PROFESSIONAL ELT MAGAZINE ONLINE

Contents

A. BELIEFS AND VALUES

Elizabeth S. Coleman has worked in EFL for more than a decade. She has a special interest in working on diversifying classroom practice through analysis of intersectional identities and methods of inclusion. Her recent work focuses on educational equality and equity, with particular attention to LGBTOI+ members of the classroom.

WHY TRAUMA INFORMED TEACHING MATTERS
BY ELIZABETH S. COLEMAN

Trauma is an insidious thing. A trauma is a deeply disturbing or distressing experience; trauma, minus the article, is defined by the APA as an emotional response to a terrible event. The effects of trauma can be varied and unpredictable and may lead to conditions such as Post-traumatic Stress Disorder (PTSD), or in the case of prolonged or multiple exposures, its more complex cousin, C-PTSD.

We are told, and we tell others, that we should leave our personal lives at home; our lives should be compartmentalized. That is both unrealistic and heartless. As educators, we must be aware of the effects that life experiences have on our students and colleagues. We must be trauma informed. To be trauma informed is to be aware of the impact of violence and other traumatic experiences on those who encounter them. To be a trauma informed educator, we must extend that knowledge into practice to create environments in which those we interact with feel safe and secure.

To elucidate, let's consider the three *E*s of trauma: Event(s), Experience, and Effect(s). The event refers to what actually happens, the actual harm or threat of harm, either physical or psychological, that a person experiences. Experience relates to how the person experiencing an event classifies if and if it has a disruptive impact upon them. Effects may be short or long term. Effects of trauma may include the inability to manage daily stress, inability to form deep and trusting interpersonal relationships, and cognitive dysfunction. When we look at those effects it is abundantly clear that trauma can have an effect on our students and the way learners both function and learn in the classroom. Students who cannot process information, manage stress, or connect with instructors and peers will get lost in our education system. Being trauma informed means educators know this and seek to avoid perpetuating further harm (Carello & Butler, 2015).

The foundation of trauma informed practice can be summed up in the four *R*s: Realize, Recognize, Respond, and Resist re-traumatization. We must realize the far-reaching effects of trauma, recognize the signs of trauma when we see them, respond by applying knowledge surrounding trauma to our institutional policies, and finally resist, or avoid, re-traumatizing survivors. It is at this juncture that we can encounter hurdles as educators. There are many everyday topics that we incorporate into our lessons that may prove triggering for our students. We talk and teach about family, relationships, home; teachers assume that these are inoffensive topics but they can all be sites of trauma. Instructors push students to speak on these topics and others with no knowledge or even regard for how students feel around these issues.

In recent years, I've known students to be asked oral exam questions about their home country, an active conflict zone; to be forced into presenting on their home town, also in a war zone; to talk about home, an unsafe space. Yet it's not only in talking that we can re-traumatize people. What we don't say matters, too. Mindfulness has swept through our industry, and with some positive results. It requires us to slow down and focus, which is fantastic unless there's something you really don't want to focus on. Silence is a powerful tool, and knowing when to integrate it in a lesson is a valuable skill. That does not mean we don't risk harm when we ask students to be silently mindful. Silence isn't always safe; it can provoke a multitude of feelings and recall any number of traumas.

I'm not suggesting that as educators we don't employ mindfulness, or that we never discuss families. I am saying that we need to be mindful ourselves - we must work on being trauma informed and understanding how the subjects we bring into our classrooms can re-traumatize those we work with. The US Substance Abuse and Mental Health Services Administration (2014) sets out six key principles of trauma informed practice:

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice and Choice
6. Cultural, Historical, and Gender Issues

In the classroom, this means understanding what safety means to trauma survivors, being transparent with our decisions, i.e. in expectations and grading policies, and sticking to them; recognizing that everyone one can be involved in a trauma informed approach; looking beyond stereotypical attitudes toward gender, race, sexuality and other intersectional identity factors and cultivating policies, protocols, and processes that are responsive to the racial, ethnic and cultural needs of individuals.

Education is a wonderful, transformative factor in people's lives, and as educators, we ultimately play a role in socializing learners. We must socialize them into safety and support; we must bring these principles into our institutions. We cannot allow our classrooms to be sites of re-traumatization.

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B. ELT RELATED REFLECTIONS

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REFLECTIONS ON THE VIRTUAL CLASSROOM AND EDUCATION UNDER COVID-19
BY ALP AKARÇAY

Twenty-five years ago Deborah Britzman (1995) asked "what does education need to learn from the pandemic known as AIDS and from the political demands of those who live at or beyond the sexual limits?" Although much has changed in the politics of cultural knowledge and social fiction surrounding the AIDS pandemic, and some progress has been made on the political demands of those who live at or beyond the sexual limits in some parts of the globe; could there be a similar political and cultural crisis today in the current conditions and the local narratives associated with the COVID-19 pandemic and with the lives of those who live at or beyond the sexual limits? The current COVID-19 crisis is an opportunity to pursue better politics, economies, societies and pedagogies – in which sustainable, equitable and democratic solutions are central – and to critically confront unsustainable reproductions of socially and politically subjugated life and work norms that define our humanity. This crisis will continue to trouble and drive us to look more deeply into our hierarchical systems, institutions and relationships that sustain economic and social inequalities governed by heteropatriarchal regimes and nurtured by normative and heterocentric limiting practices in education.

As we replaced physical classrooms with virtual ones overnight, the COVID-19 pandemic has certainly forced many educators to reflect on the dynamics of teaching and rethink the limits of learning and knowledge (Britzman, 1995). Virtual modes of communication seemed to hold remote and polymorphous characteristics that came with techno-interactive pedagogical possibilities. It also required teachers to quickly adapt to these technologies and online classrooms while simultaneously struggling to navigate a variety of methodological challenges. This hybridized contorted landscape restructured the very ecosystem and nature of teaching. What changes in a

virtual classroom? How do we negotiate and navigate our identities and/or "non-normative educational desires" (Fraser & Lamble, 2015)? How do we fully engage with one another, embrace critical and creative thinking to create language and discourses that challenge and critique hierarchical social relations and issues? During online sessions and discussions, some students navigated effortlessly, some expressed a preference for face-to-face classroom sessions, and others seemed to have lost motivation and made irregular appearances. Holding class discussions in which, much of the time, students had no faces (as many participated without turning their cameras on) was a distinct challenge. I wonder how we will navigate the limits of thinking, learning and knowledge if we remain, partially or not, in virtual learning communities. Many of us now wonder how education will continue to be impacted, and how these hybridized experiences will inform educational institutions: what will our classrooms look like going forward? How will we socially position ourselves and map our classroom communities in a post COVID-19 life?

To reimagine our teaching practices means to reflect on curriculum, theories, methods and praxis; to reconsider a curriculum design that solely focuses on academic language skills and the testing of those skills using course books/materials that configure language as an entity devoid from the social realities, experiences and identities of students and our societies; to critically interrogate texts/images incorporated into language practice activities that perpetuate hegemonic and heteronormative discourses and representations of people; to reflect on what is at stake when we come across gender stereotypes in the pages of our course books - or sometimes, from the people in the classroom - that reinforce gender based differences without studying "the risks of normalization" (Luhmann, 2009). It also means being self-reflexive of our own responses to and alliance with hegemonic discourses.

Educators can utilize Queer Theory to address the challenges of normalization. Queer Theory allows educators to actively participate in raising awareness for a critical consciousness around such hegemonic discourses that define normalcy (Zacko-Smith & Smith, 2010) and question the ways in which identities are historically and culturally constituted and positioned (Watson, 2005). Looking at some of the positive outcomes of applying Queer Theory as a lens through which to look at systems and institutions, Halperin (2003) mentions that Queer Theory allows for reexamination of the relationship between gender and sexuality - not only as analytic categories, but also as lived experiences. Luhmann (2009) states that utilizing queer pedagogy involves not only examining normalization, but also, examining teaching and learning, whether subversive or not, and the limits of its very own pedagogical practices. Queer pedagogy allows for the interrogation of hegemonic

discourses, ideologies and heteronormative constructions of sexuality by deconstructing (Curran, 2006) and reimagining social norms and values that "keep people from gender and sexual self-determination" (Miller, 2015).

The political and cultural crisis today in the current conditions and the local narratives associated with the COVID-19 pandemic and with the lives of those who live at or beyond the sexual limits is similar to the cultural knowledge and social fiction that had surrounded the AIDS pandemic.

As we reimagine learning, teaching and higher education post COVID-19, we are more dependent on the radical solidarity between students, educators and administrators to radically queer[1] the curriculum and address the challenges of normalization as a way to disrupt heterocentric discourses, "open up spaces for non-normative educational desires to emerge" (Fraser & Lamble, 2015) and to collectively engage in building a more just world.

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[1] Queer is used as a verb. Please see Fraser & Lamble's (2015) *Queer Desires and Critical Pedagogies in Higher Education: Reflections on the Transformative Potential of Non-Normative Learning Desires in the Classroom* for an exploration of a queer approach in higher education.

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THE WELL-EDUCATED TEACHER AND ELABORATE CURRICULUM ARE HERE; BUT WHERE IS THE LEARNER? THE WISDOM OF SELF-DIRECTED LEARNING[1]
By Deniz Özbeyli

Is it the tragedy of a foreign language teacher? Or, maybe, it would be better to say that it is the dilemma going on. There is no doubt the instructors of foreign languages are very well educated. They learn, know, practice and witness a variety of things. They are, I believe, the dynamic, multi-dimensional, multi-cultural face of the whole education system. Besides, ELT world invest an immeasurable budget into the field all over the world. Millions of people learn English on different expertise levels; however, despite all those abovementioned details, unfortunately, it is undeniable that a meaningful deal of the efforts spent in the classrooms do not lead to the desired level of learning of the target language. In my article, I am underlining a very critical truth and necessity in language learning: It is the learner who is going to learn, practice and excel in the target language. The teachers can/will be facilitators, inventors, moderators, companions or role-models. They should be so. Teachers should be the presenters of new ideas, applications and systems concerning language learning. However, teachers should not run over the learner's responsibility area. It is not the teacher who learns a foreign language but the student. Therefore, by using functional/contemporary/attractive methods-apps-technology-concepts, a teacher should be able to direct the students to the learning process actively.

As Socrates[2] said, "Wonder is the beginning of wisdom". I believe that without creating wonder and

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[1] The concept of Self-Directed Learning has always been used by numberless teachers since past years. However, the term Self-Directed Learning (SDL) was defined and used systematically by Maurice Gibsons.

[2] https://www.goodreads.com/quotes/4097-wonder-is-the-beginning-of-wisdom, accessed on May 27h, 2020

interest, however fantastic buildings and elaborate curriculum you design, and however well educated, knowledgeable teachers you hire in the faculty, you will not be able to include the learner in the learning process. So, self-directed learning is getting more and more into the core of the education. For this, a learner first has to wonder about a topic, any knowledge, skill or accomplishment and then get involved in the field. The human inquisitiveness, the urge to engage with lifelong learning will lead to a higher level of educational perception. A teacher should create the feeling of attraction and wonder in the class, present some basic criteria for the students to follow--start the ignition, in other words-- and then wait for the students to get involved and take action.

As an experienced teacher in the field I have tried a great variety of things that contribute to foreign language learning. Results are fantastic! Here, in my article I am going to suggest teachers include various enjoyable and useful concepts/apps. From playing the Kahoot games designed together with the students to having a partner-classroom in a different country; from having a non-native student in the class to preparing very short likes/dislikes audios/videos; from encouraging students to have pen pals to the analysis of the English media seen in graffiti/commercials, even on t-shirts; from using mobile phones effectively for educational purposes to being a role-model for the students, the ideas are various. This is a highly demanding but enjoyable approach.

Naturally, there are things within the borders of a teacher's responsibility area and there are things which are beyond these borders. For instance, having even one foreign student in classes creates a very valuable environment for foreign language learning. Students will have to use the mutual target language to be able to communicate with that student during and after the classes. However, apparently, such arrangements are not within the limits of a teacher's duty. Therefore, there is little to do in such cases, only like recommending such mixed/international classes to the school administration.

While there are some limitations during the implementation of self-directed learning, there is a good variety of other choices. Using mobile phones for practicing target language during and after the classes can be encouraged. All mobile phone, lap-top computer, and desktop computer settings should be changed into English. All kinds of texting, SMS, e-mail, Instagram DM and similar correspondence with the teacher and classmates can be done in English. Selected language learning apps can be downloaded on the mobile phones. Students must be well aware of that the mobile phones they hold in their hands are the doors opening to the world, gates to practice and the key

to success. They must correspond people from other countries and cultures. Compared to pen pals of previous decades they are far luckier today.

Kahoot is just one of the very well-known apps that English teachers have been using. Teachers can prepare various activities and quizzes together with their students. Students will feel themselves included before and during the activity this way. For instance, you can prepare a Kahoot quiz for getting to know each other in the first lessons. Another example is a Kahoot quiz for Reading classes. You can divide the class in groups and assign each group particular pages in Reading classes. Then, you can ask them to prepare their own yes-no or multiple choice questions. After gathering the questions, you can altogether create a reading quiz of your own and do that quiz as a class. The whole process is fun and they learn a lot.

Once given some criteria and rules to follow, students can prepare audios, short videos, funny conversations and recordings on their own mobile phones and they can share those with the teacher and their classmates.

Photos of objects including English words on (t-shirts; posters; graffiti etc.) are also very valuable. Students can take the photos or bring them to the classroom and present those things to the class so that they can both have fun and include themselves in the lessons in a constructive and positive way.

The above mentioned activities and suggestions are just a few examples and a small variety of what could be done. The essential thing here is that the teachers, as also being the students' role models, should guide their students. And the students themselves should do, try, practice and create the language learning activities and thus feel themselves included.

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"THE SHOW CAN GO ON": REMOTE LEARNING CAN HELP STUDENTS DEVELOP SOFT SKILLS
BY GEORGIA GEORGOGIANNI

The speed of changes during these unprecedented times we are all going through are profound and in many cases, so are the opportunities. In the field of education, it is obvious that the coronavirus pandemic is reshaping many of its aspects. This sudden change forced many teachers to shift digitally, to virtual environments, trying to find their way on how to teach, how to adapt their traditional curriculum, where to find digital material and engage learners in this new learning environment. And they succeeded in adapting and running their classes remotely, unfamiliar in many ways, identical in others. Obviously, the transition has not been that easy and requires time and resilience to experiment and adjust with new techniques in order to foster a dynamic remote learning experience for all our students.

Apart from teaching the curriculum, and prepare students for exams in many cases, something new and challenging appears to be gain ground: **soft skills** .Some students seem to be thriving in these new circumstances and we can learn a lot from that. Changing their habits so quickly together with their teachers and swimming in uncharted waters is a great feat. They face a new reality where they need to show management skills, schedule and keep up with everything during the day. They start becoming independent and try to thrive in an environment where learning and collaborating have more dimensions than they previously thought. Students do individual work, group work, confer with teachers when needed. They learn to prioritize their tasks and they have to learn emotional intelligence skills to deal with the change there are going through. A sudden change. A change they were not prepared for. After all, they are empowered to think out of the box, research and pursue their interests. By instructing students how to learn, unlearn and relearn a new dimension is added to their concept of education in a constantly changing world. Aren't all these skills necessary for their future?

In such an enjoyable and non-threatening surrounding, they can practice some basic soft skills needed for a more rounded education. Many teachers are reporting that a handful of shy, hyperactive students are doing better with remote learning than they were doing in their physical classrooms. They are able to maximize their learning when at home. They feel safe to express themselves and go the extra mile. The flexibility to work at their own pace and not being constantly on the go, gives many students room for reflection. Taking ownership over their learning and understanding how they learn and what support they need, is a great achievement itself. Gaining confidence in technology increases access to learning via innovative and immersive educational opportunities. This adaptation to the new reality is a crucial meta-skill needed in their life when they will have to show that apart from academic skills they have some intangible, non-technical abilities under their belt that will help them pursue their personal and professional future endeavors.

As for the parents' role in this new environment, they are welcome to be actively engaged, get out of their comfort zone, cooperate with their children and learn together what this new environment has to offer. They change together, they move on together and they explore together new paths. They cooperate and adapt to the new situation with baby steps. This pandemic has forced educators, parents and students, think critically, be creative and agile. It has also revealed that there is another way, we can do things differently and look for solutions that we didn't want to see, although they were in front of us.

In times of public calamity where a good dose of fear exists we are able to reformulate the way things were done and adjust them to the existing reality. As an educator, I feel that by enabling students to learn soft skills, we help them learn skills that will make them succeed in their future. Without doubt, a lot of teaching done nowadays is teacher-centered with the aim to cover the curriculum and pass a test or receive an award. There is definitely more than that and we, as educators must ask ourselves what we can do better and how to rethink and reshape things. We should reflect on what we have learnt during this challenging time and listen to our students' experiences. See how they have grown. We need to teach skills that will be applied out of the classrooms, in students' everyday life and obviously traditional classes can go a step further and teach students in a variety of ways and with a variety of tools. It is my hope that this is an opportunity to prepare students for a future that needs critical thinkers and problem solvers to keep the world evolving. COVID-19 can be a paradigm shift for education.

We must all go through it and grow with it.

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THE NEW [AB] NORMAL
BY ATES KERIM BICER

Look. I get it! It all happened suddenly literally almost overnight. No one was really prepared for it let alone teachers. That said, disasters of this scale often come hit poor earthlings [as them] suddenly, off guard and maybe worse, right. However, we might still need to get a few facts straight before moving on for things will probably never be the same again. But wait! Perhaps we shall all be better off though, who knows! Still, we must surely be ready for recovery and transitions of a sheer aftermath, and a whole new world ahead. Let's hail altogether possibly the beginning of a new era in education: post-digitalism.

To begin with, there is definitely a certain difference between [scruffy] emergency online education and [structured] online education. The main difference is that the latter entails the whole purpose and meaning thus the planning and entire mode of it designed towards an online delivery that harbours academic and professional rigour and impetus [and integrity] while the former only signals a transitional process, maybe hastily or even awkwardly appropriated and/or enforced, non-conducive of the same desired outcomes, even rendering teachers [and everyone else in the reciprocal households] turn into hardcore *Zoomsceptics*. Perhaps even more importantly, there is [still] also a big difference between socially and morally acceptable or abominable behaviour and I believe this should not exclude online communication. While we are trying really hard to make online and/or blended education part of our integral professional and personal life, the first lesson teachers around the world must perhaps initiate for all stakeholders including parents is *netiquette* – online etiquette to follow. Let's not forget that just because we are going through some extraordinary times, it should perhaps not mean, we could refrain from following routine rules and swagger of acts of kindness.

When Paulo Freire wrote the *Pedagogy of the Oppressed* back in the days, free from the 1.5 m social distancing decorum of today portraying [and dismantling] the plight and plague of the disadvantaged and ethnocentrically less favourable and its sheer manifestation in education, it may or may not at all have crossed his mind then about students in the future leaving behind their laptops or other educational material in dorms or flatshares (an estimate of around 40% of all

learners across higher education), fleeing places in rush not knowing when and how exactly to get back with prolonged intercity and citywide curfews in place and definitely uncertain to subside. Nevertheless, he was not all that blight stating that inequalities need always be tackled for 'education is freedom'. Then came Covid-19 and we all became equal suddenly. Way too equal perhaps and largely underprepared and more dependent. He must be turning in his grave - but perhaps not too happily!

Besides the methodology, science and even maybe pedagogy of teaching, there are many a hat a teacher must be donning every day even out there in the online world. They do it so cleverly and selflessly often not realising what it might really take one to do that and often unfortunately taken for granted heavily! As an educator, I realise and cherish once again the very fact that without personal development, professional development is incomplete and even perhaps meaningless; whether be it another professional skill to learn or sports, arts and crafts etc., without that, it is perhaps only a self-fulfilling prophecy. Let's take this premonition even to a more sordid level! All teachers as change agents must soon be held accountable to carry out an up or reskilling initiative [doing additional trainings] in a post-Covid-19 educational scene, maybe a far better one, and in support of this, are to receive state funding and grants, even for much less formal complementary skills and/or some fun add-ons (like coaching, conflict management, digital literacy, cookery etc.) on top of their majors helping them become more holistic professionals. Why not!

Incidentally, it might just be more helpful to support teachers without any ifs or buts in these extraordinary times or just simply leave them alone. Yes, they are overworked and maybe frustrated yet proud, level-headed and strong as usual. This global blight might be a prime chance to understand for everyone from all walks of life to accept, appreciate and support teachers for what and who they really are or what and who they really want to be by acknowledging and/or priming their needs, goals, dreams and limits – and that for them unfortunately there still exists an acute pay gap to be tackled.

In the wake of this semi-dystopian Orwellesque [or Asimovian] new [ab]normal, we all know now for sure that teachers really need to up their game but so does the society perhaps, particularly in support of their development for a pro-bono and timely change for us all, huh!

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APPROACHING CLASSROOM OBSERVATIONS WITH A GROWTH MINDSET
By Özlem Baykan

Classroom observations – a learning opportunity for some teachers, but a one-time test for others. Which perspective is adopted has a great impact on the path chosen while going through the classroom observation cycle. The path that is seen as the time to show the best performance, or the path seen as a learning opportunity through reflection? This determines whether observations are experienced with a focus on development or on the result.

The differentiation Dweck makes between 'a fixed mindset' and 'a growth mindset' may help to explain why such different perspectives are observed in teachers. According to Dweck (2006), people with a fixed mindset believe that qualities are "carved in stone" and this "creates an urgency to prove yourself over and over" (p. 7). They constantly seek for confirmation or a praise focusing on their intelligence or characteristic traits. Therefore, a bad result would mean a total failure. On the other hand, growth mindset "is based on the belief that your qualities are things you can cultivate through your efforts, your strategies, and help from others." (p. 7). Hence, people with a growth mindset see value in effort and hard work. They are not result oriented, but value the process. This encourages them to embrace any challenges and see failure not as a devastating result, but a learning process. Hence, it would not be wrong to say that which mindset people have greatly affects their approach to professional development. Examples or research explained by Dweck about teachers, students, coaches or leaders prove that people who have a growth mindset or who try to cultivate growth mindset in others help to stretch abilities or strategies further, which leads to better results or improved performance.

Keeping this in mind, I believe carrying out classroom observations with a growth mindset both as an observee and an observer helps to make it a developmental process instead of a judgmental one. Valuing effort and progress rather than the immediate result should be the priority to get the most

benefit out of it, which will help to further develop professionally and see improved performance in time. To achieve this, in addition to the usual observation conventions, some strategies that I used and found useful are these:

- ***A combination of autonomy and guidance***: It is very important that the observee decide on the focus and plan a lesson. But this autonomy may lead to a different classroom observation experience based on people's mindset. People with a fixed mindset would choose a focus or aims they would feel most comfortable with. However, for the process to be developmental, it is better to identify aims and plan a lesson which would lead to further learning points for the observee. This sometimes requires observer guidance in choosing an area that needs further development. To do this, the observee can look at the feedback received in previous observations. Or, adding variety to the previous observations and thinking about an area that they do not feel comfortable with, but want to further develop can be other ways of guidance.

- ***Follow-up on action points:*** After a classroom observation, what a teacher has at hand is a list of strong points and areas to work on. What is done with this list is as important as getting this feedback, so a follow-up plan which clarifies action points is necessary. But, what is also necessary is how this follow-up plan is implemented. At this point, both the observee and the observer must take responsibility in following these actions, sharing feedback and do a quality reflection on learning points.

- **Classroom observations with a specific focus:** This specifically applies to a group of teachers who work in the same team. Once classroom observations are done, the common points of the team are identified. One common point which requires further attention can be prioritized and identified as the focus of the next observation cycle. This gives the opportunity to give and receive further feedback on that area and come up with further learning points. One example of this is the classroom observation cycle I had with my team with a specific focus on 'feedback'. This was identified as a common area to work on, so the next observation cycle was planned with this focus. Teachers planned their lessons in such a way that the feedback stage is included in the observed lesson. This gave a lot of data on which methods teachers use to give feedback, how they deal with the feedback in one lesson, and which areas they need to work on more to improve the feedback stages of their lessons. And this was complemented with further action points like a feedback session by me as the observer, or individual action plans. A two-year process, this cycle aimed at encouraging teachers to approach classroom observations with a growth mindset and benefit all parties including students.

Of course, there are many other ways, but overall, I could say that adopting a growth mindset both as an observer and an observee is what makes this cycle a real learning process. And the improved teacher performance yields better lessons, which helps students to achieve the learning outcomes more successfully.

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C. Troubleshooting / Challenges and Solutions

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WELL-BEING OVER ACTIVITY, SANITY OVER PRODUCTIVITY
BY METIN ESEN

Since the beginning of the COVID-19 pandemic, the daily life in many countries around the world has been adversely affected, and the education sector has also come to a halt on the grounds of the precautions taken to prevent contagion. Schools in over 165 countries have closed down nationwide, in both K-12 and higher education levels. Some of these countries and institutions were quick and successful in adapting their curricula and instruction into a whole new distance education system while others are still on the process of setting up a sustainable online environment for their students, who are actually the mass most affected from the situation.

There is only one certain fact when the case is considered: all educators are working day and night to successfully adapt into the condition with the resources at hand, and the abruptness of the matter does not allow for a detailed data collection and needs analysis process. The situation poses an even greater difficulty for EFL teachers as teaching a language in the classroom was already challenging enough, and now online instruction brings along many difficulties in communication, feedback, task assignment, and performance assessment. As an English teacher, I deem myself one of the few lucky people as our adaptation into online instruction as an institution was relatively short, though painful, and with reasonably less tech-related issues. It has been five weeks since we started the online classes on March 23rd, and all I can say for now is so far so good! In the meantime, I have kept observant as much as possible, and I can share these 5 humble suggestions coined in the light of the lessons drawn from the whole process of adaptation and establishment.

If you aim for perfection, you will cause another pandemic: anxiety!

From among the steps of the usual curriculum development process, how many could any institution implement in the course of the time from the closing of the schools to the beginning of

the online instruction? Needs analysis? Setting desired outcomes? Materials design? Pilot testing? Evaluation and redesign? The answer is of course none of them as these factors are not dependent on short-time decision-making mechanisms. Especially a time gap of two or three weeks is never enough for even a proper syllabus design, ideally. Therefore, it is no use to struggle to adapt the existing curricula in the most flawless way possible, or to recreate a designer curriculum from the scratch! Supposing that it was made possible; this time, other factors would find it hard to keep up with this dream online curriculum, and these factors include the abilities, capacities, and the facilities of the teachers; the dissemination of teaching sources and material; accessibility by students who are in total physical isolation; and a flawless assessment which would naturally be expected from such a flawless curriculum. Therefore, I personally believe that the real aim of schools and the education system today is to assure students and parents that the quarantine does not mean the end of all life including education. As quoted by Mahmut Hoca, the wise history teacher from the unforgettable movie "Hababam Sınıfı", school is not merely a place made up of four walls standing under a roof. Where there is life, learning is inevitable regardless of space and time. In this regard, the primary responsibility bestowed upon teachers must be to instill the idea that schools care about education and learning, and all we can do together is to ensure a smooth transition from what we have done so far to the aftermath of this temporary halt. Only then will students, from primary school to college, parents, and teachers be able to avoid stress and anxiety, which could be as dangerous and contagious as a virus.

Instead of making a decision on behalf of, make a decision together!

When we were physically working at our institutions, which we will hopefully be able to return to soon, it was quite challenging to organize meetings all the time, get different administrative and academic people together, and include everyone in every single decision making process all the time. However, this quarantine process has shown us all that much of the physical tasks can also be completed virtually online, and the weekly/monthly meetings can be no exceptions. All those online platforms used for online synchronous instruction can also be used for all types of online meetings, and this makes it easier to include teachers into the process. I do not believe such identities as "digital natives" and "digital immigrants" exist; it all depends on the aptitude and the enthusiasm of the individual. All teachers can contribute with something whether it be the knowledge of an online teaching software, a learning material, an idea/suggestion from past experiences, or a warning from the literature. Asking teachers about all these different contributions will only make teachers feel important and strengthen the bonds between the administration and teachers. Of course, it is

impossible for the management to comply with every single suggestion or demand; but this is not the ultimate goal. The real purpose is to show that the administration is not making a decision on behalf of a huge team; on the contrary, they would like to do it together online.

Be simplistic and consistent in terms of online tools; less is definitely more this time!

As the technology advances, our classrooms meet new technological ways to teach English, and various uses of these tools enable teachers to address both multiple-intelligence and individual needs. The higher the number of tools a teacher uses, the easier instruction gets, and the more engagement is ensured in the classroom. This was maybe true just before the pandemic, but now a teacher cannot turn their head from one side to another without being introduced to an online tool which is highly useful for whatever purposes only God knows! Trying to benefit from too many of these tools and software at once might yield the opposite outcome, and the teachers could lose their motivation to teach because of trying to master and maintain too many resorts for just one simple course.

Similarly, students may demonstrate less engagement due to the stress of being unable to follow too many tasks on too many addresses. It is best to stick with one ultimate tool/software that enables asynchronous material and assignment sharing, such as Moodle or Google Classroom, and a tool/software to make it possible for synchronous online gatherings, such as Zoom or Cisco Webex. It is surely a good idea to introduce additional tools for different purposes like teaching vocabulary, sharing voice recordings, and collating digital projects, but it is wise to leave the use of these devices to the will of the teacher rather than imposing. As a teacher who is always enthusiastic to learn about new tools and technological developments, I feel quite overwhelmed by the number of advertisements, blog posts, training videos, and promotions about online teaching tools, with no interest in trying and wielding them. Although the motto in terms of incorporating technology into teaching was "the more the merrier" before, it is certainly "less is more" at present!

Morale is as important as motivation, so make sure to include extracurricular plans!

There is one more aspect to our lives that is much more important than our societal roles and responsibilities, and that aspect is our sanity or our mental well-being. Suddenly, the regular life stops and a majority of people are locked inside their houses for indefinitely. This situation has surely had adverse impacts on our psychology, and the social media makes it apparent that people refer to different mechanisms to cope with the distress. Some try to cook recipes they never had the opportunity before, whilst some others spend huge amounts of time in front of the TV or their

PCs, binge-watching their favorite series piled up due to the workload of the daily life. There are people who spend some quality time with fitness, Pilates, yoga, or meditation. However, the essence of the matter is that we need to find new alternatives for the lack of social side of our lives, and merely sticking to teaching and learning cannot compensate for this huge gap, which is the case for both teachers and students. Therefore, I would suggest sparing some space in the curriculum or weekly program for some extracurricular activities that teachers can do with their fellow teachers or with their students. During certain online classes, I feel the urge to stop the lesson and chat with the students about their daily lives, the effects of COVID-19 in Turkey and all around the world, their plans for the aftermath of the lock-down, the most recent movie or series they have watched, and many other things. However, I am supposed to teach a very busy syllabus, and I cannot just discard objectives and procedures at my will. I believe that all teachers and students are in need of such a humane incentive, so the people in charge of the decision-making process should definitely take this fact into consideration and address the social needs of their teachers and students.

Online teaching does not have to be the new normal!

Finally, one of the biggest challenges educators face at present is the dilemma of whether to normalize and routinize all the practices arising from the online teaching process. At this point, I believe we should clarify the distinction that online/distance education is not totally the same concept as online teaching due to the reason I have emphasized in my first suggestion. What we are trying to do right now is just cover up for the instruction we are unable to carry out in the actual classroom environment. Just as the pandemic going on all around the world and the physical isolation process are not normal, so the online teaching business is not. We cannot simply pretend all is perfect, and online teaching is the new normal. If we do so, we will just collectively give in to a kind of willful blindness, which is described by Margaret Heffernan as "the intricate, pervasive cognitive and emotional mechanisms by which we choose, sometimes consciously but mostly not, to remain unseeing in situations where we could know, and should know, but don't know because it makes us feel better not to know." She further explains:

"Whether individual or collective, willful blindness doesn't have a single driver, but many. It is a human phenomenon to which we all succumb in matters little and large. We can't notice and know everything: the cognitive limits of our brain simply won't let us. That means we have to filter or edit what we take in. So what we choose to let through and to leave out is crucial. We mostly admit the information that makes us feel great about ourselves, while conveniently filtering whatever unsettles our fragile egos and most vital beliefs."

In this respect, choosing to see an image where education has not stopped; teachers have been able to adapt into the online system perfectly; all students have the facilities to keep up with the online classes; and everything will be all right after we return to the school is just a delusion, and it drags us into a willful blindness in the societal level.

"Self-care is never a selfish act - it is simply good stewardship of the only gift I have, the gift I was put on earth to offer others. Anytime we can listen to true self and give the care it requires, we do it not only for ourselves, but for the many others whose lives we touch." - Parker Palmer, *Let Your Life Speak: Listening for the Voice of Vocation*

In short, all the suggestions above lead to one non-negligible fact, and that is the well-being of the individual for the well-being of the society. Simply think about the metaphor of the oxygen mask dropping automatically in the case of an imbalanced cabin pressure on an airplane. A parent needs to wear their own mask before doing so for their babies or children; the idea behind is that they might not save others' lives if something happens to them in the meantime. This is also true for teachers; a teacher who is unsure about their well-being cannot help their students in the proper way.

D. CONFERENCE PROCEEDINGS

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THE ROLE OF REFLECTION IN TODAY'S EFL CLASSROOM
BY BEGÜM KUT

Abstract

The aim of this study is to highlight the significance of reflection as the main tool of learning and teaching in EFL contexts. Its importance on teacher and student identities will also be emphasized. Data will be gathered through student and teacher questionnaires, interviews, reflective journal parts and the need for the development of reflective learning and teaching strategies will be discussed. As a result, reflection's function in today's world of globalization in which English is the lingua franca will be emphasized.

Keywords: development, reflection, English, teacher and student identities

The paper can be read from this link: shorturl.at/jkPR0

Or by scanning the QR Code :

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*(bios in the order of the photo, from left to right)

"TEACH ME SOMETHING NEW" A SHORT PD COURSE AT *IUE*
BY *FUNDA ÇETIN, PINAR ACAR & GÜLFEM AKDOĞAN*

Abstract

Teacher training is possibly the most important consideration as the needs of the learners and the approaches of the teachers change and expand each year. At Izmir University of Economics, PD is given the utmost importance and instructors receive regular training on new ELT approaches. The number of trainings given in the last 5 years is well over 100. Our aim was to conduct a motivating, fun, and valuable training for teachers who had already received a wide variety of PD activities before, in our institution. We decided to put the teachers in learners' shoes and teach them topics not related to ELT for concrete impact. The outcome of the short course was highly satisfactory for both participant teachers and us.

Prior to the Short Course

In the short course, we wanted the teachers to remember how it was to be a student. We wanted to remind them what makes a lesson satisfactory for the learners. Therefore, first, we chose three non-ELT topics, which we studied and learnt enough to be able to teach. We designed the training in three sessions. In the first two, we taught the participants the same lesson content through both teacher-centered and student-centered approach. In the third session, based on their learning experience in the previous two sessions, we asked them to prepare the production phase of a lesson on another non-ELT topic. The sequence of the training was as follows:

First session:

The lesson was on the Italian folk dance, Tarantella. We divided thirty participants into two rooms. In room 1, the participants attended a student-centered lesson with plenty of practice and production. The participants in room 2 were exposed to a teacher-centered lesson with detailed information, comprehension questions, and gap-fill exercises, but a minimum of dance practice. When the lesson finished, all the participants gathered and were asked to perform the dance together.

Second session:

First, the participants swapped rooms so that all of them could see the differences in teaching approaches. They were taught Ignite, Lightning and Pecha Kucha, which are three different forms of short presentations, where the speaker has a maximum of 5 to 10 minutes to talk about any topic they wish. In room 1, again, minimum theoretical information and maximum time for practice and production were given, whereas in room 2, it was the opposite. At the end, the participants gathered and were asked to give short talks to each other. Then, they reflected on their experiences as learners in the first and second sessions.

Third Session:

All the participants were given the task of producing a 10-minute production stage for a lesson in which they were expected to teach each other American Sign Language. Initially, they had received an email, which entailed links to ASL videos and a handout giving various explanations as how to teach very basic ASL. The aim was to choose the most effective material to teach ASL based on their experience as learners in the previous sessions.

Conclusion:

We observed that the participants who received very little practice were reluctant to perform because they lacked confidence, whereas those who received an effective lesson displayed willingness, confidence and enough courage to participate in the production phases. The feedback received from the teachers showed us that the training not only forced the tutors and teachers out of their comfort zones but also provided concrete evidence that prioritizing production and increasing student involvement is the key to effective learning and teaching. This alternative form of PD, employing a tailor made approach to teaching practices in order to create a long-term impact in classroom should continue to be exploited in the teaching and learning environment.

Professor Emerita Susan Barduhn's *global career in TESOL has been as teacher, trainer, supervisor, manager, author, mentor, assessor, plenary speaker, and international consultant. She has been President of IATEFL; Director of The Language Center, Nairobi; Deputy Director of International House, London; professor and Chair of the MATESOL program at SIT Graduate Institute. She is currently a consultant for the British Council, Fulbright, the US State Department, TransformELT, and Consultants-e (TCE).* susan.barduhn@sit.edu; http://works.bepress.com/susan_barduhn

INSIDE AND BETWEEN
BY SUSAN BARDUHN

Earl Stevick once wrote that "success depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between the people in the classroom" (1980). What this suggests is that there is much more going on in learning environments than immediately meets the eye. This plenary explored concepts and thoughts around teacher presence, cohort-based learning, and how to bring genuine relationship even into online education through experiential learning, community development; and actively listening to the voices of the participants.

I.   Introduction

Your conference theme intrigued me: *Teaching Generation Z: Passing on the Baton*, and especially the beautiful poster of a runner leaping off a cliff, baton in hand. Passing on my baton to the next generation is an active process for me. It made me think carefully about what I wanted to talk about during this baton-passing plenary, and I decided to try to weave together the themes and topics that I have been speaking and writing about during my career, but also to consider what is burning for me now. I decided to exemplify this through the use of a case study, of a puzzle I had to solve in my working life, in which I was working at my own edge. That edge was, that if with all my heart I believe in 'inside and between', how can this be done online?What is your edge right now? How about for your students? What does your edge look like? What does it feel like?

The paper can be read from this link: shorturl.at/iEPWY

Or by scanning the QR Code:

E. RESOURCE CENTER

Adam Simpson *now does volunteer work with refugees and immigrants in the Netherlands, after 20 years of living and working as an English teacher at universities in Istanbul.*

A THREE-STEP GUIDE TO WRITING EFFECTIVE LESSON OBJECTIVES PART2: INCORPORATING BLOOM'S TAXONOMY INTO YOUR LESSON OBJECTIVES
BY ADAM SIMPSON

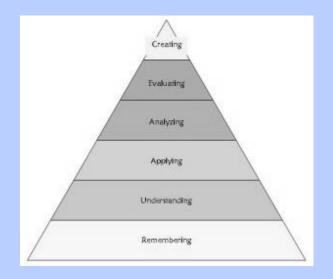*(Editor's Note: Please refer to the previous issue of the magazine to read Part 1 on Objectives)*

Let's now look at this framework in more detail and think about how it might help us develop meaningful and actionable objectives.

Who was Bloom?

Benjamin Bloom was an educational psychologist who, in 1956, created a conceptual framework for student learning objectives. Despite certain objections and modifications, Bloom's Taxonomy is still being widely used today.

What is Bloom's taxonomy?

The original Bloom model was revised in 2001 to enable educators to gain a more thorough understanding of the learning process. This revision brought greater focus on actionable verbs within the hierarchy of the six categories, as seen in the diagram below.

Why use the taxonomy to develop objectives?

Basically, incorporating Bloom's Taxonomy into lesson objectives will enable both you and your learners to visualize the 'bigger picture.' More importantly, we as teachers can use the cognitive domain of the Taxonomy to realize what exactly we are asking learners to do in class. Let's look at each level and see what it means in terms of developing an objective.

1. Remembering

At the most basic level of the framework, learners are asked to recall information. Defining terms and correctly identifying the meaning of certain words are typical course book tasks that represent this level.

Example objective: 'Learners will be able to match vocabulary items to the correct definitions.'

2. Understanding

At this level, learners are asked typically required to interpret facts and compare and contrast newly learned information. True or false activities and reading comprehension questions are at the understanding level.

Example objective: 'Learners will be able to answer comprehension questions for a reading text.'

3. Applying

At the applying level, learners apply concepts and techniques that they learned in class to authentic situations. A typical task at this level would be to write a paragraph based on a model presented in the course book.

Example objective: 'Learners will be able to write a paragraph based on information given in a table.'

4. Analyzing

At the next level, learners are required to uncover patterns and discover meaning by differentiating information. Grammar boxes that require learners to deduce the rules are examples of activities at this level.

Example objective: 'Learners will be able to deduce the grammar rules for using who and whose in relative clauses.'

5. Evaluating

At the evaluating knowledge level, teachers are starting to really challenge learners to build up high-level critical thinking skills. Tasks might include, for instance, making choices about a text and providing evidence for these choices.

Example objective: 'Learners will be able to identify the author's stance and provide evidence to support this viewpoint.'

6. Creating

At the highest level of Bloom's Taxonomy, learners are required to create some kind of tangible product. We typically see such activities at the end of a course book unit, in which all of the input leads to the production of a poster or a set of rules, or some such interpretation of what has been learned.

Example objective: 'Learners will be able to create a PowerPoint presentation summarizing what they have learned about today's topic.'

Summing up:

There are several benefits to using Bloom's Taxonomy to help you write objectives:

o   You will have more insight into the relative <u>ease or difficulty</u> of all the tasks you are setting in terms of cognitive load.

o   You will have better understanding of <u>how course books are put together</u> and how the difficulty of tasks progresses across a unit of study.

o   You will be able to recognize whether or not you are setting <u>too many exercises</u> that are either cognitively easy or demanding.

o   You will more understanding of how to set up <u>a progression of activities</u> so that the cognitive load increases appropriately.

In the next issue of the TESOL Turkey magazine, we will look at how objectives fit into overall lesson planning.

F. BOOK REVIEW

Seher Balbay has been teaching at Middle East Technical University since 1997. She received her MA degree in ELT from METU in 2000, and her Ph.D. degree in ELT from Hacettepe University in 2020. She teaches academic English courses at the Modern Languages Department and currently, she is the course coordinator of the Academic Oral Presentation Skills course. Her interest areas include discourse analysis, critical pedagogy, media and culture studies, and application of information and communication technologies in language teaching.

A REVIEW OF TEXTUAL INTERACTION: AN INTRODUCTION TO WRITTEN DISCOURSE ANALYSIS
BY SEHER BALBAY

Students can find a text incomprehensible when they are unable to identify problematic parts in what they read. At first, they may highlight unknown vocabulary and reach for a dictionary, but they soon find that vocabulary is rarely ever the missing part of their reading comprehension puzzle. Simply referring to a dictionary does not empower them to see beyond the text at hand, to explore the inter-sentential relationships, to identify hints as to the writer's style, attitude and intended meaning, i.e. the illocutionary act. Fortunately, instructors can usefully guide students to develop this essential skill. They can encourage this process by "scaffolding" or supporting their students to appreciate how the illocutionary act of the writer meets the perlocutionary act (perceived meaning) of the reader. Hoey's Textual Interaction is an acknowledged resource that students can use to grow their reading comprehension strategies. Michael Hoey is a Professor of English and a well-known author in corpus linguistics. While he has advised Macmillan on their English dictionaries, he is probably best known for his work on discourse analysis: *Signaling in Discourse* (1979), *On the Surface of Discourse* (1983), *Patterns of Lexis in Text* (1991) and *Lexical Priming: A New Theory of Words and Language* (2005). His approach to text analysis does not parse language or attempt to analyze it isolated from its context. Instead, language in a text is analyzed within a context together with its inter-sentential relations. Hoey was inspired by Halliday, who argued for language being a medium of social meaning, rather than a system of structural rules.

In the first section 'What to expect and what not to expect', rather than theorizing about discourse analysis, Hoey, exemplifies discourse analysis by digging into a text focusing on

certain elements which function as clues in textual analysis. In the second and third chapters, he emphasizes the interaction process between the reader and the author of a text by dwelling on the reasons for this interaction and how they affect the language used, and how knowing this affect might help decode the meaning in texts when reading. Starting with an analysis of the purpose for writing enables the reader to then move on to determine the remaining contributors to the text. This pragmatic approach is supported by concrete examples that are useful even at advanced levels. That the examples are from different contexts is even better for students of an English-medium instruction university because during their studies they are rarely required to read and understand texts that are not academic in content.

The fourth and the fifth chapters of the book focus on how texts are organized. Here Hoey exemplifies his approach to discourse analysis through the well-known organization patterns of stories by referring to the fairytale plots of Goldilocks and the Three Bears, and Cinderella. While the tables can be intimidating for students to complete, thanks to the sample stories chosen by Hoey, they are easily relatable to tertiary level students' cultural background of organizational patterns in stories. With the guidance of the instructor, these chapters can lead to communicative classroom discussions where students can be asked to find similarities between the patterns of these stories with similar other mainstream short stories. These patterns can be analyzed by focusing on the cohesive devices in texts other than fiction. Another classroom implication can be discussing whether the same pattern of organization is seen in academic articles, newspaper columns, advertisements, announcements, instruction booklets, and online social media posts. These interactive sessions are beneficial in scaffolding students to notice differences in organization and register as well as the use of jargon. Once identified, students can appreciate why they are used and be encouraged to incorporate these cohesive devices in their own writing. However, one of the challenges of this textbook is that it includes a great density of information that most students may find overly challenging. An example is chapter 6 where Hoey relates the components of text analysis to each other. This level of detail may be unnecessary unless the class is studying language teaching, linguistics or translation. Neither is it always necessary to refer to the matrices Hoey employs to analyze texts.

The following chapter on the other hand is relatively easy to understand, and naturally leads to classroom discussions on culturally popular patterns of organization. Students can be prompted to provide their own examples of the patterns exemplified, and another integrated skills task could be to expect students to note down the various organizational patterns as they encounter them in the text.

The textbook includes a section on the implications of the organization patterns of texts on language learning which is very useful for trainee teachers. They can be made aware of the patterns used in language textbooks, hence can identify the factors that contribute to unity and coherence even in short texts in course books.

Although as a reference book, the book would serve perfectly the needs of an instructor who intends to practice deep analysis of texts from different genres, styles, word choice, cohesive devices, even grammatical structures according to the intended purpose if used sparingly, that is if certain parts of the book were to be assigned as extensive reading material to be the center of classroom discussions. This book is useful for use as supplementary material, but the illustrations can be intimidating for the reader rather than simplifying and clarifying the gist of the chapters. Still visual students might benefit from them to minimize the doubts in their comprehension as scaffolding material. In the first section 'What to expect and what not to expect', rather than theorizing about discourse analysis, Hoey, exemplifies discourse analysis by digging into a text focusing on certain elements which function as clues in textual analysis. In the second and third chapters, he emphasizes the interaction process between the reader and the author of a text by dwelling on the reasons for this interaction and how they affect the language used, and how knowing this affect might help decode the meaning in texts when reading. Starting with an analysis of the purpose for writing enables the reader to then move on to determine the remaining contributors to the text. This pragmatic approach is supported by concrete examples that are useful even at advanced levels. That the examples are from different contexts is even better for students of an English-medium instruction university because during their studies they are rarely required to read and understand texts that are not academic in content. The fourth and the fifth chapters of the book focus on how texts are organized. Here Hoey exemplifies his approach to discourse analysis through the well-known organization patterns of stories by referring to

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