVLAK, Hande ÇALIK, İlknur KUNTASAL and Melis AKDOĞAN GÜNDOĞDU, it went well



and smoothly in spite of the busy and non-flexible schedule. These teachers created a positive atmosphere and attitude towards classroom observation at our school. We saw smiley faces even after the first-hour observation and some of our colleagues asked us whether or not it would be conducted again or when the next observation would be. At that time, we noticed that most of the work had been dealt with and the rest was only the details. All in all, we – Administration Office, PDU and the School Staff – would like to express our sincere thanks to these 4 teacher trainers aforementioned and Bahar GÜN for their endless effort, energy and positive attitudes. We couldn't have done without you!

TEACHERS' COMMENTS

"Thanks for the great effort organizing the event. I would be more grateful if individual feedback had been shared with us."

"I think this was a good opportunity for us to have a baseline idea of our teaching and understand a few items that we should work on. I appreciate the opportunity to receive feedback and think that one observation is a good start. It can't show the full picture of how we teach but it can help us understand if we are seeing the same problems or successes that others see in our classes."

"The classroom observations are conducted for a wide variety of purposes, here in our school, and the main purpose of what we did was to break down the prejudices as a starting point. And, I think, it has worked. Next time we should go on with lots of technical feedback. It was a good step for the observation process of our school. As we all know, the results do not reflect our natural classroom atmosphere. Unless we manage to have it continues, it will of no benefit for us. What I appreciated mostly was that the observers were the professionals and were not our lecturers. I find it important in terms of being objective, effective and even sufficient. It helped us be more relaxed and natural in the classroom. For the following process, I would prefer the same thing again. Thank you for your great effort."

"I felt a bit nervous at first, but then everything was good."

"It was a positive experience. It helped raise awareness about our teaching practices. It was an important step to change our negative attitudes towards observation."

"At first the idea was scary, but fortunately I was able to overcome my anxiety and everything went well."



Nurcan Saltođlu Özleyen ; having graduated from the department of English Language and Literature, Faculty of Letters, Karadeniz Technical University, Trabzon, in 2006, I started my M.A. in the department of English Literature and Cultural Studies in Çankaya University, Ankara the same year. I have been working as an instructor of English since 2010.

*During a session in TESOL. New York, USA, 2017

A TALE OF PROFESSIONAL DEVELOPMENT

BY NURCAN SALTOĐLU ÖZLEYEN

You may know how the quote “Paris is always a good idea” has taken over the popular culture since the influential actress Audrey Hepburn used it in her movie *Sabrina*. However, for me, this quote turns into “New York is always a good idea” as I believe there is no city as tempting and inspiring as the “Big Apple”. So, this is how it all started. It was an ordinary term full with professional development projects and I had been planning to have some practical courses for my professional development. With this “urge” inside, I consulted to our Professional Development Unit member Melis Akdođan Gündođdu and I chose TESOL as my next target. While I was looking for some courses with my husband, who is an ex-New Yorker and Bostonian, we found some courses in New York and thanks to his encouragement; of course I jumped into the options in this City of Lights! The next day, I was in the PDU office, talking about what to do and which course to go. Then, our PDU coordinator Beril Ayman Yücel gave me the idea of the intensive SIT-TESOL course, which was a perfect match for me. Then, the process started. As I was a non-native speaker of English, there was an acceptance procedure to follow. I had a few Skype interviews with Autumn Westpal, who was really helpful and kind during the process, wrote essays for acceptance and finally I was eligible to attend Rennert New York TESOL Center, situated in the heart of Manhattan.

I arrived in New York two days before the course and of course everything was fantastic. I felt at “home” in my small apartment in Astoria. Then, the course started and as Charles Dickens says at the beginning of *A Tale of Two Cities* “it was the best of times, it was the worst of times”. It genuinely was intensive and sometimes I had difficulty in keeping up with all the assignments. I was not the tourist anymore. I was a New Yorker who complained about the delays in the subway in the morning. I was rushing to school, to

lunch and home. However, all this hard work and dedication really paid off and I started to see my teaching from a different perspective. Teaching students none of whom speaks Turkish gave the chance to polish my skills both theoretically and practically and this was an invaluable experience for me. I may not be the most creative person in the world when it comes to my lesson plans and I never claimed to be such, but I finally understood that it was all about the real life experience we provide for our students when teaching. Before taking the course, I was already aware of some points to reconsider for my teaching practice, but there were also some parts that I was really confident in. However, later, I recognized that I was wrong about myself because the areas that I thought I was competent at were not the ones that I actually mastered at. Therefore, the course became a mirror for me where I found the reflection of myself both as a teacher and learner. Being evaluated not only by our trainers, but also by my classmates, who were all from different backgrounds, broadened my perspective. Today, here I am with memories and the ideas I got from there and I believe this experience opened a new chapter in my career. So, I salute the girl in Grand Central waiting for her train to home and I am patting on her shoulder saying “you made a good investment for yourself girl. I am proud of you!”

p.s. I am still not chosen as “the best” teacher by my students in teacher evaluation questionnaires, so be careful. This course may not be the magical wand that you are looking for☺.

C. ELT RELATED REFLECTIONS



Asli Lidice Gokturk Saglam has been an English teacher in EAP settings for 19 years. She holds a PhD. in language testing and assessment. Currently she is teaching at Ozyegin University in Undergraduate English Program. She is an educational technologies enthusiast. Her research interests include; testing and assessment, teacher education, and educational technology.

IMPORTANCE OF LANGUAGE ASSESSMENT LITERACY ENHANCEMENT AND DO'S FOR IMPROVEMENT

BY ASLI LIDICE GÖKTÜRK SAĞLAM



My first memory about classroom assessment is a paper apple template. I was in primary school, learning how to read and all of us were given these apples. Our teacher put them on the wall and as we progressed, she colored our apples (they grew ripe as we worked hard). I recall the excitement and motivation it created and in the end I managed to have a fully-colored red apple hanging on the wall like a Medal of Honor. Later on I lived and learned that in a foreign language learning classroom environment, the teacher has to cope with a variety of standardized tests as well as their own classroom-based assessment procedures. Therefore, teacher training gains importance as one of the significant aspects in the quality assurance of language testing and assessment (LTA) because accurate assessment methodologies are of vital importance for the interpretation of student achievement and attainment of educational goals. However, research base has revealed that pre-service teachers are not receiving sufficient professional preparation in classroom assessment during their teacher education courses and in-service teachers are not backed up with continuous professional development into language assessment literacy (LAL).

Assessment literacy and its impact on teaching and learning: Assessment, the process of evaluating quality of learning (Harlen¹, 2007), is one of the most powerful components of the educational process which impacts students' learning (White², 2009). Therefore, teachers are expected to understand sound assessment principles so as to integrate philosophies, theories and practices of assessment (Popham³, 2004) and conduct useful assessment activities to facilitate efficient teaching and learning. It is commonly acknowledged that assessment literate teachers would be able to understand what assessment methods to use in order to gather dependable information about student achievement, communicate assessment results effectively, and understand how to use assessment to maximize student motivation and learning (Vogt & Tsagari⁴, 2014). Research has revealed assessment-literate teachers are able to ensure that students attain instructional objectives (Beziat & Coleman⁵, 2015) and employ quality assessment practices which emphasize student learning, rather than assessment as measurement (White, 2009). Consequently, they can draw more valid and reliable inferences about students' learning and modify their instructional decisions about the content and methodology (DeLuca, Chavez, & Cao,⁶ 2013).

Deficiency in teacher training into learning assessment: Although teachers spend as much as one third to half of their professional time on assessment related activities (Stiggins & Conklin⁷, 1992) findings from studies of classroom assessment indicate that teachers' LAL is insufficiently developed, excluding the benefit of having learned the principles of sound assessment (Mertler⁸, 2003). This finding is corroborated by Vogt and Tsagari who examined LTA literacy of 853 in-service teachers from seven European countries in a mixed-methods study which concluded that only certain elements of teachers' LTA expertise are developed and teachers seem to learn about LTA on the job or use teaching materials for their assessment purposes to compensate for insufficient training. These research findings extend to pre-service teachers who also have a tendency to make use

¹ Harlen, W. (2007). *Assessment of Learning*. Sage Publishing; Bristol, UK.

² White, E. (2009). Are you assessment Literate? *OnCUE Journal*, 3(1), 3-25.

³ Popham, W.J. (2004). Why assessment illiteracy is professional suicide. *Educational Leadership*, 62(1), 82-83.

⁴ Vogt, K. & Tsagari, D. (2014). Assessment Literacy of Foreign Language Teachers: Findings of a European Study. *Language Assessment Quarterly*, 11(4), 374-402.

⁵ Beziat, T. L. R., & Coleman, B. K. (2015). Classroom assessment literacy: Evaluating pre-service teachers. *The Researcher*, 27(1), 25-30.

⁶ DeLuca, C., Chavez, T., & Cao, C. (2013). Establishing a foundation for valid teacher judgement on student learning: The role of pre-service assessment education. *Assessment in Education*, 20, 107-126.

⁷ Stiggins, R. J., & Conklin, N. F. (1992). In *teachers' hands: Investigating the practices of classroom assessment*. Albany, NY: State University of New York Press

⁸ Mertler, C. A. (2003). *Classroom assessment: A practical guide for educators*. Los Angeles, CA: Pycszak.

of unsound assessment and evaluation practices (e.g. Graham⁹, 2005). Candidate teachers often voice concerns regarding goals for assessment tasks, rubrics, grading, fairness, reliability and validity of assessments (Bekiroglu & Suzuk¹⁰, 2014).

What can be done to improve teachers LAL?

1. Joining online courses: The open-source EU funded Teachers' Assessment Literacy Enhancement (TALE) Project offers 8 free online courses for English Language Teachers (ELTs) who wish to develop their assessment skills. <http://taleproject.eu/>
2. Conducting Action Research: Teachers can conduct research into assessment literacy and its implementation in the classroom.
3. Observing actual classroom teaching and reflecting on how teachers transfer their theoretical training and knowledge in to practice while designing assessment tools and implementing procedures, scoring and delivery.
4. Following professional associations for language testers such as EALTA and ALTE and examining their resources (e.g. <http://www.ealta.eu.org/resources.htm>)

In sum, in most educational systems it is globally recognized that LAL constitutes an important aspect of teachers' professional knowledge (Huang & He,¹¹2016) since it empowers teachers teaching and learning. Thus, improving teachers' language assessment know-how should be prioritized on the professional development agenda.

(Photo credit: http://ahmetyesevi27.meb.k12.tr/icerikler/1-l-sinifinin-kizaran-elma-agaci-etkinligi_3849815.html)

⁹ Graham, P. (2005). Classroom-based assessment: Changing knowledge and practice through preservice teacher education. *Teaching and Teacher Education*, 21, 607–621.

¹⁰ Bekiroglu, F. & Suzuk, E. (2014). Pre-service teachers' assessment literacy and its implementation into practice. *The Curriculum Journal*, 25(3), 344-371.

¹¹ Huang, J & He, Z. (2016). *Higher Education of Social Science*, 11 (2), 18-27.



***Berrin CEFA SARI** graduated from Hacettepe University, Department of English Language and Literature in 2009. She started teaching in 2010 and started working at TOBB ETÜ in 2013. She has been carrying out curriculum development duties in the institution since 2013. She is currently writing her Master's thesis at Ankara University, Department of Curriculum and Instruction.*

LET “PAPER AIRPLANES” FLY: TUTORING A REFUGEE

BY BERRIN CEFA SARI

The last few months of my life has welcomed a new challenge, tutoring a refugee online by committing a two-hour part of my weekly time. In this brief note, I attempt to reflect on my own experience, a path connecting ELT and volunteering, with a view to some overall information about the non-profit organization, Paper Airplanes (PA), which has actualized this experience.

Hundreds of thousands of people from Syria, Yemen and other regional conflict areas are far from access to matriculate to or continue university due to several barriers such as language and finance. Based on this pure reality, PA initiated a free tutoring program to access people from conflict areas and teach English, Turkish, computer coding for women and journalism to youth and adults. The organization matches the tutor and the student, and sessions are held on Skype on a weekly basis.

From a quick review of my own experience, I should reflect on two points: re-evaluating the use of technological tools and revising my teaching. Not with standing being personally very much interested in online courses and use of technological tools to increase flexibility of the learner, it was beyond my guess how to facilitate Google Classroom and Skype to reach thousands, some of whom have access to the Internet by their one and only technological device, a mobile phone. Also, integrating online collaboration tools, clickers, lecture-capture tools do not function as a free option but a necessity for your teaching. They become vital tools that allow you to touch your student, know her/him better, and give more access to more information and practice.

Projecting to the beginning of my involvement in PA today, I see how confident I was feeling in terms of teaching and curriculum implementation, and I was not expecting a novelty peculiar to this program. Once I was accepted as a tutor, I enrolled a Google Classroom and had an online training not only about teaching methodology but about

the status of refugees and how to teach a person displaced due to conflict, and I was also trained how to care my own “self” through this experience. However, not until the first session did the reality actualize. No matter how many hours and how many students I taught and how many times I tried to tell the power of the language to my students, it was my first time I came to a realization of what it means to learn English for the ones displaced: social involvement, more job opportunities, access to education, feeling safe to mobilize at your own will and move on with your life! And volunteer tutors are the medium to make this happen.

This brings me to a new understanding of teaching. It is not simple teaching, but revising your teaching skills as well. Seeing how a basic topic such as “family” or “traditions” and cliché warm up questions may turn into a stressful subject for a person displaced, as a teacher you go back to the basics to plan your lesson as if it is your first time teaching the subject. And energy you need comes from this autonomous learner’s motivation to achieve.

Moreover, as a teacher I have found a further opportunity to not only teach a certain subject, but also mentor my student. The tailor-made curriculum prepared by the organization provides the tutor with a detailed lesson plan, materials and exams. However, I have been through times to take initiatives and redesign some parts of the lesson according to the needs of my learner. The person, who fundamentally deserves equal opportunities to access education, experiences conflict in her/his country. This is where English teaching skills become valuable again and as a teacher you find yourself coaching your student through applications. The feedback you provide for a presentation becomes a real evaluation for a prospective position abroad.

Considering the hectic schedules we do all have, the meetings we attend and the responsibilities we undertake, a two-hour session in a week may sound like a binding commitment to undertake. However, the time you meet your student, it becomes far clear that teaching to such dedicated and ambitious students is not a commitment, but a new door opening to learn and experience more in your personal and professional development. Your teaching becomes giving and discovering, and learning becomes a key to others’ opportunities to see. For the ones who are interested in this program, please see: <https://www.paper-airplanes.org/>.



***Cemile Buğra** is a lecturer at Çukurova University in Adana. She has been teaching prep classes for 7 years. She holds a BA and MA degree in ELT. Her main interest is professional development. She is also interested in teacher education, teacher beliefs and identities, curriculum design and development.*

MY REFLECTION ON REFLECTIVE PRACTICE AND PRACTITIONER/TEACHER RESEARCH

BY CEMILE BUĞRA

Nowadays there is a growing attention on teacher/practitioner research for closing the gap between the theories and practices. As it is known there are lots of studies conducted by the researchers about teaching and learning; however, the results and implications of those research are not known by most of the teachers other than those who have special interest in research because of various reasons such as intensive work load, concerns related to curriculum and pre-determined goals aimed to covered in a limited time or lack of guidance in that area. Meanwhile, I would like to talk about my journey in my teaching career by highlighting the contributions of research into my personal and professional development through the process I have come through so far.

To begin with, I am a teacher who has BA and MA degree in ELT and I have been teaching for seven years now. I have different kinds of teaching experiences such as teaching young learners and adults and also in different contexts such as language courses, prep classes at different universities etc. Also, I have different experiences other than teaching such as working for testing unit, working for the syllabus unit, developing authentic materials for teaching academic skills, and finally now I am actively helping my colleagues to do their own action research as part of professional development unit in my institution. Even though educational background and teaching experiences are really significant for us as teachers, the most important issue about this is not being knowledgeable but it is about being able to use what we know in our practices. Without putting into practice, all the theories and knowledge are meaningless. We need to be life-long learners to increase our capacity to teach and benefit from our background, experiences and recent research results and implications. As teachers we have the key

roles in our students' education. We have lots of responsibilities to be able to assist our learners and meet their needs by taking their feedbacks into consideration.

Until I start doing research I was generally following the course books and using some supplementary materials for my students. I was mostly making use of the formative and summative assessment, instant/corrective feedback, coding etc. Nonetheless, I opened a new window and started doing research in my classrooms and all my experiences, beliefs about teaching and learning have broadened in a way which surprises me so much. As much as I have discussions with my colleagues and students, I approached all the issues in my classes with a curiosity by questioning the further reasons beyond them. I have realized that there are much more alternative ways to solve a problem other than those I have always got used to and I started to try lots of different strategies and techniques after I read different studies conducted on the same problem. By gathering and harmonizing all the alternative ways I reorganized my strategies and each time I developed some critical perspectives into my teaching and learning experiences.

Furthermore, teachers can only achieve meaningful teaching and learning through seeking out various ways of it. Teachers cannot promote multiple viewpoints without getting out of their shells and trying some things which sound unusual or unfamiliar to them. Sometimes, they are not aware of the fact that there is more than they could imagine out there. Therefore, I believe that teachers who are in search of some alternative ways can enhance some fresh understanding to their stereotyped beliefs and maybe they can change their approaches. And also, getting out of the routines motivates the teachers and widens their horizons. Depending on my personal experiences, I believe that I learn more as much as I do research besides updating myself and meeting the needs of my students. Whether we accept or not, there is a gap between our students and us that is why we need to overcome these obstacles. And the only way to achieve this is to identify what these obstacles are. Following this, we need to focus on how we could cope with them. In conclusion, doing research on our teaching and learning environment is one of the best ways to shed light on our path to professional development.

Here, I designed a table which shows my self-reflection before and after I do action/classroom research in my teaching career.

Before I did action/classroom research	After I did action/classroom research
I did not have much tolerance on ambiguities.	I am more tolerated when I meet a problem in my classes.
I was not keeping track of my experimentations. I was just focusing on the bits and pieces.	I am more focused on the process and I try to see the whole picture.
I sometimes had difficulty in answering the needs of my students. It was difficult to identify the specific problem.	I can meet the needs of my students easily and I can come up with multiple suggestions to the specific weaknesses.
I did not know where to start, how/what to do and in what order.	I am more self-regulated and I do not much need help in the process.
Data collection and evaluation was a bit hard at the beginning.	Data collection and evaluation is easier to do now.
I was feeling that I was not exploring something new. I thought I had already done my best.	I am more aware that I explore lots of new ideas, perspectives, and approaches in every new context. There is much more than I can imagine.
It was not more than a routine to do my job. I was losing the willingness to teach more.	It is much more than a usual experience to do research regularly. I am more excited to see what I will come up with for the next time.

Based on the studies I have carried out in my classes and my students' reflections I can say that I have gained lots of experiences, skills, and my motivation to teach has been increased when compared to the past. Now, I can communicate with my students better than before and I can assist my students more by analyzing their individual differences, needs, strengths and weaknesses. Last but not least, I gained an insight into reflective teaching through conducting research.

All in all, every passing year I witness my own progress as a life-long learner, teacher/practitioner and also active researcher. I hope that more teachers/practitioners will join in this community and we will rise together to build our future more confidently.



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METU CONFERENCE REFLECTION

BY ELIF ŞEN

On 3-4 May 2018 I attended the 13th METU International ELT Convention organized by the Department of Basic English. This conference has always been special to me since this was the conference I had ever given my very first conference presentation. That was back in 1995. Quite a long way back!

This year I conducted a workshop on teaching prefixes and suffixes, titled “Only a Little a Morpheme but Makes a Huge Difference”. This workshop was an extended version of my CIDER presentation – more in the form of a workshop.

I also had the chance to attend three plenaries at the conference: Michael Byram, Paul Kei Matsuda and Ali Fuad Selvi. Prof. Byram’s talk was “Foreign Language Teaching in ‘Interesting Times’”. In his talk, he introduced the term ‘intercultural communicative competence’ which includes the notion that learners become ‘critical’ of their own and other cultures, and has been enriched by experimenting with ‘intercultural citizenship’. He illustrated these developments with experiments in intercultural citizenship education, and his work with the Council of Europe’s new Reference Framework of Competences for Democratic Culture. This framework can be accessed at <https://www.coe.int/en/web/education>. Matsuda’s talk was titled “Teaching beyond: Developing transferable writing proficiency”. In his talk Matsuda argued that most of the writing instruction prepares students for test taking but it falls short of preparing students for various writing tasks in academic contexts and beyond. For this reason, he discussed ways how teachers can facilitate real writing proficiency that can transfer across various academic, professional and personal contexts. Finally, Selvi’s plenary was titled “Being an English Language Teacher: Beyond Labels and Boundaries?” In his talk, he discussed the great divide in the ELT world: “Native speaker teachers vs. non-native speaker teachers.” Through several

examples, he explained how these stereotypes have negative labels and therefore he called for re-evaluation and re-negotiation of assumptions about language ownership, learning, use, and instruction in the light of English as an international language.

Other than the plenary talks, I had the chance to attend some concurrent sessions:

- **Ten Strategies to Keep Learners Learning by JJ Wilson.** Being an exceptional presenter his workshop was both entertaining and informative at the same time. He gave examples of tasks and strategies to get students working independently and effectively in different areas of language learning, such as recording new language, remembering vocabulary, dealing with communication breakdowns and getting ideas for writing or speaking tasks.
- **Drama techniques in ELT: Developing language skills with a focus on creativity by Dr. Tom Godfrey.** In his workshop he gave examples of a variety of practical language activities that aim to make the development of language skills motivating, meaningful and fun using an integrated skills approach and features of 'whole-person learning' through drama. We got to work in groups and prepare actual acting out activities. It was a lot of fun.
- **Effective Instructional Practices to Develop the Skill of Paraphrasing Dr. Jamie Cardwell, Sarah Hassell.** The last session I attended was by our colleagues from the FAE program. After briefly sharing the results of their EAP course project, they gave us examples of effective instructional practices in teaching paraphrasing.



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“I DON’T WANT TO WALK ALONE”: THE NEED FOR MENTORING FOR NOVICE TEACHERS

BY HAKAN TARHAN

It’s no secret that the countries renowned for their education system owe this mostly to their pre-service teacher education strategies (Sahlberg, 2010) and generous support for teacher professional development (OECD, 2005). Following this tradition, many countries are now spending huge sums of resources to ensure high quality in teacher education. Despite the increased focus on the role of teachers, many teachers are leaving the profession after a couple of years of teaching (Cooper & Alvarado, 2006; Ingersoll, 2003; Lindqvist, Nordänger, & Carlsson, 2014). Among the factors that contribute most to high dropout rates are lack of pedagogical support (Sutcher, Darling-Hammond, & Carver-Thomas, 2016), difficulty in adjusting to job conditions (Dupriez, Delvaux, & Lothaire, 2016), and the perceived complexity of the assignments they are faced with (Borman & Dowling, 2008). This is a loud and clear message showing that teachers need professional support especially in the initial stages of their career. The literature indicates that more experienced colleagues at the same institution are the best candidates for offering this support under a mentorship scheme (Malderez, 2009).

Such professional support can help the newcomers in several ways. To begin with, a mentor teacher can help the new recruits by easing their acceptance into the professional community and make them feel welcome. In addition, experienced mentors can help novice teachers make informed decisions regarding their classroom practices. Because novice teachers have only little experience in real-classroom settings, most of their practices are based on what they took up as good practices from their own teachers or the theories they became familiar with as prospective teachers (Singh & Richards, 2009). However, because each classroom has distinct needs based on their dynamic nature and characteristics, teachers need to be able to construct their own

approach considering the student profile, institutional policies, and instructional goals. Having a mentor can help the novice teacher identify the kind of approach that is more likely to work in a given contextual setting through mentor-mentee conversations and observations. Moreover, a constructive mentorship scheme can create opportunities for reflection and professional growth. Reflective practice and collaboration encourage teachers to increase their knowledge of available teaching practices, promote their awareness of the nature of their profession, and self-evaluate themselves thinking critically about the role of their practices (Brookfield, 1995; Burton, 2009), which are all important steps in their journey towards teacher expertise (Tsui, 2009).

Although the benefits are strongly supported by the existing body of literature, there are a few considerations that are pivotal in mentorship. The first issue concerns the role of the mentor as being supportive in the transformation of the mentees and their situating themselves in a new professional community. This role is different from that of a supervisor, who is traditionally more concerned with ensuring individuals act in accordance with institutional practices (Malderez, 2009). Therefore, for a successful mentorship process, it is very important for mentors to act as a professional facilitator, rather than an inspecting and restricting body. In relation to this, it should be noted that mentoring requires a unique set of skills that cannot be acquired only through experience in teaching for which mentors need support in both preparation and implementation stages. Some of the issues that should be negotiated in mentor preparation include the criteria that will be used in matching the mentors with mentees, the type of mentorship approach that mentors can employ, the language that will be used in mentor-mentee conversations, a shared vision for good teaching, emotional breakdowns that might occur during the process, handling conflicts between the mentor and mentee, and what to do with the information gained by observing or listening to the mentee. Another requirement for an effective mentorship scheme is support from the institution. Studies have shown that when the administration and the teaching staff are supportive of the mentorship program, the results are likely to be more satisfying for all the parties involved (Mcnally & Martin, 1998). This support can be offered by creating opportunities for the mentor and mentee in which they can engage in collaborative professional practices. For example, the mentor and mentee can be partners in the same class and they can take part in marking sessions together to make reflection on instructional practices more meaningful for both parties.

Because teaching is an inherently social profession requiring constant interaction with other individuals, all teachers experience problems and breakdowns, especially early in their career, no matter how knowledgeable they are. Just like a disciple needs the desire and wisdom of the guru, novice teachers need mentors to see they will never walk alone.

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THE AUDACITY OF HOPE IN TURKISH EDUCATION

BY NICK MANTHEI

On an overcast morning early in 2018, I visited a government primary school in Izmir. The school was a pretty typical government school, painted the color of peach with the playground a sea of asphalt. I was invited to observe a lesson. The class was attempting to learn a few outdoor activity names in English. I say attempting because the nine-year-old students were writing 'skip rope=ip atlama' dozens of times. That was the English lesson. No speaking, drilling, interaction, communication, etc. The English teacher told me that her students could not learn English, for they could not even learn their first language, Turkish, very well.

A few weeks later I visited a private high school in the Mugla region. While drinking tea with the principal one of the first things he said to me was "The education system in Turkey is horrible." I have heard this line before from many people, but it still took me by surprise to hear this from a principal, the leader of his school.

In both cases the educators expressed desolation and despair in their students and institutions. The system was determined by others, and they were helpless to do anything to make a change. This came to me in such a stark contrast to my culture's worldview. Americans, whether you want to call them naïve or overly positive, tend to believe that even one person can make a difference. One of America's former presidents (JFK) once said that if we want change, we need to *be* the change. Only then can real change take place.

For this paradigm shift to take place, the teacher and principal need to see that they may not be able to change the Turkish education system as a whole, but they can be influencers in their spheres of work, both in their individual classrooms and schools.

Mindsets need to change from a fixed mindset to one of growth, that anything is possible if we put our mind to it.

This school year I had the fortunate chance to attend the MEV, Turk Koleji and Zubeyde Hanim ELT conferences, all located in Izmir. All three conferences had the largest attendance ever had with teachers coming from near and far. At each event, there was a feeling of hope in the air for our students in the English classroom, that through shared knowledge our students will be better English language learners.

The start of TESOL in Turkey and the birth of this journal is another step in the direction of hope for our students. English teachers working in Kindergartens through Universities and from language schools to publishing houses can all contribute and learn from one another through this afore mentioned TESOL in Turkey. Education can be better for our students, and this professional organization of the ways individuals, not 'the system', can make it a reality.

During a wonderful lunch at one of these ELT conferences I had the honor to meet an English teacher working at an Imam Hatip Kiz Lisesi (Female religious high school). Having never entered this sort of religious high school, I asked about the students and teaching there. She responded that the level of the girls' English was high, and that the greatest satisfaction she got from her job was giving her students hope, not just in English but in life.

And this is what education is: not just learning a subject and getting good grades, but giving the skills and the hope for a new future, created by the students, not the system. Ataturk once said that the biggest battle is the war against ignorance. Let us English teachers be the beacon of hope and the catalyst of change for our students' future.



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A REFLECTION ON REFLECTING

BY SABIRE PINAR ACAR

“If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, 'Here lived a great street sweeper who did his job well.’” (Martin Luther King Jr.)

These words have been my motto ever since I read this quotation. Despite being an English teacher with twenty-five years of experience now, in the first twenty years of my career, I thought I did my job very well. I firmly believed I was doing my best to be the best teacher I could be.

The school where I was working did not have a PDU or TDU, and the majority of the teachers were resistant to changes in their teaching. Likewise, I was inclined to hold the idea that there was not much else to do in or outside the classroom to be a better or more effective teacher.

As a non-native teacher of English, I was aware that I was both a teacher and a learner of this language, and I made efforts to improve myself. Yet, what I was doing in reality was nothing more than improving my knowledge of English.

Thanks to the workshops I attended in other schools, I was able to follow what was going on in the ELT world and I thought I possessed all the required skills, methods and approaches to teach effectively. Like the other teachers back at my workplace, I did not need to learn anything more about lesson preparation, classroom management, the task-based approach, the communicative approach, interaction patterns, materials production and so on. I used to agree with my colleagues who said they did not want to talk about the lessons or the students in the teachers' room during break times. We were

expert teachers with years of experience! Why would such an experienced teacher need others' opinions or suggestions?

Nevertheless, something was missing. Considering the amount of time a teacher devotes to work, she should not lose her enthusiasm or motivation, which I was lacking.

My family and friends advised me to change my work place. That was an option, but I decided to do the Delta. I took eight weeks off from work and did the intensive course and realized how crucial it was for a teacher to **reflect** in order to develop professionally, which could bring about job satisfaction and eventual happiness.

During those eight weeks I was a student again, which was my first step to effective reflection. I watched the tutors' attitudes towards us, the participants. I monitored the group as learners. Then it was time for us to perform teaching practices. Three of my Delta mates and I came together and watched each other rehearse for our lessons which would be assessed by our tutors. We gave feedback on each other's plans, techniques, materials and even posture or tone of voice. We shared comments on our student profile and the classroom. Later, during the assessments, we recorded each other's lessons, watched them together and shared opinions. After each lesson, we were required to reflect on it and write about it. We also had to complete ten peer observations and write our reflections on them. There was one more element needed of course: the learners. Because it was an intensive course and because our students attended the lessons on a voluntary and temporary basis we could not involve them into our reflection properly; however, I learnt that they were indeed the core component of constructive reflection. These all helped me develop different ways of reaching higher level of reflecting.

Would you leave the house with confidence each day without checking your appearance in the mirror? We look at our reflections in the bathroom, in car and lift mirrors, in shop windows and at every opportunity. I came to realize that the opinions of my colleagues and my reflections and recordings of my own and others' lessons were the mirrors of my teaching. Being satisfied with our appearance affects our self-confidence. Similarly, being aware of and content with our teaching can only lead to increased motivation and better classroom performance.

After that intensive course a new era began in my teaching career. The missing part was found: effective reflection that is followed by action, which as a consequence, boosts my motivation.

I have learnt that a teacher is an eternal learner and I am willing to learn from my colleagues how to become a better teacher and discover new ways to enhance my teaching and my lessons. It is true that what works well in someone else's class may turn into a disaster in another class, but it is always worth trying. I talk to my students, and more importantly, I listen to them. I conduct little surveys to receive their feedback on their learning and my teaching. Furthermore, I have recently discovered that the most useful feedback tool is the notes you take. Yes, take notes of your reflection. There are two good reasons why writing helps. One is that you may forget what happened in the classroom. Secondly, when you convey your thoughts in writing, you can come up with a better action plan, as the notes you take will display the situation more realistically or objectively, regardless of your feelings at that moment.

Finally, giving more serious and careful thought to my teaching has made me more empathetic. I am trying to understand the underlying reasons for misbehaviour in the classroom without taking it personally. I value all kinds of feedback and listen before reacting or defending.

In conclusion, I now know that many teachers spontaneously and usually unconsciously reflect on their lessons during or after a school day. My humble suggestion is that they include their partner teachers, or colleagues and their students in their reflection and prepare an action plan to improve their classroom practice and their feelings, attitudes and beliefs about teaching.



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WHAT THREE PIECES OF ADVICE WOULD YOU GIVE TO AN ENGLISH TEACHER?

BY SEHER BALBAY

Be a student:

I have always wondered about the reasons motivating a person to become a teacher. I had even suggested the topic to my MA thesis supervisor, but at the time there was not much literature published on non-ELT topics in ELT departments. I believe, we teachers all love having some power in decision making. Whether it be of little significance to the world at large or of great significance to a particular student, according to my observation of more than 20 years now on the job we, teachers love being empowered. This is very dangerous, though. What is at stake is our process of personal and professional development being stabilized. As we grow into our role as a teacher we might end up enjoying our voice too much, so much that we might end up being a teacher only, and give up on being a student. So, the first piece of advice I would give to an English teacher would be to be a student at all times, a student of English and other languages, of other subject matters or extracurricular activities; keep being a student! It is a perfect path to walk along whose end you might not want to reach at all. Take the road for the walk, not to reach the destination. As a student, you can observe the learning strategies that your own students are having difficulty in developing. As a student, you can observe how difficult it is to adapt your teaching and material to students with different histories and abilities. As a student, you can observe the classroom dynamics that the teacher is never allowed in. As a student, you can observe how what matters to you most may not even be a concern for students in the same class taking the same course, supposedly devoted to achieve the same objectives. Don't ever give up on being a student!

Empathize with students:

Language teachers have students with diverse linguistic backgrounds, even when students are placed in classes after standardized proficiency tests. Yes, we live in a globalized, connected, world with many more opportunities than that of the pre-internet and active international mobilization opportunities days, but some of our students will still be deprived of opportunities in which they have been involved in real life communication with native speakers or speakers of other languages. Some of our students' only contact with the English speaking world is through video games. It is not uncommon that many Turkish students have only spoken awkward, inaccurate and broken English with Turkish non-native speakers of English in English classrooms during peer or group work, and perceived the communication as perfectly intelligible. Yes, we should encourage risk taking and introduce opportunities for authentic language practice circumstances, but let's keep in mind that some students are just out of their cocoons when they are sitting in our class. What we evaluate may not be what they have achieved thanks to our teaching.

Reflect on your teaching:

Assuming that you can understand how demanding it is to be a language learner, and that you foresee the limited previous language-related experiences of your students, you might still lack the knowledge of your effectiveness as a teacher. You might have mastered the theories of language learning, critiqued methods, developed a very self-confident attitude towards your performance, still, look in the mirror, and give yourself the constructive feedback you have been giving to your students regularly. Simply record your teaching on your phone. Forget the recording for some time. Go back and watch yourself teach. When watching yourself teach after you have defamiliarized yourself with the specifics of the particular day recorded, you will notice far too many things you could have done differently that may otherwise have gone unnoticed. One challenge of being a fluent speaker of English as a language teacher is anticipating how much of the messages we give is actually received by the students. What we may take for granted and not explain, may be what the students could not decode in the seconds that they heard us. It is not only the language that hinders the reception of the point you want to make. Analyze your discourse in its context, with what you had done before, with what a student has just said, with your tone of voice, your gestures, with the

reaction you got from your class. Discover your teaching skills from an outsider's point of view because as teachers we may tend to accept our version of the truth when it comes to our classroom dynamics. A regular self-observation cycle will help us to internalize simple strategies that may greatly contribute to the effectiveness of our teaching.

D. RESEARCH



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FLIPPED INSTRUCTION AND PERSONALIZED INSTRUCTION IN LEARNING: A COMPLEMENTARY PERSPECTIVE

BY ERAY SEVINGIL BILICI

Introduction

Recently, responsibilities over learning and self as a learner have become issues that have gathered much attention. Self as a learner has brought the idea that learning belongs to learners rather than other parties. Innovative ideas in education make educators try new instructional novelties instead of traditional ways of schooling and lecturing. However, the question is whether we -as educators- help learners have control on their own work or not, or teaching and learning are really student-centered or not. Moreover, are students ready for much work or preparation? Additionally, what about learner engagement in new instructional approaches compared to traditional ways of instruction? So, these are the questions that await answers on the part of learners and instructors.

Instead of traditional schooling and the necessities of it, modern life has rendered learners to have preferences and choices on what they want to learn throughout their academic life. Hence, academics have been focusing on ways to reverse traditional ways of teaching, and they also propose solutions to engage learners more in their own learning process and make learners be accountable for what they learn. In other words, they assume that one can mention control over selections of tasks and control their own learning process via personalization to increase the efficiency of teaching, learning and use of time. Through this way, learning becomes deeper, and information stays longer (Corbalan et al., 2006; Hall & DuFrene, 2016). This is what educators aim in the long run

In addition, teachers are not considered active and sole controllers anymore as suggested by Arduse (2016). Hence, flipped learning, which is the focus of the paper can be used with instructional methods and approaches; such as, active learning, personalized instruction and other novelties for active learning processes. The paper mainly discusses flipped approach and how it paves its way to personalized instruction. The paper touches on flipped approaches and personalized instruction in learning and tries to answer whether they complement each other. If so, how they complement each other and how these two can be implemented the best for effective instruction that is in line with the requirements of our age.

The Significance of the Study

It can be seen that personalized instruction takes place in many contexts for many years in many forms. However, with the advance and use of flipped instruction, the current study wants to find out whether personalized instruction and flipped instruction go hand in hand or complement each other in their own ways. If they are to complement each other, how can this be possible and how is it applicable in classroom contexts in the prospective years? The issues of autonomy, learner-centered education, educational tools and flipped instruction can extend the ways of personalized instruction by focusing on learner strength and weaknesses and help instructors manage effective lessons for learners. As a result, a novelty, which is flipped instruction can also transform personalized instruction and make professionals provide immediate feedback or support.

Personalized Instruction and Flipped Instruction

Personalized learning is for everyone and can be adjusted for all learners. It is more than having a command of subject knowledge. Instead, it requires tapping learner motivation and interest, using variety of instructional methods and forming expectations for learners and learning goals (Powell & Kusuma-Powell, 2018). Personalized instruction has some characteristics including paying attention to learning characteristics, school culture, scheduling and interactive learning environment where there is interaction among learners and instructors (Jenkins & Keefe, 2001). As for flipped classrooms, they are also known as inverted, reverse and backwards classrooms that aim to increase application of skills and knowledge building as well as critical thinking skills. It leads to

deep understanding of classroom content as well as making use of classroom time efficiently. Learners are supposed to learn classroom content prior to classroom meetings (Long et al., 2016).

Furthermore, the flipped classroom approach is an improved experience for both instructors and students. An instructor monitors learners, provides help when needed and make learners overachieve. Flipped approach also aims independent learners (Sherrow et al., 2016). Since if learners have good independent learning skills, this can lead to better discussion and problem solving skills. Technology helps learners to promote self-learning at their own pace. That is, flipped instruction has shifted direct instruction in a way that combines self-learning and group work into the center. Educators are to guide learners to apply and integrate what they already know or learn to new contexts (Hwang et al., 2015).

Flipped learning came to the floor to reverse the traditional way of lecturing in a way that learners are still active out-of-class. Teacher domination is decreased. Learners are actively involved in the learning process, and they are busy with watching videos, reading online and make use of other online tools or systems. Learners find ways to spend face-to-face interaction with instructors. Variety of instructional methods is used as well. Teachers have more time to spend time with learners, learners can ask questions and student-teacher interaction can get more meaningful by having much time for hands-on activities. With such advantages, scholars suggest that personalized instruction transforms its way through flipped learning by making teachers and learners use online tools. That is, flipped instruction functions as a way to have personalized instruction. However, personalized instruction is not the digital form of instruction rather it encourages mastery of using online tools and using collaboration with teachers and other parties (Peggy & Basye, 2018). That is also worth considering while designing instruction.

The Use of Flipped Instruction & Personalized Instruction and Related Research

Flipped learning helps instructors to find out common problems even before meeting in-class. It helps providing more personalized instruction and care for individual learners as stated by Sam and Bergmann (2013). It also contributes to better learning achievement in science as suggested by Leo and Puzio (2016) as earners are actively

engaged. Furthermore, low-achievers or struggling learners also benefit from flipped instruction as it provides much time for learning, personalized-instruction, active learning and more student-student interaction along with student-teacher interaction. Learning continues outside class as well since learners have opportunities to post questions or write blogs outside class.

On the contrary, teachers may not favor flipped instruction as it means lengthier instructional time unlike the common idea that it increases student learning, and they also suggest that accessibility may be an issue along with applying flipped approach with various age groups according to Gough et al, (2017). Also, instructor education is important regarding making use of flipped classrooms efficiently (Olanmi, 2017). How to integrate this to design personalized education is also worth contemplating. Also, in science, technology and engineering, flipped models prove fruitful; however, for social sciences, strategy integration is needed (Röehling, 2018).

Wasserman et al, (2017) asserted that in flipped classes, there needs to be more interaction and more productive tasks, elicitation methods and shorter videos. How learner questions integrated into lessons has to be considered. Plus, flipped learners contend that they have positive approaches towards course content, and they feel involved and engaged. They know the importance of participation and active learning together with teachers preparing engaging and new instructional techniques. (Mc Nally et al., 2017). As asserted by Long et al, (2016), too, instructors and learners favored flipped instruction. Immediate feedback and peer assistance were also said to be valuable for both learners and instructors.

Basal (2015) and He et al, (2017) also summarize the benefits of flipped learning by indicating that it assists learners progress at their own pace, increases participation, provides much class time and overcomes attendance problems, which is crucial for personalized instruction. It also creates room for teacher-student interaction as well as peer interaction, and it is appealing to various learners with various learning styles. Classroom content can be modified and become more motivating and appealing for learners thanks to technological tools in flipped classes. Lastly, flipped approach creates room for personalized instruction. Flipped approach paves the way for more opportunities for more personalized learning opportunities.

How to Apply Personalized Instruction and Flipped Instruction

Personalization instruction is said to contribute to learning as learners are provided with guidance and support as well because task difficulty is adjusted according to learners' levels without overwhelming them. Individuals are prioritized with the use of individualized practices. Moreover, tasks are not the same for all learners as learners find out their own way to achieve success, which in turn is useful to increase self-regulation skills. That is, learners try to discover, discuss, negotiate and evaluate on their own. (Corbalan et al., 2006) At this point, flipped instruction and personalized instruction can go hand in hand as learners may also choose their own material or course content if they are allowed. In addition, teachers are facilitators and what teachers choose need to invoke curiosity and motivation. Learners go through their own learning process thanks to their prior knowledge and thinking skills. So, a teacher at this point identifies and assists learners during flipped instruction to provide personalized instruction (Limniou, et al., 2016). Next, flipped instruction helps learners schedule their own learning. Learner gain more autonomy together with instructor and peer guidance when needed as suggested by Lo and Hew (2017). As stated by Sun (2017), learner view that learning by oneself is valuable, and one can discover and learn by themselves rather than having a guide at all times, which is in line with the fact that flipped approach fosters personalized instruction.

Apart from what is stated above, teachers help learners plan and identify weaknesses and strengths during their instruction. If possible, teachers adjust learning environments for learners and actively monitor their progress or weaknesses. Personalized instruction needs structure and meaningfulness that can be provided with flipped approach. The use of time and space as well as assessment techniques need to be flexible, and learners are to reflect on their own learning processes if they want to benefit from their own learning process (Keefe & Jenkins, 2002). However, one should not forget that personalized instruction is not about the number of learners in class. It aims learners to advance more with quality and structure as stated.

According to Sletten, learners who have flipped classes are inclined to have more self-directed learning style. Learners need more self-directed learning skills to be successful in flipped learning environments (2017). In another study by Chiang and Chan (2017), flipped instruction increases learner satisfaction as well as empirical skills in a

postgraduate science class as learners are involved in conducting research and write reports in groups thanks to flipped instruction. As Ekmekçi suggested (2017), flipped writing class model improves learner writing proficiency as learning is personalized through this model in the study.

If teachers or students are prepared enough, teachers or peers benefit from addressing questions that arise during preparation time, which is essential for flipped instruction that may lead to in-depth personalized instruction. Preparation time and lessons need to be complementary rather than repeating each other as stated by learners in Nguyen et al, (2016). Questions or concerns may be structures to have learners learn more. Flipped instruction as a novelty may not be a one-to-one alternative for lectures, but combining pairing and group work; one can make use of flipped instruction and encourage personalized instruction in return. (Green, 2015).

Method

Documentation review was conducted for the current study. The documentation review consists of papers that are relevant to the current article. It is mostly designed for social sciences. This paper is a thematic review in the areas of personalized instruction and flipped learning models. The aim is to provide strengths and weaknesses and come up with a suggestion for more effective results. Based on variety of inputs, an innovative idea is to be presented as the study. In documentation reviews, results can be generalized in documentation review, and the problem is clearly defined beforehand. The aim of the study is clearly defined (Sen, 2015) as this paper.

Suggestions and Implications for Further Research

The use of flipped instruction has become popular recently. However, rather than applying it solely without a detailed structure, what teachers need is to have strategy training for effective use of flipped classroom models. For instance, learners like in-class processes of flipped approach; however, they seem reluctant to be involved in out-of-class preparation, and they seem to dislike flipped classes (Sletten, 2017). Therefore, strategy instruction is essential to increase the effectiveness of self-directed learning. Also, additional work or research on instructional design of flipped classrooms with personalized instruction may be designed. What is more, when flipped approach is used, missing classes cannot be a problem anymore. It creates equal opportunities for all

learners that contribute to accessibility issue. Moreover, in flipped learning, course content can be chosen among extracurricular topics, which may contribute to general knowledge as well as content knowledge. Importantly, educators have to be technology-oriented not to waste time on unexpected issues; such as, small technical problems. That may cause problems regarding time management. Apart from these, the choice of materials is so crucial in a way that if time devoted to materials takes longer, learners may not be engaged. Pre and post activities require careful planning since flipped approach and planning personalized instruction

Flipped instruction design is so crucial. Technology integration does not necessarily make a classroom more appealing (Correa, 2015). In Burke and Fedorek (2017), learners did not seem to outperform learners with traditional lecturing. Critical thinking skills and analytical skills used were comparatively low on the contrary to literature. The choice of videos or other materials, and learner and teacher feedback are so essential to design an efficient course. Class-size is another concern for much learner-learner and learner-teacher instruction in flipped classes, too. Collaboration could be an issue for some learners, which is a point to consider. There is also a growing concern for more competency-based learning, personalized instruction and new summative assessment techniques as proposed by Burke and Fedorek (2017).

Conclusion

The application of flipped classes is mostly witnessed in postgraduate courses in terms of course content, learner-teacher interaction and materials. Plus, in flipped approach, flexibility of materials can be determined beforehand, which is a step towards more student-directed courses. However, whether teachers are still in control or not is worth considering. In any case, unlike traditional classrooms, flipped approach tries to create an anxiety-free or stress-free environment by making teachers use personalized instruction to meet each individual's needs, and provide guidance on their way to become more independent learners. Still, it may be contended that learners may favor traditional forms of lecturing and learn from books. These learners may not ask for extra preparation for flipped class content, which is necessary in flipped classroom approach. As for personalized instruction, to tap individual needs and interests, flipped learning would be a suitable way to encourage personalized instruction. Furthermore, learner autonomy and collaboration are two important aspects of recent educational practices

that are fostered in flipped learning environments. If learners are engaged in these practices, peers or instructors may notice learner strengths and deficiencies and provide support when needed.

In the prospective years, flipped learning will be more common in the world. The world is making use of technology in education to an extreme degree. However, in the future, it is a matter of question if learners are ready for curricula that consist of videos, texts and online materials. Or are all societies or countries ready for this?

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THE EFFECT OF IMPLEMENTING DIFFERENT LEARNING TECHNIQUES ON COMPREHENSION AND ATTITUDE TOWARDS READING

BY HÜSNA YALÇIN & ŞEBNEM ÖZTÜRK

While reading a text, most students feel the need to comprehend each and every information in the text. Therefore, most of them seem to go word-by-word instead of implementing active learning strategies. However, by doing so, they lose time, become detail-oriented and cannot develop a full comprehension by seeing the whole picture. In the end, they set a negative attitude towards reading and avoid from it in and out of the classroom. Instead of giving the students what they expect and design the lesson accordingly, differentiating the lesson and teaching and practicing some reading strategies help students enhance their comprehension, make the process in class easier and get the joy of reading.

Keeping those in mind, in this study we aim to observe the attitude change towards reading and the development of students' reading comprehension if any by applying a different technique for enhancing reading skills in class. With this aim in mind, two pre-intermediate and two upper-intermediate groups are randomly selected and defined as experiment and control groups. The upper-intermediate groups are expected to pass the proficiency test (TOEFL ITP-500) at the end of the semester; however, pre-intermediate

groups do not have such a requirement. They need 65 out of 100 to achieve the upper level. Upon this categorization, four groups are given a Pre-test. After that, the experiment groups are taught by implementing different techniques in each class. The techniques used with this aim are finding the missing sentence in a paragraph, ordering the paragraphs in a long text, creating comprehension questions for the text, Internet search and presentation on the related topic, jeopardy game including vocabulary, comprehension and inference questions. In control groups, reading skill is practiced with detailed paragraph analysis and both groups are given a post-test. Besides the qualitative data, students' written feedbacks are collected and a journal is kept by the instructors to observe the progress.

The quantitative data statistically shows that in pre-intermediate group there is a significant difference between Pre-test and Post-test results; however, in upper-intermediate group the result is not statistically meaningful. Student comments and instructor observations indicate that the stress of proficiency exam on upper-intermediate level students change their motivation to participate in differentiated learning. Yet; students in experiment groups develop a positive attitude towards reading.

This study gives the researchers an insight to design more interesting lessons which focus on developing active reading strategies especially in pre-intermediate group instead of a word-by-word and too much-detail-oriented process and help the students see reading is joy, not a burden. This is also one of the implications the students stated in their comments. Both groups have the opinion that they feel safe when they study the texts word-by-word; however, they get bored and do not want to continue or read another text at all. With more colorful activities addressing to different learning types, it is easier to attract students' attention and keep them engaged with the reading task for a longer period of time. The study also stresses the wash-back effect of assessment on learning behaviors and learner attitudes. In this study, it is deduced that the proficiency test (TOEFL ITP) which the upper-intermediate groups need to take at the end of the semester has a negative effect on students' motivation and learning with different techniques in each class. Instead of seeing the joy of learning with various tasks, they believe the most useful activities are the ones which has exactly the same kind of questions the test includes and they just need this focus. If this is not the case, the

educational goals which the students think does not match with the proficiency test seem difficult to be achieved as they have the feeling that their real goal is to pass the proficiency test and they are doing something irrelevant to the target. In this case, showing the relation and making them uncomfortable with what they need and are used to may be two useful strategies to employ. In conclusion, it would not be wrong to say that it is crucial to listen to the learners and cater their needs. However, the teacher's role is not just giving what the learners expect. It is more showing another way and seeing the difference.



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ACTIVE READERS

TEXT IS FADING OUT; READING IS DYING OUT

BY JACK HSIAO

Checking out your friends' holidays on Instagram, or liking your family's posts on Facebook has become part your daily routine in the digital era. We have to admit that we view pictures more than texts in the world dominated by social media. A widespread use of short messages, emojis, and fragments of writing in the online communication has shortened the attention span in reading. The recent studies (Goulding) has shown that the average focused attention span in 2013 was 8 seconds, down from 12 seconds in 2000, and 1 second shorter than the average attention span of a goldfish (9s).

As a researcher in the language education, I have noticed how young learners have lost their understanding while 'reading between the lines' (for inferred meaning), and 'reading beyond the lines' (for critical evaluation of the text) (Alderson, 2002: 8). In addition, EFL/ESL learners have to go to great lengths to acquire essential skills (e.g. automaticity, formal discourse structure knowledge, synthesis strategies, etc) to become fluent readers due to the lack of 'quality' reading input in the environment.

BE ACTIVE

In 2015, I was fortunate to have had a great opportunity to conduct a classroom research into literacy programme in an international school situated in Shanghai, China. The target students are 3rd graders in the primary sector.

The aims of the project are-

Students are active readers.

Autonomy and independence are key factors in student-centred learning. In order to make children to become 'active' readers, classroom activities should be designed to awaken their curiosity.

Positive learning experience has a beneficial effect.

Traditionally, teachers in ELT classrooms focus on the information and knowledge (content knowledge, and linguistic knowledge) of the reading materials. In contrast to the text-based reading approach, there is much less information about the 'skills' developed through the reading process.

Metacognitive skills are developed in reading lessons.

In addition to reading strategies, a number of metacognitive skills should be incorporated into reading activities, such as formulating questions about the content, monitoring cognition, and learning behaviors, etc.

Turning now to the reading activities experimented in this project to discuss the advantages of the approach.

Classroom Activities

Activity One *Make a poster 'Venn Diagram'*

Students are divided into small groups to make a comparison of the 2 autobiographies read. The information has to be presented in the Venn Diagram format (e.g. the similarities of the 2 characters, the differences, so on). The posters can be displayed in the hallway or around the classroom to carry out a whole-class discussion.

Advantage

The activity requires inter-text reading comprehension, which can put students in a more 'critical role' (Wallace, 2000:45). The reading strategy SQ4R (**S**urvey, **Q**uestion, **R**ead, **R**ecite, **wR**ite, **R**evue) could be implemented during the team-reading. Additionally, the cooperative learning mode deliberately promotes the authentic discussion and peer learning.

Activity Two *Book Review Presentation*

The flip-up card (as shown in the picture) should be completed by students individually; the summary of each reading should be written down on the flap respectively, and the visual comparisons have to be done in the centre. Then, each group could choose one to be presented as a team.

Advantage

Widdowson found that the submissive readers may accumulate information without accommodating it into the schematic knowledge; especially second or foreign language learners may feel reluctant to challenge the text (Wallace, 2000:46). Therefore, the structured book review activity helps the young readers to evaluate, summarize, compare and connect to their own existing knowledge and life experiences. Moreover, the reading lesson is turned into an oral presentation, which activates the knowledge learnt in the reading content.

Activity Three *Self-Evaluation*

Two checklists are given to the students to reflect on their learning experience in the reading project. The questions on the 'Can-do list' are based on the reading strategies, whereas

'Post-project Evaluation' focuses on the learning behaviors and attitudes.

Advantage

Throughout the self-evaluation, the target learners in this research project could be aware of the individual metacognitive strategies. The academic literature on learners' awareness in reading has revealed the individual thinking and learning behaviors should be accentuated (Wallace, 2000:111).

CONCLUSION

The study is an empirical investigation into the EFL young learners' reading skills development. The learning outcome and metacognitive skills can be improved if a learner is in an active role. Also, the learners' resistance can be broken down if the classroom activities can be more *critical, purposeful* and *reflective*.

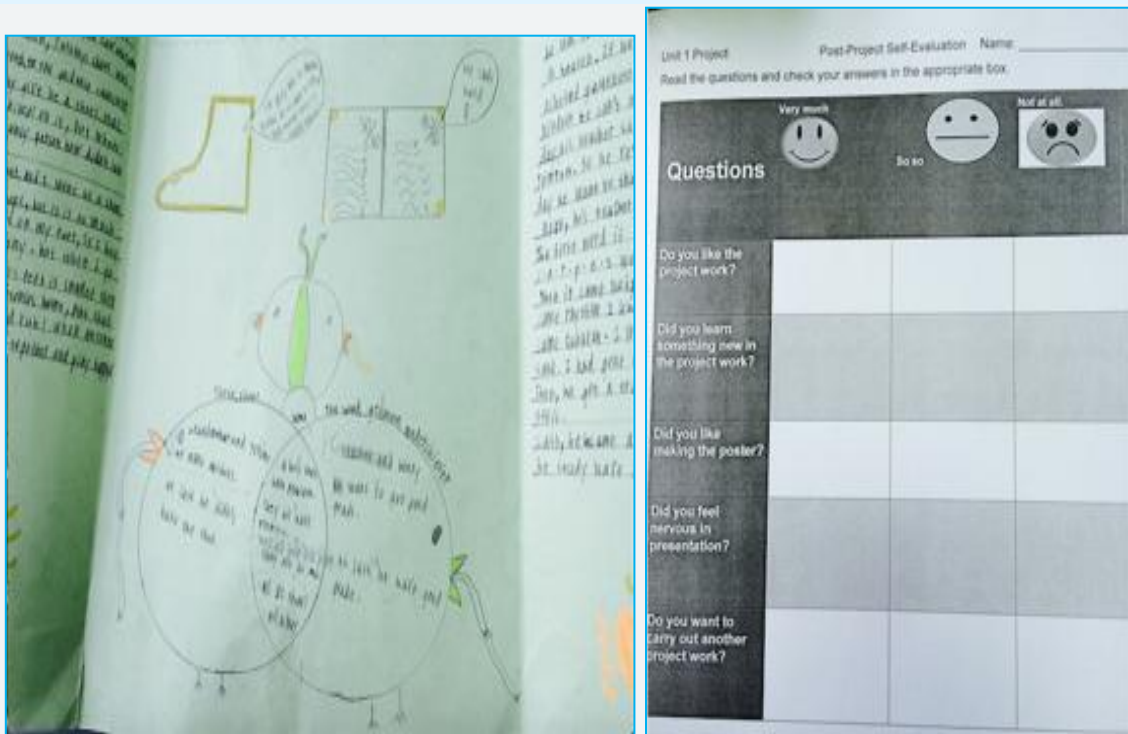
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Instructions: Make a ✓ in one box for each skill.

I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or I can do it at an example.
Put words in alphabetical order.			
Find the meaning of a word in a dictionary.			
Identify the beginning, middle, and end of a plot.			
Identify a first-person narrator.			
Identify the subject and predicate of a sentence.			
Identify if a subject and verb agree.			

Check the boxes that tell what you liked reading.

Did you like reading *Those Shoes*? yes no

Do you want to read more realistic fiction? yes no

E. RESOURCE CENTER



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A LESSON PLAN PREPARED

BY BURÇA ÇAPKAN

Lesson Topic/Theme: Unlock 3 Unit5-ENVIRONMENT

Grade/ English Language Proficiency Level: Intermediate B2/B1

Age Group: 19-20

Lesson Objectives: To watch and understand a video about global warming

To learn words related to environment

Key Vocabulary: glacier, environment, ice sheet, global warming, melt, stream, transformation

Strategies:

1. Lead in: Ask students in pairs to discuss the most important environmental issue that either affects their country or which might affect their country in the future. Give students 3 minutes to discuss their answers and lead a brief class discussion.

2. Show students some visuals of 'glaciers' and how they melt and ask some questions such as:

- What is a glacier?
- Where can you find glaciers?
- What is happening to the glaciers in the photographs?
- What causes the change of glaciers?
- What happens when they change/melt?

3. Students first discuss the questions with their partners then as a class discussion
4. Students watch a video about glaciers.
5. Understanding key vocabulary: The teacher introduces new vocabulary using a tool '**word unscrambler**'
6. Students try to write the correct form of the words.
7. Students try to match these words with the definitions on the book.
8. Understanding main idea while watching: The teacher gives students a summary paragraph with some missing words and
9. The teacher asks them to watch the video and try to complete the missing words in the summary. Students do this exercise individually
10. And then the teacher goes through the answers with the class.

Assessment/Evaluation:

The teacher prepares a stack of flashcards using the target vocabulary and definitions and on **study stack** (online educational tool) ,words can be revised as a class activity.

Extended Activities:

Some of the online educational web tools that can be used to revise vocabulary are as follows:

Triventy: It is a useful tool for collaborative learning. It can be prepared with students

Studystack: All you need to do is to prepare flashcards by writing down the words you want your students to study with their definitions. Then the web site automatically will prepare you 14 different types of vocabulary revision activities including hang man and crossword puzzle.

Quizlet: It is a vocabulary revision tool which can be live and supports collaborative learning.



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TEACHING MINDFULNESS

BY SENIHA NIZIC

How long have you been teaching English? Do you enjoy teaching or you feel under pressure and want to quit it every day? Do you have problems with understanding your students and their necessities? If your answer is yes, you probably have never heard of mindfulness. Rebecca Howden precisely defines mindfulness as an effective mental technique, borrowed from the 2000 year-old Buddhist contemplative practice and adapted to suit non-religious contexts, including board rooms, corporations, hospitals, schools and sports teams. (2000). Mindfulness is the English translation of the Pali word Sati, which means an activity. On the other hand, Ven Henopola Gunaratana describes mindfulness as a moment of becoming aware of something and there is a fleeting instant of pure awareness just before you conceptualize the thing, before you identify it. (1990)

Based on my personal observations the minority of the teachers use mindfulness activities in their lessons. Mr. Liu conducted the experiment that included mindfulness activities in his lessons. He decided to choose three column charts activity. At the same time, he observed the students` interest and participation while doing the activity. The activity includes three questions:

1. What do I know?
2. What do I want to know?
3. What have I learned? (Fisher, Brozo, Frey, Ivey, 2014)

This activity is usually done during reading lessons when students have to deal with reading texts. This chart is recommended because it increases students` understanding and accuracy. Also, it is estimated that students love discussing and group work. Finally, their classroom participation increases as well as their academic performance.

Furthermore, mindfulness helps students to calm down because it increases their self-control. The activity that can be done in order to calm down students is ***Still Chillen*** game. This activity is developed by *the Mind Body Awareness Project* done by Vinny Ferraro. The activity should be done in the following steps:

1. Everybody sits in a circle (preferably)
2. The game is a competition and the object of the game is to be the last person still chillen (not moving and staying still)
3. You (the facilitator) will be charged with watching the youth and calling the ***out*** once they move.
4. They are allowed to breath and blink (and keep their eyes closed if they wish), but they need to keep their face up and visible.
5. Once out they should sit quietly.
6. You will call students out until there is a sole winner
7. Repeat with a total of three rounds with the below prompts in between rounds one and two and two and three.

Another useful activity that can be done in class is the "***mindful jar***". It can teach students about how strong emotions can take hold, and how to find peace when these strong emotions occur. Using mindfulness in a classroom, supporting them and warming their hearts lead to unlocking students` heads.

Stephen Viola claims: "When teachers are fully present, they teach better." "When students are fully present, the quality of their learning is better". (2009) It means that mindfulness can help teachers by supporting emotion management, reducing stress, and focusing on the mind. He supports focused awareness because it helps teachers in multiple ways by improving students` attention, promoting academic achievement, reducing problem behaviours and increasing enthusiasm for learning.

Deborah states: "Master teachers are mindful teachers because they are aware of themselves and attuned to their students." (2009)

Deborah estimated several benefits of mindfulness both for teachers and students. The benefits for teachers are: *improving focus and awareness, increasing responsiveness to students` needs, promoting emotional balance, supporting stress management and stress reduction, supporting healthy relationships at work and home, enhancing classroom*

climate, and supporting overall well-being. Additionally, students' benefits of mindfulness are: supporting readiness to learn, promoting academic performance, strengthening attention and concentration, reducing anxiety before testing, promoting self-reflection and self-calming, improving classroom participation by supporting impulse control, providing tools to reduce stress, enhancing social and emotional learning, fostering pro-social behaviour and healthy relationship, and finally it supports holistic well-being. (2009)

In conclusion, the mindfulness empowers students to explore their creativity and intelligence. Instead of quitting your job or being stressful whenever you give lessons, try to use and adapt the mindfulness in your class. Adapting mindfulness will create generation that is eager to learn without pressure and anxiety. Students should be happy and relaxed when having lessons and not feeling bored all the time. The magic stick is in your hand. You are the ones who determine students' future because teachers can make or break students. Scaffolding should be done in a protective way to enable students to learn and helping them to achieve whatever we want.

F. LEARNER VOICE



***Ece Karabey** is from Ankara and 18 years old. She graduated from Sembol High School. She is a student at TOBB University of Economics and Technology in Material Science and Nanotechnology engineering department. She is a student at prep school C level right now.*

***Efe Karabey** is from Ankara and 18 years old. He graduated from Sembol High School. He is a student at TOBB University of Economics and Technology in Mechanical Engineering department. He is a student at prep school C level right now.*

WHAT DO YOU FIND THE MOST/LEAST CHALLENGING ABOUT ENGLISH/LEARNING A NEW LANGUAGE?

BY ECE & EFE KARABEY

Actually, every succeeding day we learn better things, and thanks to this, we recognize more points about English, and about learning English as well. We start to notice how to learn English. Owing to the features obtained after a few months, we are able to enhance our English skills. Without doubt, there are lots of methods of learning English. In addition, learning English has also many challenges. From our point of view, there are certain things which we find the most challenging and the least challenging about English.

One of the things which we find the most challenging is trying to translate anything such as abstract things or an idiom. When a student who is a learner of English reads a sentence, he or she most probably tries to translate it directly to her or his native language. Trying to translate is also a challenge for writing skills. We still face this issue. Another most challenging thing is that we can't develop 4 skills of English equally. It is always difficult. We are excited people and it makes learning speaking skill difficult for us. For instance, structure skill is developed distinctively by studying, however; it is not valid for speaking because of being excited. The last point is that we can't keep in mind the target words especially in reading and listening questions in TOEFL. When we don't memorize and remember the words mentioned in reading questions, we don't choose the correct answer of the questions beneath the reading texts.

On the other hand, there are also some points that we find least challenging about English. To begin with, learning grammar topics, especially tenses, is one of the least

challenging things about English. In our opinion, if any student who is a learner of English studies tenses properly, the student most probably doesn't face any issues about that. Secondly, if a person wants to learn English, he or she can learn or practice English by trying lots of different ways such as keeping track of BBC news, watching TED talks or watching TV series. We mean, without being bored, we can learn English.

To sum up, learning English is a challenging thing as well as it is an enjoying thing; therefore, as learners, we should focus on the challenging things mentioned above during learning process, and we need our teacher's support and encouragement during this process.

WHAT THREE PIECES OF ADVICE WOULD YOU GIVE TO AN ENGLISH TEACHER?

BY ECE & EFE KARABEY

In our humble opinion, depending on books which help to teach English is a bit problematic issue for us. We think, the books are necessary, but they shouldn't be the most crucial thing which we focus on; thus, as a solution, we should have just one book including 4 basic skills of English, and we should sometimes study the book in the lessons.

The second advice is that teachers ought not to give a lot of homework. If teachers prepare lots of assignments for us, the homework should be optional since we have lots of tasks and responsibilities, and especially in some weeks we have a very hectic program. When we become relaxed, we had better have right to take these tasks; otherwise, we have to do them by paying less attention than we can normally.

The last advice is that the number of speaking classes should be increased since speaking can't catch on the other 3 skills; thus, the skill falls behind. Nowadays, the percentage of students who can speak English well is going down. We have also faced this issue since we started to learn English. To be honest, unless speaking classes increase, students can't develop their English, and they can't improve themselves enough in terms of speaking.



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LEARNER VOICE PROJECT

BY SENIHA NIZIC

1. What do you find the most challenging about learning English?

This article deals with the problems that students have when learning English language. Data are collected by conducting interviews and answering the questionnaires. Students mentioned in the article belong to different nationalities.

In a short period, English has become an international language. Almost all over the world, English is the language that must be learnt during education. Many students enjoy learning English, while numerous students struggle with learning it. It is said that many students study English for years, but still they are not able to have a simple conversation with native or non- native speakers. Those issues differ from student to student. According to some researchers, problems that students face with during learning English are:

- Pronunciation
- Grammar
- Vocabulary
- Slang and colloquialism
- Variations in English
- Spelling

PRONUNCIATION

The most important thing in learning any language is to master its pronunciation. Every language has its own alphabet which differs from other languages. Every letter is pronounced in its own way after the rules of that language. English is the language with the biggest challenge in pronunciation. You can find many (advanced) English speakers

who make mistakes pronouncing certain words, such as comfortable, chocolate, surface, and vegetable. Why is it happening? I would give you examples of students who are from different countries such as, Turkey, China, and Italy. Teaching Turkish students for more than a year I have noticed mistakes they make when pronouncing sounds θ and ð. Instead of saying **theater**/ 'θiə.tər/, they pronounce it '/tɪə.tər/. Word **this**/ ðɪs/ is pronounced as /dɪs/. The reason for mispronunciation of these sounds is that Turkish students do not have these letters in their native language. Moreover, Chinese students have problems noticing the difference between **r** and **l**. Word **rice** is mostly pronounced as **lice**. Also, word **rake** is pronounced **lake**. They struggle with intonation and word stress because word stress in Chinese is different from English. Furthermore, Italian speakers have problems with pronunciation the letter h. Words, **hospital**, **hotel**, **horrible** are pronounced /ɒs.pɪ.təl/, /br.ə.bəl/, /oʊ'tel/. Letter **H** is not pronounced by most Italian speakers. (Swan, 2001) Why is pronunciation important and challenging at the same time for most of the learners? If you mispronounce words, you may offend native speakers.

Grammar

Turkish and Chinese students usually have problems with the word order. Turkish word order is SOV, while English word order is SVO. Students usually omit the main verb. For example: *I can football. She should to a doctor.*

Based on my personal observations omitting copula verb is a common mistake both for Chinese and Turkish students. *She beautiful. I student.*

Articles are one of the most significant challenges when learning English. Most of the learners have problems with mastering the usage of articles in English. Due to not having articles in their native languages, students use them in a wrong way or when it is not necessary. From the examples given above we can see that English grammar is complex, and not easy to master.

Vocabulary/Slang and colloquialism

It has been approved that English has one of the biggest vocabulary of all languages. Native speakers can easily notice when vocabulary is inaccurately used by non- native speakers. Moreover, there is a huge number of slang and colloquialism used by native

speakers. Usage of slang in the USA differs from slang used in the UK. Also, students are not exposed to the slang words used by the English speakers in everyday speech.

Variations in English: As mentioned in the previous paragraph there are differences between British English and American English. Moreover, there is a difference between spoken and written English. Students usually are not aware of it. It takes years of practice to master it and to be able to notice all the differences. Some students try to use slang words in formal writings, such as essays.

Spelling: Words in English are pronounced differently from the way they are written. There is no a specific rule that can be applied for pronunciation. Native speakers of Serbian and Turkish language, where every letter is pronounced as it is written, have problems mastering English spelling. Moreover, Chinese students use logographic system symbols which represent words. Because of that, students have issues with reading.

Finally, being able to speak in English takes years of practice. Why? Students usually sound robotic, instead of speaking naturally. Students try to think about the rules they learned before, and they want to apply them in speech. This usually takes time, so their speech doesn't sound natural.

2. What three pieces of advice would you give to an English teacher?

Mustafa Kemal Atatürk said: „A good teacher is like a candle – it consumes itself to light the way for others. „ A teacher is a creator, innovator and motivator. There is no a good lesson without a good teacher. If you want your students to be successful you should motivate them, be mindful and try to create open- mindset. Create minds that are ready to grow and improve themselves. We should teach students how to accept mistakes and correct them. Show them that mistake is not an obstacle but bridge that connects their knowledge and improves them in every field. Teach them that learning is not a steady process but rather process of many failings and risings. When they realize it, only the sky will be limit for them.

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G. BOOK REVIEW



Adam Simpson has been living and teaching in Turkey for more than fifteen years, all of that time spent in the tertiary education sector in universities in Istanbul. His interests include descriptive curriculum planning, developing flexibility in lesson design and the considered integration of technology in the language classroom.

CAMBRIDGE ACADEMIC ENGLISH: UPPER INTERMEDIATE

REVIEWED BY ADAM SIMPSON

Author: Martin Hewings

Publisher: Cambridge University Press

Components reviewed: Student's Book, Teacher's Book, Audio CD and DVD

Short summary:

An integrated skills course book that successfully meets the needs of students preparing for study at English medium universities

ISBN-10: **0521165261**

ISBN-13: **978-0521165266**

For those who have had the experience of preparing students for academic study using a general English course book, the notion of a series that progressively aims to develop the kinds of skills necessary for tertiary study in an English-medium institution should be immediately compelling. With a market existing for a series, Cambridge's three-level (B1+ to C1) integrated skills course for higher education students at university or on foundation courses has an audience ready and waiting for books that deliver the goods. This is a review of the Upper Intermediate B2 title.

The good news is that, in designing this book specifically for students at university and on EAP foundation courses, this integrated skills course has given due attention to the type of language and the actual academic skills essential for successful university studies across a number of disciplines. Indeed, in promoting this new series, author Martin Hewings makes note of the point that there isn't any specific vocabulary or grammatical

structures which are the sole property of academic English, merely that certain words and structures appear with greater frequency in an academic environment.

(I refer to this youtube clip here... <http://www.youtube.com/watch?v=29nizxc8k5k>)

It is these frequently-used structures and this common lexis which form the first main focus in this book, one which is dealt with effectively. The second, equally well covered, focus is perhaps what most differentiates EAP from general English: the contexts in which the language 'occurs'. Lectures and seminars aren't situations in which people find themselves in everyday life, nor are people required to write essays outside of academic settings. It is therefore not surprising to find a lot of attention given to developing the skills necessary for the key receptive and productive aspects of EAP in this book.

Each unit of the book follows a standard progression. Starting with receptive input, the student is guided through the various skills that are useful for dealing with lengthy academic texts and lectures. While each unit starts out with reading and then listening, the input material is exploited in a way that enables the building up of a range of different skills. Unit 1, for example, gets the student to look at old classics like skimming, scanning and inferring the meaning of unknown words, while by Unit 8 the student is being asked to understand figures and tables as well as understanding the significance of references. The latter part of each unit moves the student from receptive to productive skills, building up skills such as delivering a presentation. There is also a separate section of each unit dealing with the grammar and vocabulary pertinent to the particular skills that the unit has focused on. In terms of organization, this pattern makes the book easy to follow, with each section given a standard color coding so that the learner can immediately recognize what it is they are working on at any given time. All in all, this is an easy to navigate book which has been well planned out. While the progression of units is ostensibly logical, it doesn't negate the possibility of using each unit as and when it might fit into a curriculum prioritizing the skills in a different order to how they are presented in the book. Basically, this flexible structure enables modular use of each unit, so teachers can focus on specific skills rather than pursuing the integrated approach.

If there is a criticism that can be leveled at this book it would be a very general one: it appears to be very much your typical TEFL coursebook. At first glance, it follows the conventions of the most well-known titles in world of ELT publishing, in terms of presenting a particular scenario, getting learners to then practice language and skills around that scenario, with the final aim of getting students to produce the target language. Nevertheless, such a criticism is unjustified, given the obvious care that has gone into creating a resource for a very specific target market. A general ELT coursebook this most certainly isn't. Indeed, this has been clearly designed specifically for students at university and on foundation courses.

Other aspects of the book further reinforce the notion that much thought has gone into providing a resource that will be as useful as possible for the target consumers. Firstly, there is recognition of the fact that academic study requires not only a lot of solo work but also adequate collaborative skills for working in groups. This has been addressed in the 'Study Tips', which facilitate the development independent learning and group work skills. Secondly, there are points in each unit at which the learner is asked to look at the skill they have practiced and apply it to their own area of study. Given that this is an EAP book rather than an ESP volume, this seems like a fair compromise and one which the particular teacher can work on in their academic setting, according to the given context. Finally, there is recognition that lectures are the one big part of academic life that causes the greatest problems for non-native university students. This has been addressed by the addition of five 'Lecture Skills' units interspersed among the other units. This extra focus on how to deal with lectures is a key part of the appeal of this book, as it focuses on such things as understanding the relationship between different parts of a lecture and examining how a speaker makes references.

One thing I particularly liked about the audio and visual materials are that they come across as being genuinely authentic. Rather than solely hearing and watching recordings of native speakers delivering the receptive input, we are treated to academics from all over the world, many of whom are using English as a second language. Consequently, we experience genuine authenticity, with the occasional preposition missed or other such minor infraction in language use. This is a book that therefore presents a realistic view of what learning will be like for a learner studying in an English-medium context. Great care has been taken to choose material, with the fact that the choice of language

presented was informed by the Cambridge Academic Corpus and the Academic Word List immediately evident. It is one of the main pluses of this book that it provides so solid a foundation in the kind of language that academic learners will encounter.

The promotional blurb suggests that the Audio CD and the DVD include 'extensive' materials with authentic Cambridge University lectures and interviews with university students which provide the basis for developing listening, note-taking, discussion and other skills specific to an academic context. It should perhaps be noted that by 'extensive' they mean 'covering the full range' of academic skills, rather than focusing on full-length lectures. Consequently, those among us who view getting learners to listen to complete lectures as being the best way of building up a student's ability to cope when confronted with such lectures will find themselves needing to supplement this book with their own resources.

The teacher's book is also extensive, equal in length to the student's book. While it generally follows a traditional linear style, describing how to present each task in the book in turn, it nevertheless allows for some flexibility with an impressive number of 'Optional Extra' tasks which allow the teacher to take the teaching of the unit in different directions as and when necessary. There are also a good number of photocopiable classroom activities, as well as suggestions for suitable homework assignments. Importantly, the teacher's book doesn't scrimp when it comes to offering support in the explanation of the grammar contained in each unit.

CUP has clearly seen a niche in the market for a general purpose book for EAP. All in all, author Martin Hewings and course consultant Michael McCarthy have delivered the goods with Cambridge Academic English: An integrated skills course for EAP.

CLIL ACTIVITIES
REVIEWED BY ADAM SIMPSON

Title: *CLIL Activities*

Authors: Liz Dale and Rosie Tanner

Year of publication: 2012

Publisher: Cambridge University Press

ISBN: 978-0-521-14984-6

Items reviewed: Book and accompanying CD-ROM

Summary:

A thoroughly worthwhile addition to the Cambridge Handbooks for Language Teachers series and an indispensable tool in the advancement of content and language integrated learning.

Review:

Ever since David Marsh and Anne Maljers ushered in the era of CLIL in 1994, this new methodology has remained a source of hot debate in ELT. While many teachers are suspicious of or indeed resistant to the very notion of Content and Language Integrated learning, others view it as the future of language teaching. For those unfamiliar with the concept, CLIL is an approach which aims to marry the learning of content to the acquisition of an additional language, thus teaching both the subject and the language simultaneously. While several notable books have been written on this methodology, our profession has been crying out for a definitive guide to CLIL: it is with this mission in mind that Liz Dale and Rosie Tanner have created this book.

Turning to the content pages, it immediately becomes evident that *CLIL Activities* stands out when compared to other publications on the subject. This resource book has clearly been written by experienced CLIL practitioners. *CLIL Activities* is split into three parts; Background to CLIL; Subject pages, and; Practical activities. This no-nonsense layout serves to suck the reader in from the start: first you are told what this phenomenon is, you are then shown clearly how this might play out in your specific subject area, before finally you are given a large number of adaptable activities to help you in your teaching.

In part one, the Background to CLIL section, we are offered a clear explanation of what CLIL is and its benefits and challenges. This section is extremely informative and maps things out very clearly. Whether you regard yourself as a proponent or opponent of CLIL, this first section explains what it is all about, how it differs from content-based language teaching, as well as examining the role that the CLIL teacher plays in the classroom. Each section of part one is short, sharp and to the point, making it easy to digest. There are also self reflection tasks, most notable being the one that guides you into assessing 'how CLIL' your teaching is. All in all, you'll have a fairly comprehensive idea of what CLIL is and how it might relate to your teaching by the end of part one.

It would seem logical that anyone reading *CLIL Activities* might ask the question, 'how exactly is CLIL going to work for my particular subject?' This is precisely the issue the authors deal with in part two. The range of subjects included is impressive; art, design and technology; economics and business studies; geography; history; ICT; maths; music and drama; physical education; science. This part of the book begins, however, with a discussion how CLIL challenges learners. The challenges discussed are examined in terms of; 1) the affective barriers to learning; 2) the linguistic problems faced by learners, and; 3) cultural issues. This section, although only constituting a handful of pages, was a nice addition to the book; it was pleasing to see the other stakeholders acknowledged in this way. Part two continues with the subject pages. Each subject is presented to the reader over the course of four pages. Firstly, there is a description of the language of the subject, along with common examples. In maths, for instance, the importance of being able to define is exemplified with the sentence, '*in a parallelogram the sides are parallel and equal.*' In science, the importance of conditionals is highlighted: '*If an object is submerged completely, it displaces its own c-volume of fluid.*' The examples given for each subject provide a concise yet clear overview of the linguistic norms of the discipline. These examples take up the first two pages of each subject and are followed in each case by an annotated sample text and a list of sample lesson aims. The sample text is particularly useful in terms of how it highlights what the teacher should be looking for when analyzing materials. Granted, one page for an entire subject isn't comprehensive coverage, but even experienced language teachers could learn a lot from these succinct analyses of textual conventions. The lesson aims again are just examples of what teachers might want to teach in terms of speaking, writing, grammar and

vocabulary. These are presented according to the descriptors of the Common European Framework (these descriptors are given in tabular form at the back of the book for those not familiar with the CEF). My overall impression of part two is that it does a fine job of orienting the teacher: here are the conventions of your subject, these are the kind of things you should be looking for and these are the sort of aims you should have in mind when teaching.

Part three - the main body of the book - has been organized into five chapters: *Activating*, *Guiding understanding*, *Focus on language*, *Focus on speaking* and *Focus on writing*. The logic of this is immediately evident, as these are clearly the different areas in which those wanting to implement the CLIL approach would consider using the activities in this book. A final chapter provides practical ideas for assessment, review and feedback. These six chapters contain between fourteen and nineteen different activities, all of which follow a formulaic layout. At the start of each activity is a preparation box which provides a one-sentence overview of what the activity involves, a quick overview of the thinking skills, language focus and language skills that the activity aims to develop, the time it will take, the suggested language level and the necessary preparation involved. This is followed by a procedural list of how to conduct the activity. Where necessary, there is either a graphical representation of what the board work may look like or a photocopiable handout. Each activity page is rounded off with teaching tips about how to conduct the activity and ideas as to how it might be implemented in particular subject areas.

The *Activating* chapter explores effective ways of stimulating student knowledge. Consequently, there are a number of activities based around graphic organizers, with others attempting to activate schemata, such as 'Guessing the Lesson' and 'Word Wall'. In *Guiding Understanding*, the authors explore ways of leading the learners into the subject with such activities as 'Interview as Input' and 'Gist Statements'. This chapter continues the exploration of graphic organizers, as well as considering how to make PowerPoint an interactive tool. The aims of the activities in the *Focus on language* are, obviously, geared at developing grammar and vocabulary. There is an activity based on the Academic Word List, another looking at vocabulary strategies, while others are based on classic word games. The productive skills are afforded a chapter each. *Focus on*

speaking has activities themed on role plays, presentations and describing graphs, while *Focus on writing* contains activities looking at brainstorming techniques among others. Included in the *Assessment, Review and Feedback* chapter are activities geared towards creating rubrics and fashioning error correction codes, as well as ways of providing feedback. All in all, part three of the book is solid rather than revelatory or innovative. While experienced language teachers might work through these chapters and feel that they have probably done most of these activities in one form or another during their teaching careers, what shouldn't be overlooked is the value of being able to apply them to a range of situations and subjects. In a profession such as ours which has a tendency to throw the baby out with the bathwater, it is genuinely nice to see that classic, worthwhile activities are presented well and explained thoroughly. What part three lacks in innovation, it more than makes up for in detailing how the activities can be used and adapted to suit many situations. While it feels like it is aimed more towards subject teachers who have to deal with language than vice versa, I'd still suggest that experienced ELT professionals could gain a lot from revisiting these tried and tested techniques, especially given the expert way they have been presented in this book.

In discussing this title, authors Liz Dale and Rosie Tanner noted that they had worked collaboratively on each and every activity included. Whereas some co-authored books very much have the feel of different chapters having been solely prepared by one person, this book has a continuity of style which clearly stems from the two writers having written this in tandem. Consequently, the book contains a huge range of easily accessible and readily applicable activities that can be used in any order, as and when you see a need.

As far as the accompanying CD-ROM is concerned, those of you who are expecting an all singing, all dancing interactive experience will be disappointed. That's not to say that the disc isn't useful; on the contrary, what they have done with this resource is simple yet very clever. The CD-ROM contains print-ready PDF versions of the activities presented in the book, so rather than having to bend back the pages to try and get a decent looking photocopy, you can print one off from the disc itself (this is also invaluable for those of us who like to project such things onto whiteboards). The activity indexing system from the book is replicated on the disc, so the activities are easy to find. All in all, while it

would have been nice to get some extras on the disc, it nevertheless serves as a useful and well thought out supplementary resource.

The Cambridge Handbooks for Language Teachers series is, arguably, the great handbook collection in English language teaching. Having offered practical ideas, techniques and activities for the teaching of English and other languages over the course of many decades, the books in this collection have provided inspiration for generations of both teachers and trainers. The series, despite now boasting over 40 titles, doesn't allow new members into its club without good reason, though. Consequently, any book entering the collection does so with something of a pre-ordained stamp of approval. With this in mind, I'm glad to report that CLIL Activities is fully worthy of its place in the Cambridge Handbooks pantheon.

EMAIL ENGLISH 2ND EDITION

REVIEWED BY ADAM SIMPSON

Title: *Email English 2nd Edition*

Author: Paul Emmerson

Publisher: Macmillan

ISBN: 978-0-230-44855-1

Summary: A thoroughly worthwhile update to a classic book about emailing which retains everything that was right about the first edition while effectively revitalizing its content a decade on from the first edition.

On very few occasions during a teacher's career will they find a book that is universally hailed by educators and learners alike as a fantastic, indispensable resource. When Macmillan first delivered Paul Emmerson's *Email English* back in 2004, it found immediate success in tapping into a market that had been crying out for a title devoted to this still emerging form of communication. Now, almost a decade on, what changes have been made to this classic text, and, importantly, how has this book adapted itself to meet the current conventions of email communication?

Like its predecessor, this 2nd Edition of *Email English* is primarily for learners of Business English who need supplementary support in the fine tuning of their writing of effective emails, as well as developing their social media communication (although by no means is it limited to this niche; it is equally useful for general English). Perhaps the clearest benefit of *Email English* is that it is based on countless real life examples, systematically presenting its users with key language for constructing effective and convincing emails, as well as developing an appropriate style for interacting on the likes of Facebook and Twitter. This feeling of working with authentic email communication is something that shone through in the first edition. This thankfully remains the case with this updated version.

Email English is an upper intermediate level book, aimed at CEF Levels B1 and B2. Its thirty-two units of study - each unit comprising two pages - cover the basics of email interaction, as well as a focus on specific situations, skills development activities, an examination of common grammar problems and a comparison of formal and informal styles. Each unit contains between three and five activities, guiding the user from recognition to simple production. The fact that there are no free writing activities indicates, as stated in the “to the teacher” introduction, that this is designed for self-study as well as classroom use. The social media section offers advice on approaches to appropriate use and key lexis for writing on social media platforms. It should be noted that the print edition contains no bonus material in the form of multimedia content (*Email English* is, however, also available as an application containing all the content from the printed book with interactive material).

So, what has been discarded and what has been retained? Firstly, the layout of the book remains ostensibly very much the same as the first edition. In the original book, we started off with several introductory units, examining issues such as formality and key phrases in email language, as well as a section called “Basic” which looked into such things as opening and closing an email, giving news, arranging meetings, negotiating, and checking understanding. The second edition sees these two sections merged. Many of the original units have survived, albeit in a sensibly and logically refined form.

The “Language Focus” section also makes it into the new edition: verb forms, punctuation and spelling and common mistakes are among the units in this somewhat expanded section of the book. This edition also retains the “Problems” and “Reports” sections of the first edition, almost in their original form, but again with a bit of worthwhile tweaking here and there. The original book rounded off its units with sections called “Direct/Indirect” and “Personal”, the former focusing on being brief and being polite, the latter looking at friendliness, giving advice and applying for a job. While these sections have disappeared, the units themselves have merely been dispersed across a number of other sections, most notably in the new “Style” part of the book. The biggest overhaul of units has come, however, in the transformation of the “Commercial” section of the first edition into what is now named “Professional”. This section of the book retains a lot of the meatier units from the original, but is also greatly expanded. With ten units of work, this is the largest section of the second edition, containing units on arranging a meeting, the customer-supplier chain, making inquiries, discussing and agreeing terms, and arranging payment.

All in all, you get the feeling when comparing the two editions that the tweaking and rearranging has been worthwhile, and really is a reflection of the changes that have taken place in email communication during the near decade between the original and its updated counterpart. Where units have been dropped, their absence doesn’t come across as being detrimental to the book. Where units have been added, the logic behind their inclusion is apparent. The fundamental structure of each unit also remains the same, with each comprised of a lesson-friendly, two-page layout. Nevertheless, to say that the work done on the second edition is akin to retuning an engine and replacing a couple of worn out parts would be to do this update quite an injustice. The major innovations lie elsewhere.

In terms of usability, the second edition really pulls it off with huge success. As with its predecessor, this book is thoroughly suitable either for self-study or as a supplementary material for the classroom. Indeed, it would be easy to match many of the units to the type of writing exercises found in any number of traditional coursebooks. As far as the types of activity are concerned, a variety of exercise types are featured which ensure a high level of understanding and language development. While the layout of each unit

aims to guide the learner from simple recognition to the point where they are ready for production, the layout might begin to feel a bit repetitive if one were to work through the book from start to finish. However, the progression of tasks is well thought out throughout the book. Nevertheless, an approach in which the user dips into individual units as and when necessary might prove to be the most rewarding way of using *Email English* in the long run.

The “Phrase bank” is another winner, consisting of phrases organized functionally which can be used to independently construct more effective emails. This section serves as a valuable halfway point for students between having to go for full production and falling back on formulaic one-size-fits-all formatted emails. Readers are presented with enough alternatives to be able to pick and choose effective lexical chunks to be able to bring an authentic feel to their email communication and yet avoid overly repetitive emails. Another clear plus of this edition is that students deal with both formal and informal emails and – importantly - learn to switch appropriately between the two. This is what makes this book so accessible to not only Business English users but to the wider General English market. This was a sensible direction to take and one which opens up the title to so many more learners.

Where the second edition really excels is in its new social media section, which presents strategies, tips, key language and expressions for writing on social media platforms such as Facebook, Google+, Linked-in and Twitter. Indeed, so important a part of the second edition is this section that the words “with new social media section” are emblazoned on the front cover. To be fair, though, what author Paul Emmerson has done here is clever. Rather than creating exercises that aim to look as if they are trying to mimic the style and feel of a Facebook page or a Twitter feed, this section has gone for the long-term in its approach. Acknowledging that such platforms regularly update their appearance, the advice here is more general yet nonetheless well-aimed. For each of the aforementioned platforms a general description is given, followed by a bullet-pointed list of reasons for using that platform, and rounded off by a list of tips on how to proceed. The focus on individual forms of social media is then followed by general tips for such communication. Examined here are issues such as formality, politeness, shortened forms of words, conventions on missing out certain words and the enticingly titled “bringing a sentence to life”. All in all, you get the sense that this is a really well thought out and executed

addition to the first book. The information is practical and useful, while delivered in such a way that it won't seem dated a year or two from now.

The first edition of *Email English* proved to be an instant classic in the world of language teaching resources. If anything, the updated version has built on this in fine style, truly delivering a resource for this second decade of the twenty-first century. Whether you're a business person looking to independently improve your Business English writing skills, or if you're a language teacher in search of a functional supplementary resource, this is the title to invest in.

GENRES ACROSS THE DISCIPLINES

REVIEWED BY ADAM SIMPSON

Title: *Genres Across the Disciplines*

Authors: Hilary Nesi & Sheena Gardner

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Short Summary:

A groundbreaking title in the field of higher education writing, this book uncovers norms and conventions across the whole spectrum of tertiary education written work.

Review

Why do university students write? What are they expected to write? To what extent do academics understand the process of setting a writing assignment, and – significantly – how proficient are they in creating appropriate prompts to elicit the kind of writing they expect? On first reading, none of these questions seem that demanding, nor might you expect them to have interesting answers. Nevertheless, it is precisely with such issues that *Genres across the Disciplines* concerns itself.

Those aspiring to read this title should know that it is intended for a fairly select audience. If, say, you're currently doing an MA and at some point need to analyze student writing, this title will be at the top of your wish list. Indeed, it is with such an

audience in mind, along with those tasked with preparing and assessing a writing-related curriculum and/or materials design, that this title has been written. As such, it presents the reader with what is ostensibly an unparalleled, forward-looking, corpus-based body of research into contemporary student writing in higher education.

Another thing the prospective reader needs to be aware of is that this title draws data exclusively from the British Academic Written English (BAWE) corpus. Its findings, while still largely applicable to other world 'Englishes', are consequently mainly focused on the British context of academic writing. For those unfamiliar with corpus linguistics, a corpus is a large and structured set of texts that are used to conduct statistical analysis and hypothesis testing, checking occurrences of language items or validating linguistic rules as they appear in or influence a specific language context. The BAWE corpus contains 2761 pieces of proficient assessed student writing, ranging in length from about 500 words to about 5000 words. The texts are derived from Arts and Humanities, Social Sciences, Life Sciences and Physical Sciences and are examples from four levels of study; from undergraduate through to Master's level. Thirty-five different disciplines of writing are represented. This means that the book is replete with authentic examples of assignment tasks, macrostructures, concordances and keywords.

"Genres across the Disciplines" is presented in two parts. Part one serves as an overview of academic writing, with two foci. The first area of focus is the role of student writing in contemporary university degree programmes (namely the focus on prior research, the importance of writing in an academic program, and the approaches to study). The second focus of this overview section is the families of genres of assessed writing (including many tables indicating the distribution of genre families and genres across both disciplines and years of study). Part two, the main body of the book, examines the social functions of university student writing; developing understanding and explaining (such as explanations and exercises); developing arguments and independent reasoning (such as critiques and essays); developing research skills (such as literature surveys, methodology recounts, research reports); and preparing for professional practice (such as case studies, problem questions, design specifications, proposals). Part two is also concerned with university student writing in terms of personal development. Dealt with in detail are the role of reflection, as well as an investigation into the importance of

creativity and contextual metaphor (particularly in genres such as narrative recounts and empathy writing). The book concludes with a consideration of tradition and innovation in university student writing.

At this point, you may already be feeling a bit overwhelmed, especially if you're not familiar either with the corpus linguistic method of analyzing language or with the conventions of particular writing genres. Fortunately, authors Nesi and Gardner work on the premise that not all those reading this book will be experts and have approached the writing of *Genres across the Disciplines* accordingly. In part one, the uninitiated and the passionate corpus linguist alike are brought up to speed as to the purpose of the book. The use of the BAWE corpus is explained, as are the base assumptions from which the book was developed. These assumptions are; students are required to write in a number of different genres; these genres are themselves defined by the language used to describe the assignments given; particular genres are favored in certain academic disciplines, whereas other may not be employed at all; as students progress through their courses of study, they are increasingly expected to conform to the norms of their particular field, and; Globalization has had an effect on writing in English, meaning that genre norms are becoming internationally homogenized. Part one goes on to clarify what other sources of data have been utilized and how the data was examined. The fruit of their labor is the classification of the thirteen genre families which form the basis for part two of this book.

Part two comprises six chapters, each representing a specific social function. Each of these chapters revolve around the central tenet of *Genres across the Disciplines*, namely that it is not only students who need to establish a firm grasp of the conventions of the given genre. Indeed, it is those who find themselves in the position of setting writing tasks for whom this title will be of most benefit. It is with this target audience in mind – those with a stake in developing and assessing writing tasks – that part two unfolds.

In the 'Demonstrating knowledge and understanding' chapter, the 'Explanation' and 'Exercise' genre families are examined. These two genres are investigated in terms of how they appear across different disciplines. For example, an explanation assignment for a publishing portfolio may consist of a number texts from different magazines, each

with varied rules as to style and word limit, whereas a mathematics explanation might contain two parts, each with its own introductory and concluding sections.

The 'Developing powers of informed and independent reasoning' chapter examines 'Evaluation' and 'Argumentation' in terms of how they appear in critiques and essays. Interesting variations in how the pronoun 'I' is used in the disciplines of philosophy and English are among the differences highlighted in this chapter.

In the 'Developing research skills' chapter, the genre families of 'Research reports', 'Literature surveys' and 'Methodology recounts' are discussed. One of the findings given here is the varying distribution of these genres across the disciplines of arts and humanities, life sciences, physical sciences and social sciences. Thus, we are able to note, among the other findings, that methodology recounts should be afforded more attention as this method is by far the most prevalent.

The 'Preparing for professional practice' chapter examines a number of genres; 'Problem / question'; 'Proposal'; 'Design specification'; and 'Case study'. As with the other chapters, the differences and commonalities among these genres receive attention. For instance, one of the things that is highlighted is the fact that each of these genres seeks solutions to practical problems, the main thrust of the chapter therefore being a discussion of the varying ways in which the solutions are presented.

In the 'Writing for oneself and others' chapter, the genres of 'Empathy writing' and 'Narrative recounts' are discussed. Details are given over the differences between personal and impersonal recounts, as well as a thorough examination of the experiential cycle. By this point, we have - hopefully - been familiarized with the workings of corpus linguistics to the extent that the chapter's '4-grams' (four word lexical chunks for the layman among us) table, detailing the relative importance of the likes of 'to be able to', starts to make sense.

Each of these five chapters contains a 'The language of...' section, detailing the type of language we might typically expect to see used in written production in the genres discussed. These pages of the chapters are exemplified with concordance lines,

frequency tables and lists of the most commonly used verbs and nouns in the given genre. By rounding off each chapter in this way, Nesi and Gardner are cleverly enabling the reader to take their foot off the mental gas pedal a little by presenting something a bit more concrete to work with after the heavy theory that precedes these sections.

Genres across the Disciplines rounds off with the chapter on 'Networks across genres and disciplines.' This is a fitting way to conclude this title, as it serves as a means of measuring the extent to which the book should influence those reading it, as well as attempting to define its role within the shaping of contemporary higher education writing. This chapter doesn't focus on specific genres per se; rather it does serve as a call to arms: it fulfills the important task of reiterating the notion that there are vast differences between writing in the varying genres and that it is a duty for academics to be aware of these differences and set their tasks accordingly.

As we saw with part one, Nesi and Gardner again work on the premise that not all those reading this title will be experts and have approached the writing of the second part in view of that fact. Throughout part two examples are given in the form of figures, diagrams and tables, which aid in the understanding of the data being shared immensely. Examples are presented in as straightforward a way as possible, their relevance becoming instantly obvious as a consequence. The authors have taken great care to deliver what is ostensibly challenging material – especially to those unfamiliar to corpus linguistics – in a consistently open and lucid way.

In presenting the first detailed descriptive account of assessed writing in the UK's higher education sector, Genres across the Disciplines may well become essential reading for those in need of such data, such as students of applied linguistics or those seeking to effectively implement the teaching of writing into a curriculum. The authors deliver a sophisticated yet intuitively understandable framework to examine how the core functions of explaining, developing arguments, reporting research and preparing for professional life shape the writing produced by contemporary university students.

"Genres across the Disciplines" is no casual read, nor is it a title that will appeal to a mass market. Nevertheless, these issues should not mask the fact that it is a significant

accomplishment and will serve as a quintessential text to those involved in decision making in terms assessed writing requirements in higher education courses. It should also find itself a mainstay of the reading lists on applied linguistics MA programs for the next decade at least; such is its accessibility and its revolutionary subject matter.

