

## **Flying High Through Lord of the Flies**

by **Helena Miklavčič**

## **The Importance of Lesson Closure**

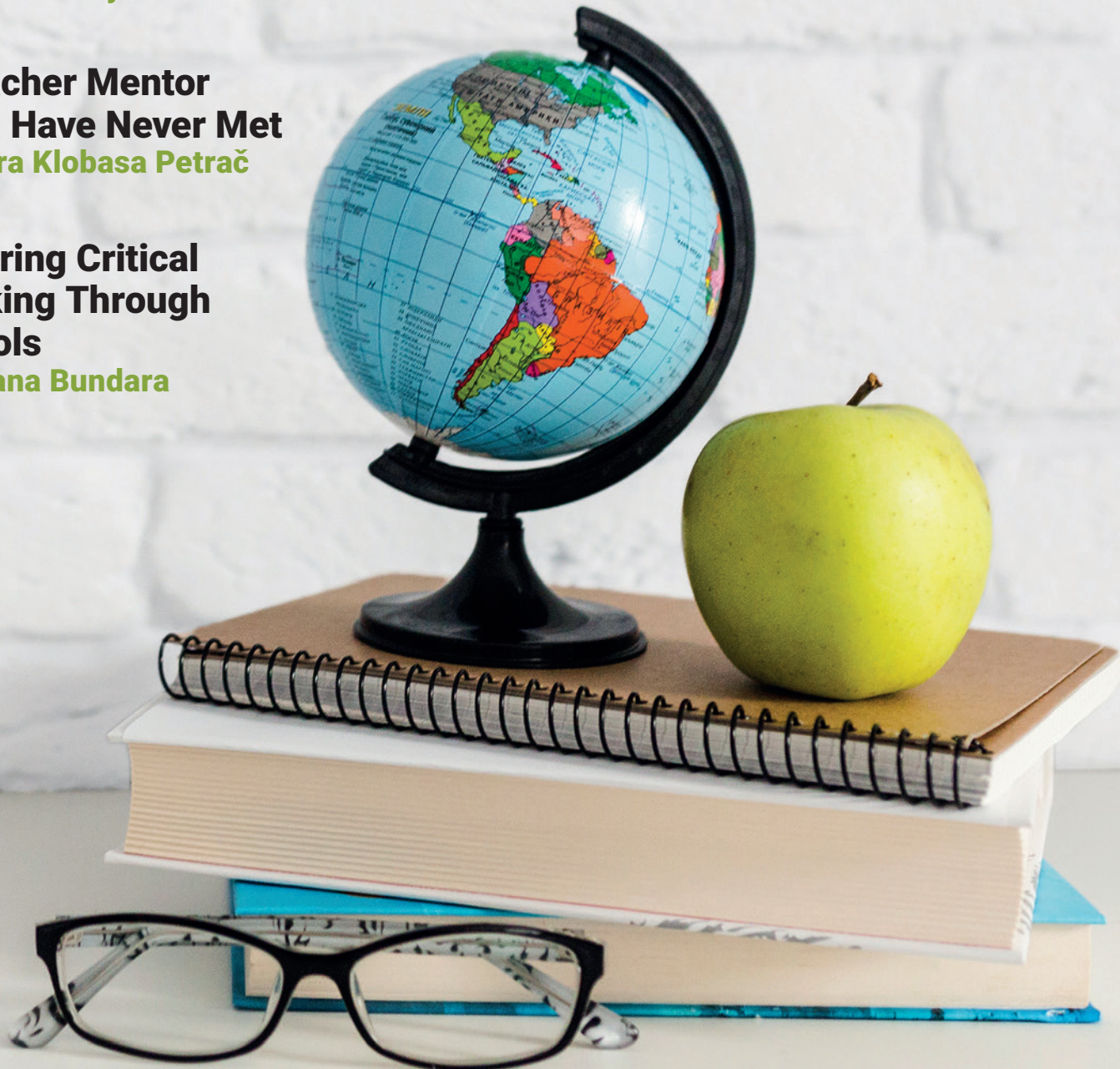
by **Theresa Taylor**

## **A Teacher Mentor Who I Have Never Met**

by **Petra Klobasa Petrač**

## **Fostering Critical Thinking Through IT Tools**

by **Tajana Bundara**



## Critical thinking at a glance (6)

# Case Study: The context and individual

Nada Đukić

When a person feels somehow misplaced and they know in their heart of hearts that there is really nothing wrong with them, maybe it is time to recall Hans Christian Andersen's fairy tale The Ugly Duckling. Thus, the positioning of an individual depends very much upon the setting that is there either imposed upon them or in their favour. The intricacies of the context involved start to define the entity in question and the only way to be positioned anew is to enter a different context. By the same token, the context can be re-defined and re-structured by the entrance of a new entity either positively or negatively.



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# Editorial

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**As the new year begins it's natural for people to look back on the previous year and do a sort of mental tally of what the year brought, how the world is changing, what events were important for them, and then have a look to the future, to see what lies in store.**

Many of us also take the time to muse on what it was that first brought us into education, what goals and ideals we had in mind then, and perhaps reassess our visions and strategies.

I believe a lot of us went into education because we firmly believe that a solid education helps make the world a better place for everyone. An educated population will be stronger, less likely to be left at the whims of a country's leaders, and better equipped for dealing with the hardships of life.

So it was with some dismay that I read in Nature magazine that attacks on scholars and students are on the rise around the world and that the trend shows no signs of abating (Abbot, 2019).

It seems that the scholars and students of today will need more than just intellectual bravery. Out of 324 reported attacks from August 1<sup>st</sup> 2018 to September 30<sup>th</sup> 2019, 97 of them were killings, disappearances, and other violence. Since Scholars at Risk, the organisation that published the results, tracks only the incidents that are reported to them by volunteers, the real numbers are not known. The countries that the report covers include some that are very close to us – Serbia and Hungary among them.

Surprising?  
Yes and no.

Yes, because one would be forgiven for thinking that in the 21<sup>st</sup> century society

would have evolved to the point that having a dissenting opinion of the government should not lead to sackings and imprisonment.

No, because you only need to open the daily newspaper to see signs that the importance of educational systems is being diminished.

Some might think that I'm being overly dramatic. Surely a less than stellar opinion for education does not mean that scholars and teachers will become repressed. To this I would just gently invite you to look at examples from history when education, books, and academics have first been given less respect, then contempt. Soon after, the burnings started. We do not need to look far to see that we are heading the same way.

Still, as long as the educators remain brave there is hope for the world and hope for civilisation. Helena Miklavčič discusses conch-breaking and other themes in her thoughtful article on this year's Matura reading, The Lord of the Flies. How fitting for our time of rising populism to review these issues again and again. In this issue you can also find comfort in reading about teacher mentors from other countries and how they enrich our experiences in Petra Klobasa's article, or reinforce your good practice with the help of research carried out by Theresa Taylor on the importance of lesson closure.

I hope the varied themes of this issue will make your endeavours for a better tomorrow easier.

Source:  
Abbot, A. (2019, November 21). Attacks on scholars worldwide raise concern. Nature. Retrieved from <https://www.nature.com/articles/d41586-019-03582-5>

# Flying High Through Lord of the Flies

by **Helena Miklavčič**, Gimnazija Koper

**William Golding's *Lord of the Flies* (from now on LotF), the Robinson Crusoe of the post Second World War era, enjoys an eminent place in the Western literary canon. Two feature films have been made, as well as theatrical adaptations and even musicals. Its title has been frequently referred to in newspaper stories and headlines when there have been killings of children by other children (e. g. the Columbine High School shooting) and lately it has been alluded to by journalists when speaking about the loss of democratic principles in the political arena, labelling Trump and Theresa May as "conch-smashers". Surf the internet and you will find the work discussed, analysed, over-praised and over-faulted endlessly. It is one of the most internationally taught twentieth-century novels, which might be one of the reasons why it has made our Matura reading list.**

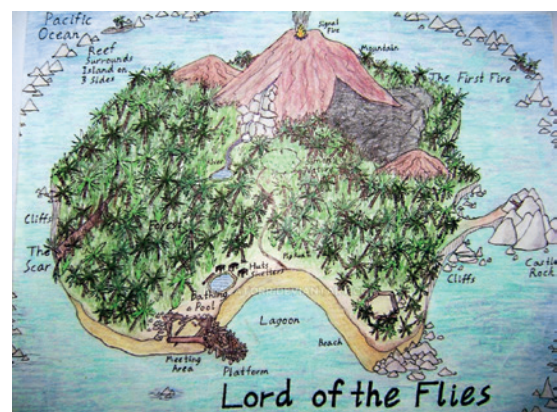
**It is always a daunting task to find a way to analyse, discuss and make sense of a new literary work on our Matura list. All the literary works that Slovenian teachers preparing students for the English Matura have had to deal with so far have been classics (with the possible exception of *The Curious Incident of the Dog in the Night-Time* by Haddon). We could speak about the so-called literature with a capital "L". Hence, volumes of books, numerous essays and doctoral dissertations have been written about them and there will be many resources already available to help you guide your students through them. Consequently, the ideas presented below are not entirely mine. They are taken or adapted from a number of sources which were used as I tried to find an approach that would help my students understand this literary masterpiece. After classifying the novel in the possible genres, I am going to present some possible tasks and areas of study.**

## CLASSIFICATION OF THE NOVEL

If we examine LotF in terms of its genre, we can come up with a variety of labels, all seeming to be suitable. Firstly, and most obviously, it can be seen as an allegorical novel – be it social, political, religious or psychological. The island is a microcosmos that represents the macrocosmos (the real world) including societal and governmental hierarchy, power struggles, etc. As a political allegory, it represents the conflicts among countries during WWII and in the Cold War years after the war. From a religious perspective, the island can be understood as the Garden of Eden, Simon being a Christ-like creature and the evil deeds enacted by the humans sin. From a psychological perspective, the novel represents the human struggle with our inherent evil desire, with different characters

in the novel personifying the different aspects of the human psyche as described by Sigmund Freud – the id, the ego and the super-ego. Another psychological view could be to explain the savage side of the boys represented by the Beast as the Jungian Shadow Archetype – a tumultuous sub-world of the psyche where you store the most primitive part of yourself. This would fit very well with the original title of the novel "Strangers from Within", which was dismissed as too puzzling by the editor, but is, in my opinion, quite to the point, as it refers to the evil within the boys that makes "things break", as Ralph would say.

As a novel of ideas or philosophical novel, it belongs to an elite genre together with *Animal Farm*, *The Handmaid's Tale*, and *The Sorrows of Young Werther*, to name just a few; a novel whose story explores



and expounds a particular philosophical perspective on the world. Other fitting genres are: survival story, adventure story, Robinsonade or castaway novel, coming-of-age story/Bildungsroman (with the loss of innocence and growth experienced particularly by its protagonist Ralph, who in the closing scene in the novel "weeps for the end of innocence, the darkness of man's heart and the fall through the air of the true, wise friend called Piggy" (LotF, p. 248), and dystopian novel.

Last but not least, it has been referred to as a fable with a cautionary message about man's evil nature and the need to control it with strict rules and a firm governing hand. Golding himself and some critics have preferred the term modern literary myth, which would allow for its complexities and ambiguities better than the usually narrower scaffolding of a fable with its typically cardboard characters and an explicit moral.

## ACTIVITIES

- **11 Things You Might Not Know about *Lord of the Flies***  
<http://bit.ly/30NhhBs>

Considering the importance of this novel, it is interesting to discover how it came

to be written and published. The story behind this wonderful story can be one way of whetting your students' appetite for reading LotF. **11 Things You Might Not Know about Lord of the Flies** is an online text which presents some LotF trivia. One of the trivia facts about this masterpiece is that before being published in 1954 it had been rejected multiple times and even at Faber and Faber, the publishing house that eventually did publish the novel, it first ended up in the "rejected pile" described as "*absurd, uninteresting, rubbish and dull*" by Polly Perkins, about whom very little seems to be remembered apart from her big mistake (to be matched only by Dick Rowe of Decca, who rejected the Beatles saying that guitar music was on the way out, becoming synonymous with catastrophic commercial misjudgements). Other interesting facts that the students will learn include a mention of its censorship, the controversy about the all-male novel, the fact that Stephen King claims it is his favourite novel and that it has inspired songs by several musicians, including The Offspring, Iron Maiden and U2.

Perhaps the most significant for the students' understanding of the text is that one of the trivia pieces mentions the first draft of the novel having a different beginning, which was later cut. It contained a description of an air battle over the Pacific and the release of the passenger tube onto the island. The plane crash, the war and evacuation that have led to it are also very well presented in the initial minutes of the 1963 film adaptation by Peter Brooke, while only hinted at in fragments of conversation in the novel. Thus, showing your students the background of the story presented in the "prologue" part of the film after they have gathered the bits of information from the dialogues among the boys in the first two chapters might lead to a better understanding of the plot. Another trivia fact that I find important is that Simon was even more evidently a Christ figure in the original draft before the edits. Though the Christ-like characteristics remain, they were toned down so much that our students might benefit from being nudged to explore that aspect of Simon.

- **Golding's introduction to Lord of the Flies – video:** <http://bit.ly/37owTxU>
- **Golding's quotes as prompts for discussion:** <http://bit.ly/38zabTW>

- **Quotes from the novel – teaching the culture (colonial and post-colonial literature):** <http://bit.ly/2GnkBty>

Where did Golding get the idea for this incredible novel of ideas? You should definitely have your students watch the short video in which he explains how the seeds for this novel were sown. Supposedly, the process of conceiving the novel was sparked one evening in 1953, while Golding was sitting by the fireplace and he remarked to his wife: "*Wouldn't it be a nice idea to write a book about real boys on an island and how they'd really behave, being boys and not saints, what a mess they'd make?*" Golding's novel is, in fact, a post-colonial allusion to Ballantyne's **The Coral Island** (the names of the main characters Ralph and Jack are the same). Of course, **The Coral Island** is idealised, showing British colonial superiority. The only danger that the boys in that novel face doesn't come from within, but from the local savages. The book is directly referenced in the second chapter of the novel by Golding, when the boys predict they are going to have a great time on the island while waiting to be rescued, "like in books", mentioning a few titles including **The Coral Island**. While Ballantyne presents a romantic vision of how the boys would behave, Golding paints a very pessimistic picture based on beliefs spawned by the horrors of WWII, which Golding experienced first-hand as a naval officer. Some Golding quotes that the teacher can use in class to prepare the students for the atmosphere of doom and gloom that pervades the novel are listed below:

*"My thesis, I believe, would be this, that you could have taken any bunch of boys from any country and stuck them on an island and you would have ended up with mayhem."* (Heneghan, p. 217)

*"Man is a fallen being. He is gripped by original sin. His nature is sinful and his state perilous."* (Golding, p. 253)

*"I must say that anyone that moved through those years (WWII) without understanding that man produces evil as a bee produces honey, must have been blind or wrong in the head."* (Golding, p. 252)

It is important to point out that Golding satirises the British "superiority complex".

Any boys would mess up the island experiment, as the first quote suggests. This is to be remembered when Jack says that:

*"We've got to have rules and obey them. After all, we're not savages. We're English, and the English are best at everything."* (Golding, p. 55).

Ironically, the person who speaks in favour of the rules and Englishness is the one who is the first to break them and show his savage side by becoming obsessed with hunting, painting his face, establishing a tribe and using tribal chanting and dances by the fire – all of which would probably be deemed most "un-English". In the closing scene of the novel, upon seeing the mess the boys have made on the island, the British naval officer that saves Ralph from being killed by Jack's tribe, remarks in a state of astonishment:

*"I should have thought that a pack of British boys . . . would have been able to put up a better show than that . . ."* (Golding, p. 248). The reader can sense his disbelief is based on a cultural bias promoted in colonial literature. His words: "*Jolly good show. Like the Coral Island*" (Golding, p. 248), obviously have a sarcastic undertone.

Understanding how Golding uses the colonial literary tradition and twists it by transforming the "civilised" English public schoolboys into savages is essential as it adds another dimension to the novel, which can thus be seen as a dark satire of colonial fiction.

- **Questionnaires:** <http://meganpersons.weebly.com/lord-of-the-flies.html>

Questionnaires that address some of the main themes dealt with in the novel can trigger interesting debates. One of my favourites is the Anticipation Guide from the website suggested above. It really gets you thinking about the most important dilemmas and issues presented in the novel with statements like:

*Children are born innocent, but society corrupts them.*

*People should not be held accountable for their actions during survival situations.*

The students are asked to indicate their (dis)agreement with five such statements on a scale from 1 to 10 and provide arguments.

In the second task they are asked to choose among three statements about humans being inherently evil, good or neutral and the need of governments and societies to control our instincts or our individual responsibility to control them. After opting for one of the statements, they have to provide a rationale. It will be interesting to observe how their views might differ and how they compare with Golding's. This kind of discussion in the pre-reading stage will make the students more attentive to the themes and issues as they emerge during the reading stage.

The same website provides a PowerPoint presentation about the background to the novel, chapter by chapter questions that can be assigned as homework or used in class in the while-reading stage, station exploration assignments after every four chapters, which provide great extension activities and give students a chance to exchange ideas and enhance their understanding of the novel in group discussions, and much more. All in all, the website offers a good framework for a comprehensive study of the novel. Most of the activities are sensible, useful and can be easily adopted and/or adapted by the teacher.

- **Topics for students' presentations or discussion lessons (pre-reading/while-reading)**

### **Leadership**

Since the first thing that the boys have to do on the island is to choose their leader and leadership is one of the main themes in *LotF* (and also in *Animal Farm*), the topic of leadership is worth exploring before or while reading the novel. How do we choose our leaders? What are the different leadership styles? Information can be gained through web-quests and in group discussions. Understanding leadership is essential knowledge for life, regardless of whether our students are bound to become leaders or followers. The above-mentioned "meganpersons" website recommends Ted Talk videos about leaders by Simon Sinek, in which he claims that good leaders inspire you and make you feel safe. Students can then explore whether the leaders in both

Matura texts are a source of inspiration for their followers and whether the feeling of safety is something they try to instil in them. Discussion prompts created by the teacher can be later used in the while-reading stage to make them attentive to certain issues: What are the qualities on the basis of which Ralph is initially chosen as the leader? Why is Piggy not "leader material" in spite of having most of the constructive ideas? Why do boys eventually opt for Jack as their leader? The students can be asked to compare the leadership styles adopted by Ralph and later Jack with those adopted by the pigs in *Animal Farm* and by real or fictional political leaders.

### **Groupthink vs. individualism – cross-curricular connections (while-reading)**

#### **Individualism vs collectivism**

Social psychology emerged following WWII as the scientific study of how people's thoughts, feelings and behaviours are influenced by the actual, imagined or implied presence of others. An example that illustrates its premise is Roger throwing the stones aiming not to hit the "Littleun" playing in the sand because of the implied presence of an adult that might sanction this kind of behaviour and another the final scene in which the savage tribe of hunters chasing Ralph reverts to snivelling "boys with sticks" in front of the "deus ex machina" naval officer. Being aware of the implications of social psychology makes it easier to understand the dynamics of the relationships and the events on the island.

Two concepts that the students should research and discuss are groupthink and individualism. Groupthink is a psychological phenomenon that occurs in a group of people when the desire for harmony or conformity in the group results in an irrational or dysfunctional decision-making outcome. The greatest danger of groupthink is putting the consensus of the group above your own judgement and some symptoms pointing to it are: direct pressure on anyone who expresses doubts about the group's shared views, mind guards (protect the group and the leader from the information that may threaten the group's cohesiveness), illusion of unanimity, stereotypes of the enemies (scapegoats), self-censorship (keeping quiet to avoid deviating from the group consensus), discounting warnings and negative feedback, not wanting

to reconsider initial assumptions, ignoring the ethical consequences of decisions, etc. Knowing what groupthink is, the students can try to spot bad decisions due to groupthink and its negative impacts in both Matura texts and, possibly, in their lives.

In a similar vein, individualism and the struggle of the individual to keep from being overwhelmed by the tribe, as exemplified by Simon and Ralph, can be analysed. As Rudyard Kipling, a Nobel Prize winner (like Golding) said:

*"To be your own man is a hard business. If you try it, you'll be lonely often, and sometimes frightened. But no price is too high to pay for the privilege of owning yourself."* (Orel, p. 386)

I see this as another interesting research topic, which can be connected with both works; the fear of being ostracised because of our individualism does indeed rule our behaviour – sometimes we can act so differently that we become unrecognisable just to be accepted. The boys' behaviour will perhaps be judged less harshly once the implications of ostracism are discussed. Naturally, the students can be encouraged to spot examples of social ostracism in their lives.

### **Psychology – Freud's personality theory and the psychic apparatus**

Taking a psychological approach based on Freud's id-ego-superego structural model of the human psyche when examining the novel and looking at the characters is another interesting option. In this case, Freud's personality theory needs to be explored by the students and presented in class in the while-reading stage. It can be observed that Jack represents the id (the most primitive and instinctive component of personality – driven by his desires/pleasure in satisfying them; Eros and Thanatos). Ralph is the ego, which finds realistic ways to satisfy desires and controls the id, ignoring satisfaction to avoid negative consequences. He observes norms, rules, etiquette and maintains a rational, realistic, orientation towards solving problems. Thus, Ralph does not succumb to the lure of hunting and having fun and remains focused on building shelters and rescue. Piggy represents the superego, which involves values and morals and controls both the id and the ego. The superego consists of the con-

science and the ideal. The conscience can punish the ego by causing feelings of guilt. Piggy causes Ralph to have feelings of guilt when Ralph reveals his nickname in spite of being asked not to do so and when the boy with the mulberry mark dies. Piggy's ideas are always struck down by Jack – the overpowering id.

Researching Freud's personality theory and using it to understand better the characters will enable us to introduce elements of cross-curricular instruction, which will not only enhance their grasp of the novel, but also make learning more meaningful through integrating knowledge.

#### **Philosophy: Locke/Rousseau vs.**

**Hobbes** <http://bit.ly/2sPd7wm>  
<http://bit.ly/3aAH4RY>

Since this is a philosophical novel, the philosophical foundation upon which it rests deserves our attention. Students can study and discuss the conflicting theories about:

- man/child being inherently good and only corrupted by society (Locke/Rousseau) vs.
- man being inherently evil, thus needing laws and society to control his evil impulses/nature (Hobbes).

Lord of the Flies is based on the philosophy of Thomas Hobbes, an English philosopher of the 17<sup>th</sup> century who is considered to be the father of modern political philosophy, writing during a turbulent period of Civil War in England. His work, Leviathan, expounds the social contract theory, the need for an absolute sovereign to "save us from ourselves" and describes the natural state of humankind (before organised societies, laws and governments) in the quote below:

*In such condition, there is no place for industry; because the fruit thereof is uncertain: and consequently no culture of the earth; no navigation, nor use of the commodities that may be imported by sea; no commodious building; no instruments of moving, and removing, such things as require much force; no knowledge of the face of the earth; no account of time; no arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.*  
(From: Oregon State University, 2002)

According to Hobbes, human nature is self-interested. The only effective influences on our behaviour are the incentives of pleasure and pain (Jack offers the excitement of hunting and the pleasure of eating meat and threatens physical punishment, including death). Political communities are based on a social contract, by which individuals surrender their power to a sovereign authority in exchange for protection to prevent the state of nature – a war of all against all. There is the need for a strong central authority to avoid the evil of discord and civil war. Thus, the democratic approach taken by Ralph is doomed to fail. Hobbes' pessimistic view is evident in his belief that "every human being is capable of killing another, to threaten another's life" and this is, in fact, what transpires on the boys' island. In Hobbes' opinion, the government's role is to protect us from ourselves and the state of nature, in which every person has the licence to do whatever they want.

If Hobbes was a supporter of philosophical absolutism, Locke, the "Father of Liberalism" believes in philosophical constitutionalism. Locke questions how far political authority can extend, how is it justified? Locke's philosophy is reflected in the United States Declaration of Independence.

The students can research the philosophy of Hobbes and Locke or watch the video whose link is supplied above. It can serve as a listening comprehension task, as they can fill in the graphic organiser (the link is also given above). Discussion to establish the relevance to the literary work follows.

#### • **Anticipation and/or revision – using the chapter titles**

Since the chapters have titles (added by Golding at the insistence of the editor), we can use them to predict the story, the main dilemmas, its mood, symbols, etc. The titles can also be used to revise the main events, symbols and turning points in the novel.

#### • **Tracking the themes**

Especially for the higher-level Matura students, it is important to understand not only the plot, but also the themes that are presented. If you like to prepare your students with a thorough pre-reading stage and they have already got a glimpse of what the novel is going to be

about by discussing questionnaires and exploring relevant topics, you could give them a list of themes to track while reading. You can find the main themes in many online resources (Spark Notes, E-Notes, Shmoop, etc), some of them being: good and evil (man's inherent evil), civilisation and savagery, innocence and corruption (loss of innocence), order and disorder, leadership, power, wisdom, fear, individualism vs. community, dangers of mob mentality (groupthink), war, etc. Having a list of themes can make their reading more focused. They can have different colours of highlighters to mark the sections that add to the development of a particular theme and thus keep track from chapter to chapter.

#### • **cards/posters**

To avoid repetitive questionnaires, students are asked to prepare posters or cards of chapter summaries following strictly defined rules (using the principle of less is more). Such rules actually make the task more difficult and require quite a thorough reading and careful selection of the information that is to be presented. A chapter card could include:

- CHAPTER NUMBER/TITLE
- FIVE MOST IMPORTANT EVENTS
- ONE SYMBOL (the object that is the most important, what happens with it and its picture/drawing)
- THEMES (a maximum of three themes that are the most obvious in this chapter)

The cards can be set as a homework assignment to complement the reading of the assigned chapter(s). In class they can be compared and discussed in groups. When the cards are different, the students have to re-consider their choices and negotiate the best version, which will eventually be presented to the entire class. Only one group presents the card/poster (as they will most probably be quite similar) and the others listen. At the end they comment and make suggestions if their card is significantly different.

#### • **"Zooming in"**

Once the main facts about the chapter are established by using posters/cards, each group can work on one of the five events, which were agreed on in the activity presented above, and "zoom in" by finding significant quotes and the themes that they are connected with, adding to the character portrayal and tracking the main characters and pointing out some

literary devices used by the author. This kind of detailed analysis after “seeing the big picture” is aimed at preparing them to write a good literary essay as it will enable them to quote, paraphrase and provide detailed illustrations to support the arguments they make.

- **Chapter questionnaires, character grids, graphic organisers**

<http://bit.ly/30ZRE0F>

<http://bit.ly/2RJC5Wp>

Of course, there really are a lot of chapter questionnaires available online (I have already mentioned the megapersons website above under the heading Questionnaires), which is why I did not create my own, but I am definitely going to use them for some chapters or recommend them to my students.

Characters can also be analysed and understood better by having character grids into which students add information from chapter to chapter with the number of the page where they got it. Character evolution can be presented by finding five defining moments and five important quotes for each of the main characters.

You could prepare activities in which they match objects, quotes, personality adjectives and actions with the characters and, once they are familiar with this kind of exercise, you could ask them to prepare a riddle for their classmates: who says/does/wears/feels something?

- **Literary devices**

Our task is not only to make our students understand LotF, but also to make them appreciative, sensitive readers, so

I think that in the while-reading stage we should pay some attention to the literary devices used by Golding.

*“Literary devices are techniques that writers use to create a special and pointed effect in their writing, to convey information, or to help readers understand their writing on a deeper level.*

*Often, literary devices are used in writing for emphasis or clarity. Authors will also use literary devices to get readers to connect more strongly with either a story as a whole or specific characters or themes.”*

From: Muniz, 2018

Why should we teach our students at least some literary devices? For one, knowing them will help them understand Golding’s motivation behind the choices he made when crafting the work. Secondly, it will make the novel’s overall meaning or purpose clearer to them.

Finally, literary devices are important to know because they make texts more interesting and more fun to read. If they were to read a novel without knowing any literary devices, the chances are that they wouldn’t be able to detect (and thus appreciate) any of the layers of depth and meaning interwoven into the story via different devices. (Adapted from: Muniz, 2018)

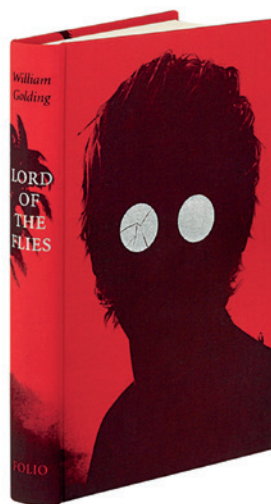
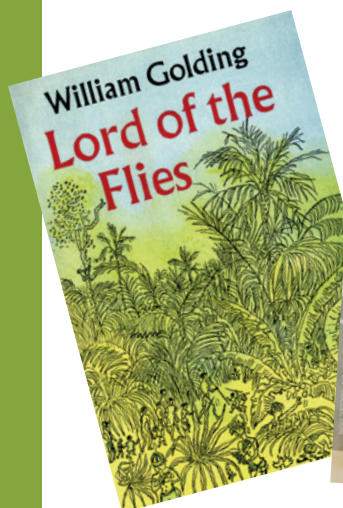
Having discussed the importance of being familiar with different literary devices with your students, you can use a worksheet on which you present the main literary devices used in the novel to be matched with the definitions and provide quotes from the first chapter.

Each group should then analyse and prepare to present 5–7 examples from the list of quotes that you provided identifying the literary device that is used and the effect the author achieves. They could find and analyse some more for homework. If you do this with the first chapter, you can ask them to pay attention to the literary devices employed by Golding in each chapter and to list at least five per chapter.

- **Prequels, sequels and sidequels and journals**

At suitable stages the students guess and write or speak about what happened before or after an event or re-write a certain event from a specific character’s point of view. For example, in the first chapter, before the background events that have led to the boys being stranded on the island are revealed, the students can invent them. Similarly, it would be interesting to imagine the sequel after the rescue by the naval officer who is to take them back to a ravaged world in which an atomic war is being fought. Finally, instead of the third-person omniscient narrator’s voice telling us about the events, we could be told about them from the point of view of a Littleun or Roger, possibly in the form of a journal. The extract below recounts Jack’s feelings during the assembly in the chapter Beast from Water as described in a journal written by a student. If the students are asked to provide textual evidence and quotes, as they were in this case, the task becomes not only creative but also seriously analytical.

*Ralph called an assembly and spoke things that he thought were important. When he called the meeting, I thought he would scold me again on the fire issue, but he didn’t. The talk was long and boring. I tried to interrupt, but Ralph said, “I’ve got the conch” (p. 89). I feel angry when someone says they have the conch, so they could talk. One day I will break that into pieces. . . . Before deciding to leave Piggy tried to find fault in me and said, “What are we? Humans? Or animals? Or savages? What’s grown-ups going to think? Going-off-hunt-ing pigs-letting fires out-and now!” (p. 99). I asked him to shut up but Ralph supported him by saying he has got the conch. Conch! Conch! Conch! I hate it. Ralph and Piggy think that by having rules they could control*





everyone. But not me... ("Lord of the Flies Journal Entries", n.d.)

- **Using images, films, songs, poetry**
- <http://bit.ly/2sSL5jD>
- <http://bit.ly/2Gjj4F5>
- <http://bit.ly/37nUYF5>

LotF was undoubtedly the inspiration for the Iron Maiden single with the same title. Listening to the song and identifying the elements of the novel and its mood captured in the lyrics and music is a good post-reading task. Students can write their own songs or poems as a condensed personal version of the novel. They can also find poems written about LotF by other students online. By the same token, they create or find paintings and drawings inspired by the novel (two links are supplied above) or study different versions of covers and choose their favourite one or create their own. Two film adaptations have been made and should, of course, be used in class. I recommend watching relevant carefully selected parts to prompt discussion rather than viewing the entire film at once. Watching the Simpsons 14<sup>th</sup> episode of the ninth season, Das Bus, (a parody of LotF) is also a possible extension activity as is viewing and discussing excerpts of the reality TV show Survivor, which places a group of strangers in an isolated location (usually an island in a tropical climate), where they must provide food, fire, and shelter for themselves.

## CONCLUSION

Studying and analysing LotF is a journey that should be enriching and enjoyable in spite of the novel's grim mood. Its multi-layered meaning, artful use of language and symbols and complex cultural references demand a careful preparation by the teacher. The dilemmas and issues presented in the novel are timeless and its relevance to the contemporary situation and the students' lives needs to be established. Each educator will choose their own path which has to suit their personal teaching style. It is by no means my intention to provide a recipe for LotF English Matura lessons. I do hope, however, that some of the ideas presented in this article will be found helpful in creating that feeling of a classroom abuzz with activity that we all strive for.

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## Pictures:

- <https://www.mhpbooks.com/notes-on-design-lord-of-the-flies-2/> <http://bit.ly/2RL7JTx> (LotF – first edition cover, 1990 edition)
- <https://www.deviantart.com/kracatorr/art/Lord-of-the-Flies-Island-137156058> <http://bit.ly/2NUAcVQ> (image of the island)
- <http://sampaints.com/2009/10/02/lord-of-the-flies/> <http://bit.ly/2Gjj4F5> (Beast from Air, The Shattered Conch, Painted Faces and Long Hair)
- <https://www.criterion.com/films/563-lord-of-the-flies> <http://bit.ly/2sRKoaf> (movie scenes - Peter Brooks)

# The Importance of Lesson Closure

by **Theresa Taylor**

**Theresa is from the west coast of Canada. She trained at the University of British Columbia with a Bachelor's degree in History. Theresa knew she wanted to be a teacher from kindergarten onward, so upon completion of her BA, she went back to university and obtained a degree in Education. She is incredibly passionate about teaching and learning! She is currently the Academic Coordinator at the ALC Rabat, and the National Coordinator of the ETII – a non-profit teacher training programme for pre-service Moroccan English teachers. Theresa has had a wide range of teaching experience, from teaching nursery school in Tanzania and Uganda and teaching primary school in the Emirates to teaching Academic English and thesis writing to engineers and nurses at universities. To celebrate ten years of teaching, she is currently working on her Master's degree in Education at Cardiff Metropolitan/SIST University.**

## **THE IMPORTANCE OF LESSON CLOSURE** **Area of Study and Significance**

There are a variety of effective pedagogical approaches which lead to academic achievement (UNESCO, 2019). With all pedagogical approaches, effective lesson planning and implementation of lesson stages are imperative for successful teaching and learning. Whilst planning lessons, teachers must be aware of the basic stages, and no matter how simple or complex a plan, effective lessons contain an introduction or hook, lesson development including presentation and practice, and finally lesson closure (Ganske, 2017, p. 99). Lesson closure is defined by Wolf and Supon (1994, p. 2) as "that time at the end of a lesson when a teacher wants to create an environment in which students can analyze what they have learned and be given the opportunity to explore their learning in greater depth."

In my role as an academic coordinator and teacher trainer, while working with pre-service and new EFL teachers in Morocco, I observed that lesson closure was often weak, rushed, or omitted entirely. After feedback sessions, suggestions, lesson plan review, and further observations, I was pleased to see teachers implementing closure in each lesson. I stressed the importance of lesson closure, but I had not personally done much research or reflection on the actual impacts of lesson closure in a classroom or institution. This led me to question what positive effects consistent lesson closure would have on students' learning.

Literature surrounding the importance of closure as a lesson stage is relatively easy to find when searching educational

databases such as Jstor or ERIC, particularly found in articles about lesson planning. However, actual experimentation, research, and examples of implementation of lesson closure are not found in abundance (Ganske, 2017, p. 99). From the Gestalt psychological framework, it is stated that closure is needed to make sense of information or incidents in the mind (Bloomquist, 2010, p. 5). Although there is agreement in the literature that lesson closure is an important aspect of each lesson, actually measuring the effectiveness of closure is quite challenging due to the many variables found in each classroom ranging from the instructional ability of the teacher to the natural cognitive ability of each student (Bloomquist, 2010, p.7). For this reason, questions surrounding closure effectiveness are ideal for small-scale action research projects, where educators can make changes in their own teaching practice and observe the results in their own classrooms.

The findings of this study are significant for trainers and teachers in EFL, as well as managers and owners of schools or language centres. Findings are also applicable to trainers and teachers in fields of study other than EFL, as high retention of concepts is a goal in all classrooms. This study adds breadth and depth to the existing literature surrounding the closure stage, exploring the idea that lesson closure positively effects student retention of lesson concepts and their perceptions of their own learning. Further research in the future could look at implementing a school-wide closure policy as a way to improve teacher effectiveness, student learning, and student (client) satisfaction. Further research could also include measuring student levels and actual achievement on assessments in classes with and

without closure, as this study did not focus on achievement or test scores.

### **Research Questions and Methodology Employed**

This research aims to answer the following questions:

- Does lesson closure positively effect students' retention of lesson concepts?
- Does lesson closure positively effect students' perceptions of their learning?

Action research is an effective method for teachers interested in improving their pedagogical approaches (Bell, 2010, p. 6). Implementing small changes in teaching and planning methods and charting the outcomes can contribute to discovering best practices and teacher mastery. For this study, I employed the use of action research, and my methods of obtaining data were quasi-experimental and exploratory. The data I collected was qualitative in nature, and mainly based on my own anecdotal notes taken in class. I was unable to quantify the effects of lesson closure, as I did not focus on levels, numerical scores or assessments.

The setting for this research is an extra-curricular English language centre in the capital city of Rabat, Morocco. Classes are generally once weekly for ten weeks; however, I chose to carry out my action research during summer intensive classes, where classes meet for ten consecutive days. Most students come with a background in French and Arabic, and are from mixed socio-economic backgrounds and a wide range of age groups. In order to gain thorough answers to the research questions, I chose two different classes of different levels and age groups in order to explore my closure research.

**Class 1:** Intermediate 5 level, approximately 3.5 years of weekly formal English classes. They would be considered B2 level according to the Common European Framework of Reference for Languages. This class was an adult class with 20 students, ages ranging from 18–35; there were 14 females and 6 males. The class met daily for 3 hours each day.

**Class 2:** Junior 4 level, approximately 1 year of weekly formal English classes.

They would be considered A1 level according to the Common European Framework of Reference for Languages. This class was a young learner class with 17 students, ages ranging from 12 to 15; there were 11 females and 6 males. The class met daily for two hours each day.

### **Implementation of Exploration and Experimentation**

For each of the two groups, I would plan the first four days without proper lesson closure at the end of each session. At the start of each session, I would question students about what they had learned the previous day or in the course thus far, and record their answers and general response attitudes. For the consequent four days of classes, I would prepare lessons that included proper lesson closure at the end of each session. At the start of each session, I would once again question students about their learning and record responses and attitudes. At day four and day nine, I would also have students get into groups to discuss their perceptions of the course, their learning, and their retention of the concepts taught. I would monitor the groups and record notes about their thoughts and perceptions. My closure questions involved discussion and activity with variants of the following questions:

- What was the main objective of today's class?
- What did you learn in class today that you didn't know before?
- Where do you need more practice?

Due to the limitations of my experiment, it can only be referred to as quasi-experimental. There was no separate control group, and testing conditions were relatively informal. However, it remains a valuable exercise in action research, as teachers striving for effectiveness must continually try new means and methods and explore with teaching and learning pedagogy in their classes.

### **MAIN OUTCOMES**

#### **Class 1 Sessions 1 Through 4**

For the first four sessions, I planned my lessons with no lesson closure, and then recorded notes regarding student responses. On the second session when I asked students what they recalled from the class before, there was

approximately 30–45 seconds of hesitation or thinking time. Students were then able to recall parts of the lesson that had an impact upon them; for example, one student mentioned a vocabulary game where we raced and slapped the board. Another student recalled the warm-up conversation mingle. However, students did not recall very specific information such as new vocabulary words. I saw similar results at the start of class on sessions three, four and five. Students were able to recall specific grammar concepts that were taught to them – for example, modals of speculation about the past; however, this generally came after several minutes of brainstorming.

#### **Class 1 Day 4 Student Reflection**

Day four marked the halfway point of my experiment with this group of students. I had students move their desks into groups of 3–4 and posed the following questions:

- What have you learned so far in this course?
- Create sentences using examples of vocabulary words and grammatical structures we have learned within your group.

I circulated the room, monitored the groups, and jotted down notes about student discussions. Students were able to answer both questions but required some prompting as I circulated. I also noted that several students had to page through their textbooks in order to confirm information relating to vocabulary and grammar points. Student conversation was comfortable but there were periods of silence and students told me they were “finished” with discussion within three to five minutes of starting.

#### **Class 1 Sessions 5 Through 8**

For the following 4 sessions I asked closure questions at the end of each lesson. This was sometimes in the form of pair work, individual thought with group feedback, as a mingle activity, or as a written exit ticket. On day 7 in particular, I noted that students were able to recall lesson concepts more quickly when I asked to review the previous day at the start of class. Previously I had recorded about 45 seconds of thinking time with no closure ques-

tions, and with closure questions, I noted that students responded within 10 seconds of my questions. They were quick to review the last session's main points with me, and I found that their answers extended beyond the memorable games and activities we did. In some instances, students even recalled specific vocabulary words such as "apprehended" and "sought" and used them in sentences. At the start of day 8, I saw similar results, with quick, accurate responses. Students were confident in recalling what they had learned thus far.

### **Class 1 Day 9 Student Reflection**

As day nine marked the end of the four days in which I had implemented lesson closure, it was the end of the experiment. I once again wrote the same questions from day four on the board, and had my students get into groups of 3–4 in order to discuss. I moved around the room listening to my students' responses. The necessity to prompt students was less; I only had one group that needed some guidance and a push to get started. The other groups were able to get into discussion immediately, and they recalled what they had learned without consulting their textbooks. I noted an increased level of confidence in several students, particularly a group of four young adult males, who had previously been unsure of what to say.

### **Class 2 Sessions 1 Through 4**

With my second class, I repeated the same experimentation process as I had with the first. For the first four days, I prepared lessons with no proper closure at the end. When I asked students the following day to recall what we had done last day, I noted that they were slightly faster than my adult group. While I had noted 30–45 seconds of hesitation with no closure with the adults, with the young learners I noted only about 10–20 seconds of hesitation. However, as with the adult group, with no closure, this class tended to remember games and activities more quickly and easily than actual lesson content. For example, on day three, the first item recalled when asked to review the day before was a fill in the gap sing-along song, and the last thing they recalled was the grammar point, present progressive.

### **Class 2 Day 4 Student Reflection**

Again, at the mid-way point I wanted to get some feedback about my students' perceptions of their own learning and progress. Instead of larger groups as with my adults, I had students work in pairs to discuss several questions I wrote on the board. I modified them slightly to be level appropriate.

- What have you learned in Junior 4?
- Think of 2 sentences using new vocabulary words.

- Think of 2 sentences using the new tense we learned.

I observed my students as they discussed their answers with their partners, and I found that as soon as they went to answer the second and third questions, the majority of students had to flip through their notebooks or go to their textbooks for ideas and support. Four pairs of students asked for my assistance and were unsure if they had the correct understanding of vocabulary words and the grammatical structure. I followed up with whole group response about the difficulty of the task. Several students explained that they felt they still needed more review and to "revise" more before they would feel that they were "good at Junior 4".

### **Class 2 Sessions 5 Through 8**

Following the lessons without closure, I carefully planned sessions five to eight to include lesson closure. I varied my strategy each time, but used one or all of the same three closure questions at the end of each session:

- What was the main objective of today's class?
- What did you learn in class today that you didn't know before?
- Where do you need more practice?

If we were short on time, my closure activity was as simple as asking a



variant of question 2: "Tell me two new things you learned today before you leave the room". If we had several minutes left, I would expand the activity and have students brainstorm all stages of the lesson, and then discuss the three questions above in pairs, groups, or a mingle.

As these students were already quite quick to respond to my morning review questions about the previous lesson, I did not notice much difference in response time. However, depth of discussion increased, and students moved from recalling activities and games to actual lesson content, grammar form, specific anecdotes we had shared and content from reading texts.

### **Class 2 Day 9 Student Reflection**

To get a final sense of the effects of lesson closure with my group of young learners, I put them into pairs again and had them discuss the same questions from day four. I had two groups of students that needed prompting, down from four. On day four, I found the majority of students looked through their notebooks or textbooks for support, and on day nine, I only recorded three pairs of students doing so. I was pleasantly surprised when we came back as a whole group for feedback, and I once again asked students about the difficulty of the task, and was told that they felt more capable and confident, and that now they were "good at Junior 4". I was left with the feeling that proper closure solidified concepts in their minds and gave them tangible examples of their own learning.

### **REFLECTIVE ANALYSIS**

The results of using closure questions were improved retention of lesson concepts, and overall higher learner confidence. Omitting the closure stage of a lesson happens frequently, as teachers often over-plan and run out of time (Wolf and Supon, 1994, p. 1). However, this study shows that closure is a lesson stage that should not be omitted, and instead should be given careful thought and consideration. Closure allows students the chance to put all of the pieces of a lesson together to create a whole, to solidify concepts into their

memory, and therefore feel more confident in their learning and knowledge (Ganske, 2017, p. 99). In both groups, I took note of a diminishing number of students needing to look back at their notes or open their textbooks, or ask me for support when asked simple reflection questions about vocabulary, grammar, or their learning, which indicates both retention of concepts, and increased self-confidence. Closure creates more confident students who trust their own memory and learning, without the need for confirmation from outside sources.

One of the most significant findings of this action research was that in classes of both young learners and adult students without lesson closure, only highly emotional aspects of the previous class were quickly and easily recalled, such as fun activities and games. However, actual content including specific vocabulary and grammatical concepts were quickly and easily recalled following lessons with proper lesson closure. This finding has significance for all teachers, because although there is a push to design fun and creative activities, and teach a large load of content, sticking to traditional lesson plan components and stages still has great importance in the overall effectiveness of teaching and learning. A well-planned teacher who ensures they set aside five or ten minutes for lesson closure will see improved results in their students' learning.

Although my research questions focused on the effects of lesson closure on my students, I also felt effects on my own practice as a teacher, as action research in the classroom often lends itself to personal reflection. In the lessons where I had prepared proper lesson closure, I was left with the feeling that I had given every student as many opportunities to grasp the lesson concepts as was possible. Being highly aware of properly planned lessons and lesson stages made me a more effective teacher. From a managerial perspective, focusing on lesson closure as a school-wide policy or professional development programme would have many benefits for both quality of instruction and overall student results and satisfaction.

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# Cultural Perspectives and Awareness in English Teaching

by Marina Siskos



**Teachers in the 21<sup>st</sup> century are starting to accept that Second Language (thereupon referred to as L2) input, during Second Language Teaching (SLT), cannot eliminate the underlying workings of L2 learners' native language (L1).**

It is an irrefutable fact that - no force or action seems capable of influencing this procedure and, on top of that, the more stressed, tired or dismayed a learner might feel, the more likely it is that they revert to their native language.

The same refuge in one's first language might occur when a person feels overly happy and excited.

As we read intriguingly in Caldwell-Harris (2014), "bilingual speakers frequently report that swearing, praying, lying, and saying I love you feel different when

using a native rather than a foreign language" (see e.g. Pavlenko, 2005; Dewaele, 2010).

The more fervent an emotional situation might be, the more inclined we are to employ our native language. "Intuitively, it makes sense that a language learned in childhood will carry strong emotional resonances. The family context of learning means that everyday language carries the full range of human emotions. [...] Early language develops at the same time as emotional regulation systems (Bloom and Beckwith, 1989). It is thus plausible that utterances that are learned early become tightly connected with the brain's emotional system. However, a second language can also come to feel emotional if it is used frequently and learned via immersion rather than in the classroom (Dewaele, 2010; Degner et al., 2011).

Frankly though, L1 suppression should not constitute an aim at any stage of the TEFL (Teaching of English as a Foreign Language).

The rationale supporting the aforementioned claim professes that, - attempting to silence L1 is rather unrealistic and virtually, - unnecessary. If conscious L2 input and Second Language Teaching is appropriate, natural and systematic, L1 workings can pose no threat to L2 development.

It is doubtful whether L2 learners can indeed silence their L1, an entity that is intrinsically inbred in their consciousness.

One feasible desire and TEFL curriculum goal could be the complete, conscious and solid development of the target language (L2), to the extent that L2 learners' native language does not interfere and therefore be considered a potential obstacle.

What Constitutes Cultural Awareness  
Cultural awareness is strongly linked to the notion that, on the part of the teacher, there is an all-pervading and clear understanding - which moulds consequent behaviour, the teaching methodology and selected materials.

A teacher's solemn understanding refers to L2 learners' processing, potential L1 interference, awareness of their L2 classes' shared values, accepted beliefs, ethics, learning expectations and background education, as well as preferred communication patterns and codes.

The values and factors put forward beforehand in a culturally aware L2 teaching and learning setting are not merely to be recognised; rather, it is best to actively consider these during all stages of L2 input, decision-making and teaching.

Cultural and inbred emotional awareness sometimes can sometimes filter aspects of L2 teaching and learning. Why is Cultural Awareness Valued?

First and foremost, because cultural insight and understanding is interwoven into the spirit of Second and Foreign Language Teaching and communication.

Human communication transcends linguistic codes and it is proven that this notion incorporates elements of acceptance, inclusion, and overlying human principles.

Both parts of SLT, the native-source language entity and the foreign-target language entity, are bound to have some of their inherent values and world understanding shaken at some points in the SLT procedure.

Cultural understanding smoothly paves the way to formulating realistic expectations with regard to language referents and their conceptualisation by the L2 learners.

L2 instructors that teach being culturally aware are confident, or at least, better prepared, for the involuntary allusions that L2 input might trigger, about the evoking of certain reactions and the encountering of obstacles – in the cases where L1 lacks word equivalents, for instance, or where L2 grammatical structures cover semantic meanings or, in the case of L2 vocabulary input, source language (L1) priming that does not correspond to the target language (L2). In terms of all those aspects, the teacher is expected to be welcome and accepting towards those-as the developmental stages of the L2 procedure that they are.

“Psychologically, understanding different beliefs, levels of cognition, emotions and characteristics of people with different cultures is needed in the teaching profession” (Grageda & Silor, 2017).

Culturally-aware L2 teaching can nourish a common sense of purpose and it can strengthen the feeling of belonging within L2 learners who might come from divergent ethnic, religious and linguistic backgrounds-taking into con-

sideration the massive population movement towards western and eastern European countries.

The nurturing of a common purpose consequently fosters L2 learners' commitment to learning, enhances cooperation, strengthens cognitive processes such as those that are integrative to L2 development, with memorization leading to optimal results, both linguistically and cognitively.

How Can Cultural Awareness Take Root?

Cultural awareness might encompass and entail more than just an acknowledgement of learners' cultural, religious and pedagogical values and attitudes.

As maintained by Grageda and Silor (2017),

*Teachers as facilitators of learning must possess knowledge of cultural sensitivity. Thus, the pedagogy of teaching contains the integration of cultural dimensions in order to have a culturally responsive pedagogy.*

Cultural awareness and inclusiveness constitute one cornerstone in attaining long-lasting linguistic, pedagogical and cognitive outcomes.

Still, in the 21<sup>st</sup> century education, homogeneity tends towards obsolescence, as a natural consequence of the constitution of a changing society and its dynamics.

According to Sitwatu (2007) as cited by Majors (2010),

Culturally responsive pedagogy (CRP) is an approach to teaching and learning that (1) uses students' cultural knowledge and experiences (2) incorporates a culturally compatible classroom environment (3) provides students with opportunities to demonstrate learning, using a variety of assessment techniques and (4) provides students with the knowledge and skills needed to function in mainstream culture while maintaining their cultural identity and native language. These mean that knowing the concepts of different cultures is an important aspect in the learning outcomes of diverse learners. Thus, teachers [...] must be creative, innovative and

imaginative in using pedagogy that helps diverse learners in the learning process with 21<sup>st</sup> century skills. It feels opportune to shift our attention to the intended meaning of the term “imagination” in pedagogy. Imagination refers to the attribute that enables people to experience and share situations and instances that customarily belong beyond the sphere of their familiar reality. Through the lens of a well-exercised imagination, one can realize other peoples' perspectives and attitudes.

Hopefully, everyone is endowed with the ability to imagine in the sense employed here.

Incorporating cultural awareness can occur naturally in settings of closely similar worldviews and shared life experiences. The heart of the matter is that the above pedagogical setting does not narrate the norm, as our life circumstances permit frequent and rapid movement across the map. Long-distance learning can effortlessly support the above conclusion. It is worth mentioning and retaining though, that cultural awareness and the demand for this does not apply exclusively in situations that permeate borders, as it can define inter-state situations. Rural societies and sociolects (non-prevalent dialects) within the borders of Greece can simulate an instance of lack of a shared background among Greeks.

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# The Death or Regeneration of Textbooks

by **Eak Prasad Duwadi, PhD**, eak@ku.edu.np

**Eak Prasad Duwadi, PhD is an Assistant Professor teaching Professional Communication at Kathmandu University Nepal. A vibrant Life Member of NELTA, he has been volunteering since 2005. He is the Managing Editor of the Journal of NELTA besides authoring books, chapters, and several research papers on peer-reviewed journals from the USA, Australia, UK, Nepal and India.**

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Are textbooks being phased out with e-books?

This is the question that I have been pondering for the last few years. Be it by teachers or students, textbooks are being used less and less nowadays in higher education institutes. Whoever you are, technology is clearly reshaping traditional teaching materials, but what the new technology will take away from the learning experience is yet unanswered (Emmerson, 2015).

I have a passion for teaching and learning. I often try to embrace technology in order to strengthen old pedagogy (Duwadi, 2012). Recently, I set up a new Facebook group for my undergraduate level students. Though most of our teaching and learning depends mainly on textbooks, like senior students they often do not bring their textbooks, nor do they collect the handouts from the nearby photocopy shop. However, they possess a smartphone loaded with many applications. Therefore, I have uploaded resources necessary for them like the syllabus, e-books, useful links, and instructions.

No textbook can cater to the needs of all students in a class. It is necessary, therefore, for teachers to adapt textbooks and complement them with other resources to match the needs and interests of students. Instructional materials can be developed from textbook content and from elsewhere to meet their needs (CDC 2002).

Regarding the politics of content, in relatively open political systems textbook content often represents delicate compromises among groups with different ideological positions, different religious beliefs and practices, or different ethnic and tribal backgrounds (Farrell, & Heyneman, 1989). Even the owners of modern technology are prone to this kind of bias.

Turner, a head teacher opines, "As a teacher who loves books anyway, it would seem to me to be disastrous to get rid of books altogether" (Turner, 2015). There are many places where frequent power cuts are normal, and internet service is still dearer. It is impossible to depend on technology. In that situation, choosing the middle path is apposite because technology should be used, but no one means of learning should be exclusive.

When young children spend too much time in front of a screen, it will seem irresponsible to make them spend most of their day there. This will be the added problem of how to get the children up and active. So Turner adds, "I like my books. Maybe there could be a way to





use books at school, but have the same book online for home activities thus saving the carrying to and fro”.

Similarly, a critique of the computer’s use in education Alfonsi (2015) claims, “Once introduced into the curriculum, students do not interact anymore!” Also, their need for immediate gratification was served by the machine. However, people having access to technology do access so much more information than others.

A Secondary English Language teacher teaching at a school that has replaced textbooks with technology reveals that textbooks are missed by both her and many of her students. So she instructs her students, “Close your laptops and shut down your electronic devices” just to get their attention in order to teach a lesson, though many teachers like the result of not having to transport books (Norman, 2015).

Gita Sharma, a researcher currently doing an MA in Teaching English for Academic Purposes by distance learning wonders if it is more useful to think in pragmatic rather than nostalgic terms regarding books (Smart, 2015). The fact of the matter is that dualism has enveloped modern academia. Courtland L. Bovee, a print publisher, does not predict the imminent demise of the printed textbook anytime soon, though does want to keep an eye on the changing horizon.

Karna Khanal, a researcher emphasises, “I would prefer to read from print from the concentration, assimilation and retention point of view, plus the ability to see the page holistically and navigate and annotate in the way I would wish. However, I would (and do) use both formats, on the principle of choosing the best option for a particular job (2017).”

Ross (2015) writes, “As I was travelling to a conference at Reading University on Friday, a couple sitting opposite me on the train, that I’d guess were in their 70’s were both reading. One was grasping her Kindle – the other his book - it immediately struck me as an interesting juxtaposition of the new and traditional formats”.

In addressing the big question of adopting the textbook or not, Davis and Meyer

have published a book criticising traditional textbooks and teaching materials, claiming that they are inflexible and not amendable to individualisation. But that’s precisely what worries some educators the most: What was once a teaching model is transforming into a learning model (Angus, p. 2). Manish Shrestha, another expert, concludes, “Technology is a vehicle; it’s not an end.” Hence, I cannot exclude one for the sake of other either, since I also believe that print and electronic formats will probably survive in tandem with each other rather than electronic dramatically displacing print. And I am not going to phase out the textbooks in spite of exploiting the available online resources.

The aforementioned discussions about death or regeneration of textbooks extract few findings: e-books allow you to

carry one laptop or iPhone rather than heaps of books. Most e-books are less expensive and portable. However, e-textbooks may occupy a lot of memory storage on a tablet or laptop which are also very expensive for the poor. Moreover, many parts of the world still lack adequate infrastructures for adopting ICT in the classroom.

In my opinion, until now the reader-friendly aspects of printed books have not been transformed to e-books. This is the reason why printed books give something extra to the students. For example, only some e-textbooks allow you to take notes. Highlighting and taking notes during class may help you study efficiently, something that is more easily done with textbooks. Therefore, I have seen the coexistence of both textbooks and e-books at least for a decade or so.

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### Sponsored article

Editor's note: IMAGLEE will be exhibiting at our annual conference which takes place 12<sup>th</sup> – 15<sup>th</sup> March in Terme Vivat.

The exhibitor is making these samples available to our readers together with some tips on how to use them. You will be able to purchase their products at their table for the duration of the conference.

IMAGLEE cards are an excellent tool which can be used not only as an additional aid in any type of session but which can at the same time be the main focus of the session. Their aim is to develop concentration, short-term as well as working memory - they can be used not only in English lessons, but also in mathematics, as a support for storytelling in native language lessons, and many others. Personally, I enjoy seeing the kids' eagerness to try IMAGLEE CARDS on their own - they create their own scripts and rules. Another great benefit of these cards is learning about the students' personalities, and how they approach teamwork, for example; who seems to be the leader, who is rather an introvert, and so on. However, so far I have never met anyone that could not find any kind of interest in the cards. My students all love them. :)

**Ilona Šostroneková**

*(Freelance English Teacher,  
Slovak Chamber of English Teachers  
– Membership Secretary)*



# IMAGLEE Fantastic Cards – your joker with numbers in pictures



We love to make the class engaging for our students. However, before entering the class, we can only guess what mood they are in. To be equipped for any situation, we would need to pull a cart full of teaching tools. This doesn't sound very attractive. Is there a solution?

Let's close our eyes and imagine ... an ideal 'teacher's Swiss knife', which would first and foremost be usable for students of all levels. Second, it would allow students to practise a wide array of subject matter (vocabulary, storytelling, grammar etc.). Third, it would allow for activities in various settings. One day students may need to be energised with a team physical activity, another time they may need to calm down, focus, and work on their own.

As a university teacher in Prague who likes to spice up economics classes I lacked such a tool. Together with a great artist, Jana Zimová, we put together multifunctional playing cards with numbers seamlessly hidden into pictures. We named them IMAGLEE [**imagli:**] for two reasons: they are image glyphs and they spark imagination and joy (glee). Since autumn 2015, Imaglee cards have not stopped surprising us and everyone else who uses them how widely they can be used.

With some experience using Imaglee, I would like to share with you, dear Slovenian colleagues, a few activities which have turned out to work very well in English language teaching. I love learning languages. I have spent more than thirty years learning English and a dozen other languages, although half of these were at beginner level only.

The first game, **Pantomime**, helps students build up self-confidence. It helps them feel they can communicate in the language from the first minute with the help of their hands and feet. This game can also help students to realise that certain things are not so easy to communicate without words, and so it can nudge them to learn terminology. The second game, **Word-based ping-pong**, motivates students to learn vocabulary at all levels of proficiency. **Storyfighters** cultivates the code we have been using since time immemorial. **Innovators** activates the right brain hemisphere and motivates us, language learners, to improve our ability to make our (brilliant) ideas understood by others.

## Pantomime

One player (the mime) acts, the others guess (several guessing attempts made one after another are allowed). From the full deck, the mime randomly picks five cards in such a way that other players do not see them and places them on the table (with the pictures face down). He puts the remaining cards aside. The mime draws cards from the deck, one by one, and acts out the central picture. The first player to guess correctly gets the card. If more players say the right answer at the same time, each of them gets a card (one receives the card being acted out and the others get cards from the mime's deck). The player who gains the highest number of cards is the winner.

## Word-based ping-pong

From the full deck, pick 10 cards representing each of the numbers 0 to 9. Shuffle the 10 cards and place them on the table (with the pictures face down). Put the remaining cards aside. A randomly chosen player draws the top card from the deck. Starting with this player, the players take turns in naming what is seen (= what is depicted) in the card (colours, pictures and picture components). No words can be repeated. The player who says the last word, gets the card. They turn a new card face up and the competition with the aim goal to of getting this card starts. The player who gains the highest number of cards is the winner.

## Storyfighters

Create the winning story! Each player draws five cards from the deck and tells a story using these cards. The choice of the order of the cards is up to the players themselves. They are allowed to use any pictures, colours, and/or numbers in each of the cards. The winner is chosen by the jury (by people from the audience or by all the players). Hint: Are you not that much into competing? You may choose to develop one long story together. You may also try rhyming if you like. One more hint: the whole story has to be told in the past simple with the following rule: after each verb in the regular form a verb in the verb irregular form has to follow, and the other way round. For example, 'went' can be followed by 'started', but not 'made'. In the same fashion, another rule could be that any single e ("e") has to be followed by double e ("ee") and the other way round. For example, 'went' can be followed by 'bee', but not 'forest'.

## Innovators

Prepare a number of cards for the game so that everyone has the same number of turns (with one full deck of 50 cards and three/four/six players, the highest number (of cards) divisible by four is 48; with two or five players, we play with the full deck of 50 cards) and shuffle the deck. The players take turns in the role of the active player. The first player draws two cards from the deck, describes which problem may arise between the central pictures, and tries to come up with at least five different ways on how to solve the problem. If they succeed, they get both cards as a reward. Otherwise, they put them aside. The next player follows. The game is over as soon as there are no more cards left in the deck. The player who gains the highest number of cards becomes the Innovator of the Year.



**How to adjust the games to the mood of students? You can hide the cards in the room, you can allow students to choose the cards they will play with, you can incorporate running into the process of getting the cards. Or you can place the cards below an object, (eg a card box) and make students use their fingers to pull out the cards. The games can be played in pairs, small groups or with the whole class. An individual (solitaire) version is an option, too.**

**For additional inspiration (in Czech and in English), check [www.imaglee.com](http://www.imaglee.com). With Imaglee, imagination has no borders!**

#### **Did you know that ...?**

Imaglee cards were invented and are produced in the Prague area. They are used in more than 500 schools and hundreds of families, even in Australia. There are four different boxes. Each box contains 50 cards in four basic colours and one additional colour. There are ten cards from 0 to 9 from each suit.

#### **What do users appreciate about Imaglee cards?**

- Although they take up little space, an incredible number of games can be played with them: not only classic games like Quartet and Memory game, but also dozens of original Imaglee games, which you can complement with your own rules.
- They can be used to practise the subject matter flexibly, to spice up teaching, and to take a break from textbooks.
- They can be used not only in the teaching of English, but also in other subjects (mathematics, literature, science and social sciences) so they are particularly suitable for CLIL classes.
- Movement, dexterity and creativity can be incorporated into learning with Imaglee.
- When playing with Imaglee, players laugh and are engaged as well as learn.
- The level of difficulty can be adjusted to the players.
- In a heterogeneous class, everyone can play and win. The whole class can play together, and no one is the one who is lagging behind.
- Cards guide students to be responsible for their own rules.
- Games can be played not only in a competitive setting, but also for the enjoyment of playing together.
- Cards can be used at school, in after-school clubs, at home, just about anywhere.



**27<sup>th</sup>**

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**Teaching...**

**it's a kind of magic!**

# Is Teaching Standard English Prizing Accuracy at the Expense of Fluency?

by **Sandra Kozorog-Košuta**

**English, like any other language, is constantly changing. In these globalizing times, however, it is changing even faster and in a greater number of contexts than ever before. Non-native users, including learners and teachers, are the greatest agents of this revolution, for they are bringing to English the rich influences of their own languages and cultural contexts. More importantly, we are recrafting English to serve us as a lingua franca, that is, as a third or bridge language between individuals who do not speak the same first or native language.**

The idea that English belongs to native speakers only, while all others use it as a foreign language, is no longer true. It is probably a fact that most spoken interactions in English now occur between non-native speakers in lingua franca scenarios. Moreover, referring to English as one single language with Standard English being the norm - which has always misrepresented its diversity - is no longer either adequate or accurate. Trudgill (2000) estimates that *"probably no more than 12–15 per cent of the population of England is native speakers of Standard English"*.

A former British Prime Minister, Gordon Brown, once said in a formal speech: *"Like football and so many sports, English began in Britain but now belongs to the world. It's spoken by more than a billion people, it's the language of the Internet, and it's the language of business, and it transcends borders, cultures,*

*and divides, helping us not just to understand each other better but to foster mutual respect. It's the language that helps the world talk, laugh and communicate together."* (<https://www.youtube.com/watch?v=6gxaN-hagTY>)

The British Council is about to launch a new online course in an attempt to expand the long fixed boundaries of the traditional teaching (and usage) of Standard English. Changing the concept of traditional English language teaching is currently an urgent issue for the teachers of English worldwide.

Now have a look at these pictures.



Which one is closer to your concept of what the English language is like? Do you find it like a planet or more like a galaxy? Do you think languages are discrete, describable systems that exist outside the heads of individual users (a monolithic view), or do you find them more like partially overlapping systems of dynamic linguistic resources that exist in the heads of individual users (a pluralistic view)?

Do you believe that the use of English as a lingua franca between non-native speakers will diminish the expressive capacity of the language? Do you think that it is better if learners of English avoid the 'non-standard' use of English found on the Internet and that the acquisition of native-speaker proficiency in English is a goal that all students should aim for? Do you believe that the exposure to different varieties of English will only confuse learners or....

Would you rather argue that the increasing diversification of English through contact with other languages is a positive development? Do you agree that teaching and testing a single standard English restrict the development of learners' communicative competence and that a focus on fluency and task achievement is more motivating than a focus on accuracy?

If you are more likely to agree with the first few questions, then your view of language is definitely more monolithic. You see it as an entity existing outside

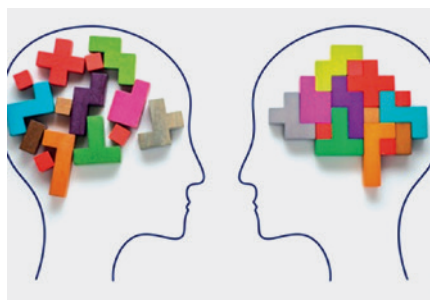
of human beings. Whereas if you tend to agree more with the second part of the questions, then you see English more like a galaxy, made up of multiple, coalescing objects, having fuzzy boundaries, and being variable, hybrid, and dynamic. This is the view that all teachers of English should acquire because when users of one language come into contact with users of other languages, they exchange words and thus change the language in numerous tiny ways.

The popular view of English as a monolithic system has developed largely as a result of the following four factors:

- the generally unconscious use of language and the inability to observe its development in the users' minds;
- the association between Standard English and nationalism (i.e., English belongs to the English);
- non-native speakers are often assumed to lack proficiency, and their usage is therefore associated strongly with 'errors' (which teachers correct);
- and non-native speakers have typically been ignored in linguistics despite the fact that most spoken interactions in English probably occur between non-native speakers.

### IMPLICATIONS FOR LANGUAGE TEACHING

A related point that a pluralistic course wants to highlight is that **insisting on a single correct form of English prizes accuracy, but this often comes at the expense of fluency.** Accuracy suggests 'following the rules' and, in the context of English, this is invariably taken to mean 'the rules of Standard English', which are undoubtedly out-of-date. Instead, it has been suggested that it is vitally important for all speakers of English to practice listening to a wide range of varieties of English and to adjust their speech in order to be intelligible to listeners from a wide range of language backgrounds.



Another implication of the pluralistic language teaching method that I found revolutionary was the idea of **translanguaging**. Translanguaging means moving across languages to achieve effective interaction by giving bilingual and multilingual learners and users the opportunity to employ their full linguistic repertoire in order to express themselves. In other words, translanguaging **allows learners to communicate effectively in class by using different languages for different purposes.** For example, learners might speak about a class topic in Slovene, but write something about it in English, or they might approach a text by reading it in English, but have a discussion about it in Slovene. The emphasis on performing bilingually in the classroom not only helps the learners gain greater understanding of the content studied, but it also helps them feel more integrated in the classroom by bridging the language they use at home with the one used at school. In addition to language development, translanguaging **promotes language equality and can boost a learner's self-esteem in the process of language learning.**



Furthermore, we should be aware that **learning English is not the same as learning other school subjects.** We all know that **knowledge of any language is cumulative.** It's not like geography, for instance, where we can learn perfectly about Asia even though we have forgotten what we had learned before about Africa. In languages, on the contrary, what we teach today is complementing and increasing what the children have been taught over the last few years. Similarly, the language rules that we teach today will remain the basis for tomorrow. Moreover, children **'construct' their language gradually through experience.** It's not something they can learn overnight, but rather they

develop skills gradually, based on a great deal of practice. If they don't pay attention in history or science, for example, they can cram the night before a test, whereas languages require a longer, steadier commitment. The process of **'internalizing' a language is the basis for moving to the next level.** It's like climbing up the stairs. And another thing that all we teachers should be aware of is the fact that (especially young) children acquire a new language in the same way as they have acquired their mother tongue, i.e. by unconsciously analyzing patterns and constructing their new language through experience. They learn languages remarkably fast by storing and analyzing input at an unconscious level in their memory, and each time they hear a unit again, its memory trace gets stronger. They are completely unaware of the system they are using. What is more, there's **a strong link between ownership of the English language and its proficiency.**

The last thing that I find vital to make our students become aware of in the process of learning is the fact that English is no longer only a matter of the English and the American people, but of anyone learning and therefore using that language. And what's even better, **L2 learners of English are inevitably users of English, and users of L2 English never stop being learners.** That is not the traditional way of thinking about these concepts. It is often assumed that what language students do in an educational environment is purely learning, and that using the language only starts once they have finished learning, i.e., in 'real' life. But in fact, language learning and language usage operate on parallel planes--if they can be separated at all.

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# Fostering Critical Thinking Through IT Tools

by **Tajana Bundara**, *Manuš Elementary School – Split, Croatia*



**Tajana Bundara has been teaching English and German for two decades. Her teaching experience embraces a rich array of teaching curriculum, from high schools and elementary schools to open-type schools for foreign languages including various language camps. Currently, she works at Manuš Elementary School in Split, Croatia. She runs a Storytelling Club, a magical place where younger pupils create their own video-stories, stories based on cards, and seniors read to juniors in English, sometimes German. With her enthusiasm and innovative spirit, she creates funny skits every year and her pupils**

**enjoy the glamour and glory of the stage on German Language Day. The themes are always attuned to the latest educational and pedagogical topics and issues. She coordinated and was wholeheartedly engaged in the KA2 Erasmus+ project for two years. Now, she runs three eTwinning projects. This year she has been awarded by the Croatian Ministry of Science and Education as one of the most successful teachers in Croatia.**

**EXAMPLE OF GOOD PRACTICE  
FOSTERING CRITICAL THINKING  
THROUGH IT TOOLS**

## EXAMPLE OF GOOD PRACTICE FOSTERING CRITICAL THINKING THROUGH IT TOOLS

*Lesson designer: Tajana Bundara*  
My lesson plan was born out of prevention of behavioural issues and an attempt to meet the demand for developing 21<sup>st</sup> century skills.

I have realised the importance of providing an active environment for the highly skilful, yet passive and lazy pupils, always lurking for an opportunity to 'impose' their energy during the lesson session. So, I decided to use their skills, and channel their energy into 21<sup>st</sup> century skills. The main teaching strategy was debate and the triggers for the debate were initiated through implementation of IT tools.

The topic refers to cultural differences.

The audience was senior elementary school pupils.



I truly hope you will find this lesson plan inspiring and motivating.

Note: The Power Point presentation is available on <http://bit.ly/36q3WQK>

Name: <b>Tajana Bundara</b>	Lesson title: <b>Teenagers and Money</b>		Topic: <b>Culture</b>
Type of lesson: (Reading / Grammar / Listening / ...) <b>Critical thinking skills</b>	Student level: (according to CEFR) <b>A2</b>	Student type: (Primary / Secondary / Adult / <b>Primary level</b> )	Length: <b>45 min</b>
Type of lesson: (Reading / Grammar / Listening / ...) <b>Critical thinking skills</b>	Student level: (according to CEFR) <b>A2</b>	Student type: (Primary / Secondary / Adult / <b>Primary level</b> )	Length: <b>45 min</b>
Lesson aims: Pupils will be able to develop and express critical thinking skills on the set topic using the key vocabulary.			Teacher comments:
Materials: laptop, overhead projector, photos, PowerPoint presentation, YouTube, web tools: Mentimeter, Wordwall, mobile phones			



Lesson procedure:												
Time	Procedure	Teacher comments:										
Introduction <b>5 min</b>	<p><b>Introduction</b></p> <p><b>Warm up</b></p> <p><b>Anticipatory-set</b></p> <p>The lesson starts with vocabulary items shown via a PowerPoint presentation introduced in the upcoming video clip.</p> <p>Pupils are asked to look up the vocabulary items (household chores, achievements, bribery) in the Macmillan online dictionary via their mobile phones and copy these in their notebooks.</p> <p>Another pre-viewing task refers to finding out the following information from watching the video:</p> <ul style="list-style-type: none"> <li>• What household chores do the girls do?</li> <li>• What do they learn from these house chores?</li> <li>• Are they paid for the household chores?</li> <li>• While watching, write down 2 pros and 2 cons on the topic</li> </ul> <p>Pupils watch an authentic video clip</p> <p><b>Should children be paid for doing household chores?</b> (<a href="https://bit.ly/33WSfA1">https://bit.ly/33WSfA1</a>) Optional: QR code of the video</p>											
Development <b>15 min</b>	<p><b>Development</b></p> <p><b>Direct instruction</b></p> <p>In order to check their comprehension, with the assistance of the PowerPoint presentation, the pupils are asked to answer some questions:</p> <p><i>How much do children in Britain earn by the end of the summer holidays?</i></p> <p><input type="checkbox"/> £200</p> <p><i>What are the household chores that Jenny's girls do?</i></p> <p><input type="checkbox"/> Laundry (£5), dishwasher (£1) , hoovering (£5), cleaning windows (£2), dusting (£1)</p> <p><i>What does it teach them?</i></p> <p><input type="checkbox"/> Respect, work ethics</p> <p><i>Are the girls paid on a regular basis?</i></p> <p><input type="checkbox"/> No, just for special occasions.</p> <p>Optional: you can use Random wheel on Wordwall to check listening comprehension: <a href="https://wordwall.net/resource/712314">https://wordwall.net/resource/712314</a></p> <p>Pupils are actively engaged in offering the pros and cons from the video-debate between two mums (provided on the Powerpoint presentation).</p> <table border="1"> <thead> <tr> <th>Pros</th> <th>Cons</th> </tr> </thead> <tbody> <tr> <td>Work ethics</td> <td>Negotiation</td> </tr> <tr> <td>Responsibility</td> <td>Bribery</td> </tr> <tr> <td>Achievement</td> <td>Laziness</td> </tr> <tr> <td>Reward</td> <td>Team work</td> </tr> </tbody> </table> <p>Pupils copy Pros/Cons from the PowerPoint presentation and practise vocabulary.</p>	Pros	Cons	Work ethics	Negotiation	Responsibility	Bribery	Achievement	Laziness	Reward	Team work	
Pros	Cons											
Work ethics	Negotiation											
Responsibility	Bribery											
Achievement	Laziness											
Reward	Team work											

Time	Procedure	Teacher comments:																				
<p>Application <b>10 min</b></p>	<p><b>Application</b> <b>Group debate</b></p> <p>Pupils receive Rubrics containing criteria (Information, Presentation Style and Vocabulary) they need to meet in order to deliver 4 Pros or Cons on the topic – Should children be paid for doing household chores? Pupils work in groups, deciding on their own pros and cons on the topic, and are encouraged to do additional online research work on specific websites (<a href="https://bit.ly/2RuoDns">https://bit.ly/2RuoDns</a>, <a href="https://bit.ly/2PoH51J">https://bit.ly/2PoH51J</a>) via mobile phones. They can either use the QR codes or simply go to the prescribed websites. Each group appoints one pupil to be the group presenter.</p> 																					
<p>Assessment <b>10 min</b></p>	<p><b>Assessment</b></p> <p>After the group discussion, the group presenters come up in front of the class and present their arguments. One pupil is appointed as a score counter. The rest of the class evaluates the other groups' arguments by applying (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>) the Rubrics criteria list. The score counter counts the points for each team.</p> <p><b>RubiStar</b> Rubric Made Using: RubiStar ( <a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a> )</p> <p style="text-align: center;"><b>Class Debate : Should children be paid for house chores?</b></p> <p>Teacher Name: <b>Mrs. Bundara</b></p> <p>Student Name: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">CATEGORY</th> <th style="width: 15%;">4</th> <th style="width: 15%;">3</th> <th style="width: 15%;">2</th> <th style="width: 15%;">1</th> </tr> </thead> <tbody> <tr> <td><b>Information</b></td> <td>All information presented in the argument was clear, accurate and thorough.</td> <td>Most information presented in the argument was clear, accurate and thorough.</td> <td>Most information presented in the argument was clear and accurate, but was not usually thorough.</td> <td>Information had several inaccuracies OR was usually not clear.</td> </tr> <tr> <td><b>Presentation Style</b></td> <td>The presenter consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td> <td>The presenter usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td> <td>The presenter sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.</td> <td>The presenter had a presentation style that did not keep the attention of the audience.</td> </tr> <tr> <td><b>Vocabulary</b></td> <td>All the vocabulary items were used.</td> <td>Most of the vocabulary items were used.</td> <td>Some of the vocabulary items were used.</td> <td>A complete lack of vocabulary items.</td> </tr> </tbody> </table> <p>Date Created: <b>Nov 10, 2019 11:16 am (CST)</b></p> <p>Copyright © 2000-2007 Advanced Learning Technologies in Education Consortia ALTEC</p> <p style="font-size: small; text-align: center;">To view information about the Privacy Policies and the Terms of Use, please go to the following web address: <a href="http://rubistar.4teachers.org/index.php?screen=TermsOfUse">http://rubistar.4teachers.org/index.php?screen=TermsOfUse</a></p>	CATEGORY	4	3	2	1	<b>Information</b>	All information presented in the argument was clear, accurate and thorough.	Most information presented in the argument was clear, accurate and thorough.	Most information presented in the argument was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.	<b>Presentation Style</b>	The presenter consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	The presenter usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	The presenter sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	The presenter had a presentation style that did not keep the attention of the audience.	<b>Vocabulary</b>	All the vocabulary items were used.	Most of the vocabulary items were used.	Some of the vocabulary items were used.	A complete lack of vocabulary items.	
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<p>Conclusion <b>2–5 min</b></p>	<p><b>Conclusion</b></p> <p>Pupils use their mobile phones in order to scan the QR code of the debate question or they can type the URL (<a href="https://bit.ly/2RGrQUF">https://bit.ly/2RGrQUF</a>) into any browser. The purpose is to get the final debate results (Question: Should children be paid for doing household chores? answers: Yes/No). Those without a mobile phone do it in pairs.</p> 																					
<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>Hutchinson, T.&amp;Z. Rezmues (2014). Project 4, Fourth Edition. Oxford: University Press.</li> <li>Interactive presentation software. (n.d.). Retrieved from <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> <li>Interactive presentation software. (n.d.). Retrieved from <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> <li>(n.d.). Retrieved from <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></li> <li>Free Online QR Code Generator: Create QR Codes to Encode Plain Text. (n.d.). Retrieved from <a href="https://qrcode.tec-it.com/">https://qrcode.tec-it.com/</a></li> <li>The Premier Online Debate Website. (n.d.). Retrieved from <a href="https://www.debate.org/">https://www.debate.org/</a></li> </ul>																						

# The Importance of Body Language and Movement With Young Language Learners

by **Maja Belej**



**Maja Belej is an English teacher at Franjo Malgaj Primary School in Šentjur. Before that she was teaching English in a kindergarten, primary school and secondary school.**

**She specialises in teaching English to young learners. She also actively participated in the Reach the Sky project. Apart from teaching English to young learners, she is also interested in showing learners the practical use of the English language through trips to English-speaking countries and English-language musicals.**

Did you know that we do not communicate only with words but also with our hand gestures, facial expressions (especially with eye contact) and other movements of our body? We call this body language and non-verbal communication. According to some studies, more than 60% of communication is non-verbal. Scientific research on nonverbal communication and behavior started in 1872 with the publication of Charles Darwin's book *The Expression of the Emotions in Man and Animals*. While most psychology researchers were exploring behaviorism, the study of nonverbal communication began in 1955 by Adam Kendon, Albert Scheflen, and Ray Birdwhistell. Birdwhistell pioneered the original study of nonverbal communication, which he called kinesics. Albert Mehrabian is another important author who studied nonverbal communication.

We should take this into consideration, especially if we are teaching English to young Slovene learners. During lessons I try to use English all the time, except if there are some discipline problems or if learners with special needs are involved. When you try to achieve this kind of situation during English lessons, you become aware of the importance of body language, especially with young language learners.

Actually, no matter what language you speak, non-verbal communication is of great value. As a matter of fact, you can show your emotions, attitude and mood

with non-verbal communication even better than with words. This is probably one of the most important messages to most learners at the early stage of English learning. In the same fashion, even learners tell you more with their gestures, movements and facial expressions, since some understand more than they can say.

Young learners have a lot of energy and sometimes it is difficult to keep them in their seats and focused on the lesson. Instead of being frustrated with their energy, we should use their energy for purposeful activities. When they do not release their natural energy they become bored and distracted. Studies have shown that students learn better when they have more physical activity during the lesson.

Therefore, body movement is the other thing that is really important for teaching English to young learners. I often use TPR (Total physical response) since I think that this is a really good method of teaching language or vocabulary concepts by using physical movement that children adore because of their age and their development at that stage. We have to establish the right atmosphere in order to continue the lesson by using different body movement activities. Sometimes, I use them to 'wake them up' or after a demanding topic, to keep them focused (I use the brain gym as well) or just to memorise things better.

Some physical activities that young learners absolutely love are:

### SONGS:

- 1 If you are a boy If You're a Kid Dance Around!  
song for kids about following directions  
(<https://www.youtube.com/watch?v=H2gD-sRYPmQ>),
- 2 Put On Your Shoes | Clothing Song for Kids  
([https://www.youtube.com/watch?v=-jBfb33\\_KHU](https://www.youtube.com/watch?v=-jBfb33_KHU)),
- 3 Walking Walking | featuring Noodle & Pals |  
Super Simple Songs  
(<https://www.youtube.com/watch?v=fPMjnITEZwU>),
- 4 Head Shoulders Knees And Toes (2019) |  
Noodle & Pals | Super Simple Songs  
(<https://www.youtube.com/watch?v=RuqvGiZi0qg>),
- 5 Make A Circle | Preschool Song | Super Simple Songs  
(<https://www.youtube.com/watch?v=ALcL3MuU4xQ>),
- 6 This Is The Way | Kids Songs | Super Simple Songs  
([https://www.youtube.com/watch?v=4XLQpRI\\_w0Q](https://www.youtube.com/watch?v=4XLQpRI_w0Q)),
- 7 The Hokey Pokey Shake  
(<https://www.youtube.com/watch?v=461EUf4yKgg>),



- 8 Brain Breaks - Action Songs for Children - Move and Freeze - Kids Songs by The Learning Station  
(<https://www.youtube.com/watch?v=388Q44ReOWE>),
- 9 Hello Hello! Can You Clap Your Hands? | Original Kids Song | Super Simple Songs  
(<https://www.youtube.com/watch?v=fN1Cyr0ZK9M>),
- 10 Let's Go To The Zoo | Animal Song for Kids  
(<https://www.youtube.com/watch?v=OwRmivbNgQk>),



### GAMES:

- 1 a game: Simon says ... (stand up, sit down, touch your nose/head/ear-s, turn around, jump, open/close your notebook/book, touch your toes ...),
- 2 a game: day vs. night,
- 3 a game of tennis (where you pretend you have a ball and you say a line from a particular song and then the children get a ball and they simply have to repeat what you have just said),
- 4 counting to ten with your body (forward and backwards)...



My learners really love this kind of activities because they are fun and motivating. Usually, they do not have the feeling that they are learning English at all. However, action songs are not there just for fun because they involve an educational purpose as well. Students learn new words, rhythm, intonation, sounds and grammar. Our task as teachers is to use them in an appropriate manner, and a meaningful and carefully planned way.



# A Teacher Mentor Who I Have Never Met

by **Petra Klobasa Petrač**, OŠ Podlehnik

**Petra Klobasa Petrač is a teacher with more than ten years of experience of teaching students aged from 3 to 19 years old. She began her teaching career as a teacher at a language school and later gained teaching positions in primary and secondary schools. She has been a teacher at Primary School Podlehnik for 6 years now and teaches English to students aged 6 to 15. She also cooperates with the local kindergarten in order to introduce preschool children to the world of languages.**

The aim of writing this article was to share my experience of learning from an experienced and enthusiastic teacher I met by posting an invitation to a project in the forum at the eTwinning platform that brought us together. We have already cooperated in two very active and interesting projects; both of them were awarded the eTwinning quality label.

So, let us start at the beginning. You have all probably heard about the eTwinning platform and many of you will have set up or participated in a project using the platform. It is a great way to meet new teachers from around Europe and start a project that does not need a lot of planning and resources to take place within the classroom. Students are positively motivated by participating in these kinds of projects. They learn to use the language (most likely it will be English, although eTwinning promotes projects in all European languages) to communicate and participate with their peers. eTwinning projects are easily incorporated into the lessons since they can be planned to follow the curriculum and by doing so there are practically no objections to working on them during your scheduled lessons. Alternatively, you can also work on the project during extra-curricular lessons (*interesna dejavnost*). The safe platform enables you to have your own corner where you display your achievements, discuss matters with teachers from partner schools, involve students in participating in students' forum, set up a video conference, etc. However, while participating in a project you and your fellow teachers will also probably use other tools available to users such as Google presentations, questionnaires, documents, etc.

The teacher who has made a huge impression on me these few past years is Ester Gasparro. She is a language teacher at lower secondary school in Torre Orsaia and Roccagloriosa, two small towns of Cilento in the province of Salerno, Italy. Our cooperation started two years ago in a project called "Where did the great explorers come from?" where we first tried many tools, applications that the 21<sup>st</sup> century technology has to offer,

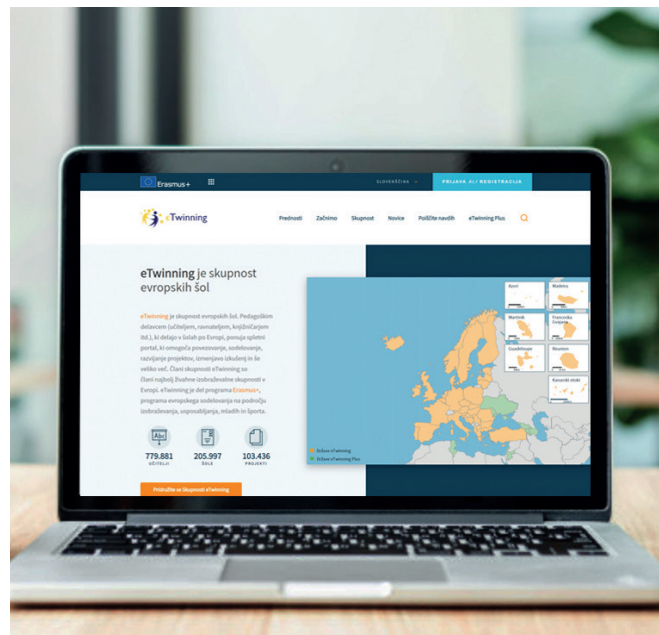
but it was nothing compared to the project that I wanted to focus on in this paper. Ester wrote to me in the middle of the past school year about an idea we had discussed a few months earlier. The project was set to approach the most delicate issue of modern Europe: migrations. I understood Ester's motives for choosing the topic since Italy is on the frontline of the EU when it comes to heavy flooding of illegal immigrants over the Mediterranean Sea, but it had little to do with my students and our school. Being a small provincial school with only one economic migrant student attending our school now, I had doubts that



my students would benefit from the project. Luckily these thoughts only passed my mind for a split second, because immediately afterwards I thought of all those migrants trying to pass the Croatian-Slovenian border and then, if successful, trying to cross the area of OUR school district. I thought of all those stories that they hear from the local police officers and charity workers that they meet in their hometown and then about all those untold stories that these people carry with them but are never heard by my students because they do not get a chance to hear them. I am a firm believer in the fact that life gives you what you need, so I said that this is what my students and I needed. Ester called the project *Migrant's memories – Sharing our cultural heritage*.

Immediately after opening the project's Twinspace we started planning the details of our project. The best way to do it was by using Google document where Ester made a draft plan and I could just comment on parts that I had questions about, or I added my own ideas for the activities. Here is a list of the activities and tools we used to carry them out:

- 1. INTRODUCTION** took place in the form of short videos using Flipgrid (<https://info.flipgrid.com/>) where the teacher creates a private page/grid and students upload their videos to it and, of course, watch other students' contributions. It was a fun and relaxing start to a project that students enjoyed very much.
- 2. CREATING THE PROJECT LOGO** by using computer tools or simply drawing them. Students came up with some wonderful creations here, so we uploaded all the logos onto a page within the project's Twinspace and a poll so students could vote for the logo they liked best. They chose a picture of two hands reaching towards each other with the inscription "I have a dream" in the middle and a boat with people onboard underneath. One of the Italian students did it and I must say it perfectly rounds up what these migrations are all about.



- 3. ONLINE MEETING** where students could actively participate in the activities. It took quite some time for the two of us to plan it; we also did two tests, included ICT teachers to make sure everything went well, and in the end, we executed the meeting, although unfortunately with some technical problems. During the meeting, we used a Mentimeter presentation (<https://www.mentimeter.com/>) with three questions that students responded to using their smartphones. Here is one them.



4. Our next activity was to **WATCH AN ITALIAN DOCUMENTARY** *Fire at Sea* (Italian: *Fuocoammare*). Ester and I prepared a worksheet that students from both countries could use. Students answered the questions while watching it and that is when they actually started to comprehend the topic of the project. Here is one of the questions and some answers from the students from both countries.

**Does the film want to leave a message, or does it just try to arouse a reaction, an emotion in the audience?**

"It wants to leave a message."  
 "The film is leading us to help refugees."  
 "The film wants to show us how their lives and this journey looks like. It made us feel sad."  
 "I think the message is that all people should be equal."  
 "In my opinion, the film wants to make us aware of the migrations."  
 "The film wants to show the differences between the life of people on Lampedusa and the life of migrants."  
 "The film wants us to think about the difficulties that migrants face during their travels."

5. **GROUP WORK** was one of the biggest tasks of the project where both of us encountered some organisational problems. Ester set the topic/activity for each group and provided us with sources for the research. We both decided that we would make groups according to the students' abilities. Let us look at some of their work.
- The first group of students prepared a Migration Glossary with the most common terms related to migration and asylum in English, Slovene and Italian.

**B b**

English	Italian	Slovenian
boat	barca	čoln
border area	zona di frontiera	obmejno območje
border control	controllo di frontiera	nadzor meje

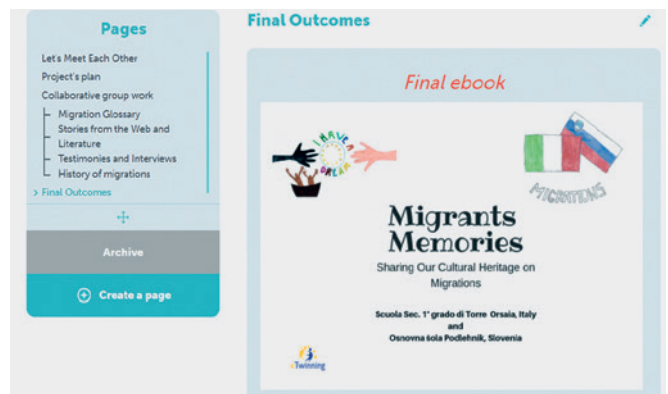
**B b**

- The second group worked on the History of Migrations where they first tried to define what migrations are, how they differ from travels and what kind of migrations we recognise. Later, they made an overview of some bigger migrations around the world with greater focus on their own country and area of residence and named the most common reasons why people left their homes. They ended with some thoughts of important people on migrations.

**Quotations by Eminent People**



- The third group looked at some stories from the web and literature. Each student chose two stories and tried to briefly describe it in the presentation. The stories were found on iamamigrant.org and <https://yourstory.tenement.org/stories?category=misc>.
  - The fourth group's task was to gather some interviews and testimonies. Some of the Italian students presented their relatives' stories; my students decided that they were going to interview a student from our school who moved to our country four years ago.
6. **E-BOOK** was the outcome of the project that included everything that groups of students worked on. The book was created in <https://issuu.com/> and embedded into the Project's Twinspace.



7. **EVALUATION**, because no project can end without it. Students from both countries completed a questionnaire in Google Forms that usually proves to be the quickest and easiest way to gather answers and present results. What was the biggest reward for the teachers involved in the project? "100% YES" answer on the question "Did you enjoy working on the project?"

To sum up: what did I learn from the experience? I got a confirmation that my students and I really needed this project. My students because they received a deeper insight into a major issue Europe is facing nowadays, but what they really needed was to watch, read and talk about the people not the political issue in order to get the right perspective of the problem. And what about me? I took part in a wonderful learning experience where I could work with and learn from an experienced teacher who managed to find time to organise her daily obligations at school, lead a project, execute duties as an eTwinning ambassador in her country, answer my emails even if received at 10 pm, handle her personal life and probably lots more that I do not even know about.

Maybe one day you will ask yourself whether to take part in a project or not? First, ask yourself if you have a reliable and resourceful partner on the other side. Yes? No worries, it will turn out great!

# 10<sup>th</sup> Tuzla English Language Teaching Seminar, June 25–27, 2019

by **Jožica Nuč**, (VIZ II. OŠ Rogaška Slatina) and **Marjana Hvalec** (OŠ Brezovica pri Ljubljani)



**Marjana Hvalec has a degree in English language and Sociology and has worked as an English teacher in Slovenia for almost 19 years. She has taught adults and secondary level pupils and now teaches primary school pupils aged 10–15. Her professional interests are focused primarily in the field of English language teaching.**



**Jožica Nuč has a degree in English and German. She has worked as a language teacher for 36 years. She is the co-author of an English course book for primary schools 'Reach for the Stars'. She has conducted many Comenius projects and language projects with her students. She has held several workshops at international conferences, including the Language Label Event, the SOCRATES, LEONARDO DA VINCI and YOUTH FOR EUROPE, IATEFL Slovenia conference, ELTA Belgrade conference and IATEFL Liverpool conference. In her free time, she collects 'The Little Prince' books and travels around the globe.**

*"Live as if you were to die tomorrow, learn as if you were to live forever."  
Mahatma Ghandi*

After being granted a scholarship by RELO (Regional English Language Office) Belgrade to attend the 10<sup>th</sup> Tuzla English Teaching Seminar organised by the US Embassy Sarajevo in cooperation with the Ministry of Education of Tuzla Canton and Tuzla Muftiate, we embarked on a journey towards Tuzla, Bosnia and Herzegovina, in Jožica's little Twingo, in anticipation of learning new dynamic methodologies and efficient classroom practice and techniques.

With over 100 participants from Albania, Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, North Macedonia, Serbia and Slovenia, this seminar offered us a variety of practical activities, materials, tools and resources which we could all take to our classrooms. Furthermore, during our time at the seminar, we were offered a wonderful opportunity to build a strong professional network amongst fellow English teachers.

Workshops were held by the following English Language Fellows: Aileen Hale, Barry Simpson, Keith Kennetz, RELO Belgrade Specialist Colin Vandregraaf, and Sabina Skenderović from the University of Tuzla together with Larisa Kasumagić-Kafedžić from the University of Sarajevo.

Sabina and Larisa's workshop focused on the use of storytelling with respect to Bloom's taxonomy. They discussed the importance of reading aloud to children. We loved the idea of splitting a story (a fable) into several sections such that each student can get one section. Initially, all the important vocabulary is introduced. Then, individual sections are given out and, based on the section they have, students need to draw what is described on a piece of paper. Once everybody has finished drawing, the students sit in a circle and the teacher starts reading the story. The students form a new circle clockwise, this time in the chronological order of the events in the story. The students hold the drawings out in front of them. After that, they





put the drawings on the board in the correct chronological order and the teacher can read the story again.

Colin's three workshops focused on culture and its connection to language. We looked at advertisements as cultural products and tools that we can use in the classroom to teach critical thinking and develop language skills. We also learned how to develop ways for students to move past stereotyping and build a complex knowledge of target cultures.

Barry's three workshops focused on evaluation. As teachers we are well aware that by assessing our students we get feedback about whether our students truly understand the subject matter. Barry emphasised that we need to take a critical look at ourselves and our programmes and evaluate them as well. He encouraged us to observe classes conducted by our teaching colleagues and left us with a sample evaluation form for us to use ourselves. We also looked at some ideas for critical writing and did micro-writing and paragraph activities that we can use with our students in the classroom.

Aileen's three workshops focused on designing our own lessons using:

- **music:** each group had to choose a song and come up with three creative ways of how we could use the song in the classroom,
- **storytelling:** we created a piece of origami (Cootie Catcher/Fortune Teller [www.funorama.com](http://www.funorama.com)), designed to teach parts of speech and storytelling,
- **jazz chants:** after learning the basic principles of jazz chants, we came up with our own. We were all very impressed by the very creative and fun jazz chants we came up with in the short period of time available.

Keith's three workshops focused on fostering critical thinking skills in the classroom. He suggested implicit teaching, where students are exposed to various sources so that they can experience language as it is used without introducing linguistic concepts to them. One way of helping our students to build a rich vocabulary and build student interest in learning is to create posters of word portraits and meaning maps. Posters

are then put on the classroom walls. Another activity that Keith suggested to build linguistic and cultural awareness was autobiography maps. Students draw 5–10 symbols that represent themselves on a poster. With the power of storytelling they express personal and cultural experiences.

Along with the work, there was also enjoyment. Our hosts took us on a field trip to Srebrenik Fortress and Gradačac. You may not be aware, but Bosnia and Herzegovina was a strong kingdom with a very rich history during the Middle Ages. What remains from those glorious times are numerous fortresses across the country. Perhaps it is not that famous for its castles, but Bosnia & Herzegovina houses a few fascinating medieval castles worth exploring. The best-preserved one, and also one of the oldest in the country, is Srebrenik Castle – the birthplace of the first Bosnian king. Standing proudly on the top of the hill with an absolutely stunning panorama, this silent giant from 1333 witnesses the old times as a guardian of the Bosnian king's spirit. So, if you happen to be in the far north of the country, in the region of Tuzla City, we highly recommend a visit.

Our next stop was Castle Gradačac, better known as Gradina, which according to historical data gained the appearance we see today between 1765 and 1824. During Austro-Hungarian rule, two buildings originally used for civil purposes, a court building and a ground floor were built within the ramparts. The fortress is located towards the tower where the terrain falls on all sides. In the same place there is a connection of the fortress with the central part of the civilian settlement known as *čaršija*. The whole complex is surrounded by ramparts that cover an area of over 35 acres.

After three days of acquiring knowledge and meeting new friends, we packed our bags and returned home. On our way home we stopped in Brčko to have our last burek with our new friends Tihana and Rajka and discussed ideas for future projects.

TELTS, thank you for giving us the opportunity to continue our professional development and make new friends!



# My Soul Experience in Sremski Karlovci

by Romi Češcut, Šolski center Nova Gorica

**Becoming a prize winner at Saturday's raffle at the 2019 IATEFL conference in Topolšica gave me the opportunity to attend the 7<sup>th</sup> SOuL camp at Sremski Karlovci, Serbia.**

## HOW IS THE COURSE DIFFERENT?

To an outsider, we, the campers, might have looked like tourists who communicate mostly in English, visit the sights or chat over a coffee or beer. Someone may have easily mistaken us for overenthusiastic lay researchers on a mission to gather as much information as possible from the locals on their lifestyle, shopping habits, favourite local spots, drinks and cuisine. However, the camp was much more than this, and let me pinpoint that with some facts and what I took home from this experience.



**Fact Nr. 1: Food and drink connect people.** The first activity scheduled at our base - Eco Center Radulovački - was named "gibanica". We were literally swung into action or 'gibanje' by tasting variants of local *burek*, also called *pita* or *gibanica*, and discussing the ingredients. We learned more about each other on the second evening while presenting our national specialties and tasting those from 12 other countries. Next to that, our teacher trainers Mark Andrews and Frank Prescott challenged us to learn the names of 29 course mates by the second afternoon. Finally, Thursday's wine-tasting saw to it that our spirits grew higher and brighter and we ended up singing and dancing.

**Tips:** Food is a valuable source for activities in class not just e.g. to revise countable and uncountable nouns or relative clauses but also to understand your students' backgrounds and lifestyles. Also, an attentive teacher will learn their new students' names as soon as possible to build a stronger and more trustworthy relationship with them. Occasionally, even a busy teacher can invite their colleagues for a meal or drink or both. It's a precious opportunity to relax, learn something new about them and outgrow the gossip from the teachers' room.

**Fact Nr. 2: Not everything can be learned in a classroom.** In fact, we spent very little time in our classroom at Radulovački; mainly to produce posters with ground rules of the camp in groups, to get instructions, reflect on our experience, and to present our final projects. Two field trips to Monkey Island on the Danube river were an occasion to idle in the lush landscape and to meditate in sensual activities such as "the sounds of silence". We accumulated ideas on how to engage students

to use their mobile phones for learning, took part in 'eco and scout workshops' including guiding a blindfolded person by giving them directions or creating a postcard and a perfume out of 'island' ingredients and marketing it, we swapped our favourite books, etc.

**Tips:** A teacher should be flexible, open to new ideas, and deal with the unpredictable even if the lesson's plan is not covered. After all, your students are more likely to remember your attitude or values than the subject matter you are presenting. Moreover, we should give students more space to work on topics and projects they are passionate about and to reflect on the activities themselves. As a result, they will be more engaged and apt to learning.

We had two memorable trips to Novi Sad, the first one organised by ex-teacher of English, Vladica Rakić, and the second one on our own, for pleasure. Vladica outlined the history of Novi Sad and took us to various less-touristy sights, one of which was the Yugoslavia museum placed in a garage of a block exhibiting mass-production items from ex-Yugoslavia. Our caring organiser Sanja Čonjagić arranged a visit to the Vojvodina Parliament where I realised with awe that in Vojvodina there are six official languages, the Parliament has representatives from 13 nationalities, minorities and ethnicities, and that the most important legislature is produced in an equal number of languages.

**Tips:** Being in a multicultural environment can help us broaden our horizons and overcome biases. I was moved to tears when a course mate from Albania explained how relieved she felt after realising that no one in Novi Sad or Karlovci would judge her because of her origin.

Teachers should engage students from other cultures to present their highlights in class.

In Karlovci, we visited the Danube Swabian Museum, the Match Museum and the Beekeeping Museum to get a better feel, taste and understanding of the surroundings.

**Tips:** When you cover a specific topic you could support that by a visit to the actual place, e.g. when discussing art, why not visit an art gallery or museum nearby with your students?

At the viewpoint, where we had lengthy photo sessions and enjoyed the view of Sremski Karlovci, Fruška gora and the Danube river, we learned about a famous Bosnian writer and poet Duško Trifunović. We compared his Wikipedia biography in Serbian and English, and then sang a song he composed.

**Tips:** To enhance students' digital literacy we should encourage them to think about how reliable information online is, make them reflect on their own digital footprint, and raise their awareness that oversharing personal information does not necessarily make one popular in the 'real' world.

**Fact Nr. 3: Teachers are also Educators.** Sremski Karlovci hosts the first grammar school in Serbia, and Vladica, who used to teach English there, showed us around the picturesque temple of knowledge, and passionately shared with us some highlights and anecdotes from her rich career.

**Tips:** Some secondary school teachers believe that upbringing ('vzgoja') is what students' parents are responsible for, yet it is an essential cornerstone of the process even in a class of eighteen-year-olds. Also, class activities designed to help students overcome their insecurities will augment their capacity for learning and motivation and improve the rapport.

**Fact Nr. 4: An accurate, fluent and a confluent speaker.** Tired, hungry or just after meals, we often found it difficult to intently follow one's speech. Listening for gist can be demanding for adults, let alone for students, especially

during the last lesson of the day or before holidays! Teachers also tend to overcorrect students' grammatical slips although the activity has a different emphasis or goal. But is that legitimate?

**Tips:** If the activity focuses on fluency not accuracy, then we should not correct their grammar. We need to teach them to be confluent: to be able to listen to others, make sense out of that, ask for repetition or clarification if necessary, and to encourage others to talk.

**Fact Nr. 5: Not only SOL but also a lot of SOUL.** Being fully immersed in the activities made me feel as if I was a teenage student again. I realised anew

that we, people from ex-Yugoslavia and the broader region, share a common sense of humour and taste for foods and drinks, and can be nostalgic about the past in a similar way. Moreover, I could not wish for better teacher trainers: approachable, entertaining and willing to adjust the schedule, eager to get our feedback and reflections, and socialising after the 'official' activities in the evenings were over. Sanja took care of our well-being, diet, and the journey to Novi Sad or back home. Last but not least, my course mates are my colleagues now who I will keep in touch with while working on joint projects, at conferences, on courses or when I pay a visit to their country or town.



# Why bother?

by **Sandra Vida**

**This has been a frequent question for me lately, appearing seemingly out of nowhere at many different moments in my life.**

Why bother getting upset over something people in my life did or did not do (again)? Why bother preparing a new lesson for my students instead of just reusing the old one? Why bother calling an old friend I lost contact with years ago? Why bother patching up broken old relationships? Why bother trying to understand the people I work with and their reactions? Why bother spending time and money on continuous professional development? Why bother putting hours of my free time into an association even if it sometimes feels that no one appreciates the work I do? Why bother writing this at all?

Many times when I feel tired, it gets really hard to find answers to these questions. And then, sometimes, a quote comes across through a social network that teaches me that this is not just my problem. It seems to be universal at one point – or perhaps at many points - in a person's life. But today, I want to do something you are not supposed to be doing at the beginning of a new year, when resolutions are being made for the future and optimism hovers around people who have had holidays, time to eat properly, and meet friends. I will look back at why and how I did things and try to find answers there.



Growing up, I always wanted to teach, I always wanted to change the world to be a better place and spread the love. It seemed natural the way things worked out in my life with my job, but still, I never anticipated so many obstacles on the way, so many doubts about my good intentions and so much evil lurking around. Professionally, you need to just look at comments on social media occasionally to lose hope in humanity and good intentions. I like to remind myself in those moments that everyone judges the world and people as if they are mirror images of themselves. For me personally, this means I am disappointed in people who manage to forget a lot about good manners, loyalty or dedication. Sometimes, I feel like the more you do, the more you give, the worse it is and the ones who are best off are those who hide comfortably in the shadow of someone and wait patiently for others to do the work.

Yes, I can see the problem now. I have never been good at waiting, let alone being patient. I have always been a go-getter, one who creates her own opportunities. And despite being all that, I still question myself and my actions daily. Professionally, it means that I never let other people decide what I do with my knowledge, how I give or take it. I have always jumped at opportunities, even when they meant a lot of additional work. Inevitably that brought resentment, jealousy and doubts from all sides.

I just realised how different our generation was from the one there is now. In my early teens, looking in the mirror, I was never positively self-conscious, while nowadays, the teens I meet on an everyday basis seem to all be so sure they are beautiful, clever or even have other star qualities. Where does this self-confidence come from? What was lacking in our water?

I would probably not be the kind of per-

son I am today if many of the decisions I had made were different, so I think the main question is really – do I like what I have become? And surprisingly, I do. I don't have many regrets. I guess it pays to be slightly hyperactive and at the same time easily distracted and forgetful. Many resentments are carried around for decades by some, whereas I think I can proudly say that for me, forgetfulness is more like a personal trait. I forget so many details that occasionally I forget I need to resent something as well. Sometimes, it's awkward, not to remember things everybody seems to know, but other times, it's OK as it is. I remember feelings, not facts, and that is what I usually act on as well.

I also realised that there are as many realities as there are people and in my personal reality today I am content with what I have become and don't really need much more. I hope, for the sake of all of us, that I walk among people with similarly positive realities. If clashes still occur, I will sort my issues out and I appreciate it if others do too. I am too old to stress over things that are not mine to stress about.

So, to get back on the topic? Why do I bother?

Primarily, I do it for me, because I want to be the person I, myself, can be proud of. But also, hopefully, the people I love will be able to appreciate it, even if some of them can't acknowledge it. This is not my problem. In school, with my students, for example, I sometimes need to be reminded that it is hard to appreciate adults when you are a teenager, especially if they are encountered in the form of a person of (any) authority.

**I hope all of you get to a phase where, looking back, you can be proud of yourself because you have given the best you could to the community, to the people around you and, last and most importantly, to yourself.**

## END-OF-SCHOOL WORKSHOP WITH ISSIAKA SANOU

ON JUNE 21<sup>ST</sup> 2019

### YOUR BRAIN ON DRUMS

There is no tired like end of the year teacher tired. Drumming reduces stress, releases negative feelings and it is also a great workout for your brain. You can literally drum out your feelings. Feeling joyful is one of the best feelings one could have. Enjoy your summer!

**Tadeja Sever**

### DRUMMING FOR THE FIRST TIME

Since there was the end of the school year approaching and most of us were under pressure to finish dozens of projects at the same time, I didn't really open the e-mail entitled IATEFL Slovenia Newsletter on time and didn't see the kind invitation to the drumming session. Luckily, I read the reminder with a clear subject title and I managed to apply just a day or two earlier. It turned out to be a magnificent experience! There was Issiaka Sanou from Burkina Faso who instructed us in Slovene (and later on sang for us as well) and we were about six participants. Each one of us got their own djembe. I've always wanted to try drumming, so this was my wish coming true. I was lucky to be at the right place at the right time. I would definitely recommend drumming to anyone because there is a rhythm we all carry inside and we are all creative beings who need to express one way or the other. Drumming liberates you from any mental noise you might carry, it is physical (in contrast to our daily jobs), and ours was a group experience, a joined effort that brings people together in a playful, creative way. What more could one possibly wish for?

For me personally, it was an unforgettable experience. Our rhythms were different at first but they synchronised over time and we were given an opportunity to improvise at the end, which was a way of finding your own unique voice. My advice to our readers: if you ever get the chance to participate in a group drumming, don't miss it!

**Albina Škerbinc**



We came,  
We banged,  
we drummed our souls away,  
were aflame  
as we hanged,  
stole a moment from decay.

**Milan Mandeljč**

## SPRING INTO ACTION IATEFL SLOVENIA

SEMINAR WITH RHONDA PETREE,  
APRIL 13<sup>TH</sup> 2019



# IATEFL SLOVENIA SATURDAY SEMINAR NOVEMBER 16, 2019

” Barbara Majcenovič Kline

## WHAT A DIFFERENCE A DAY MAKES ...

... 24 little hours ...

*Dinah Washington's voice resounded in my head as I was leaving the IATEFL Slovenia Saturday Seminar in the late afternoon.*

*Hmmm, let's see ...*

Kirsten Hempkin made us think about the fake news we're bombarded with on a daily basis. Do we believe everything the media feed us, or are we critical enough to recognize when we are being conned? Are we really that naïve? Are we ignorant, or just uneducated? Either way, it's up to us, teachers, to develop critical digital literacy awareness in our learners and equip them with basic critical reading skills. It was early, Kirsten – 9 am – but we became focused and alert as soon as you revealed that your claim to have passed your driving test at the young age of 46 wasn't fake news. ☺

The next topic was language learning strategies and I could not ignore Urška Petrevčič's enthusiasm for helping weaker students who require extra attention from already burnt-out teachers. But it can be done; they too can learn English to the best of their abilities if their teachers believe in them and meet their learning needs with a structured approach incorporating appropriate learning methods and strategies. It doesn't happen overnight, but smaller monthly tasks like listening to one's favorite music and paying attention to the lyrics, watching one's favorite movie with English subtitles and then discussing it with their teacher, and so much more, can really make a difference. Way to go, Urška!

Melita Kukovec told us The Sad Story of Grammarella, which led to a discussion of issues relating to teaching grammar rules. We were not too downhearted, however, because the plot of how to teach annoying English grammar rules and the even more numerous exceptions to these rules lies in our hands.

We can make it fun; we can even make our students think about the practical applications of those rules in everyday communication, which should make it easier for them to remember the exceptions. Worry not, Grammarella; Melita is working hard on the happy ending to your story.

And Linda Steyne – she made us think with her endless questions “Why?” This is how students develop their ideas further; this is how we encourage them to think outside the box when training them in academic writing skills. And training it was, right after pizza for lunch – thinking about topic sentences, developing them, structuring a paragraph, etc. We all know how to do that, right? Well, it's so much more interesting if Linda explains it in her own inimitable style. Thank you, Linda!

I was in awe when I listened to Lea Koler present her 30 minutes of writing in just under 15 minutes. What a great teacher – performing well under time pressure. And why? Because the teachers attending the seminar extended each one of our coffee breaks. Why? Because some of our best new friendships are formed during coffee breaks, because some of the best brain-storming ideas are produced during coffee breaks, and because promises for similar events are even made during coffee breaks.

Before I finish, I'd like to thank the IATEFL organizing committee, the ladies who—once again—excelled with their effortless superiority in making sure everything ran smoothly.

And have I mentioned it was Saturday, when most of us would prefer to stay home and enjoy the weekend?

Not me, not for the IATEFL event, and I guess now you understand why.



## ” Lidija Strmšek Pisanec:

Even though I've been teaching for over 10 years, this is actually the first year I've started to pay more attention to IATEFL. We all know it from the competitions for our 8th graders and we've all heard about the conferences that take place every year. But this community has so much more to offer and one of those things was the seminar on Saturday, 16th November. It was the first time I attended an IATEFL seminar but most certainly not the last one. I had no idea what to expect but based on the programme which we received beforehand and therefore knowing who the visiting speakers were, I had a feeling it would be worth it. And I was right. The thing I liked most was the atmosphere of the

seminar. It was really relaxing and even though it was Saturday and the chairs weren't the most comfortable it somehow still felt like home. I honestly felt like I belonged there and I met some amazing people. The lecturers were of course all experts and it was absolutely wonderful to see and talk to my former professors from the faculty. I haven't had time yet but I'll definitely try out some of the things that they talked about. Writing for three minutes without stopping isn't as easy as it sounds. Lying to my students and telling them that, would probably be as memorable for the students as it was for me. On that note, all I have to add is that I'm really looking forward to the conference in March.

## ” Irena Smole:

Thank you IATEFL Slovenia for organizing the seminar in Maribor! There was a great atmosphere, useful information and a lot of 'food' for thought (not to mention the real food). I found some tasks related to critical thinking skills and fake news particularly useful and relevant since 'the media' is one of my current topics. Also, Linda Steyne's presentation on writing skills provides great support for what we already do with the students.

## ” Andreja Bohinec Verdnik:

I think those short weekend seminars are a good idea because they somehow fill the "gap" between annual conferences and give us a chance to catch up on what is going on in the teaching area in case we missed the "bigger" event.

The seminar in Maribor was interesting, it gave us a couple of good ideas and although I had already read two articles in the winter issue of IATEFL (IN) magazine, (Fake News ... by K. Hempkin and Successful foreign language learners ... by U. Petrevčič) I enjoyed listening to both speakers.

What I found most valuable was the talk on Training Academic Writing Skills (Lynda Steyne) because this is exactly what we, teachers of secondary school students preparing for matura, are struggling with when we try to teach them how to write a good essay.

I hope to see more teacher training seminars in future. There are many topics I would like to hear experts talk about (for example, there was an invaluable talk on how to make a good test paper years ago, if my memory serves me right, by Melita Kukovec?).

## ” Bernarda Kežar:

"It took me three hours to get to Maribor from Sorica (and back home!) but it was definitely worthwhile: great speakers, entertaining company and lots of sparkling ideas to follow! On the top of that, an evening stroll around Maribor in the company of my high-school classmate, with so many stories to share ... I returned home empowered and revived!"





# TWin odlični izleti!

Turistična agencija TWIN se s kulturno-izobraževalnimi potovanji ukvarja že 20. leto. Ker v Veliko Britanijo potujemo pogosteje kot večina ostalih slovenskih organizatorjev potovanj, ponujamo odlično in preverjeno izvedbo. Naše cene tudi že vključujejo javni prevoz in obvezne vstopnine. Cene so odvisne predvsem od termina odhoda in vaše fleksibilnosti pri odhodu.

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## Zakaj s Twin-om v London:

- 1 Pogosti in redni, zagotovljeni odhodi v London.** Twin organizira šolska potovanja v London že 20 let, v povprečju imamo na mesec vsaj 3 zagotovljene odhode v London.
- 2 Odlično vodstvo.** Pri Twinu se zavedamo, da je odlično poznavanje običajev in turističnih znamenitosti Londončanov le prvi korak k odlični izvedbi. Naši vodniki imajo dolgoletne izkušnje pri vodenju šolske mladine, zato odlično poznajo vse sestavine programa, saj jih sami pripravljajo. Tudi zato je vodenje/izvedba toliko bolj fleksibilna glede na želje skupine. Naj še omenimo, da boste v Sloveniji težko našli vodnike, ki v London vodijo tako pogosto kot Twinovi vodniki.
- 3 Nastanitev, ki presega običajno turistično kategorijo.** Pri Twinu se zavedamo, da je dober spanec pomembna sestavina izleta. Vsi naši hoteli so hoteli s 3\* in pri večini udeležencev presežejo njihova pričakovanja. Kot specialist za London lahko zagotovimo vsaj en bogat angleški zajtrk (običajnih zajtrki v Londonu so skromni kontinentalni).
- 4 Nikoli naknadno ne spreminjamo pogojev.** Naša cena je vedno znana že ob prijavi in se nikoli ne spremeni zaradi spremembe cen dobaviteljev, goriva oz letalskega prevoznika.
- 5 Vedno ponudimo kakšno dodatno storitev – brezplačno.** S program zagotavljamo minimalni obseg storitev oz. ogledov, vendar nikoli ne izvedemo samo minimalnega obsega – vedno, pri vsaki skupini dodamo nekaj posebnega, kar ni zapisano v programu. Prav tako v naših programih nikoli ne zapišemo "če bo čas dopuščal", kajti vse naše programe vedno v celoti izvedemo. In ker si London zelo pogosto ogledujemo, poznamo tudi optimalno zaporedje ogledov brez nepotrebnega hitenja.
- 6 Vsaj 183 osnovnih in srednjih šol je že potovalo z nami. Z nami zelo malo šol potuje samo enkrat.** Če želite neobvezujoče vzpostaviti stik z organizatorjem na eni od šol, ki je že potovala z nami, vam bomo z veseljem posredovali kontakt.
- 7 Ponujamo 3-dnevni program, kjer za izvedbo ni potrebno delovnika.**

**Več informacij na [www.twintur.com](http://www.twintur.com) ali na 040 187 830 ali v poslovalnici na Zemljemerski ulici 12 v Ljubljani.**

Osmisliti učenje je osnovna naloga vsakega učitelja in ni boljšega načina, kako priljubiti angleščino, od tega, da učence popelješ po svetu. V današnjih časih to ni enostavno. Šole in učitelji se bojijo odgovornosti, mnogi starši pa ne zmorejo ali znajo otrok odpeljati sami. Ni bilo lahko pred 15 leti prvič sestiti na avtobus in se podati z agencijo, o kateri nismo vedeli ničesar, na večdnevno potovanje v Veliko Britanijo. Bilo nas je strah pred odhodom, a takoj ko smo se podali na pot, smo vedeli, da je bila odločitev prava.

Po tistem, ko smo prvič potovali s TWinom, smo vedeli, da nas ne bo več strah. Lani smo že deseti odkrivali Evropo in vsakič smo se vrnili ne samo zadovoljni, ampak tudi hvaležni za TWinovo strokovnost, prijaznost, ustrežljivost ... Hvaležni smo celotni ekipi in nikoli ne bi izbrala druge agencije, saj sem prepričana, da niti cenovno niti strokovno potovanja ne bi mogla biti ugodneje in bolje izpeljana.

Ta ekskurzija je postala stalna praksa naše šole in učenci komaj čakajo, da bodo dovolj stari, da se je bodo lahko udeležili. Nam, spremljevalcem, pa je v neizmerno veselje, ko jih opazujemo, kako polni vtisov in lepih doživetij še dolgo pripovedujejo o potovanju.

*Ksenija Tripkovič, OŠ Selnica ob Dravi*