





**On Behalf of  
Turkish Ministry of National Education  
Directorate General for Teacher  
Training and Development**

Dr. Adnan BOYACI  
Director General

**Coordinating Editor**  
Sibel AKBIYIK

**Managing Editors**  
Ayşen GÜVEN  
Ali Murat GÜÇLÜ  
Funda DEMİR

**Executive Committee of Editors**  
F.Asınur OKAY ÇELİK  
Münevver CESUR  
Fatih TOY

**Writers**  
Chapter 6  
Gamze ÖZER  
Büşra UĞRAŞ

Chapter 7  
Bekir ÇETİN

Chapter 8  
Can ERDOĞAN

Chapter 9  
Fatih TOY

Chapter 10  
Bilge ESKİ

**Graphic Design**  
Gonca ÖZKARA

**Cover Design**  
Meliha BAKA ÇAKMAKLI



ISBN: 978-975-11-5539-9

No part of this publication may be reproduced, distributed, or transmitted in any form without the prior written permission of the Turkish Ministry of National Education General Directorate for Teacher Training and Development.



ENGLISH  
together

PROFESSIONAL *DEVELOPMENT*

*TRAINING* 2



**Dr. Adnan BOYACI**  
Director General for Teacher Training and Development

## FOREWORD

Dear English Language Teachers,

National and international policy papers and academic literature on nation-wide educational reforms attribute the success largely to teachers' basic skills, motivation and professional commitment. What makes education systems unique is that unlike any other systems, the input, the processes and the output are human-oriented. That is why we believe in *Stronger Teachers For a Stronger Tomorrow*. This is the motto of the Education Vision 2023, which the Ministry of National Education (MoNE) announced in 2018. The Vision Document promotes a holistic and human-centred approach to education. In this regard, professional development for teachers stands beyond being a personal or organisational issue since it is an important determinant of holistic development of children – regarding the aspects such as cognitive, academic, social and cultural.

Research on foreign language teaching & learning in Turkey and around the globe indicate that teachers with effective skills in bringing authentic, meaningful and real-life language use into the classroom are by far the most influential factor in student learning among the other factors affecting foreign language learning such as curriculum, expectations & awareness of parents, coursebooks and technology. Accordingly, that makes practice-oriented professional development for teachers a top priority.

Following all of these, the Directorate General for Teacher Training and Development, MoNE started a collaborative long-term endeavour to set up a professional development framework for English Language Teachers in Turkey. The British Council Turkey, as an important stakeholder, contributed to the whole process of this national capacity building project. Sabanci Foundation, also, as an important stakeholder made their influential contributions to this endeavour. The pre-project efforts included a comprehensive needs assessment and an international language forum.

In the needs assessment stage, with the international project experts in foreign language teaching who set the trends in language reforms, we conducted a comprehensive case analysis of our own context in Turkey. That stage is followed by the International Foreign Language Forum hosted by the Ministry of National Education in Ankara. It was a participation-rich event with stakeholders including Representatives of Turkish Government Bodies, international organisations, English, French, German and Arabic language experts and sector representatives -the British Council, the Goethe-Institut and the Institut Français, Higher Education Institutions, representatives of non-governmental organisations and trade unions, school managers, teachers and students. With all viewpoints and the data gathered and evaluated, a Continuing Professional Development (CPD) Program started with the Project: English Together.

English Together offers a distinctive nation-wide CPD program which is specifically designed for English language teachers in Turkey, including Master Mentor Teacher (MMT) and Teacher Mentor (TM) trainings –a cascade model, Professional Learning Communities (PLCs) – a friendly space with the elements of collegiality, Learning Management System (LMS) – an interactive digital portal, a comprehensive professional development book, webinars and more. The pilot stage of the program is already over and the obtained results are evaluated to improve the sustainability of the program. The pilot stage included MMT training in the United Kingdom (October 2019), TM training in Turkey (November 2019), TM action planning in Kızılcahamam (December 2019) and the establishment of the first PLCs (December 2019 – February 2020).

This very book before your eyes is the *joint production* of the *English language teachers* who joined the trainings and the PLCs, *academicians* and the *British Council experts*. What makes this book unique is that just like the whole program itself, it is not a generic ELT professional development product, but it is designed with a tailor-made approach focusing on the Turkish context-specific factors in foreign language teaching & learning. It has been quite a long way so far, and yet, this is not the end of the process, it is actually the beginning. Throughout the process, it will continuously be revised to meet the emerging needs & expectations, again with the joint effort of teachers, academicians and international experts.

In this regard, we would like to extend our thanks to the English language teachers who have authored this book and taken an active role in the production of a truly customised CPD publication to support their colleagues' professional development.

We would like to offer our sincere gratitude to the British Council Turkey for their cooperation and valuable contribution to the process which led to the publication of this book. This project is the joint outcome of the British Council Education team in Turkey and the Ministry's CPD team who worked closely and diligently under the auspices of the General Directorate. We would also like to thank the UK consultants and the editors who lent their support and expertise to this endeavour.

Finally, a sincere thank you goes out to all the English Language Teachers and learners without whom this project would not have been possible.

**Dr. Adnan BOYACI**

Director General for Teacher Training and Development

# Table of Contents

## Chapter 6 ASSESSING LEARNING 16

1. The Basics of Assessment	19
a. Why do teachers assess learners and why is it important?	19
b. Key concepts of assessment	23
2. Formative Assessment	27
a. What is formative assessment?	27
b. Formative assessment process	30
c. Giving effective feedback	33
d. Formative assessment techniques	38
e. Quick activities for formative assessment	44
f. Web 2.0 tools for formative assessment	52
3. Summative Assessment: Testing and Exams	55
a. Assessment and Testing - A comparison	55
b. Balancing testing and learning	61
c. Types of test items and making tests fun	62
4. Now, It's Your Turn!	67
USEFUL RESOURCES	68
GLOSSARY	69
REFERENCES	71

## Chapter 7 MAXIMISING SPEAKING 74

1. Maximising Speaking	77
a. What does it mean to teach speaking skills?	78
b. Why should teachers maximise speaking in the language classroom?	79
c. How can opportunities to speak be maximised in the classroom?	81
2. Challenges and Solutions of Maximising Speaking	83
a. Lack of language knowledge (accuracy)	83
b. Lack of conceptual knowledge	97
c. Lack of self-confidence	99
d. Lack of fluency	104
3. Integrating Speaking into Other Skills	108

4. Fun Speaking Activities	115
a. Balloon sebate	115
b. Sinking ship	116
c. Taboo	116
d. Guess who? A celebrity	117
GLOSSARY	118
REFERENCES	121

## Chapter 8 PROMOTING 21<sup>st</sup> CENTURY SKILLS 122

1. What are 21 <sup>st</sup> Century Skills?	126
2. Why are 21 <sup>st</sup> Century Skills Important in the Learning Process?	127
3. How can 21 <sup>st</sup> Century Skills be Included in Activities?	129
a. Critical thinking	133
b. Creativity	140
c. Communication	146
d. Collaboration	151
USEFUL RESOURCES	155
GLOSSARY	156
REFERENCES	157

# Table of Contents



## Chapter 9 INTEGRATING ICT INTO THE LANGUAGE CLASSROOM 158

1. Integrating ICT into the Language Classroom	161
a. What does ICT refer to?	161
b. Why do we need ICT integration into the language classroom?	167
2. How can ICT Integration be Devised and Practiced?	176
a. ICT integration for reading	180
b. ICT integration for writing	184
c. ICT integration for listening	188
d. ICT integration for speaking	192
3. Now, It's your Turn!	195
USEFUL RESOURCES	196
GLOSSARY	197
REFERENCES	198

## Chapter 10 UNDERSTANDING DIFFERENTIATION 202

1. Differentiation	205
a. What are the diverse needs of students?	206
b. What is differentiation in the language classroom?	209
c. What are the aims of differentiation in the language classroom?	212
d. What are the key characteristics of differentiation?	213
2. Differentiation by Resource	216
a. Teaching resources	216
b. Resources for learners	218
3. Differentiation by Task	222
a. Examples for differentiation by task	222
4. Differentiation by Support	230
a. Different ways of support	232
5. Useful Suggestions to Start Differentiation	235

6. Now, It's Your Turn	244
USEFUL RESOURCES	245
GLOSSARY	247
REFERENCES	248
<b>SUGGESTED ANSWERS</b>	<b>249</b>



# Table of Contents



# ABBREVIATIONS



- AfL** : Assessment for Learning
- CALL** : Computer Assisted Language Learning
- CPD** : Continuous Professional Development
- EBA** : Eğitim Bilişim Ağı ( Educational Informatics Network)
- EFL** : English as a Foreign Language
- ELT** : English Language Teaching
- ICT** : Information and Communication Technologies
- IWB** : Interactive Whiteboard
- KWL** : What Students Know, What Students Want, What Students Learn
- L1** : First Language
- MoNE** : Ministry of National Education
- MOOC** : Massive Open Online Course
- OECD** : Organisation for Economic Co-operation and Development
- PLC** : Professional Learning Community
- SMART** : Specific, Measureable, Achievable, Realistic, Timely
- STT** : Student Talking Time
- TA** : Teaching Assistant
- TTT** : Teacher Talking Time
- 4C** : Creativity, Critical Thinking, Communication and Collaboration



# CHAPTER 6

## ASSESSING LEARNING

# CHAPTER 6

## ASSESSING LEARNING



*This image belongs to Ministry of National Education and British Council-CPD Programme for English Language Teachers in Ankara, Turkey, 2019.*

This chapter will provide you with all the information you need to examine the importance and the purposes of assessment, different assessment types and various tools, techniques and examples for assessing learners in foreign language learning settings. It will take approximately 8 hours to work through. At the end you will find helpful ideas on how to make tests more engaging and motivational for learners, how to balance learning and testing and helpful ideas or tips for challenging situations you may face while assessing learners. The chapter should be used in conjunction with Chapter 2 "Lesson and Course Planning" and Chapter 9 "Integrating ICT". It includes 6 scenarios for you to read; 8 tasks for you to complete and 9 reflection points for you to think about how to apply the concepts in your teaching context.

### TIME TO REFLECT



- Question 1:** *How do you assess your learners and follow their progress?*
- Question 2:** *Think about a test experience you've had: Did you enjoy it? Do you think the test helped you learn the language? How?*
- Question 3:** *Which one do you think is more important while assessing: To see what students have achieved/learned or to monitor and shape their learning according to their ongoing process?*

**Keywords:** Assessment, Formative Assessment, Assessment for Learning, Feedback, Assessment Tools and Techniques, Testing.

# LEARNING OUTCOMES

**By the end of this chapter, teachers will be able to:**

- explain key concepts related to assessment and identify the importance and purposes of assessing learners
- develop strategies to choose the most effective assessment tools for your unique learning settings and adapt them if necessary
- identify ways to handle challenges encountered during the implementation stage of assessing learners
- decide on a good testing to learning balance
- specify practical ideas for making test tasks more fun and motivational for learners.

## CONTENTS

1

The Basics of Assessment

- a. Why do teachers assess learners and why is it important?
- b. Key concepts of assessment

2

Formative Assessment

- a. What is formative assessment?
- b. Formative assessment process
- c. Giving effective feedback
- d. Formative assessment techniques
- e. Quick activities for formative assessment
- f. Web 2.0 tools for formative assessment

3

Summative Assessment:  
Testing and Exams

- a. Assessment and Testing  
- A comparison
- b. Balancing testing and learning
- c. Types of test items and making tests fun

4

Now, It's Your Turn

USEFUL RESOURCES  
GLOSSARY  
REFERENCES

## 1. THE BASICS OF ASSESSMENT

By the end of section one, teachers will be able to:

- discover what assessment is
- find out the link between teaching and student’s learning
- list the benefits of assessment
- explain the role of assessment in language teaching
- explore the key concepts of assessment
- compare formative and summative assessment with basic terms.

### Introduction

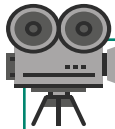
Pondering upon my past experiences both as a teacher and a student, I believe that the teaching and learning processes are inseparable from language assessment; they are naturally interwoven together. Learning and assessing complement each other. Teachers want to know if their learning objectives and teaching practice actually leads them to where they want to reach, whether they are on the right track on the learning and teaching journey.

There is actually a two-way relationship between assessment and teaching or learning,

but this connection has been ignored recently because there is a common view that identifies assessment with the evaluation of schools, teachers and students in a competitive manner (Heritage, 2007). Instead of seeing assessment as an integral part of the process, it is often viewed as an activity aside from learning. The public exams held yearly foster this view. However, in reality, a teacher assesses learners and adjusts teaching accordingly all the time during the lessons in addition to giving exams and preparing them for tests.

### a. Why do teachers assess learners and why is it important?

Read the text below and think about it within the context of assessing learning.



#### Scenario 1

Imagine that at last you have had the chance to take a Flamenco dance course in your neighbourhood. You attend the course regularly every week. The trainer is really good at dancing and she explains the dance moves quite well. Currently, you are working on a dance choreography, but as you are beginners, the trainer divides it into stages. Every week, you work on a different stage of this choreography. On the one hand, your trainers’ training style is quite interesting. She gives the correct moves for each stage only once. However, she pays no attention to how well you are doing or any shortcomings you may have. At the end of the course, you are expected to perform this choreography at a dance show.

# ASSESSING LEARNING

## TIME TO REFLECT



**Question 1:** How would you react in this situation? Would you think it was worth attending the dance course?

**Question 2:** Now relate this with school settings and assessing learning. What would be missing if there was no feedback and evaluation throughout the whole learning process?

### It's Your Turn

### Insights

As stated by Green (2014), in traditional teacher training sessions, the language assessment part is of a relatively indirect concern, being often handled in one or two sessions. However, in reality, assessing sometimes has great importance in the teachers' and students' lives. Many students would say they are learning the language mainly in order to pass the public exam or to pass the course. That's why most language teachers dedicate quite a lot of time to assessing and preparing their students for these exams and tests. This is one of the main reasons why assessment is important. With that being said, it doesn't mean the only importance of assessment comes from passing the exam or the course.



This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.

# CHAPTER 6



## LET'S UNDERSTAND

Learner-centred education encourages students to plan their own learning and set their self-development goals. It also supports them to use effective learning strategies and to engage in self-evaluation and peer-evaluation.

Assessing is important, because it also guides the whole learning process through reflections and continuous feedback. Learner-centred pedagogy aims to increase student participation by helping students define learning and self-development goals, choosing good learning strategies and being able to evaluate themselves or their peers. Students can learn to evaluate their learning and learn from that experience in turn, and time spent with self or peer reflection is never time lost for instruction in this view; on the contrary, they facilitate and support higher-quality learning (Tedick & Klee, 1998).

## TIME TO REFLECT



**Question:** *What are some reasons for assessing learners?*

### It's Your Turn

According to the British Council and MEB (2015) report, the main reasons for assessing learners are as follows:

- To be able to evaluate the degree of progress towards a learning goal.
- To evaluate the ongoing development of learners.
- To provide feedback to learners on progress.
- To provide feedback to learners on achievement.
- To plan and monitor the ongoing stages of the lesson.
- To encourage learners to see what they need to learn next.
- To diagnose students' past learning experiences, strengths and weaknesses sides and their needs.
- To determine the level of students at the end of a learning process.
- To provide information for parents.
- To provide records for schools.
- To determine if a person's language ability is enough to meet a predetermined standard, i.e. to measure proficiency.
- To select a person for a specific position or job, i.e. to place people to appropriate schools or institutions.

# ASSESSING LEARNING

## TIME TO REFLECT



Now, consider the reasons for assessment above and reflect on your own teaching:

**Question 1** : *Which reasons matter to you the most when assessing? Why?*

**Question 2** : *In what ways, do you assess learners to address these purposes?*

### It's Your Turn

A large rectangular area with a dashed border, intended for reflection or writing.

As is clear from all the information above, assessing is required throughout the whole teaching and learning process. The reasons for assessment may vary and can be used for serving different purposes in accordance with the outcomes or objectives of each lesson. However, it can be concluded that teachers use assessment for supporting learning and reaching the predetermined outcomes of the lesson.



# ASSESSING LEARNING



## LET'S UNDERSTAND

Assessment covers a variety of subtypes, techniques, tools and activities.

Assessment can be identified as a process that occurs in educational settings to shape teaching and learning. **Language assessment** 'involves obtaining evidence to inform inferences about a person's language-related knowledge, skills or abilities' (Green, 2014, p. 5). The evidence for learning comes from performance of language use tasks, and the inferences are made by interpreting the performance according to specific criteria. Assessment is a broad term that covers a variety of subtypes, techniques, tools and activities.

At this point, a difference can be made between **summative** and **formative** assessment types. In brief, **summative assessment** focuses on whether the student has reached the predetermined learning goals at the end of a unit, course, term or school year. It is a measurement type that aims to wrap things up and is sometimes conducted for once only, as in big public exams (Harmer, 2007). It may generally take the form of exams or tests. At the end of the assessment, teachers assign grades and these mostly numerical indicators are signs of achievement or failure. It is also known as "**assessment of learning**". It can be said that it is the most widely known and used form of assessing learning, therefore, lots of teachers may have the misconception that assessment is only the relatively narrower activities of testing or giving exams.



'Using one assessment for a multitude of purposes is like using a hammer for everything from brain surgery to pile-driving.' (Haney, 1991; cited in Spendlove, 2011)

*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

# CHAPTER 6



## LET'S UNDERSTAND

Formative Assessment is also known as Assessment for Learning (AFL). It includes a great range of activities such as observation, portfolios, informal questioning and self/peer-assessment.

Tests, or summative assessment in general terms, are not the only way of gathering information about the learners' knowledge and abilities. **Formative assessment** covers a much broader range of activities; some examples of which can be informal questioning, semi-formal exercises, self/peer assessment, observing student performance or portfolio assessment. (Green, 2014). It's also known as **Assessment for Learning (AFL)** in ELT literature. It is a systematic process used to regularly collect evidence and data about students' learning (Heritage, 2007).

The information gathered through formative assessment is used to identify how much a student has learned and to adjust the following lessons accordingly to help students reach the learning goals. It is a less common and less systematic way of assessing learning.

'**Assessment for learning** is conducted to measure the knowledge of the students. Formative assessment is highly efficient for increasing the student success level, the equity of learning outcomes among students, building students' "learning to learn" skills, and especially providing high gains for underachieving students by raising the quality of students' work' (OECD, 2005:2). In this process, students are taking an active part in their own learning and understand how their process is going, think about what the next steps will be and how to apply them. In other words, with the help and support of their teacher, they can understand their current learning status and take steps to move forward.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

# ASSESSING LEARNING



In order to relate what is explained above to your teaching experience, please review the explanations above, look back at your notes on Time to Reflect parts and Task 1.1. and think about your experiences as a teacher.

**Read the statements below. Mark where you stand on the scale in each sentence by putting a cross.**

## Task 1.2

1. I use assessment to support learning.

Always.....Often.....Sometimes.....Rarely.....Never

2. I use assessment to grade my learners.

Always.....Often.....Sometimes.....Rarely.....Never

3. I use different types of activities for assessment.

Always.....Often.....Sometimes.....Rarely.....Never

4. I encourage my learners to assess their own learning.

Always.....Often.....Sometimes.....Rarely.....Never

5. I encourage my learners to assess their friends' learning.

Always.....Often.....Sometimes.....Rarely.....Never

*Taken and adapted from British Council & MEB (2015:9). Understanding assessment for learning: Assessing learning*



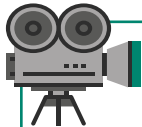
## 2. FORMATIVE ASSESSMENT

By the end of section two, teachers will be able to:

- explore the reasons why formative assessment should be applied
- recognise the importance of effective feedback in formative assessment and in language learning
- compare effective and ineffective feedback and practise effective feedback approaches
- recognise activities which integrate formative assessment strategies to teaching
- understand how some techniques such as portfolios, concept map, self and peer assessment can be used for formative assessment
- explore different Web 2.0 Tools which can be used for formative assessment in your English language classroom and be aware of additional Web 2.0 tools which can be used for formative assessment in your English language classroom.

### a. What is formative assessment?

In this section, firstly formative assessment is defined. Secondly, three questions to be answered in the formative assessment process and four basic elements of formative assessment are explained. Before discussing these topics in detail, in order to understand the difference between formative and summative assessment clearly, let's read the garden analogy below and interpret it in terms of assessing learning.



#### Scenario 2

Hakan moved to a new house with many different flowers in the garden. He wants the flowers in his garden to grow and blossom. So, he waters all his flowers every two weeks; periodically measures their height to check how fast they are growing and compares them with his neighbours' flowers. At the end of summer, very few of Hakan's flowers have grown, unfortunately many are drying out and fading.

At the other end of the street lives Asya who also wants her flowers to blossom. She reads about the flowers and gets ideas from people around her who grow flowers. During this process, Asya decides what to do based on the needs and characteristics of each type of flower. She gives the flowers as much water as necessary, taking the weather conditions into consideration and uses the appropriate nutrients to support the growth of the flowers. In time, the flowers in her garden blossom and Asya gets the beautiful garden she has dreamed of.

**Question 1:** *How do Asya and Hakan look after their flowers? What do they do differently?*

**Question 2:** *Now relate this with school settings and assessing learning. How would you interpret this analogy in terms of the classroom and assessment?*

# ASSESSING LEARNING

It's Your Turn



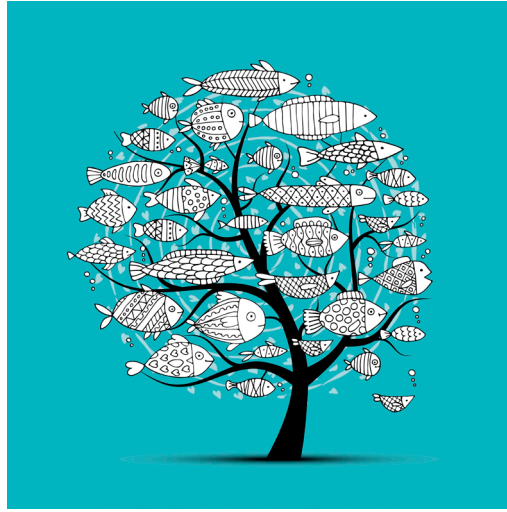
## Insights

Hakan measures the height of his flowers to check if they are growing. However, he continues to water all the flowers every two weeks without making any changes after his measurements, ignoring the fact that each flower has different needs and features. Similarly, summative assessment is carried out to evaluate what learners have learnt at the end of the course, term or school year. The learners are graded to decide whether they are successful or not. They are not given any feedback or advice to improve themselves (Ketabi and Ketabi, 2014).

## CHAPTER 6

Formative assessment which is explained more concretely with Asya's flower growing process in the scenario, is used to improve the quality of the learning and teaching process. When Asya was growing her flowers, she knew that they all had different characteristics, so their needs would differ. She changed the methods of watering and feeding her flowers considering the conditions in the process. As in this analogy, formative assessment means identifying learners' needs and adapting the teaching process according to

these needs. Learners are actively involved in the process by evaluating their own learning, and they are supported to improve skills that will provide them with better learning (OECD, 2015). Formative assessment, unlike summative assessment can be an integral part of each lesson. In each lesson, learning outcomes and teacher feedback can be shared with students. Heritage (2007: 141) defines formative assessment as 'a systematic process to continuously gather evidence about learning'.



'Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.'

**Albert Einstein**

# ASSESSING LEARNING

## b. Formative assessment process

### Three questions to define what Formative Assessment

In formative assessment, teachers help learners to answer three basic questions about their learning process (Hattie, 2012):

Where am I going?

How am I going?

Where to next?

The first question allows the learners to be aware of the objectives of the lesson. The second question clarifies what progress learners need to make towards these objectives, which highlights the need for teachers feedback. The third question helps learners find out what kind of activities they need to do to make better progress, resulting in improving their self-regulation skills (Hattie, 2012). Because formative assessment is an ongoing process, the teacher should periodically ask these three questions to the learners and review his/her teaching according to their answers (See, Figure 1).

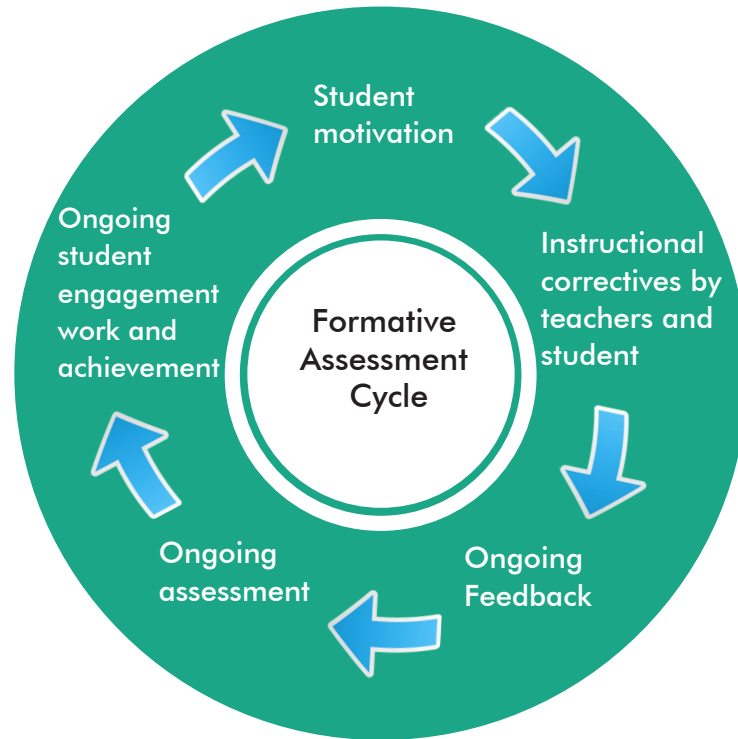


Figure 1. Formative Assessment Cycle (Taken from Cauley & Mcmillan, 2010: 2)

## Elements of Formative Assessment

According to Heritage (2007), the formative assessment has four main elements:

- 1) Identifying the gap
- 2) Student involvement
- 3) Learning progressions
- 4) Feedback

**Identifying the gap** is related to determining the gap between the learner's current status and the desired goals (Sadler, 1989). Since each learner is an individual with different interests and abilities, this gap varies from learner to learner. The ability of the teacher to define this gap correctly is of great importance in terms of learning, teaching and the evaluation process. An important point of formative assessment is that **learners take an active part** in the evaluation process. In this type of assessment, students are actively involved in the process by evaluating both their own learning (self-assessment) and their peers' learning (peer assessment). Students can evaluate what they have learned and determine what they will do next to reach the desired goals. So, it can be said that formative assessment contributes to learners' awareness of their own learning, their self-assessment and peer assessment skills.

# ASSESSING LEARNING

**Learning progression** is related to defining learning objectives and indicators. Thanks to **learning progressions**, teachers know what to teach and can evaluate their students' learning status (Heritage, 2007). The teacher evaluates the students' learning and adapts his teaching according to their **feedback**. Students, on the other hand, can decide what they should do in the next step in order to reach the goals by assessing their own learning and getting teacher **feedback**.

'Feedback is the  
breakfast of champions.'

**Ken Blanchard**



## POINTS TO REMEMBER

Feedback provides information to both the teacher and the student about the learning process.



# CHAPTER 6



## LET'S UNDERSTAND

Learning progression is related to defining learning objectives and indicators. Thanks to learning progressions, teachers know what to teach and can evaluate their students' learning status (Heritage, 2007).

### Why is feedback vital in formative assessment?

The teacher evaluates the students' learning and adapts his teaching according to their feedback. Students, on the other hand, can decide what they should do in the next step in order to reach the goals by assessing their own learning and getting teacher feedback.

### c. Giving effective feedback



## Task 2.1

Read the feedback statements below and fill in the table. Think about which ones you use most in your classes and try to decide whether they are effective or ineffective and why.

Teacher feedback	Effective	Ineffective	Why?
Well done, you're really great.			
Good job! You are better than your friends.			
We have already covered this topic. How can you make these mistakes?			
You made a lot of mistakes in your writing, check them.			
You used the words covered in the unit correctly in your writing. You should pay more attention to the use of the simple present, review the rules about it.			
This homework is not good enough.			

# ASSESSING LEARNING

## Relationship between the quality of feedback and learning

Thinking back to the garden analogy, watering the flowers and providing them with nutrients to grow them can be considered as feedback. The scenario suggests that the amount of water used, and the quality of the nutrients given may affect the growth of flowers positively or negatively. When this situation is considered in terms of evaluation processes, it is realised that the quality of the feedback provided to the students is of great importance in their learning.

Each student begins his learning journey from a different point due to his individual characteristics and may encounter different obstacles on his way to the place he wants to reach; sometimes he/she may go off-track with his/her learning. Effective feedback comes into play at this point, guiding the learners along the right path and leading them to the desired destination; the objectives of the lesson.

## The feedback provided to students to help them answer the questions:

*“Where am I going?”*

*“How am I going?” and*

*“Where to next?” will contribute to the successful completion of the journey.*

'An effective feedback increases students' motivation and hopes in their learning journey, enables them to set attainable goals, improves students' success and develops their self-assessment, meta-cognitive and self-regulation skills' (Cauley & Mcmillan, 2010; Hattie, 2012: 118). The results of the meta-analysis studies conducted by Hattie and Timperley (2007) show that feedback has a greater impact on student performance than the class size, the student's socio-economic background, and cognitive ability. An important point to be highlighted here, is that not all feedback has the same effect on students' learning. The results of the study show that feedback such as praise or reward and punishment was less effective than feedback related to their tasks. Therefore, it is crucial to know 'when', 'how', 'why' and 'what' level students are to provide effective feedback. The features of effective and ineffective feedback are listed in Table 1 (Shute, 2008):

# CHAPTER 6

Table 1: The features of effective and ineffective feedback

Effective Feedback	Ineffective Feedback
» is focused on the task, not the learner.	» is focused on the learner
» is specific, clear and simple.	» is unclear.
» facilitates the achievement of learning goals.	» is focused on finding mistakes.
» is objective.	» compares students to others.
» is given at the appropriate time according to the characteristics and needs of the students.	» can be in the form of praise, grade and punishment.
» reduces the uncertainty between learning goals and student performance.	

# ASSESSING LEARNING

## Insights for the table given in Task 2.1

Some of the feedback in Task 2.1 at the beginning of the section has been examined and the reasons why they are effective or not are explained in the table below:

Effective feedback	Why effective?
Your presentation was great. You followed all of the instructions.	Here, the behaviour of the student is associated with the expected behaviour/criteria.
Zeynep, you answered all of the questions correctly. Please be more careful with the pronunciation of "spicy, sour, recipes".	The development demonstrated by the student is emphasised and specific problems are mentioned.
Your text is great, there are only 7 spelling mistakes in it. Please check the word list in Unit 3 again. Work on the spelling of the words. Then, try to use the words in sentences.	Actions that can help the student's development are listed.
You spoke too fast. It would be good/great if you tried to pronounce each word more slowly and paused between the sentences.	Situation/student-specific feedback is provided.
Ineffective feedback	Why ineffective?
You performed better than most of your classmates.	The feedback is too general. The student does not know why and what s/he did better than his/her classmates.
This answer is strange. / I did not like this answer.	The feedback is vague. The feedback provided does not tell the student what and/or how s/he should change.
You are a very good student. I am really happy with your performance.	The feedback is too general. The teacher should tell the student what s/he specifically likes about his/her performance.

# CHAPTER 6

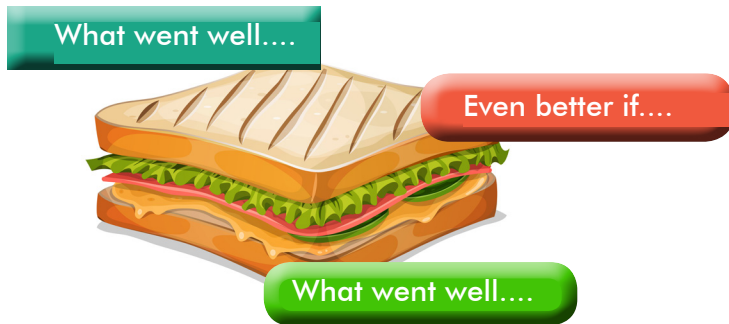


## TIPS & TRICKS

**For effective feedback, according to Shute (2008) you can:**

- use delayed feedback if the learner is actively engaged in an activity
- use immediate feedback for difficult tasks and prefer delayed feedback for simple tasks
- use delayed feedback for high-achieving learners and prefer immediate and direct feedback for low-achieving students
- use written feedback instead of oral ones to be more objective.

Another way to give effective feedback is to use the sandwich technique that you can find below:



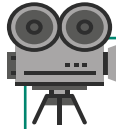
## WHAT IS THE SANDWICH TECHNIQUE?

- ✓ First, provide some information to the learners about what they did well.
- ✓ Second, give some advice.
- ✓ Finally, explain other points they did well in their studies.

# ASSESSING LEARNING

## d. Formative assessment techniques

This section gives information about how different techniques can be used for formative assessment and what the opportunities and challenges of using them during formative assessment. In this section, some suggestions and tips can also be found to overcome these challenges and use these techniques more effectively. Before discovering them, let's read the following text about Umut's case and learn about his hesitations and problems with using formative assessment techniques in his classes.



### Scenario 3

Umut is an English teacher who tries to improve his students' learning. He participates in various in-service trainings to learn how to teach them more effectively. In one of the webinars, the difference between 'assessment for learning' and 'assessment of learning' was pointed out and the advantages of assessment for learning were emphasized. Some of the techniques that can be used for this type of assessment were also mentioned. Now, Umut wants to use more formative assessment techniques and activities in his classes. However, he is unsure about whether or not he can apply what he has learned because these techniques do not provide valid and reliable results, such as the tools used in summative assessment, and students are not familiar with them.

**Question 1:** *If you were in Umut shoes, would you have the same hesitations? Why? Why not?*

**Question 2:** *What would you suggest to overcome these problems?*

### It's Your Turn

# CHAPTER 6

## Insights

What could be done to lessen Umut's anxiety about the implementation of formative assessment techniques? It may be challenging to use new techniques in the classroom that students are not familiar with. It may also take time for these new techniques to work effectively. This section provides some useful tips for Umut's problems. While studying formative assessment techniques below, it may be useful to keep in mind the question "What advice can you give to help Umut?" then look for some useful information to inform your suggestions.

## Portfolio

A portfolio should not be considered as a file where students collect all their work during the entire semester. The portfolio used for evaluation is the outcome of a process which is systematically planned, implemented and evaluated (Moya & Malley, 1994). This process consists of three stages: organisation and planning, accumulation, and reflection (MEB & UNICEF, 2020). The portfolios include the best products selected according to the objectives determined during the organisation and planning stage and the criteria described during the evaluation process. Portfolios offer the opportunity to learn about students' cognitive skills, improvement over time, problem-solving skills and their views on these issues (Kan, 2007). Therefore, it can be said that portfolios improve learners' self-reflection and decision-making skills related to their own learning and increase students' self-awareness of their learning process.



## TIPS & TRICKS

**For effective portfolios, according to Kemp and Toperoff (1998) you can:**

- study with the learners and enable them to be actively engaged in their own learning
- involve students in the decision-making process of choosing products for their portfolios
- clearly define criteria for the products to be selected in the portfolio and for their evaluation.
- rubrics and checklists may be developed for these purposes
- identify the weaknesses of the learners according to their self-reflections and determine improvement goals taking them into consideration.



## POINTS TO REMEMBER

Portfolios improve learners' self-reflection and decision-making skills related to their own learning and increase students' self-awareness of their learning process.

# ASSESSING LEARNING

## Concept Maps

Concept maps are graphs where the relationships between the concepts on a subject are shown with lines and labels of these relationships are included. Using the concept map as an assessment tool, the teacher realises what the learners have learnt and how they organise what they have learnt. S/he also has the chance to identify and correct students' misconceptions about the concepts. As each student's process of structuring information is different, concept maps enable learners to express themselves in their own way and teachers to evaluate students taking their differences into consideration (Mclure, Sonak & Suen, 1998).



## TIPS & TRICKS

**For effective concept maps, according to Kaptan (1998) you can:**

- prefer simple tasks to complex ones
- use concept maps for grading after the learners develop their skills on preparing them
- ask the learners to draw their concept maps again after discussing their misconceptions on the first draft.

## Self-Assessment

Self-assessment is an important part of formative assessment. Students evaluate their own learning; make decisions to improve their performance and take action to reach their language goals. Self-assessment is also important in terms of showing that the teacher is not the only source of feedback and that the learners can give feedback to themselves.

Research has shown that the success of the students trained in self-assessment has increased (Ross, 2006). In addition, students take responsibility for their own learning. They recognise their strengths and weaknesses by learning about themselves better in the process.



# CHAPTER 6



## POINTS TO REMEMBER

With self-assessment, students evaluate their own learning and products, make decisions to improve their learning and take action to implement them. It is also important in terms of showing that the teacher is not the only source of feedback and that the learners can give feedback to themselves.



## TIPS & TRICKS

As suggested by Andrade and Valtcheva (2009) and Ross (2006) for effective self-assessment, you can

- involve students in defining assessment criteria
- explain to students how to use the criteria
- provide feedback to the students on their self-assessments
- help students use assessment data to develop action plans
- give students sufficient time for revision after self-assessment
- avoid grading learners' self-assessments.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

# ASSESSING LEARNING

## Peer and group assessment

Peer assessment is the informal assessment of fellow peers in order to help learners understand their own language use and performance better, and so become more autonomous. Determining the criteria in peer assessment and explaining to students how to apply these criteria while evaluating their peers ensures that the assessment is objective. For this purpose, students can use a rubric or

checklist when evaluating their peers' work. Peer assessment supports students' social skills and self-awareness. It also improves their abilities to make objective decisions and criticise (MEB & UNICEF, 2020). In group assessment, similarly, the projects or activities of a group are evaluated by the group's own members or members of the other groups in the class.



## TIPS & TRICKS

### For effective peer assessment, you can:

- choose students who are not close friends to make the assessment more objective
- avoid grading students according to the results of peer assessments
- create some rubrics or checklists to help students to be fair when evaluating their peers
- create a positive and supportive atmosphere in your class: for this purpose, some of the quick formative assessment activities may be used such as the learning wall (see page 48 for section quick formative activities).

In order to use formative assessment, it is essential for teachers to have the relevant competence. Teachers need to understand what formative assessment is, what its advantages and disadvantages are and how they can use them in their classes to contribute significantly to the teaching and learning process. Participating in face-to-face seminars or webinars, watching videos and reading useful resources can help teachers to improve their use of formative assessment.

Sharing essential information about the techniques or activities to be used with the students and including their ideas in the process will reduce the problems that may arise during the evaluation. Informing students about the technique will also increase the validity and reliability of the evaluation method to be used.

# CHAPTER 6

One of the ways to increase validity and reliability is to prepare a plan and guidelines for the technique to be used in evaluation. The objectives in the plan and the criteria for evaluation should be determined. It should be ensured that students also know the stages of the evaluation process and the criteria related to them.

Assessing learners by giving them a task and providing them with the necessary support in the process will increase their competence in formative assessment and improve their skills. Providing learners with useful language or a semi-structured form about how to use language may facilitate the use of formative assessment.

## TIME TO REFLECT



*In order to relate what is explained above to your teaching experience, please review the explanations above, read the following questions and discuss them into the box given below.*

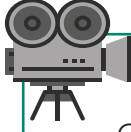
- Question 1:** *Have you tried any of the formative assessment techniques (e.g. portfolio, concept maps, self-assessment, peer assessment etc.) in your classes?*
- Question 2:** *In what ways do you think these techniques are useful?*
- Question 3:** *What difficulties have you had when using these techniques in your classes? How can you overcome them?*

### It's Your Turn

# ASSESSING LEARNING

## e. Quick activities for formative assessment

Although some teachers know what formative assessment is and how important it is in the learning process, they may avoid applying formative assessment techniques in their classes and prefer making summative assessment. In order to understand the reasons for this situation better, let's read Çiğdem's case and examine the following situation.



### Scenario 4

Çiğdem, who has been teaching English at a secondary school for three years, is the only English teacher in her school. Even though Çiğdem's classes are crowded, she thinks that she has taught her lessons effectively and handles all the subjects in the curriculum. However, most of her students get low grades in the exams. While checking her evaluation process, she realises that she mostly uses summative assessment techniques not providing sufficient feedback to the students and the teacher. Although she wants to use formative assessment techniques in her classes and knows what formative assessment is and what its advantages are, she thinks that these techniques are time consuming and put too much burden on her because the classes are crowded and the time is insufficient.

**Question 1:** Do you share the same concerns with Çiğdem related to the use of formative assessment techniques?

**Question 2:** How can Çiğdem overcome these problems? What would you suggest to her?

### It's Your Turn

# CHAPTER 6

## Insights

Teacher Çiğdem is aware of the importance of assessment for learning, but generally uses summative techniques because her classes are crowded and she thinks formative assessment is time consuming. However, summative assessment techniques, which are easy to prepare, apply and evaluate and save time for the teacher, do not provide sufficient feedback to learners to improve learning.

One of the ways to reduce the increasing workload due to formative assessment is to share this burden with students. Improving students' self-assessment and peer-assessment skills will facilitate this process.

Learners may not be graded at the end of formative assessment since the purpose of formative assessment is to determine what the student has learned about a subject and to review the teaching to improve students' learning. Hence a teacher facing the same problems with Çiğdem can provide feedback by using simple and quick formative activities and some Web 2.0 tools.

There are many simple and quick activities that can be used for formative assessment as a warmer, main activity and closing activity during the lesson. The table below shows some of these activities and suggestions on whether you can use each activity as a warmer, main or closing activity. Explanations and some useful tips about the activities in the table will be given on the following pages:

Warmer	Main Activity	Closing Activity
Question box	Traffic light	Two stars and a wish
Posters	Three cups	Learning wall
KWL	Articulate then answer	I have a question
Personal goals	Draw a face	Question box
		Posters
		Creating slogans
		KWL
		Talk to partners

Table 2. Activities that can be used in different parts of the lesson

# ASSESSING LEARNING

## The Traffic Light

To check whether learners understand a concept or not, teachers ask them to raise a green, yellow or red sign, which means the learners understand, think they understand but are not entirely sure or don't understand respectively. Teachers spend more time with learners who raise yellow and red cards and thus provide them with the help they need to understand the covered language point better. The learners showing green can also be asked to help their peers explaining to them what they have learned and answering their questions related to the concept.

### TRAFFIC LIGHT ASSESSMENT



I don't get it!  
I need some help understanding.

I think I understand, but I may  
need a little help.

I understand. I can do it by myself.

# CHAPTER 6

## Three Cups

The traffic light activity can be applied to the class using different kinds of materials. For example, some different coloured cups can be used instead of cards. Learners put the cups on their desks and change the colours to indicate whether they understand. Both activities help teachers to get feedback during the lesson whenever they want and assess learners understanding of what they have been taught simultaneously. They also give learners an opportunity for self-assessment.



Open the QR code, watch the video showing the implementation of the activity “No Hands-up” and find another interesting way to make the learners more active in the lessons.



*This image belongs to “Three Cups” activity at Prof. Dr. Mehmet Sağlam Secondary School, Ankara, 2020.*

# ASSESSING LEARNING

## Two Stars and A Wish

At the end of the lesson, learners are asked to write two things they think they have learned and one thing they are not clear about or need to improve. Different cards or reflection papers can be prepared for this activity according to the interests and needs of the learners. For example, the teacher can design an exit ticket using this activity. Students may be allowed to leave the class, provided they fill in and deliver the ticket.

Using this activity, learners are given the opportunity to evaluate and develop their own learning process. In addition to self-assessment, learners can also assess their peers using this activity. For example, learners may be asked to write two things they liked and one thing they think needs to be improved in the work their peers did.

★ EXIT TICKET ★	I have learned...	Date:
	I have learned...	Name-Surname:
	I need to learn...	



*This image belongs to MoNE and BC Joint Programme of CPD for English Language Teachers in Turkey, Ankara, 2019.*

## Learning Wall

In the classroom, a learning wall can be created where learners can share their positive opinions about their peers. The learning wall can strengthen interpersonal relationships in the classroom and contribute positively to learners' attitudes towards peer assessment and therefore improve the classroom atmosphere and contribute to the creation of a positive learning environment in the class.

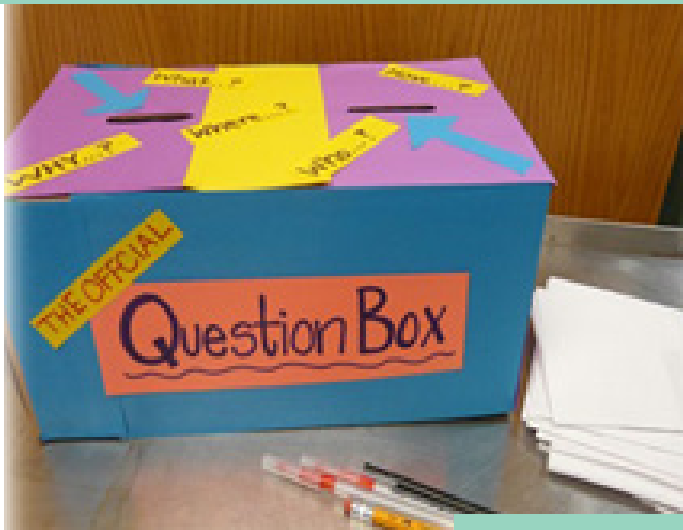
# CHAPTER 6

## I Have a Question

At the end of the lesson, teachers ask learners to write a question on what they think they are not clear about. These questions can be written on a post-it, hung anywhere in the classroom such as the door, wall and board or handed to the teacher.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*



## Question Box

Another activity that can be used in a similar way is to create a question box in which learners can put their questions. In this box, learners can post questions about the parts they do not understand in the lesson, related to new things they want to learn about the topic, or assessing their peers' learning. Several learners may be asked to choose a question at the beginning or end of each lesson, and the questions selected can be discussed by the class.

# ASSESSING LEARNING

## Articulate Then Answer

In this activity, learners have the chance to share their opinions about the topic with their partner before answering the question. This activity allows learners to gather and shape their thoughts on the subject before expressing them.

After asking the question, the teacher asks the learners to think quietly about it for about thirty seconds. In the next step, the students brainstorm in pairs for 2-3 minutes and take notes. In the last step, they share their notes with their friends and teachers. Using this activity, the teacher can reduce learners' levels of anxiety and support their participation in the lesson.

## Draw a Face

Learners may be asked to draw a face that shows how they feel about the lesson or their work. This technique gives the teacher the opportunity to get feedback from the learners very quickly on any subject.

## Posters

At the end of the unit, in order to evaluate what the learners have learned about the subject, learners can be asked to create a poster about the words, sentences or structures covered in the unit.

This activity can also be used to learn what learners know about a new topic. The posters prepared by the groups can be hung in the classroom and learners can be asked to review and evaluate each other's posters. This allows learners to develop both peer learning and peer assessment skills.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

# CHAPTER 6

## Creating Slogans

At the end of the unit or lesson, learners are asked to create a slogan. They should be reminded that a slogan should be short, original, effective and truthful, based on accurate information. Learners can write their slogans on the board and the most unusual and interesting slogan can be chosen together. This activity will be useful both for self-assessment and peer assessment.

## KWL

At the beginning of the lesson, the teacher asks learners to create a three-column table. The columns respectively show what the learners know about the subject, what they want to know and what they have learned. Learners fill the first two columns at the beginning of the lesson and the last column at the end of the lesson.

What I Know	What I Want To Know	What I Have Learnt



## Talk to Partners

At the end of the lesson, learners are asked to work in pairs and share three new things they have learned in the lesson, a point they find easy, a point they find difficult, and something they want to learn in the future.

## Personal Goals

Learners are asked to set personal goals for their course. These goals will make it easier for learners to answer the question "Where do I want to go?". That is one of the most important stages of assessment.

Creating a board for this activity in the classroom can be useful for learners to embody their goals. Learners can also be inspired by reading each other's goals and be more motivated during the learning process.

# ASSESSING LEARNING



## Task 2.2

To be able to benefit from the ideas and techniques later in your own classes, please revise the activities above and choose the quick activities you could use and share your opinions in the box given below:

What I will use	When I will use it	Adaptations I need to make	Notes

### f. Web 2.0 tools for formative assessment

The widespread use of technology has brought a new dimension to assessment and evaluation methods. Today, there are many different tools that can be used in a classroom environment to support formative assessment. The purpose and benefits of such tools differ from one another. This diversity allows teachers to choose according to the objectives of their lessons and the interests and needs of their students. The use of these tools can make the lesson more fun, thereby increasing the motivation and participation of learners. In addition, the ability to obtain and evaluate the results quickly with these easy-to-use tools will increase the time allocated for teaching in the classroom. There are various tools for different purposes, however, 5 tools and how you can use these tools for different purposes in the classroom will be explained in detail on the next page:

# CHAPTER 6

## Kahoot

This tool is a game-based application where quizzes consisting of multiple-choice, true-false, short answer, jumble questions can be prepared. It can be used to evaluate what students have learned about the subject at the end of the course or unit, or to make a preliminary assessment of the subject that will be explained at the beginning of the course. The learners participate in the game using a computer, tablet or smartphone. The teacher can evaluate both the learners' level of knowledge and the speed of answering the questions using this tool.

## Flippity

Flashcards and various games can be created using ready-made templates in this application. It allows the teacher to prepare many different games about words or structures taught in the lesson. Teachers can make both their lessons and the assessment process more fun and interesting with the various games they will prepare with this application.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

## Answer Garden

It is a tool that can be used for purposes such as brainstorming and getting feedback. By entering the application, students are asked to express their thoughts on any given topic or their answers to the questions in a word or a sentence. At the end of the lesson, students may be asked to summarise what they have learned that day with a single sentence or to write a question about a point they do not fully understand.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

## Quizizz

This tool has similar features to Kahoot. Quizzes involving multiple-choice, True-False, check-box, fill in the blanks, and open-ended items can be prepared and students are asked to answer the questions. The difference from Kahoot is that learners can see the answers to the questions on their own screens.

## Animoto

Short videos can be prepared using pictures and text on a subject. At the end of the unit, students may be asked to prepare a video that summarises what they have learned using this tool.

# ASSESSING LEARNING



## Task 2.4

In order to explore additional Web 2.0 tools which can be used for formative assessment, please watch the video (use the QR code) and write down some notes about different tools you could use in your own lessons for formative assessment.



What I will use	When I will use it	Notes

## 3. SUMMATIVE ASSESSMENT: TESTING AND EXAMS

By the end of section three, teachers will be able to:

- compare testing and assessment
- relate the effects of testing on teaching and learning
- explain the concept of “Washback Effect” and reflect on their own experiences in terms of washback effect
- understand the ways to avoid the negative washback effect
- discover how to balance testing and learning in his/her own teaching
- explore different types of test items and reflect on his/her own practice in terms of test items
- discover how to use test items to assess their learner’s English language proficiency.

### a. Assessment and Testing - A comparison

Although the concepts of assessment and testing may be used interchangeably, there are certain differences in use and function. Reflecting back on your own knowledge about the difference between assessment and testing, please try to complete the following task.



#### Assessment or Testing?

Read the statements below. Which ones are related to Assessment and which ones are related to Testing? Write A (for Assessment) and T (for Testing).

**T  
a  
s  
k**

**3.1**

1. The results are expressed as score or grade. ....
2. A way to check what has been learned. ....
3. Gives information to improve teaching .....
  - 4. A way to check how learning is going. ....
  - 5. Doesn't always need grading. ....
  - 6. A public exam. ....
  - 7. A set of questions to evaluate performance. ....
  - 8. Focuses on learning outcomes. ....
  - 9. An interactive process. ....
  - 10. One way of assessing learners. ....

# ASSESSING LEARNING

In general terms, **testing** is the assessment of learning at the end of a session, term, year etc. in order to check what students have understood and if they could reach the goals of the lesson. The results are graded and expressed in the form of numbers or symbols, known as scores.

**Assessment**, on the other hand, is an umbrella term that also covers testing, aiming to enhance and shape learning that transcends just what can be measured. It is an ongoing, interactive process providing information both for the teacher and the student; and the nature of the feedback is generally qualitative.

Traditionally, it has been accepted that assessing learners should mainly be summative (end of unit tests, giving marks etc.) This brings about the transmission of knowledge: Teacher finds some knowledge useful and important; s/he passes it on to the students, the students try to remember it and the teacher decides how successful a student is accordingly (Spendlove, 2011). This is very important and necessary, but alone it is not sufficient for learning. Learning is multi-faceted, including in-class activities and students' ongoing progress, as well as the final success indicators; and it is continuous. Therefore, teachers need different types of assessment tools.

However, formative assessment shouldn't be seen as completely separate from summative assessment, both are necessary to strike the right balance. Summative assessment data can tell us where the students are, but formative assessment data can help both teacher and students continuously improve through information that points to areas for development and identifies the source of learning difficulties.



## LET'S UNDERSTAND

The assessment of learning at the end of the semester or year to check if the students have reached the goals of the lesson is called testing.



## LET'S UNDERSTAND

Assessment is an umbrella term that covers also testing, aiming to enhance and shape learning that transcends just what can be measured. It is an ongoing, interactive process providing information both for the teacher and the student.

Adapted from British Council (2015: 9). Understanding assessment for learning: Assessing learning

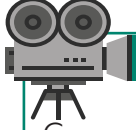


## The effects of testing on teaching and learning

### The Washback Effect

The fact that learning and assessment are integrated processes, testing has some inevitable effects on the way a teacher handles a lesson, both in a positive and a negative manner. Read the following scenario and try to identify the relationship between testing and teaching styles. Now, please read the scenario below and try to reflect on the questions given to you:

# ASSESSING LEARNING



## Scenario 5

Cemre is a young teacher with three years' teaching experience. She teaches English at a secondary school in Isparta. This year, she is preparing the 8th graders for the public LGS exam held in June. At the beginning of the term, the students were highly motivated, and they were doing their best to understand and improve their learning. Cemre was also really enthusiastic and was working hard to provide the best resources and tactics. However, towards the end of the term, the teaching focus changed to 'teach for the test' and students' motivation levels decreased. Due to exam pressure, the students' stress and anxiety levels increased, and low scores on the practice tests added to the problem. Now, English lessons are seen as a 'chore' and Cemre wants to do something about this situation.

**Question 1:** *Have you experienced similar problems while preparing for exams? How did you overcome these problems?*

**Question 2:** *What would you suggest to Cemre?*

## It's Your Turn

# CHAPTER 6

## Insights

This situation in Scenario 5 is very common and familiar for most teachers of English, not only in Turkey, but worldwide. Many children, especially teenagers, have to take public placement tests measuring their English level and knowledge. Throughout this process, as teachers quite naturally want their students to pass the tests and exams they are going to take, their teaching becomes dominated by the test or exam, leading to less use of a range of different activities and more use of exam-format activities determined by the question types in the exam (Harmer, 2007).

This situation is known as the Washback / Backwash Effect. Briefly, washback can be defined as the effect of testing on teaching and learning. This effect may be positive or negative, but it is usually considered as negative. Teachers teach and learners may try to learn only the materials they think will be assessed. The test content takes over from the official curriculum and things not covered on the test may get pushed aside and ignored (Green, 2014). This gives rise to attributing an instrumental value to learning a language, reducing its importance to pragmatic goals of passing an exam or enrolling in a good school.



*This image belongs to MoNE and BC Joint Programme of CPD for English Language Teachers in Turkey, Ankara, 2019.*

It also leads to “technicization of teaching,” which results in less skilful teachers having insufficient autonomy in the classroom and losing their trust in their own judgments about what is best to teach (Spendlove, 2011).

# ASSESSING LEARNING



## TIPS & TRICKS

### What can be done in order to overcome this situation?

It should be admitted that preparing students for exams is a must, therefore teachers should find ways to keep motivation and enjoyment high in English lessons while helping students do their best in these exams.

Students can be encouraged to write their own test items by looking at the examples they see and focusing on the language points they need to work on (Harmer, 2007).

The test items can be exchanged among different student groups and evaluated in terms of how well they are written, which techniques are used and what they aim to test for. It is helpful for students to get inside the minds of test designers and grasp the rationale behind the questions.

Teachers can benefit from the power of the internet. There are lots of websites, Web 2.0 tools and mobile applications that can be used to improve language skills. "Quizlet," "Plickers" or "Jeopardy" games are among the examples for making testing fun and motivational for students.

'One way to achieve this can be organizing the test in the form of a weekly competition, in order to both allow students to prepare for standardized test academically and receive quality feedback at the same time A bulletin board may be created to track students' progress in the end' (Bunyi, 2011).

## b. Balancing testing and learning

In order to avoid the negative washback, it is important to keep a balanced approach to learning and testing. Students who are not so good at exams and tests will sooner or later become frustrated and demotivated if summative assessment is the only way of assessing, to improve they may think that language learning is not worth the effort or even give up trying. Using a combination of formative and summative assessment tools in language learning enables teachers to have a wider and more complex picture of students' performance.

Spendlove (2011) suggests teachers list the regular summative and formative assessments they are going to use at the beginning of a learning process and write them on a scale-like shape as below, to be able to see whether they are planned in balance or not:

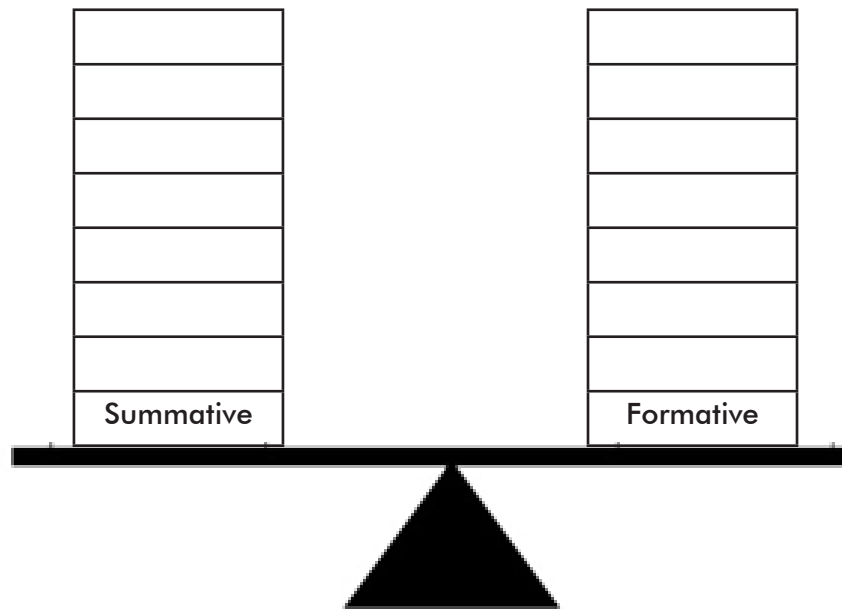


Figure 3. Summative / Formative Balance (Spendlove, 2011 : 5)

# ASSESSING LEARNING

## c. Types of test items and making tests fun

There is a variety of test items which is very familiar to teachers as teachers use them in exams for assessing learners. Before exploring new ideas about how to make tests more engaging for learners, please do the following task and review the types of test items.



Examine the types of test items below. Can you give examples for each of them? What can each item be used to assess/test (vocabulary/ comprehension etc.)?

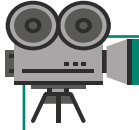
### *T a s k 3.2*

Test Item	Example	Assessed Language Point
Multiple-choice	I ___ a teacher. a. is b. am c. are	Grammar
Cloze /Gap fill		
Matching		
Transforming sentence		
Sentence reordering		
True/false		
Short-answer		

\* For further elaboration on test items and suggestions for making tests more engaging, you can look at the "Tips & Tricks" part at the end of this section.

# CHAPTER 6

The frequent use of test items, examples of which are given in task 3.2, may bring about students' losing interest and enthusiasm, thus affecting the learning process negatively. Scenario 6 below exemplifies such an influence. Please look at Mustafa's case and examine the situation.



## Scenario 6

Mustafa is an experienced teacher and competent in preparing tests. He thinks he has good quality assessment tools to determine the level of students, and their progress. However, there is a problem: Mustafa has been using the same type of questions and test formats for several years. Students have told him that they don't learn much in his lessons; therefore, Mustafa has decided to make some changes on how he tests students, but he doesn't know where to begin.

**Question 1:** *What effect does using the same testing methods have on students?*

**Question 2:** *How can he solve this problem? Do you have any suggestions?*

## It's Your Turn

# ASSESSING LEARNING

## Insights

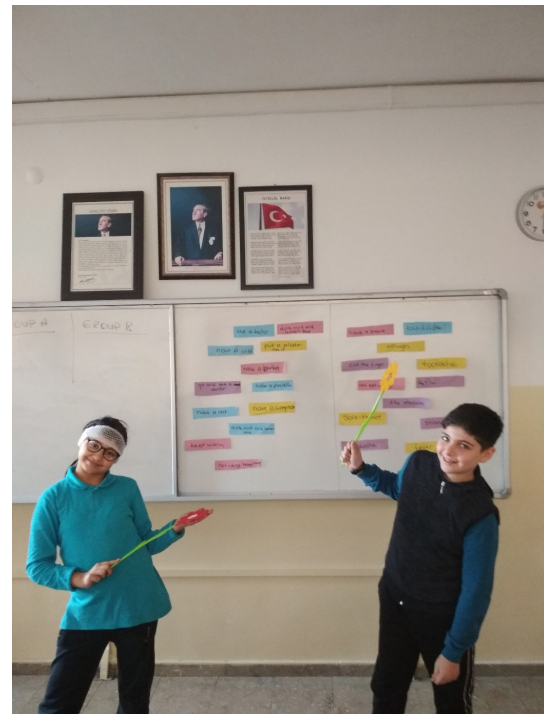
Mustafa faces a challenge while assessing his learners. Testing is beneficial, but if teachers don't expand their techniques and testing tools, they can easily lose their students' motivation and interest, making teaching-learning and assessment processes monotonous. That's why, we will continue with Tips & Tricks to make testing more fun and engaging:



## TIPS & TRICKS

Below you can find some tried and tested ideas used by the writers and different project participants from CPD Project carried out by MoNE and the British Council Turkey, for making different types of test items more engaging and entertaining:

Instead of **multiple choice questions**, you may try to use a quiz game prepared with the help of Web 2.0 tools, such as "Jeopardy" or "Who Wants to be a Millionaire?". You can also prepare a fly swat game for your students. You can **adapt any multiple choice questions into a game**.



*This image of the "Board Swat Game" belongs to Mecidiye Şehit Kavas Atanur Aytaç Ortaokulu, Ankara, 2020.*

# CHAPTER 6

**Cloze / gap-filling activities:** First, make groups of 4 or 5 students whose level of English language vary. Try to put strong and weak students in the same group. Then, give a paragraph or a reading text to each group and ask them to decide a specific number of words to remove. Each group decides their own words and prepares an activity with the same number of gaps to fill in. Afterwards, exchange the papers among different groups. In each group, one student gets the actual text and reads aloud for the others to fill in. Please reward the group that finishes first.

**Matching activities:** You can prepare a matching activity that can be used for speaking activities. You prepare cards for this activity beforehand. Cut the cards into half and write half of the information on each card. In the classroom, give instructions about how they can find their peers who has the the rest of their cards and deliver the cards to learners. Learners will try to find their partners by walking around classroom and asking questions to one another. In order to avoid classroom management issues, please do not forget to give clear instructions.

**Sentence transformation:** For grammar exercises, ask learners to work in groups, give them a sentence and ask them to transform it as a group according to the instructions that are given by you. Moreover, you can write the necessary sentence parts on cards and stick them on the board and learners come to the board and change the sentences accordingly. The first group that completes the task wins.

**Sentence reordering:** The teacher writes the parts of a sentence on the cards. In the classroom, the teacher makes groups and gives instructions about how the groups will complete the activity. As a group, each student will have a word card to physically reorder and form the sentences correctly. The group that finishes first, gets the reward.

**True/false activities:** The teacher labels one side of the classroom as “true” and the other side as “false”. After reading or listening activities, for true and false activities, the teachers asks learners to stand in the middle and go to the true or the false sides according to the given statements given about the activity.

**Short-answer:** The teacher can give instructions of “What is the question?” game. The teacher or a student gives an answer and asks other learners to find the most appropriate question for the answer. This can be played in teams and formed as a competition. Moreover, you can use a bell. Form two teams, tell two students to come forward and ask a question for them to answer as quickly as possible.

**Essay writing:** The teacher gives learners a story with an initial sentence on a piece of card or paper. Then, s/he forms groups and asks each learner to write only a sentence and then gives the story to the neighbouring classmate. Each student reads the previous sentences and writes a new sentence according to the context. At the end, learners swap the stories among groups and the teacher asks them to read and evaluate.

# ASSESSING LEARNING



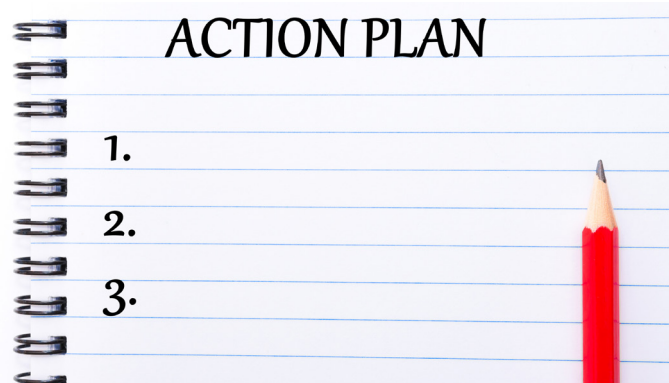
## Task 3.3

To be able to easily benefit from the ideas and techniques later in your own lessons, please revise the chapter and choose the testing techniques you may use. Fill in the table below.

What I will use	When I will use it	Notes

## 4. NOW, IT'S YOUR TURN!

### a. Action Plan



- 1) Has your view of assessment changed? How?
- 2) What are your goals? What are you going to change about the way you assess your learners?
- 3) When are you going to make these changes? How are you going to introduce them to your learners?
- 4) What activities or techniques are you going to use?
- 5) Do you need any help or support? How can you get help and from whom?

<sup>1</sup> Adapted from British Council & MEB (2015:12). Understanding assessment for learning: Assessing learning

# USEFUL RESOURCES

- A toolkit that can be used for Formative Assessment with a variety of different techniques <https://www.tes.com/teaching-resource/assessment-for-learning-toolkit-6020165>
- A free online course by the British Council about Assessment in TEFL which is quite comprehensive and provides further helpful information <https://www.futurelearn.com/courses/language-assessment>
- An article with teaching tips about Assessment for Learning <https://www.theguardian.com/teacher-network/teacher-blog/2013/aug/29/assessment-for-learning-effective-classroom>
- An article on preparing students for exams with some useful suggestions <http://www.onestopenglish.com/teenagers/methodology/exam-preparation>
- Suggestions on ways to prepare more enjoyable and engaging tests <https://www.scholastic.com/teachers/blog-posts/angela-bunyi/five-ways-to-make-standardized-test-prep-engaging/>
- A comprehensive list of Web 2.0 Tools and Apps teachers can use for formative assessment <https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/?fbclid=IwAR2oNf1BPxyXH0QgEbGjZkLNkTRb1ZHFwy9rwlrOVUSU50GY-2zhvKsijh14w>
- Very useful information about formative assessment, formative assessment techniques and activities can be found on <https://odsgm.meb.gov.tr/www/okul-ve-sinif-tabanli-degerlendirmeye-dayali-ogretmen-kapasitesinin-guclendirilmesi-calismasi/icerik/554>
- Ten game ideas teachers can use to make tests more enjoyable <http://iteslj.org/Techniques/Jones-LessonsIntoGames>
- Five Alternative Assessment Ideas for language classes <https://busyteacher.org/20358-5-alternative-assessments-your-esl-classroom.html>
- A wide range of activities and articles that introduce assessment ideas that can be adapted <https://www.edutopia.org/assessment-guide-activities>
- Very useful tips and tricks for making assessment a continuous practice in language classes <https://busyteacher.org/21271-continuous-assessment-esl-eight-reasons-using.html>

**Assessment:** Evaluation of an expected behaviour, attitude or skill in a learner

**Assessment for learning:** A type of assessment through which learners are monitored and evaluated during the process to shape learning accordingly; formative assessment

**Assessment of learning:** A type of assessment that indicates what students have learned at the end of a learning process; summative assessment

**Cloze/Gap fill:** A type of test item that includes omitted parts which learners are expected to fill in

**Concept mapping:** A tool for assessing learners' ability to visually include, categorise and relate concepts/information in a given topic/issue. Some concept maps are charts, tables, infographics, timelines or flowcharts

**Feedback:** Advice, criticism or information about how good a learners' work is, verbal or written assessment of a product or performance

**Formative assessment:** A type of assessment through which learners are monitored and evaluated throughout the process to shape learning accordingly; assessment for learning

**Group assessment:** A type of formative assessment that members in a group give feedback to one another

**Matching:** A test type that requires connecting two or more related items in a given theme

**Meta-analysis:** The quantitative analysis of a few different but relevant pieces of research to test the existing data for statistical significance

**Meta-cognitive skills:** The mental awareness and abilities that enable regulating one's own behaviour/thinking; or using prior knowledge to accomplish a new task, an example of which can be self-reflection

**Multiple choice:** A test type in which two or more options are given for a question and the learner is expected to choose only the correct answer

**Learning Outcome/Output:** The targeted competency, behaviour or attitude that is expected of students to reach in a learning process

# GLOSSARY

**Peer assessment:** A type of formative assessment in which two learners are paired to give feedback to each other's work

**Portfolio:** A pile of products collected during the learning process, which indicates what a learner has done

**Proficiency:** The level of required competency in a test/task

**Reliability:** An assessment tool's degree to produce the same results consistently every time it is practiced

**Rubric:** A scoring guide that lists the criteria for a piece of work to be evaluated

**Self-assessment:** A type of formative assessment in which learners are expected to evaluate their own work with given assessment tools or criteria

**Self-reflection:** A student's act of thinking and giving feedback on her/his own work, skills, behaviour or attitude

**Self-regulation skills:** The skills that allow learners' to manage their emotions, behaviour and reactions; such as preparing a personal weekly study plan and comply with it

**Sentence re-ordering:** A question type that learners form regular sentences by using the jumbled parts of a meaningful sentence

**Summative assessment:** An assessment type used to evaluate student learning, skill acquisition or academic achievement at the end of instruction; assessment of learning

**Testing:** Measuring learners' knowledge and skills in numbers/by scoring with a summative assessment tool

**Transforming sentence:** A type of test item that learners create new sentences by changing some parts of the sentence; such as transforming a positive sentence to question form

**Validity:** The extent to which an assessment tool to correctly measure exactly what it is intended to measure

**Washback/Backwash effect:** The effect of testing on how teaching and learning take place in a given course

- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into practice*, 48(1), 12-19.
- Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81-90.
- British Council, (2015). Understanding assessment for learning: Assessing learning. Continuous Professional Development (CPD) Programme for English Language Teachers in Turkey. Ankara.
- Bunyi, A. (2011, March 25). Five Ways to Make Standardized Test Prep Engaging. Retrieved June 15, 2020 from <https://www.scholastic.com/teachers/blog-posts/angela-bunyi/five-ways-to-make-standardized-test-prep-engaging/>
- Cauley, K. M., & McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 83(1), 1-6.
- Gershon, M. (2009). Assessment for Learning Tools. Retrieved June 12, 2020 from <https://www.tes.com/teaching-resource/assessment-for-learning-toolkit-6020165>.
- Green, A. (2014). *Exploring Language Assessment and Testing: Language in Action*. New York: Routledge.
- Harmer, J. (2007). Testing and evaluation. In J. Harmer, *The Practice of English Language Teaching* (s. 379-393). Harlow: Pearson Longman.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.
- Heritage, M. (2007). Formative Assessment: What Do Teachers Need to Know and Do? *Phi Delta Kappan*, 89(2), 140-145. doi:<https://doi.org/10.1177/003172170708900210>
- Kan, A. (2007). Portfolyo deęerlendirme. *Hacettepe Üniversitesi Eęitim Fakóltesi Dergisi*, 32(32), 133-144.
- Kaptan, F. (1998). Fen öğretiminde kavram haritası yönteminin kullanılması. *Hacettepe Üniversitesi Eęitim Fakóltesi Dergisi*, 14(14).
- Kemp, J. & Toperoff, D. (1998). Guidelines for portfolio assessment in teaching English. Retrieved from <http://www.etni.org.il/ministry/portfolio>.
- Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/foreign language teaching and learning. *Theory & Practice in Language Studies*, 4(2).

## REFERENCES

- McClure, J. R., Sonak, B., & Suen, H. K. (1999). Concept map assessment of classroom learning: Reliability, validity, and logistical practicality. *Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching*, 36(4), 475-492.
- MEB & UNICEF (2020). Okul ve sınıf tabanlı deęerlendirmeye dayalı öęretmen kapasitesinin güçlendirilmesi İngilizce dersi öęretmen rehber kitapçığı. Retrieved August 27, 2020 from <https://odsgm.meb.gov.tr/www/okul-ve-sinif-tabanlı-deęerlendirmeye-dayalı-ogretmen-kapasitesinin-guclendirilmesi-calismasi/icerik/554>
- Moya, S. S., & O'Malley, J. M. (1994). A portfolio assessment model for ESL. *The Journal of Educational Issues of Language Minority Students*, 13(1), 13-36.
- OECD. (2005). *Formative Assessment: Improving Learning in secondary Classrooms*. OECD Policy Brief. Paris.
- Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, 11(1), 10.
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional science*, 18(2), 119-144.
- Shute, V. J. (2008). Focus on formative feedback. *Review of educational research*, 78(1), 153-189.
- Spendlove, D. (2011). *Putting Assessment for Learning into Practice*. London: Continuum.
- Tedick, D. J., & Klee, C. A. (1998). Alternative Assessment in the Language Classroom. G. S. Burkart in, *Professional Preparation of Teaching Assistants in Foreign Languages* (p. 2-42). Washington: Center for Applied Linguistics



ENGLISH TOGETHER ENGLISH TOGETHER ENGLISH TOGETHER



# CHAPTER 7

## MAXIMISING SPEAKING

## MAXIMISING SPEAKING



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers in Ankara, Turkey, 2019.*

### Introduction

This chapter examines the importance of maximising speaking opportunities in the language classroom. The challenges in this teaching and learning process are discussed, and solutions to overcome them will be presented. It will take approximately five hours to read 14 different scenarios, two tasks, 9 reflections and 14 suggested activities. This chapter will provide a teacher with new ideas, sample activities and some tips for their lesson. In this chapter, there are suggested activities and tips that can be applied in a language classroom as a solution or guide to the problems teachers may encounter in the classroom in the process of improving speaking skills. The chapter should be used in conjunction with Chapter 3 "Lesson and Course Planning" and Chapter 10 "Understanding Differentiation." While you are reading this chapter, you may find answers to these questions below:

- Why is speaking important in language learning?
- How does speaking contribute to learning in general?
- Why do some students avoid speaking?
- What are the challenges students face while speaking?

**Keywords:** Maximising speaking, Learning process, Fluency, Pronunciation, Register, Body language, Interactive speaking.

## LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- reflect on the importance of speaking in language learning
- go over components of teaching speaking
- elaborate on the reasons behind students' avoidance of speaking
- go over strategies and sample activities that will help increase student participation and add variety to the lessons.

### CONTENTS

1

#### Maximising Speaking

- What does it mean to teach speaking skills?
- Why should teachers maximise speaking in the language classroom?
- How can opportunities to speak be maximised in the classroom?

2

#### Challenges and Solutions of Maximising Speaking

- Lack of language knowledge (accuracy)
- Lack of conceptual knowledge
- Lack of self-confidence
- Lack of fluency

3

#### Integrating Speaking into Other Skills

4

#### Fun Speaking Activities

- Balloon debate
- Sinking ship
- Taboo
- Guess who? A celebrity

#### GLOSSARY REFERENCES

# CHAPTER 7

## 1. MAXIMISING SPEAKING



**By the end of section one, teachers will be able to:**

- revise the components of teaching speaking
- raise their awareness on the reasons why speaking should be maximised
- raise their awareness on why students avoid speaking in language classes
- see the importance of ice-breakers in language classes
- increase participation by taking actions against the reasons behind students' avoidance.

In section one firstly, teachers will be presented with the necessary information about what teaching speaking is and its components. Afterwards, they will see the main reasons why speaking should be maximised in language classes and finally they will be presented with opportunities to, maximise speaking in English classes.



# MAXIMISING SPEAKING

## a. What does it mean to teach speaking skills?

Let's start with a couple of questions.

What comes into your mind when you hear the question: Do you know English? What is the aim of this question?

- Does the person want to know whether you can read a text in a foreign language? Or your ability to listen to and understand a song in that language?
- Is the question about your ability to write an essay in a foreign language? Or about your ability to accurately use modal verbs and tenses?

It should be clear that the purpose of the question is to find out whether the person can speak the foreign language - accuracy and fluency are also expected to some extent.

When we focus on what teaching speaking skills involves, it can be gathered under 3 main titles:

**Mechanics**

**Functions**

**Social, cultural rules and norms**

When an English as a Foreign Language (EFL) teacher teaches speaking, it means that s/he teaches pronunciation, grammar and vocabulary. The **mechanics** of the language transaction; **the message is more important** than the mechanics of the language. For example, while ordering a meal at a restaurant, the conveyance of the message is more important than the grammar of the sentence. Moreover, there are some discourse rules that the speakers should be aware of. For example, while taking turns, speakers need to choose an expression to take a turn by agreeing, disagreeing or interrupting the other party. The speaker should choose the appropriate one in order not to offend the other party and give the right message. Furthermore, the length of pauses between speakers differ in cultures. Depending on the social, cultural rules and norms of the speaker's own culture, such things should be taught while teaching speaking. To illustrate, keeping silent for more than a few seconds can be regarded as rude in some cultures while it is totally normal in another culture. Without any of these, the meaning will be obscure and it's likely that the speaker won't be able to convey the message that s/he wants to. Therefore, introducing these to the students, teachers need to have students practice them several times in order for the students to be able to use them accurately.

## b. Why should a language teacher maximise speaking in the language

As mentioned earlier, speaking a language is one of the most important indicators that a learner is able to communicate productively using the language. Transferring the mechanical knowledge into practice is not easy for the learner. It requires some time and a lot of practice or rehearsal for the students to become fluent speakers. When compared to other language skills: reading, listening and writing; speaking generally requires more time and effort to become proficient. Therefore, teachers should provide more opportunities in class to help learners improve their speaking.

Another reason why teachers need to maximise speaking in language classes is to support students who try to avoid speaking and need more attention. Most language teachers are aware that some students are shy, have low self-esteem and are anxious about speaking in English. In Turkey, EFL teachers state that their students are successful in receptive skills such as reading and listening but have difficulty in productive skills **writing** and **speaking**. These productive skills are also called 'active skills' because students are expected to use the language actively and produce sentences in that language. For those students who have a tendency to keep silent in class, there are things that teachers can do. The second part – challenges and solutions of maximizing speaking – will focus on the tips that will help a language teacher to overcome these obstacles.

Speaking and hearing your own voice are very important for **noticing the functions of the language**. When learners try to construct sentences, they can identify their errors in language

and correct them. This can be done individually or through feedback learners get from their teachers or peers. While learners are speaking, the teacher can listen and try to identify which learning objectives need to be reviewed or consolidated. Teachers may decide to give immediate feedback; some extra homework to the student individually or teach the target objective again in the class. Namely, speaking, producing the language can support formative assessment and helps teachers to revisit the necessary objectives of maximising speaking – will focus on the tips that will help a language teacher to overcome these obstacles.



The crucial point here is whether students can produce English and communicate effectively. What should an EFL teacher do in order to have a communicative and productive language class? Every language teacher wants to have self-confident students and plans productive and communicative classes. So, it is clear that there is a need to maximise students' speaking to achieve these aims in language classes, and it is possible if the teacher addresses both low self-esteem students and language issues together.



## c. How can opportunities to speak be maximised in the classroom?

Teachers may have very different classes with mixed-ability and mixed-level students. There may be additional challenges such as large classes, shy or dominant students, and lack of materials etc, which make teaching effectively challenging for teachers. However, none of these challenges are insurmountable. The first step for teachers is to identify the problem.



### Task 1.2

Here are some problems that may be faced by each and every teacher in the classroom. Please read these problems and then think about your language classes. Do you think there are other reasons for students' avoidance? Please use the box below for additional reasons.

#### Why don't students talk in the class?

- Are they silent because they do not want to participate, or they cannot produce the language?
- If they cannot speak, what is the problem?
  - Can they understand the questions?
  - Can they make sentences?
  - Do they know enough vocabulary to convey their messages?
  - Do they need more time before they speak?
- Do the students have enough ideas to share with their friends?
- Do they have enough conceptual knowledge?
- Are they comfortable with their friends?
- Do students tease each other?
- Is the atmosphere in the class appropriate for learning?
- Do some students dominate the others during the lessons?

Can you think of any other reasons for your students to avoid speaking in the lessons?

#### It's Your Turn

# MAXIMISING SPEAKING

## Insights

- If your answer is “yes” to the first and / or the second question, the students should be provided with more **controlled and mechanical exercises**.
- If your answer is “yes” to the third and / or fourth question, the students should be given more **conceptual information about the units or topics**.
- If your answer is “yes” to any of the last 4 questions, **ice-breakers or warm-up activities** will benefit.

After raising awareness on the reasons that hinder students from speaking, let us now think about the effects of not having actively participating students in language lessons. Namely, what kind of a language class is there if the students avoid speaking? Is it possible to have a fruitful lesson? Now, it's reflection time!

## TIME TO REFLECT



What happens if the students are unwilling to talk in classes?	Yes	No
• Does Teacher Talking Time (TTT) increase?		
• Do teachers tend to avoid teaching speaking activities in class?		
• Do teachers tend to ignore and exclude silent students in interactive activities?		
• Does a teacher try to find out and identify why they keep silent?		
• Do teachers help and scaffold shy students to speak up in classes?		
• Do teachers use different interaction types (teacher to student, student to student, student to teacher) in their planning?		

Identifying problems which have effects on the learning environment, teachers can find ways to approach students and solve the problems, motivate the students and help them to have fun in lessons. The reason that keeps students from talking in class may differ. Teachers' priority should be identifying reasons for each student and acting accordingly. Let's dig in deeper to see what may discourage students from not sharing their voices in class and benefitting cognitively by accelerating learning through speaking.

In the following section, there will be a discussion of some strategies, tips and tricks for language teachers aiming to help them to overcome all these challenges.

# CHAPTER 7

## 2. CHALLENGES AND SOLUTIONS OF MAXIMISING SPEAKING

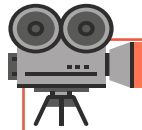
**By the end of section two, teachers will be able to:**

- find out the main obstacles resulting from lack of knowledge in teaching speaking
- overcome challenges by using the given strategies while teaching speaking
- find out the main obstacles resulting from lack of self-confidence in teaching speaking
- find out the main obstacles that lead to a lack of fluency in speaking.

### a. Lack of language knowledge (Accuracy)

To be able to speak a language, the speaker needs to know some grammar structures and vocabulary. In addition, it is important to try and form sentences with the correct pronunciation. With this knowledge, the speaker makes sentences. Language learners use their limited knowledge first to understand what they are asked; second, to speak. From now on, you will read different scenarios from different contexts together with suggested activities that can be used in the classroom.

In Scenario 1, you are going to read about a student who lacks confidence because of low language proficiency. Think about how a teacher can help him by following the questions below.



#### Scenario 1

Bekir is an A2 level student and he is not fluent and lacks confidence in using English. His teacher nominates him to speak in front of the class. The teacher asks him to discuss the cons or pros of using technology while doing homework. If you were Bekir,

**Question 1:** *How would you feel?*

**Question 2:** *What thoughts would you have?*

**It's Your Turn**

# MAXIMISING SPEAKING

Most probably the first thing you would do is to try to understand the question. Here, you are using your receptive skills - specifically listening to grasp the meaning.

## TIME TO REFLECT



**Question:** *What might you not understand or be confused about?*

- *Do you understand the grammar structures of the question?*
- *Do you know the vocabulary?*
- *Are you familiar with the pronunciation?*

### It's Your Turn

-----

-----

The following step is to produce the language to answer the question. That is to say, the student is now ready to speak English.

## TIME TO REFLECT



**Question:** *What may be the points you miss and how can you produce the language?*

- o *Can you use relevant structures to give the meaning that you want?*
- o *Do you know enough vocabulary to express your ideas?*
- o *Can you use these words accurately in terms of collocations?*
- o *Do you know how to pronounce these words?*
- o *Is your intonation natural and accurate?*

### It's Your Turn

-----

-----

# CHAPTER 7



## LET'S UNDERSTAND

Identifying the students' weaknesses in terms of language, EFL teachers can address these problems keeping in mind the following strategies:

1. The teacher should make sure that s/he has provided enough controlled practice through grammar exercises after the students are presented with the target language. A teacher cannot expect every student to form sentences after a limited set of exercises. They need to scaffold them by decreasing the amount of guidance they give gradually.
2. The students need to recycle the grammar and vocabulary items from time to time to internalise the language. Some students may be slower in learning and they may need more time to automatise the language. With the help of revision lessons or activities, strong students may become quite competent while the others need to think about and notice the language.
3. Teachers can help students reduce their thinking time; therefore, increase self-confidence and accelerate automatization by teaching vocabulary in chunks so that they can remember the words used together and have almost-ready sentences in mind.
4. Knowing the aims of speaking activities and students' strengths and weaknesses, the teachers should balance and order their speaking activities. To do this, they can benefit from differentiation in the planning stage. In mixed-ability classes, the students can be assigned to groups depending on their language levels and do different activities with different challenge levels.
5. Grammar, vocabulary, pronunciation and intonation require practice. Drilling is a simple and effective way of serving this purpose. As teachers, we may add variety to our pronunciation activities by using different types of drills such as substitution drills, chain drills and question – answer drills.

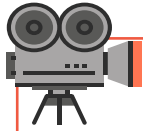


# MAXIMISING SPEAKING

Students with lower language levels need more guidance, less complicated and challenging tasks. The activities the teachers choose should require less effort and less room for mistakes to help students gain some self-confidence. For such classes, fun activities like board games can easily be modified and arranged depending on the needs of the students and the lesson aims.

*Let's analyse a scenario which can be used to highlight the points mentioned above.*

Now, you will read about a teacher working at a secondary school. After reading the scenario, please check for the suggested activity to increase the motivation of reluctant students.



## Scenario 2

Yağız is a teacher who works at a secondary school in Ankara and teaches 6th graders. He has introduced the vocabulary items and the phrase “would you like.” The students are unwilling to take part in challenging speaking activities. Yağız can make use of board games and let them have some fun while practicing the vocabulary and the grammar at the meaning and form level. Students need to remember, understand and apply the knowledge/ info they have in the game. It is a simple and fun board game played with dice and gives the students the opportunity to practice “would you like” and also accepting and refusing phrases.



## SUGGESTED ACTIVITY 1

Level: A1-A2

**Function:** Talking about likes and dislikes, accepting and refusing in a simple and polite way.

Here we see a board game that can be played with a minimum of 2 students. A student rolls a dice and forms a question according to the number on the dice and gets a short answer from his/her partner.

**Student A:** *Would you like a hamburger?*

**Student B:** *Yes, please.*

# CHAPTER 7



Taken from "Would you like some board game?" by ISL collective.

# MAXIMISING SPEAKING

## TIME TO REFLECT



**Question 1:** *What kind of skills and information does the student need to complete the task?*

**Question 2:** *What kind of problems can be addressed through this activity?*

**Question 3:** *What is the teacher's aim?*

**Question 4:** *What kind of information does this activity provide for the teacher?*

**Question 5:** *How can this activity be adapted to increase the challenge level for stronger students in the class?*

## It's Your Turn

A large empty rectangular box with a dashed red border, intended for student reflection or writing.

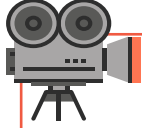


## TIPS & TRICKS

Differentiation (see chapter 10 for more information) can be used in the lessons to engage different students with different language levels. The teacher can prepare a more challenging task or adapt this to challenge the stronger students.

# CHAPTER 7

What do you think about using role cards in speaking activities? If you have tried or would like to try in your classroom, you may check the scenario below in which there is a highly motivated class. While reading the scenario, please try to reflect on the aim of the teacher to use role cards:



## Scenario 3

Yiğit is an EFL teacher who works in Uşak at a secondary school. He has been teaching English for 6 years. He has a very responsive and strong 6th grade class. He is teaching the class for the second year. He wanted to teach likes & dislikes and the phrase "would you like" last week. He tried the previous suggested activity in the classroom, however students got bored easily. Most probably, that activity was not enough to challenge the students or to push their levels of language, skills and motivation. He thought that he could try role playing. Now, please look below for a suggested activity that could help Yiğit in such a case.



## SUGGESTED ACTIVITY 2

Level: A1-A2

(6th grades)

**Function:** Asking for help, suggesting, accepting and/or refusing.

Role cards can be used in speaking activities. Students enjoy role plays in classes as such tasks offer more freedom to students while speaking. Students are given role cards and after some preparation time, they are expected to act their assigned roles.

### ROLE CARD 1

You are a customer at a restaurant. You look at the menu but you cannot decide what to eat. You ask the waiter/waitress to help you.

### ROLE CARD 2

You are a waiter/waitress at a restaurant. A customer needs help because s/he cannot decide what to eat. Help the customer with the menu.

# MAXIMISING SPEAKING

## RESTAURANT MENU

**Kids menu**

- \* DELICIOUS
- \* HEALTHY MEALS
- \* FOR KIDS

WELCOME TO OUR TASTY FOOD MENU

**Main Dishes**

- Hamburger 4.25\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Fish & Chips 4.45\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Cheese Pizza 4.95\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Corn Dogs 3.95\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Lemon Chicken 3.95\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco

**Special menu**

- Spaghetti Bolognese 4.25\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- lasagna 4.45\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco

**Desserts**

- Ice Cream 3.25\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Root Beer Float 4.25\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco

**Drinks**

- Soda Pop 1.25\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Hot Chocolate 1.25\$
- Milk 1.25\$
- Juice 1.25\$  
commod consequat Duis aute irure dolor in reprehenderit do eiusmod mco
- Milk Shake 2.25\$  
commod consequat in reprehenderit

9.00 AM. - 9.00 PM. \* OPEN EVERYDAY \* TEL. 2000 25 1234

## TIME TO REFLECT

Think about the two activities (SUGGESTED activity 1 and 2) activities.

**Question 1:** In suggested activity 2, what are students expected to do? How challenging is the task?

**Question 2:** Would their production be at the same level in both tasks?

**Question 3:** What makes the challenge level different?

**Question 4:** How can a teacher prepare a student who has done Activity 1 to do Activity 2?

# CHAPTER 7

## It's Your Turn



### TIPS & TRICKS

Teaching speaking strategies to students will help them gain some thinking time while speaking.

1. Teach them to use **fillers** (e.g. Hmm, well, etc) to gain thinking time.
2. Let them use **self-correction** (e.g. She go ... She goes to school).
3. Encourage students not to feel embarrassed about making mistakes.
4. Make them aware of **compensation strategies** (e.g. using synonyms for unknown words, describing things instead of trying to remember the word so that they don't get stuck when they cannot remember a word).
5. Encourage them to ask for help (how do we say "şişe" in English?), which will increase interaction and student talking time.
6. Students may borrow words from L1 when they are stuck with finding the word in English. ( I do not like "patlıcan", Is there "patlıcan" in that dish?
7. Depending on the context e.g. restaurant) teachers should introduce **useful language** and teach them **functional language** such as how to order food etc.

As Thornbury (2005) states, repeating and imitating some words or phrases will help learners to notice the language since it attracts their attention. Here, the teacher should not make students repeat everything in the dialogue; otherwise it becomes meaningless. Besides, drilling also helps students to carry these utterances into their long-term memory like memorising their passwords in daily lives. Thornbury (2005) calls all these "**fine-tuning**" which means making small changes, tweaks to give the exact meaning.

# MAXIMISING SPEAKING

Now, you will read about a teacher whose students have high self-esteem and are willing to participate in a challenging speaking activity in Scenario 4. Here, the teacher benefits from a role play to **maintain and increase their motivation and eagerness**.



## Scenario 4

Ece is an English teacher who works at a secondary school in İstanbul. She has been teaching English for 5 years. She has a strong class of confident students in 5th grade and she wants to teach the present simple for daily routines to this group through speaking. Here, the students are presented with different vocabulary to describe a policeman or a football player's routine. Ece believes that this will add more challenge to the activity in terms of the language the learners will produce. She also thinks that this activity may also be used in her other classes where students do not like to take part in pair or group work.



## LET'S UNDERSTAND

Most of the EFL teachers think that speaking must always be interactive. However, for some purposes, teachers need to plan speaking activities which are like monologues especially when revising grammar or vocabulary. This may provide some benefits as well.

In the following activity, you may find an sample speaking activity that you can use in your

# CHAPTER 7



## SUGGESTED ACTIVITY 3

Level: A1-A2

**Grades:** 5<sup>th</sup> and 6<sup>th</sup> grades

**Function:** Talking about daily routines

In this activity, students are assigned to describe their daily routines without interacting with their peers. This task will serve for revising and noticing the newly learnt structures or vocabulary and help the teacher with formative assessment, which will create a washback effect.

Describe your routine:  You are a famous rock star.	Describe your routine:  You are an ordinary taxi-driver.
Describe your routine:  You are a successful football player.	Describe your routine:  You are an ordinary police officer.
Describe your routine:  You are a teacher.	Describe your routine:  You are a famous author.
Describe your routine:  You are a well-known and successful actress/actor.	Describe your routine:  You are a famous doctor.
Describe your routine:  You are a famous businessman/woman.	Describe your routine:  You are a housewife/husband.

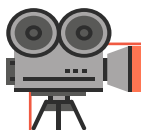
# MAXIMISING SPEAKING



## TIPS & TRICKS

1. If the students are given some thinking time before they speak in front of their classmates they would have more time to produce accurate sentences and have more courage to speak.
2. Creating opportunities to prepare to speak will increase the students' confidence while speaking. They can speak to their partners or in their small groups before talking directly to the teacher. Group work will also foster learning as we know students learn better from peers.
3. For weaker students some sample sentences or vocabulary can be brainstormed either in groups or with the guidance of a teacher before speaking practice.
4. For stronger classes, students can be paired and after listening to their partner's routines, they can ask two or three questions about their days - forming sentences and interaction will add a challenge to the task.

In Scenario 5, you will read about an English teacher whose students are eager to do challenging, fun and interesting activities. After reading the scenario and the suggested activity 4, please try to reflect on your own experiences in your language classes.



### Scenario 5

Demir is an EFL teacher at a secondary school in Muğla. He is a passionate and hardworking teacher and he always seeks new and interesting activities for his classes. He has a high level class to keep motivated. His students can use 'if clauses' and have a more extended vocabulary. Demir thinks that he can give them different situations and ask them to respond, because he wants to keep motivated till the end of the year.

# CHAPTER 7



## SUGGESTED ACTIVITY 4

Level: A2-B1

**Grades:** 5th-8th grades

**Functions:**

- Talking about past events
- Giving advice
- Apologising etc.

In this activity, students are expected to react to the given situations. When compared with the previous activity the target language is not limited to a certain structure. Students are free to use a wide variety of modals and tenses to reply to the questions. Below, you may find sample cards that you can use in the classroom.

You forgot your card which is essential to go home during the lunch break. <b>What can you say to the teacher on duty?</b>	The canteen officer prepared your sandwich but put something you don't like in it (e.g. tomatoes, cheese). <b>What do you say?</b>
You see two of your classmates swearing and hitting each other at the school garden. <b>How do you handle this situation?</b>	You got a low grade on your Maths test but know how to improve it. <b>How do you tell your parents?</b>
You forgot to hand in your English project on time. <b>What do you say to your teacher?</b>	One of your best friends had a birthday party at the weekend and forgot to invite you. <b>What do you say when you see him/her?</b>
Your mum prepared your favourite meal for dinner. <b>What do you say to her?</b>	Your friend did not return the book s/he borrowed from you. <b>What do you say without offending her/him?</b>
You know that your friend forgot his pocket money at home and cannot buy anything from the canteen. <b>What do you do?</b>	You see that one of your classmates is teasing the other one. You are unhappy with the situation. <b>How do you handle it?</b>

# MAXIMISING SPEAKING

## TIME TO REFLECT



**Question 1:** *How can the challenge level be decreased or increased?*

**Question 2:** *How can a teacher turn this activity into an interactive one?*

**Question 3:** *What can a teacher do to scaffold weaker students during such challenging activities?*

### It's Your Turn

A large rectangular area with a dashed red border, intended for student reflection or writing.



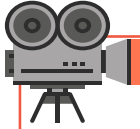
## TIPS & TRICKS

1. Knowing the students' needs, levels, weaknesses and strengths, helps teachers to create different scenarios. They may plan individual, or interactive activities in which two students are given different roles in the same scenario and talk to each other.
2. Teachers may limit the target structure or vocabulary to be used in the activity and provide more guidance for weaker classes. For example, they may be given some controlled practice and grammar for speaking activities before they start.
3. Some students may need more scaffolding and guidance. In that case, teachers may help them write their sentences before they act out their role. By having their sentences checked, students should feel more confident to speak. In other words, as Thornbury (2005) suggests, sometimes writing should proceed speaking and replace thinking time and rehearsal. Writing will help learners make the transition softly when they are moving from learning to using the language. Students will probably feel much more relaxed and ready to speak in front of a group.

### b. Lack of conceptual knowledge

As the second challenge, this section will focus on students' lack of conceptual knowledge. What is meant by “**conceptual**” knowledge? Suppose that, the student is self-confident, is good at grammar and vocabulary, pronounces most of the words properly but does not have ideas about the topic. For instance, a teacher is to teach “In the Kitchen” at 8<sup>th</sup> grades and realises that some of the students do not know anything about cooking. Therefore, these students may lose their motivation to participate during this unit.

In Scenario 6, you will read about a university student who is invited to a panel about global warming. The student feels embarrassed because he thinks other participants speak better than him. The following suggested activity after the scenario proposes a solution what a teacher can do to prevent such a situation in the classroom.



#### Scenario 6

Armağan is a university student in İzmir. He was invited to a panel about global warming and realizing that other participants seemed quite competent in the topic, he hesitated to raise his voice. At that moment, he remembered that he faced the same situation when he was at high school two years ago. He knew less than his peers about the topic spoken in the classroom at that time. Not to feel inferior, he avoided speaking as he didn't have prior knowledge and feel well-equipped to speak in front of an audience.



#### SUGGESTED ACTIVITY 5

Level: A1-A2

**Grades:** 5th and 7th grades

**Function:** Talking about special festivals, celebrations and days, offering and making invitations.

When teaching **Festivals** (5th grades) or **Celebrations** (7th grades) to be able to build on what students already know, the teacher may group students in a way that the ones who know less work together with the ones who have more knowledge about the topic. To arouse curiosity, students may be asked to come up with some questions about the topic and encouraged to do some research and share their findings in class.

This will give students more autonomy in learning. Teachers can multitask so they do not lose the weaker students and can give them more control of their learning.

# MAXIMISING SPEAKING



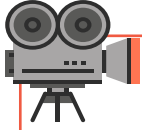
## TIPS & TRICKS

Speaking activities may follow a reading or listening task so that students can learn before they start speaking. Watching videos can be another alternative to provide the student with input.

In Scenario 7, you will read about a teacher whose students like competing and debating. Then, the teacher benefits from a class debate to keep their high motivation and eagerness. Please read the scenario, suggested activity related with the scenario and try to reflect on your own teaching:

- What would you do if you were in Bilge's shoes?

Then, please have a look at the "Tips and Tricks" part on page 99 and compare your opinions with the given ones.



### Scenario 7

- Bilge is a language teacher in Malatya. She works at a secondary school. In her class, some students like competitions and enjoy debates in class. Bilge thinks that after reading or listening to controversial topics, the learners may combine the information they get from the input material and use those ideas in a debate. So, she decides to prepare a debate in the classroom on the topic that should be covered in the lesson.



### SUGGESTED ACTIVITY 6

Level: A2-B1

**Grades:** 7th grades +

**Functions:** Agreeing, disagreeing and stating personal opinions.

The students are put into two groups. They are given a sentence. One group agrees with the given sentence, while the other group is opposed to it. They try to persuade each other throughout the discussion. In the end, together with the teacher they decide on the winner.

*"The Internet brings more harm than good."*

*"Shopping online is better than going to malls."*

# CHAPTER 7



## TIPS & TRICKS

- If the teacher feels the need, s/he can choose to give more input through extra materials such as videos or reading texts.
- As Thornbury (2005) mentions, writing before discussions facilitates the students' speaking. Students can be assigned earlier to write a paragraph about the topic they would discuss. It will also give the teacher the chance to monitor students closely before they speak and in this way, students will have the opportunity to get ready, see their possible mistakes (grammatical, phrase, etc) and feel relaxed mentally.
- While grouping the students, the teacher should take the students' level and background knowledge about the topic into consideration to balance the strength of the groups.
- In group discussions or debates, useful language (turn-taking, interrupting, agreeing or disagreeing etc) should be taught beforehand.
- If the class is not that competitive, the teacher can easily turn this activity into a group or pair discussion depending on learning preferences of the students.

### c. Lack of Self-Confidence

One of the most significant attributes that hinders students from speaking is lack of self-confidence. They may be afraid of being teased by their classmates or of making mistakes so they avoid speaking. If this persists however, they miss the opportunity to internalise and automatise the language. It's widely known that making mistakes is an essential stage of learning.

## TIME TO REFLECT



**Question 1:** *How does students' low self-confidence affect the learning environment in classes?*

**Question 2:** *How should a teacher help students with low self-esteem?*

**Question 3:** *How do you think ice-breakers help us to handle these kinds of problems?*

## It's Your Turn

# MAXIMISING SPEAKING



## TIPS & TRICKS

- To help these students, as teachers we may put them in groups with their best friends so that they will be less afraid of being teased.
- These students do not generally like getting feedback from their teachers in front of their classmates. So as not to embarrass such students, teachers may give feedback in written form privately. Also, whole class feedback may be given without nominating the students.
- Another way to give feedback to such students is peer feedback. If possible, teachers might put a strong student in each group and this student, the 'language police', will detect mistakes and make a note of it. The whole group may correct the mistakes together after the speaking activity. (The 'language police' must detect only the target language mistakes. e.g should).
- Students can be asked to record themselves while speaking so they can get used to hearing their own voice. This may help them make a note that their performance is not as bad as they think.

In every class, there are some students who dominate and do not let others speak as much as they do. Seeing and hearing these students talk all the time, shy students tend to feel inferior to the dominant ones, and they may strongly believe that their friends' performance is much better than theirs. This feeling may prevent them from making attempts to take part in activities involving speaking.



## TIPS & TRICKS

To increase the participation of students with low self-esteem, teachers may use tickets in speaking activities. Depending on the nature of the lesson, each student has a limited number of tickets. Whenever they participate, they give one of their tickets to the teacher. When they have finished their tickets, they cannot speak anymore. Every student in class needs to give all their tickets to the teacher before the lesson finishes.

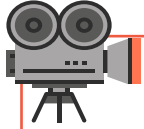


# CHAPTER 7

Moreover, sometimes students' reluctance to speak may result from the group dynamics among students in class. That is to say, students' relationships and interaction affect their participation and excitement to speak. In some classes, students do not have close peers and therefore they do not fit in well to the group they are in. This may be reflected in their learning behaviour and they may seem distant to both their friends and teachers. In such classes, the teachers can try to break the ice.

Generally, language teachers use ice-breakers at the beginning of the semesters, but it is also advisable to use them in the middle of a semester to encourage students to mingle in their classes. Teachers can benefit from such activities by creating a positive and collaborative atmosphere in the class, which will definitely contribute positively to the learning environment.

In Scenario 8, you will read about a teacher whose students are all new in class since they are 9<sup>th</sup> graders. Please read the scenario and suggested activities 7 and 8 and then try to reflect on your own teaching practices.



## Scenario 8

Efe is an EFL teacher in Bolu. He has been working at a high school for two years. He teaches 9th graders and all the students are new at school. Efe wants them to mingle with each other and tries to create a positive atmosphere at the beginning of the term. First, he tries to put the students into groups and gives them the instruction that they should ask questions to each other to learn about their friends. The students are not willing to participate, claiming the activity to be difficult. Then, Efe decides that he can use a game instead of a monotonous drill.



## SUGGESTED ACTIVITY 7 (Two truths, one lie)

This activity may be used with any language level, and any unit or topic.

Each student writes three sentences about themselves two of which are true, one is a lie. Other students try to guess which ones are true and which one is a lie.

Learning more about their friends and having fun at the same time, students will start to feel the bond that links them. This positive feeling will increase their motivation.

If you are working with students with special educational needs or if you have kinaesthetic students, you can plan activities in which students are physically active.

The following three activities may inspire you while you are planning lessons.

# MAXIMISING SPEAKING

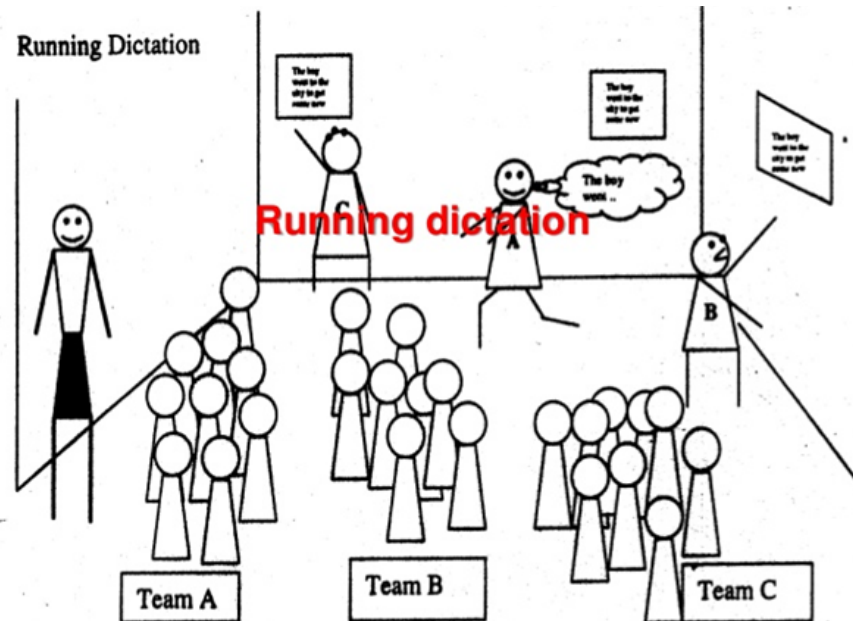


## SUGGESTED ACTIVITY 8

This activity may be used with any language level, and any unit or topic. You can use videos in which characters dance and have your students copy the movements and dance together. In this way, they feel closer to their peers and less fearful of being judged by them. A teacher can use this activity as an ice-breaker or warmer and it can be applied in each grade.



## SUGGESTED ACTIVITY 9 (Running Dictation)

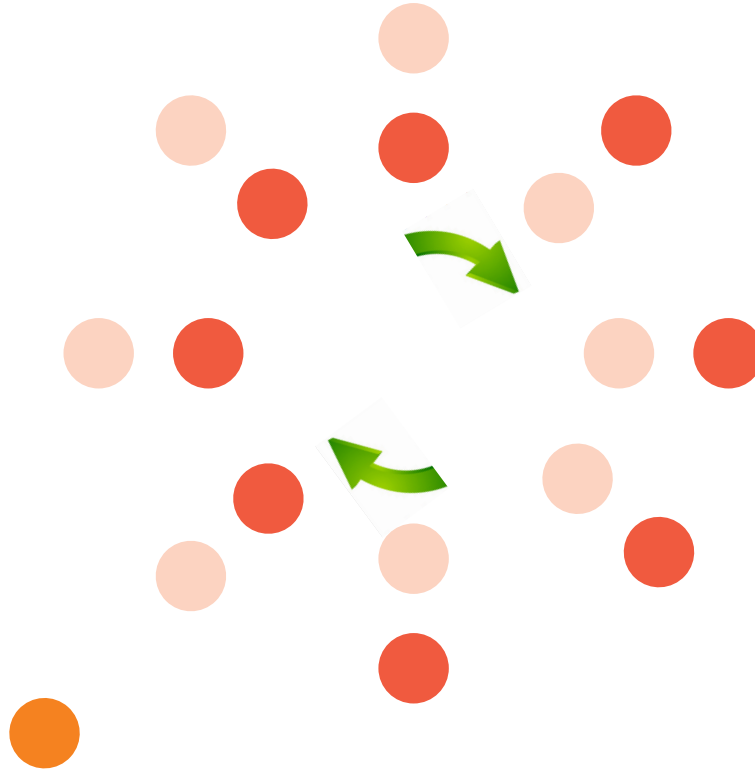


The teacher puts students into four or five groups and sticks papers which contain sentences or paragraphs around the classroom walls. The assigned groups are given the same sentences or paragraphs but with missing texts. The group which finds all the correct missing texts wins the game.

The groups identify the gaps and a runner from each group runs to the paper on the wall and comes back to his/her group to tell the word/phrase in their gaps. Group members write the word and it continues until one of the groups finishes the game.



## SUGGESTED ACTIVITY 10 (Concentric Circle- Onion Rings)



The students in class are divided into two groups. One group stands in a circle facing the other group which has formed a larger circle around them.

On every turn, one student from the inner circle talks to his/her pair from the outer circle. They are given a set time and talk about an assigned topic. When the time is up, the outer circle moves clockwise so that each student has a new pair. They continue speaking until all of the group members talk to each other.

This activity will probably create a lot of noise in class, but it is a proof that students are learning while having fun. Not being monitored by the teacher or judged by their group members, students will feel more comfortable. This is an activity in which the students can make mistakes without feeling judged.

# MAXIMISING SPEAKING

## d. Lack of Fluency

The teachers may have some students avoiding speaking because they think they are not fluent enough in English. What can a teacher do to handle such kinds of obstacles? How can they increase the fluency of their students?



While constructing sentences, remembering chunks instead of words will definitely increase fluency. Learning vocabulary in chunks, studying collocations, making semantic maps as a part of learning will help students form statements in less time. Studying more vocabulary with them in class facilitates acquisition, which will help students to form sentences quickly and accurately.

Forming sentences orally requires less thinking time when compared to writing. Moreover, they cannot use their erasers and rewrite their sentences to correct their mistakes while speaking. More writing practice will serve as a rehearsal for such students as they can make use of their thinking time while producing written language. Practising language production should mean the students will be more ready to speak. Therefore, such students will benefit from writing homework which is followed up in class as a speaking activity.

# CHAPTER 7



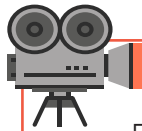
## TIPS & TRICKS

Teaching students' useful phrases will increase their fluency. These expressions are used for:

- starting and finishing conversations (e.g. How do you do? See you later)
- interrupting (e.g. Sorry to interrupt but..., May I cut in here? etc)
- taking and holding turns (e.g. May I add something? Let me finish etc)
- agreeing-disagreeing (e.g. I agree with you but..., How about...? etc)
- asking for clarification (e.g. Can you clarify this? What do you mean by ...? etc).

Below, you will read about a teacher whose students enjoy participating in lessons but need more practice. The teacher in this scenario will try to find a solution to make the speaking activities fun and engaging to include every student. While reading Scenario 10, please try to think about some suggestions for Eylül.

- What kind of activities do you think she can do in her language class?



### Scenario 10

Eylül is an EFL teacher in Antalya at a secondary school. She has 7th graders who enjoy participating in speaking activities but need more practice. She decides to ask her colleagues' opinions about her situation in the next Professional Learning Community that will be hold next week .

### Insights

Eylül can make use of board games or cards in which she can offer a different range of topics for students to talk about. Also, she can make adaptations and change the questions or the level of challenge depending on the topics that she wants the students to practice. Suggested activities 10 and 11 can inspire her to create different questions and cards/ board games.

# MAXIMISING SPEAKING

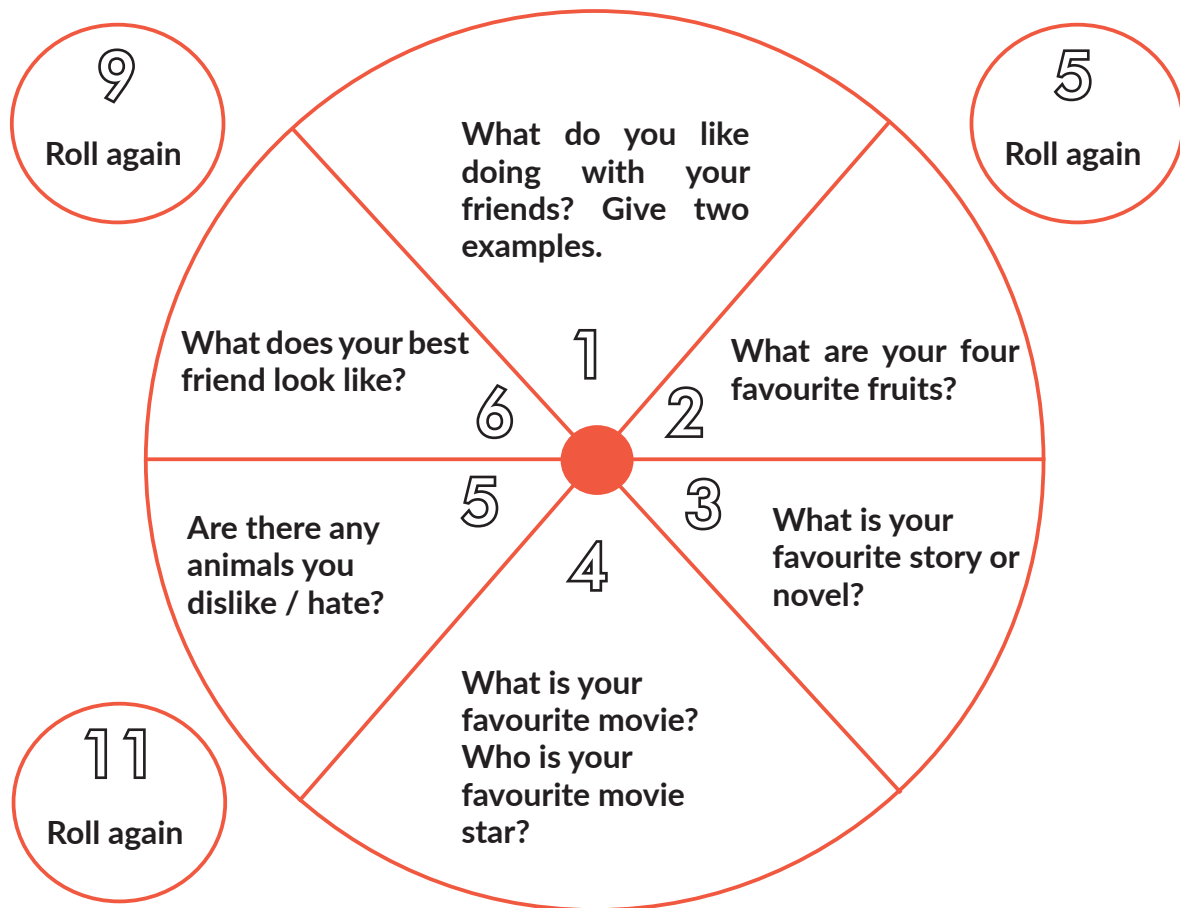


## SUGGESTED ACTIVITY 11 (Roll the dice - Roll the rope)

### ROLL THE DICE- ROLL THE ROPE

Get to know your teammates better! Roll the dice and answer the question on the number you rolled. If you roll the same number twice, challenge your friend by getting them to remember your previous answers.

### QUESTIONS



# CHAPTER 7

Teacher puts students in groups and provides them with dice, a piece of string and some questions. Each student rolls the dice and answers questions. As s/he speaks, they roll the string on his/her finger in accordance with his/her speaking speed. When she pauses s/he cannot roll the string. S/he has to finish the string before the other student takes turn.

As the aim of the activity is fluency, the teacher should not correct language mistakes. S/he may intervene to make the game more interactive. The students should focus on fluency rather than accuracy. The teacher can use the activity in each level and change the questions according to the unit s/he teaches.



## SUGGESTED ACTIVITY 12

Level: A1-A2

**Grade:** 6-8 grades

**Function:** Persuading others, asking for permission, making excuses.

Students are given a list of situations in which they need to speak for two to three minutes. As the focus is fluency, the learners should not be interrupted for feedback purposes.

You meet your teacher in the elevator. Persuade him/her to get extra time for your project.	You need to convince your father to increase your pocket money.
Persuade your friend to go to a movie that s/he does not like.	Convince your mum to let you come home late because you want to meet your friends after school.
Try to get permission for a sleepover at your best friend's home.	Tell your parents that you do not want to continue your piano lessons.

# MAXIMISING SPEAKING

## 3. INTEGRATING SPEAKING INTO OTHER SKILLS

By the end of section three, teachers will be able to:

- add variety to their lessons by using the suggested activities.

### TIME TO REFLECT



**Question 1:** *How do teachers integrate speaking into other skills in the lessons?*

**Question 2:** *What kind of benefits will speaking bring before and/or after a skills-based lesson?*

**Question 3:** *How does speaking help students to learn about a topic covered in class?*

### It's Your Turn

It is well known; speaking is not a separate skill. When integrated into other skills, it becomes more meaningful for students. Through speaking, students can activate their background knowledge about the topic they are going to read; reflect on what they have learnt in a reading or listening exercise and personalise the topic. Moreover, speaking creates opportunities for students to build on what they have learnt previously thanks to the interaction they have with their peers.

Teachers can plan numerous activities to involve students actively in different stages of the lesson (such as the warmer/pre-reading or pre-listening, post—reading or listening) through speaking. To prepare students for a skills-based lesson, in the warmer stage of the lesson, the teacher needs to activate their background knowledge and see how much the students know about the topic. With the information to hand, the teacher can ask different questions, arrange pair or mini-group discussions to get them ready to learn more about the topic. During speaking, teachers can introduce students to the vocabulary they are going to see in the text.

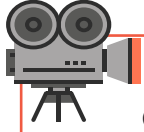


### TIPS & TRICKS

In groups, students can make semantic maps listing the words they already know about the topic. Students can brainstorm the words that they are going to learn in the following text. They can share these words with the other groups. This will be an interactive vocabulary building task. It will make learning more fun and meaningful as they are involved in the lesson more actively. It will also add variety to the lessons especially in terms of interaction.

# CHAPTER 7

In Scenario 11, you will read about an experienced EFL teacher whose students are from a low-income group and these students mostly have very limited knowledge about the topics to be taught. Please think about your teaching experiences and then write about what a teacher can do to make students prepare before the courses using the Time to Reflect box below.



## Scenario 11

Gökşen is an experienced EFL teacher in Eskişehir. Her school is in a neighbourhood with a low-income group and a low-level of education. She is going to teach extreme sports in 8<sup>th</sup> grade. She thinks that the students have limited knowledge about the topic.

Teaching students who do not know about extreme sports and those who do is challenging. What could he do? Providing background information will help students' learning and build on what they know and do not know.

**Question :** *How can a teacher provide students with information before the lesson?*



## SUGGESTED ACTIVITY 13

**Level:** A2

**Grades:** 8<sup>th</sup> grade

**Function:** Expressing preferences and giving explanations and reasons.

Students can be assigned to do some research about extreme sports and have mini presentations on the following day.

This will facilitate learning as they gain background information and talk about it with their friends, which will promote interest about the topic. If they relate the topic to their own lives (such as talking about the extreme sports they have tried, watched or want to do), learning will be more meaningful for them.

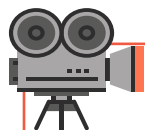
# MAXIMISING SPEAKING



## TIPS & TRICKS

- They can watch videos about extreme sports and talk about it in their groups or the teacher may ask questions about the video they watched.
- They can make questionnaires about extreme sports, complete them in class and share the results with their teacher.

In Scenario 12, you will read about a passionate, hardworking teacher whose students are eager to speak in English lessons. The teacher wants to make them interact but she doesn't know how to do so. While reading the scenario, please try to think about some practical activities that can be applied in the classroom:



### Scenario 12

Münever is an EFL teacher in Erzurum. She has been teaching for 5 years and she is so willing and passionate. She has students who like to talk. She wants to create different activities for her students to practice speaking. She exchanges opinions with her colleagues and they advise her to use short stories for speaking, adding that short stories provide the teacher with a wide range of opportunities to have students interact with each other. She is not sure about how she can implement the activity in the classroom.



### SUGGESTED ACTIVITY 14

Level: A1-A2-B1

Grades: 5<sup>th</sup> grades +

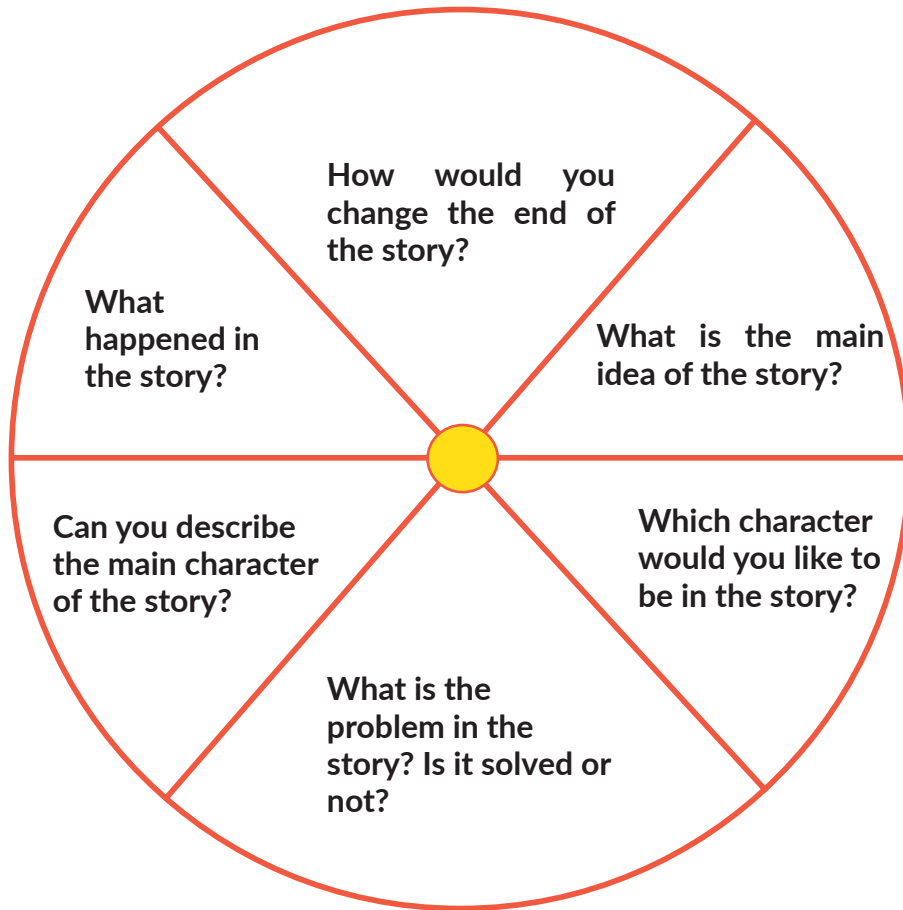
EFL teachers may adapt this activity for every level. They can use the stories in elective courses or during after school activities, if there might be issues to catch up with the curriculum.

After reading a story, internalising the story will help students learn vocabulary and grammar structures better. Furthermore, the stories provide an opportunity for students to reflect on the narrative and the characters in the story which will create a lot of speaking activities.

Story games can be easily modified and used, depending on the students' needs and interests. For example, if the students in the class are weak, the teacher can decrease the challenge level.

Here is a suggested story game that can be used after reading a short story:

## AFTER-READING STORY GAME



Students are put into groups. A copy of the game and a dice are given to students. In turns, a student rolls the dice depending on the number, s/he answers the question. After playing the game, the students choose the most interesting answers in their groups and share it with the rest of the class. This game helps students practise speaking, reflect on the story, increase their imagination and have fun.

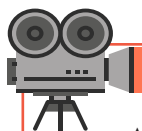
# MAXIMISING SPEAKING



## TIPS & TRICKS

Either in groups or individually, students can be assigned to write the answer of one of the questions in a paragraph. This will integrate writing skill and allow more practice opportunities into the lesson.

In Scenario 13, you will read about a teacher who wants to combine a listening activity with speaking afterwards and she wants to use presentations. The teacher uses the "Festivals" theme to create a fun and interactive language class atmosphere.



### Scenario 13

Aslinur is a language teacher in Hatay. She works at a secondary school. She wants to integrate a listening activity with speaking afterwards with 5th graders. She aims to use presentations to do this. Aslinur believes that doing such activities may attract students' attention more. She thinks that her students will focus better on the listening activity and then she can make a presentation to the class. There might be a fun atmosphere especially if the task is about something from their country, tradition etc. Bearing these in mind, she starts to prepare the materials the day before the classroom.



### SUGGESTED ACTIVITY 15

Level: A1-A2

Grade: 5<sup>th</sup> grade

Function: Describing general events and repeated actions, making simple inquiries.

After a listening activity about a unit in 5th grades (e.g. Festivals) the students can be asked to present:

- One of the festivals mentioned in the unit (e.g. Chinese New Year).
- One of the festivals they have in Turkey (e.g. Republic Day).
- Compare two festivals; one they celebrate and one they have learnt about in the unit.

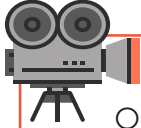
# CHAPTER 7



## TIPS & TRICKS

Consider the challenge level of the presentation assignment and the students' level when assigning tasks.

Now, we will read about Oktay who is a high school teacher in Çanakkale. While reading about his story, please try to think of some learner-based activities. Before reading the suggested activity 16, please try to think about what you would suggest to Oktay:



### Scenario 14

Oktay is a high school EFL teacher in Çanakkale. Some of his students like activities in which they are more active and produce the language. Very few of his students are not as active as others in the classroom. They produce the language, too, but they prefer doing so, especially in writing activities. One day, Oktay decides to try something different for all of his students in the classroom. He knows that in such classes, students learn from their peers more when they are compared with the classes which consist of more introverted students. He thinks that he should take advantage of such classes and plan more learner-based activities in class.



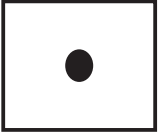
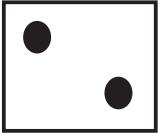
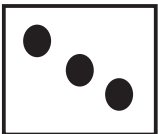
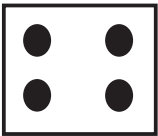
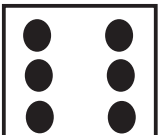
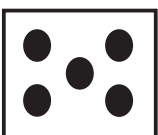
### SUGGESTED ACTIVITY 16

The teacher may use this activity in each level. S/he can change the characters, setting or the problem according to her/his students' level. Especially, if the focus is grammar (Present Simple or Past Simple) this activity will certainly help the teacher to make it fun.

"Roll a story" is a suggested example for a learner-based activity. With such activities, students are in control of their learning. This will make them become more autonomous learners and enjoy the learning process more. On the next pages, you may find a sample template and explanation about the activity:

## MAXIMISING SPEAKING

### ROLL A STORY

Roll	CHARACTER	SETTING	PROBLEM
	A monster	on a ship	finds a magic wand
	A pirate	in a castle	gets up with horns on his head
	A detective	in a cave	meets a strange monster
	A robber	on the moon	finds a shuttle
	A cowboy	in a foggy jungle	finds a treasure chest
	A zombie	on a crowded street	sees lots of bees around

# CHAPTER 7

Students are grouped and given the story chart and a dice. In turns, students roll the dice and involve the character, setting and the problem while they are making up their own stories. They will tell the stories to their group members. After everyone has told their stories, they are asked to write the best story in their groups. **Depending on the students' levels, the language, the complexity and the length of the story may change.** Through such activities, teachers can integrate writing into speaking and increase the efficiency of their lessons.



## TIPS & TRICKS

- The students can be grouped depending on their language levels and creativity so that the productions of each group will be similar at the end.
- Each student in each group may write their own stories afterwards or as a group, they may write the most interesting story in their group.

## 4. FUN SPEAKING ACTIVITIES

**By the end of section four, teachers will be able to:**

- increase participation in their speaking lessons through the use of the suggested activities
- encourage students to participate in discussions and debates using persuasive language.

Some classes are stronger and enjoy productive activities. The teachers may adapt and use the following activities to add some variety to their lessons.

### a. Balloon Debate



In the game, the students are grouped according to the class size. The students are given a scenario in which they are in a balloon and they are about to fall. They need to throw someone out to reduce some weight to save themselves.

The students are given different roles (doctor, engineer, genius etc) and some details about their character (how heavy they are, how they can benefit the group if they are rescued etc.). Students may pretend to be objects as well (knife, first aid kit etc).

Each student needs to convince others that s/he is the most important person/thing in the group so that s/he can stay in the balloon.

# MAXIMISING SPEAKING

Here is a different version of the game

Students are grouped depending on the class size. Each group defends an item or a person because they have to persuade others that their group's item/person is necessary to be kept in the balloon. After each group makes their arguments, the group with the weakest argument is thrown out of the balloon. The game continues like that.

Finally, the remaining group/person with the strongest, most persuasive arguments is the winner.

## b. Sinking ship



If the students have enjoyed the balloon debate, they may like sinking ships as well.

In this activity, the students are grouped and given role cards (a doctor, a sports person, a child, an elderly person, a chemist, a pharmacist, a model etc) with their characteristics on them (e.g. knows about herbs, has strong muscles, can cook etc).

The aim is to be chosen to get on the lifeboat and go to the island. The boat can take only a limited number of people (the teacher can decide on the number depending on the class size).

## c. Taboo

This game is for teachers who have confident students that enjoy speaking.

In Taboo, the students are grouped into teams depending on the class size. The teacher may either prepare the taboo cards beforehand or may ask the students to prepare their own cards at home.

In the game, there is a clue-giver in each team and that person should change on each turn.



The clue-giver should not use any taboo words, including abbreviations and any part of the taboo word. For instance, if the word is "elephant", the clue-giver cannot divide the word or use words like "trunk, mammal" if they are written on the card as taboo words. Sound effects and gestures are also forbidden. The clue-giver may pass three cards if s/he thinks that it is difficult to tell that word. S/he has to tell the 4th card. When the time is up (a timer may be used to make it more exciting), the cards guessed are counted and the game continues until all the cards finish.

## d. Guess who? A celebrity

Students are assigned to do some research on a celebrity they choose. Each student gives some information about their celebrity without mentioning her/his name. The others try to guess the person. They may ask some questions to get further information about the celebrity.

guess  
who



# GLOSSARY

**To activate students' schemata:** to stimulate, turn on students' experiences with knowledge of the topic of the listening/reading.

**Asking for clarification:** to ask someone e.g. teacher or other students to explain a situation/ language item in a more comprehensible manner.

**Automatisation of the language:** to create a set of memorised procedures so as to take part in real-time interaction.

**Autonomy:** independence or freedom.

**Borrowing words from L1:** (esp. while speaking) using vocabulary items from one's own mother tongue.

**Chain drills:** exercises that allow learners to practice dialogue, build vocabulary and develop clearly stated ideas about a familiar topic using repetition as the primary teaching strategy.

**Chunks:** connected items or words grouped together so that they can be stored or processed as single concepts.

**Collocation:** words that often occur together e.g. *fair weather* or *take a break*.

**Conceptual knowledge:** refers to the knowledge of, or understanding of concepts, principles, theories, models, classifications, etc.

**Controlled practice:** a stage in a lesson where learners practise new language in a limited form.

**Differentiation:** the action or process of giving different tasks to different groups, pairs or individuals which are more suited to their language level.

**Fine-tuning:** make small adjustments to (something) in order to achieve the best or a desired performance.

**Formative assessment:** a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

**Functions:** the purpose, is the reason why we communicate. Here are some examples of functions: greeting, agreeing, disagreeing, refusing, accepting, thanking, apologising etc.

# CHAPTER 7

**Immediate feedback:** the answers and comments given to students after they finish a task or activity. Through this feedback, students receive information that creates an idea or belief in respect to their results.

**Input:** the teacher provides examples and gives information about the subject /topic to the students.

**Interactive strategies:** ways of keeping people interested and involved in what we are saying e.g. use of pauses, emphasis etc.

**Internalising the language:** the process of learning a language so that it can be used as the basis for production.

**Interrupting:** stop the continuous progress of (an activity or process).

**Intonation:** the rise and fall of the voice in speaking.

**Language police:** A (notional or self-appointed) group seeking to impose standards regarding what constitutes acceptable language.

**Making semantic maps:** to visually display the meaning-based connections between a word or phrase and a set of related words or concepts.

**Maximise speaking:** to create opportunities to increase the rate of speaking in a class or learning atmosphere.

**Mechanics:** refers to the rules of the written language, such as capitalisation, punctuation and spelling.

**Notice language:** the various ways that teachers can help learners to notice language forms eg. by presenting new target language to learners, highlighting accurate use of language post-practice stage in a lesson or error correction etc.

**Productive skills:** (also active skills) the skills used to produce a language; speaking and writing.

**Pronunciation:** the act of saying, uttering something.

**Question – answer drills:** the drill using questions as prompts and repetition technique.

**Receptive skills:** the skills involve receiving information; reading and listening.

# GLOSSARY

**Recycling:** using the background information to develop in terms of producing the language.

**Reflect on:** to think about the work or study that has taken place.

**Rehearsal:** a practice or trial performance of a e.g. role play / presentation/ discussion/ debate for later public performance.

**Revision:** a change that is made to something, or the process of doing this.

**Revisit the necessary objectives:** to revise, check the important aims once again.

**Scaffolding:** a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

**Self-correction:** the learner's correcting himself/herself instead of a teacher doing this.

**Self-esteem:** confidence in one's own worth or abilities; self-respect.

**Social & cultural rules and norms:** rules that a group or society uses to determine what is appropriate and inappropriate in behaviour, expression, and values.

**Student talking time (STT):** the time learners spend talking rather than the teacher.

**Teacher talking time (TTT):** the time that teachers spend talking in class, rather than learners.

**Thinking time:** enough time to think, consider before producing language.

**Transaction:** the operation, process.

**Turn-taking:** the skill of knowing when to start and finish a turn in a conversation.

**Warm-up(n) / Warmer (v):** to engage in exercise or practice especially before entering a game or contest broadly to get ready.

**Washback effect:** the impact of testing on curriculum design, teaching practices, and learning behaviours.

British Council, & MEB. (2015) Understanding speaking: maximising interaction Continuous Professional Development (CPD) Programme for English Language Teachers in Turkey. Ankara.

Harmer, J. (2010) How to teach English Harlow Essex Pearson Education Limited

Thornbury, S. (2005) How to Teach Speaking Harlow: United Kingdom

ISL Collective 'Would you like a/some ...? board game' Retrieved June 1, 2020, from <https://en.islcollective.com/english-esl-worksheets/vocabulary/food/would-you/some-boardgame/66566>

YouTube 'How to Teach Speaking - Methodology Webinar' Retrieved June 15, 2020, from <https://www.youtube.com/watch?v=F6fcS7ih4Fo>

YouTube 'Speaking and Vocabulary' Retrieved June 10, 2020, from <https://www.youtube.com/watch?v=ISQyR2nYzCA>



# CHAPTER 8

## PROMOTING 21<sup>st</sup> CENTURY SKILLS

# CHAPTER 8

## PROMOTING 21<sup>st</sup> CENTURY SKILLS



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers, Ankara, Turkey, 2019.*

Currently, there are many changes in the role of language teachers; teachers need to ensure that students develop skills and abilities that go past essentially learning a foreign language. In this chapter, the writer exponents that the engaging and collaborative nature of the language classroom is a perfect place to develop and embed 21<sup>st</sup> century skills. This chapter will examine 21<sup>st</sup> century skills and how they can be included in learning activities. There are 9 scenarios to read and think about; 7 tasks and reflection points throughout. At the end of this chapter, you will find examples of useful tips and sample activities. This chapter can be used in conjunction with Chapter 3 'Lesson and Course Planning' and Chapter 9 'Integrating ICT into the Language Classroom'. It will take approximately 4 hours to work through this chapter.

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## TIME TO REFLECT



*Before starting this chapter, please read the box below and reflect on your own teaching experiences:*

In my classes...	Not yet	Starting to	Got it!
1. Students can share their thoughts, ideas and solutions. They can listen to others and give helpful feedback.			
2. Students can work with a group to achieve a common goal. They can use their skills and knowledge to help their team.			
3. Students can look at problems in different ways and can apply what they know to new ideas and challenges.			
4. Students can use their imagination to come up with new ways to get things done or make something new.			

**Keywords:** 21<sup>st</sup> Century Skills, 4C model, Continuing Professional Development, Creativity, Critical Thinking, Collaboration, Communication.

LEARNING  
OUTCOMES

By the end of this chapter, teachers will be able to:

- demonstrate awareness of the importance of 21<sup>st</sup> century skills
- explain the key elements of 21<sup>st</sup> century skills
- provide structures that allow students to use their potential to formulate and articulate solutions to problems
- utilise a variety of learning activities that allow students to use and discover their individual learning styles.

## CONTENTS

1

What are 21<sup>st</sup> Century Skills?

2

Why are 21<sup>st</sup> Century Skills Important in the Learning Process?

3

How can 21<sup>st</sup> Century Skills be Included in Activities?

- a. Critical thinking
- b. Creativity
- c. Communication
- d. Collaboration

4

Now, It's Your Turn!

USEFUL RESOURCES  
GLOSSARY  
REFERENCES

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## Introduction

Throughout history, mankind has always faced problems and tried to solve them with experience and knowledge. But what makes the 21<sup>st</sup> century special? In this century, there have been rapidly evolving changes; particularly in the fields of technology, mass media and science that impact on education. Problems are more complex and challenging, so as a result; employers want to work with problem solvers and innovators. Teachers need to support students to develop 21<sup>st</sup> century skills: a set of skills, habits and characteristics that employers' value so that they can compete in this modern, international job market.

## 1. WHAT ARE 21<sup>st</sup> CENTURY SKILLS?

**By the end of section one, teachers will be able to:**

- define 21<sup>st</sup> century skills
- recognise the key elements of 21<sup>st</sup> century skills.

Researchers such as Bellanca and Brandt (2010) have created a framework of 21<sup>st</sup> century skills. 21<sup>st</sup> century skills are focused on 'soft skills' or 'non-cognitive' skills such as those related to an individual's personality, temperament and attitudes. These are also called learning skills or 4C skills: **creativity, critical thinking, collaboration and communication**. Students can use all of these skills later in life to adapt to any situation that they encounter in their personal or professional lives. One goal of 21<sup>st</sup> century learning is to create more student-centric atmosphere to explore how the students learn best. But, what is the best way to get started? To be able to explore the best way together, we should know the key elements of 21<sup>st</sup> century skills:

### What are the key elements of 21<sup>st</sup> century skills?

Here are some suggestions about the key elements of 21<sup>st</sup> century skills:

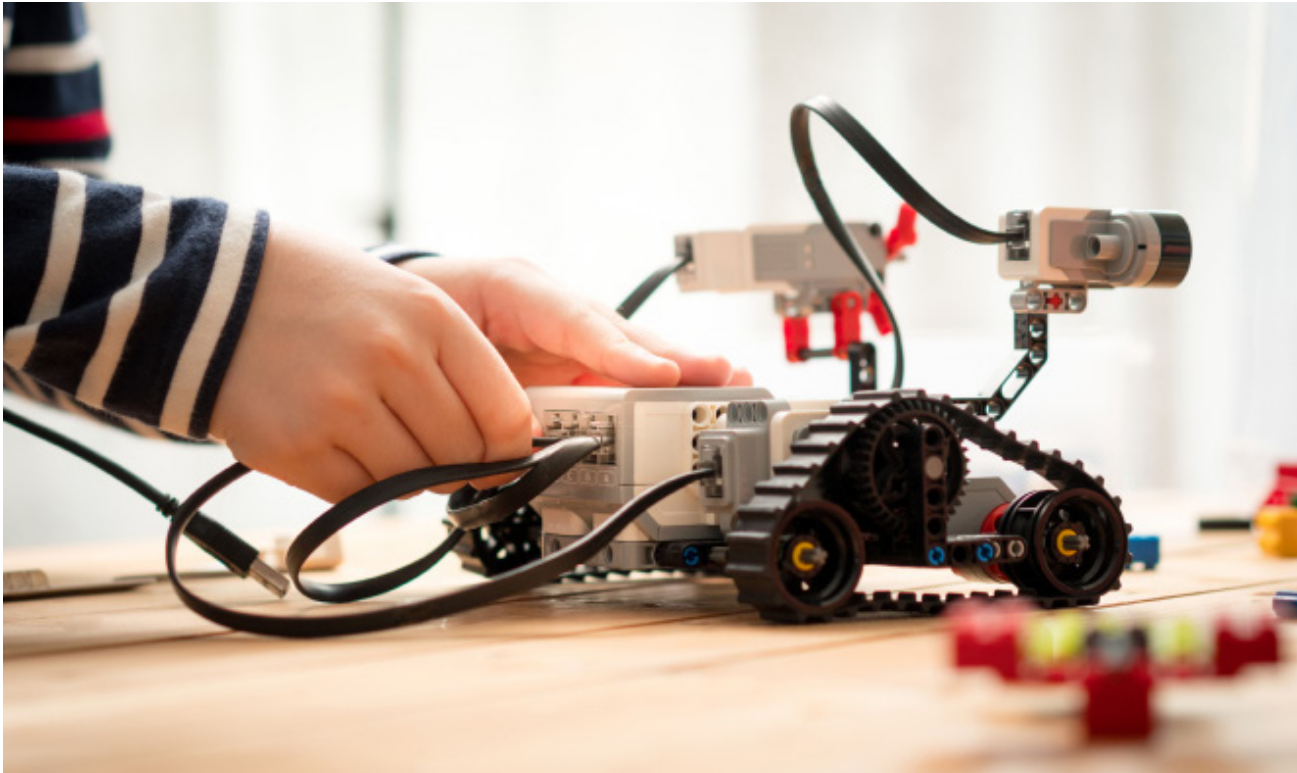
1.	Objectives reflecting the highest of intellectual challenges, including the need to pose questions, conduct purposeful research, think critically, and make decisions.
2.	Choices about content, ways to learn and share understandings.
3.	Experiences in small-group collaboration, reasoning together and building upon each other's ideas.
4.	Feedback students receive from classmates.
5.	Occasions to revise, modify and elaborate on findings.

## 2. WHY ARE 21<sup>ST</sup> CENTURY SKILLS IMPORTANT IN THE LEARNING PROCESS?

**By the end of section two, teachers will be able to:**

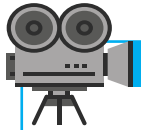
- understand the necessity of integrating 21<sup>st</sup> century skills into classroom activities.

By developing 21<sup>st</sup> century skills in the classrooms, teachers will be able to help their students by encouraging them to be creative and to think critically. Teachers will also help students to make them communicate and collaborate effectively. It is important to consider that today's students will work in jobs that don't exist yet. The world is complex, globalised and rapidly changing and some 21<sup>st</sup> century skills will be highly valued in this competitive job market.



If teachers apply 21<sup>st</sup> century learning skills into classroom activities, it may become a real challenge for students, to learn how to work collaboratively or to find solutions to the problems as a group. You may find an example below:

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

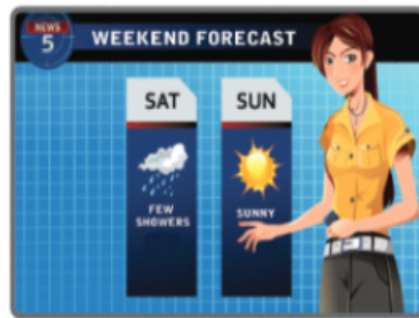


## Scenario 1

### READING



A. Read the text and complete the chart.



Good morning!

Here is the weather forecast!

In the north, the weather is windy and cold. It's rainy in the afternoon.

The temperature is 10 degrees Celsius. In the south, you can feel better and happier. Because it's warm and sunny. The temperature is about 20 degrees Celsius. In the west, it is rainy all day today. It's stormy at noon. So, you may feel anxious and scared.

In the middle of the country, the weather is dry and quite windy. The temperature is 11 degrees Celsius. In the east, it is cloudy and rainy. The weather is about 2 degrees Celsius. It may be hailing in the afternoon.

Have a nice day!

Makbule teaches English to 6<sup>th</sup> graders in a secondary school in Ankara. In a lesson about the 'weather' and 'emotions', she used three versions of the same text on page 75 of MoNE coursebook for 6<sup>th</sup> graders. She deleted the questions in the first group (e.g. What is the weather like, how do you feel), the words about weather in the other group (e.g. sunny, rainy, dry) and words about emotions in the last group (e.g. moody, anxious, scared). The aim was for learners to read and complete their texts collaboratively, and to notice the way words work together. They went on to use their information to create a poster. She observed the three groups to find out:

- whether they worked collaboratively
- how well they communicated
- the language they used.

**Group 1:** Students worked alone, read their texts in silence and completed gaps individually. Then, they worked together in a group to check their answers. They mostly used English.

**Group 2:** The first student read their text aloud and stopped when there was a gap. The second student read the missing words for her to write down and then read the next gap, when the third carried on. They took their turns quietly. But they did not really communicate in any language!

**Group 3:** Students asked questions in Turkish at the same time to find out the missing words (e.g. What is the first gap ...? Is it 'muudy'? or moody? How can I write it? They were very noisy, but each wanted to finish first.



## PROMOTING 21<sup>st</sup> CENTURY SKILLS

In Turkey, most school settings look more or less the same, but inside these, classrooms' teachers use different pedagogical tools and methods. The teaching practice can be engaging or boring. In an effective learning process, the student should feel that they are on an exciting and challenging journey. They may not realise that they are also going to experience the 21<sup>st</sup> century skills within this learning journey.

Schools have finally begun to realise that language teachers can't force passion and motivation upon students. But, if they start with a student's interests, they can build skills and knowledge from there. Students benefit from individually paced, targeted learning tasks that formatively assess existing skills and knowledge and that address the student's needs and interests.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers, Ankara, Turkey, 2019.*



## Task 3.1

Most teachers may feel that they lack effective materials or tools to educate modern learners. Now, you will read different teacher opinions below. Please wear your thinking hat and reflect on the situations given below by answering three questions:

1. Please add your opinions about 21<sup>st</sup> century skills in the empty speech balloon below.

**Nick** – I can't see how this relates to language learning ...

**Alan** – But I am only a language teacher, not an expert. Do I have these 21<sup>st</sup> century skills myself?

**Helen** - OK. So, next semester the new curriculum includes these student skills. We must focus on recognising the importance of 4C skills.

**Barbara** – Maybe not every student can have these skills. I think we may have students without any 21<sup>st</sup> century skills.

**You** –

2. Which of these teachers is positive about teaching 21<sup>st</sup> century skills?

3. What advice can you give to these teachers?

**It's Your Turn**

## PROMOTING 21<sup>st</sup> CENTURY SKILLS



Many teachers believe that the curriculum aimed at developing general life skills. The learners may benefit from the information and knowledge that the curriculum aims, but is that all? If teachers manage to give their students the basics of 21<sup>st</sup> century skills, they may use those acquired skills in their future life and achieve considerable success. There is a variety of activities, methods and techniques that teachers can use to improve students' critical thinking, creativity, communication and collaboration skills. Teachers can introduce these activities to their students after they improve their own knowledge about 21<sup>st</sup> century skills in their classes.

*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers, Ankara, Turkey, 2019.*

## a. Critical thinking



### What is critical thinking?

Dr Richard Paul (2006:2) defines it as, 'the art of analysing and evaluating thinking with a view to improving it.' It can be said that critical thinking is questioning the world. With students' in mind, critical thinking is a way of exploring new ways of thinking. Students should believe that each attempt to express their ideas in class is precious.

Teachers can start the learning journey by asking effective questions. Most students have difficulties understanding questions and answers. Questions like "express, comment, share, describe and ask" should be answered with various sentences and structures.



### LET'S UNDERSTAND

'The purpose of critical thinking is rethinking: that is, reviewing, evaluating, and revising thought.'

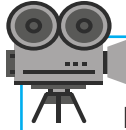
Jon Stratton

# PROMOTING 21<sup>st</sup> CENTURY SKILLS



## TIME TO REFLECT

*Now, reflect on your teaching practices in the classroom and write down 3 questions that you use the most during your teaching process. Please try to choose the questions which guide your students' learning journey effectively. Afterwards, please discuss whether these questions make your students think critically or not. If yes, please briefly state how?*



### Scenario 2

Faruk is an English teacher in Malatya. At the end of some lessons, he gives homework about the following book activity. Students prepare lots of questions about a reading passage as homework. He thinks that reading texts can be useful for students to express different points of views.

At the beginning of the next lesson, he collects answers and puts them in a box. Faruk selects random questions and nominates students to answer them. Students vote for the answers 1-5 and the average point is written to the point sheet. At the end of the activity, students discuss the questions and their ratings.

**Question 1:** *How will the students complete the voting in an objective way?*

**Question 2:** *Do you have a suggestion for the discussion part?*

**Question 2:** *If the teacher uses these kinds of activities in all units, how will students react?*

### It's Your Turn

# CHAPTER 8

## Insights

With guidance, students will start to produce questions to analyse, interpret, evaluate, make decisions and solve problems. Bloom's Digital Taxonomy outlines critical thinking skills through the lens of Digital Natives. The challenge is to go from traditional uses of the taxonomy to best digital practices. Bring these tools into your classroom to encourage students to draw conclusions and show what they know. Here is an example of a critical thinking tools task.



## Task 3.2

Imagine you are working in a teaching context similar to the one below:

**Level** : 6th grade students

**Topic** : occupations

**Number** : 30 students

Now, try to create an activity that includes parents and reflects your own teaching. Try to use online and offline classroom tools. What are the best ways for students to **organise**, **compare** and **share** their findings?

## It's Your Turn



# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## Who are critical thinkers?

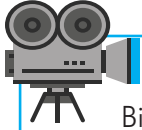
Effective critical thinkers feel curious about a wide range of topics. This extends to the topics that students' study in school, and also the ones that they find relevant in their daily lives. This is also what makes them lifelong learners. They are always open to new situations. A desire to think critically about tasks and projects indicates a desire for constructive outcomes.

## Want to Grow a Critical Thinker?

Ask questions like...

- Why do you think so?
- How could we test to see if that's true?
- What would be a good example?
- What does it make you wonder?
- What might we do differently next time?
- How could we see this from another perspective?
- How would you explain it to someone else?

People believe that thought processes operate automatically. If students learn how to think, they also start thinking critically and at the end of this thinking process, they reach more accurate conclusions. Teachers should try to find various ways to develop students' critical thinking skills so that students can learn how to think critically in an automatic way. Here, there is a real sample from the Turkish context in which the teacher uses drama to help improve the critical thinking skills of students:



## Scenario 3

Bilge is an English teacher in a secondary school. She likes drama and tries to use drama activities in her English lessons. After Unit 2 - Teen Life, with 8<sup>th</sup> grade students she makes three big circles in the garden or in her classroom. Bilge offers a topic about the life of a teenager. Then, quickly going around the circle, each group member offers the first answer that comes to mind. (Students may pass if they cannot think of anything to say.)

Here are some sentence stems to introduce topics:

- The best way to describe me is....
- The thing(s) I do best is/are...
- I dislike more than anything else...
- What I hope for most in my life is...
- The place I would most like to visit is...
- My favourite food is...
- I wish...
- The colour that would describe my mood (or personality) is...

**Question 1:** *Do you think students enjoy this activity?*

**Question 2:** *How will students create different ideas?*

**Question 3:** *Which questions should Bilge ask if she wants to grow critical thinkers?*

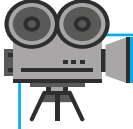
## It's Your Turn

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## Insights

Connecting different ideas can be another way to increase critical thinking level in a school environment. Questions about students' everyday life can help them apply prior knowledge to new contexts. For example, the teacher can ask students if they know anyone who has to take the bus to work, and why it would be important for that person to use public transportation. These kinds of simple real-life contexts enable students to weigh the advantages and disadvantages of challenges and their solutions.

So, what are some critical thinking exercises that catch students' interests? In other words, what will challenge their learning routine? What will make them rethink what they thought they knew based on erroneous or dubious information? Read the following scenario, then decide for yourself.



### Scenario 4

Bilge wants to use a different activity in her next lesson. She divides the class into two groups. The first group sits in a circle. Inside the circle, there is one smaller group. Two desks are placed facing each other. In the first chair, the leader sits and acts like a character of his or her choice in real life. A student sits in the opposite chair and interacts with the student in the centre. When the teacher starts the activity, nobody watches the other groups. Bilge stops acting and the leaders change. After a few minutes, the leader may step out, and offers the role to the student in the centre.

**Question 1:** *What are the challenges of this activity?*

**Question 2:** *Do you think students can find opportunities to create useful dialogues? Please explain why?*

### It's Your Turn

## Insights

The activity above is student-centered and it gives students the opportunity to create their own language materials for speaking and listening. Moreover, this type of activity gives students a chance to be creative. They can make their dialogue dramatic, funny, serious or crazy. Students are always curious to hear what their classmates have created.

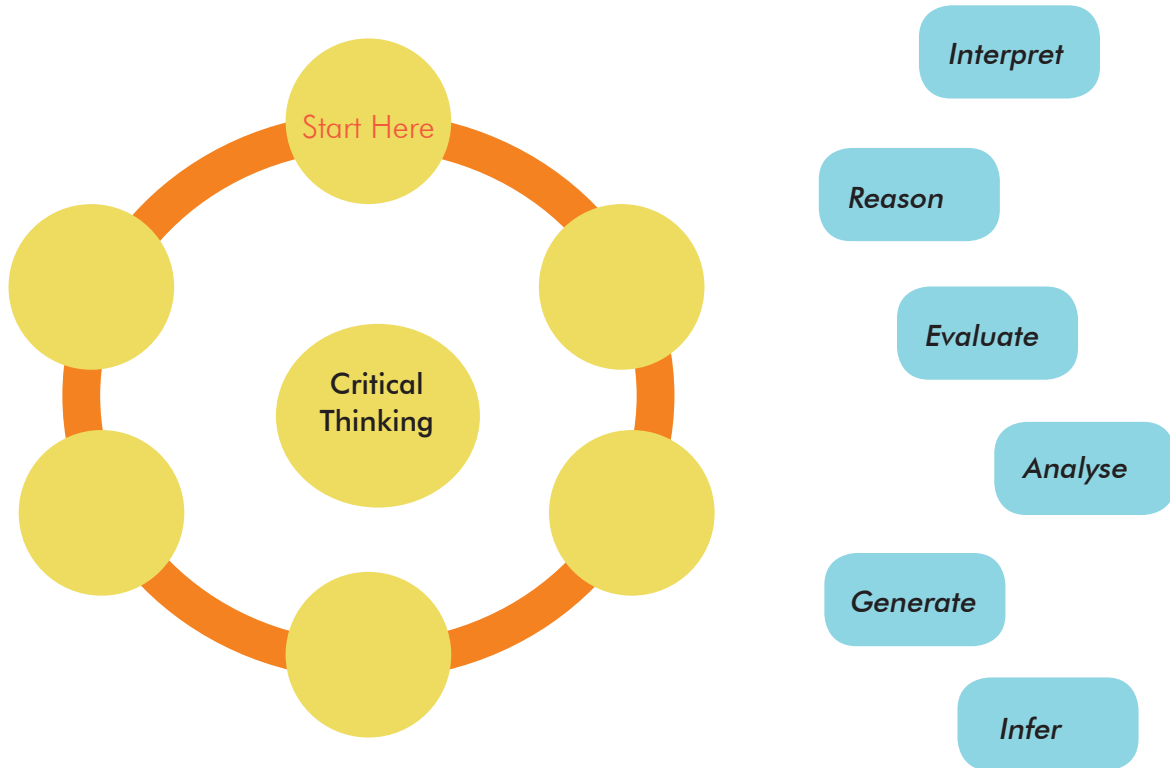
The critical thinking process prevents our minds from jumping directly to conclusions. This can be achieved through six steps you can find below.



## Task 3.3

### Round puzzle

Order the words in the circle and complete the critical thinking process.



# PROMOTING 21<sup>st</sup> CENTURY SKILLS



## TIPS & TRICKS

### Tips and tricks to boost **CRITICAL THINKING** in the classroom:

- try different versions of the activities in class.
- do not always jump in to help students.
- brainstorm before you start each activity.
- provide group opportunities.
- encourage students to make connections to a real-life situation.
- compare and contrast previous topics with the following ones.

### b. Creativity

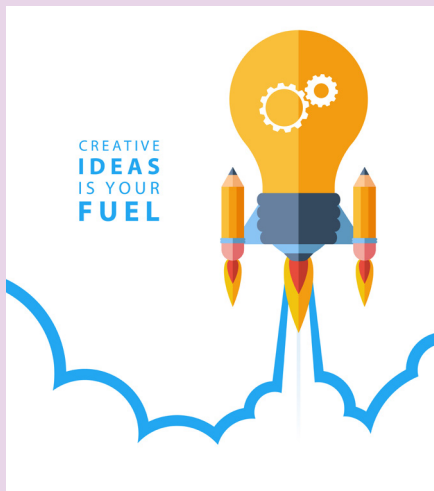
Creativity includes abilities such as brainstorming, refining ideas, being responsive to ideas from others and making ideas tangible useful to others. According to Kampylis and Berki (2014:6): ‘Creative thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers’ ideas, final products and processes.’

### Hodges (2005:53-54) outlines the following as features of creativity:

- Using imagination
- Pursuing purposes, aiming to come to a particular finishing point
- Being original
- Judging value, i.e. assessing quality, coming up with one’s own ideas, as well as looking at their ideas and those of others in a critical light.

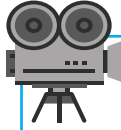
### To this, I would like to add the following suggestions to try in your lessons to encourage critical thinking:

- Provoking thought, rather than just checking language comprehension, language use and practicing skills.
- Exposing students to a variety of literature, art and music.



# CHAPTER 8

A large percentage of today's students, in fact, are eager to use their ingenuity to solve problems. There's no reason why they should wait to get started. In the following scenario, you will see a real-world problem and how to use it in your classes.



## Scenario 5

Feride Bekçiođlu Secondary school is a middle school in Pursaklar, Ankara. This school has a large garden and Ayşegül, an English teacher there, wants to use this space for street animals.

**10. Work in pairs. Look at the pictures and make similar dialogues.**

help the vet?  
Can I take a photograph?  
work on a farm?

Of course, you can.  
That's not a good idea.  
Sure, go ahead.  
No problem.

Can I milk the cow?

Of course, you can.

152

In the Animal Shelter Unit, she wants 5th grade students to work together to brainstorm innovative ways to help street animals.

Students decide to create an animal feeding campaign in the school including making a public service announcement video for the parents which will be published in the school website. The teacher combines this activity with the one in student book on page 152. Students will create similar dialogues of their campaigns with their book.

**Question 1:** *Should the teacher allow students to*

*have different campaign activity ideas?*

**Question 2:** *How can the teacher assess whether the students' ideas are creative or not?*

**Question 3:** *How should the teacher react if the campaign fails?*

**It's Your Turn**

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## Insights

To make sure students pay attention to failures and successes along the way, teachers encourage them to evaluate their work-in-progress and write reflections about key milestones.

At the beginning of lessons, a motivating or inspiring lead-in activity can be a good way to introduce new ideas. Warm-up activities, mind maps and short games are examples of effective lead-in activities. Teachers can use social issues or local topics to engage students. To teach the skills needed to foster new ideas, teachers need to employ different strategies such as researching and mind mapping. Grouping students in various ways, e.g. pair or group work can reinforce collaborative 21st century skills. Main activities can include dialogues, short stories, poems, drama etc. Reflection and feedback are often conducted at the end of the lesson, but it can be the first step of the following:

### Inspiration

- \*Local topics
- \*Themes
- \*Media
- \*Social issues
- \*Guiding Questions

### Design

- \*Plan
- \*Research
- \*List
- \*Visual aids
- \*Mind map
- \*Brainstorm

### Creation

- \*Produce
- \*Reflect
- \*Revise

### Presentation & Reflection

- \*Present
- \*Discuss
- \*Critique
- \*Revise
- \*Respond

## Will every student become a doctor or engineer?

Probably not, but they can learn how to be creative by solving problems, using new language or just by trying something they have not experienced before. Most importantly, creativity can be shared among students. A student who creates a solution to a problem can easily share it and the next student will be inspired and try to do something similar or better. In some cases, students will fail at some point, but that's okay. Some ideas won't work, and students can learn by mistakes. The aim of creativity is to encourage students to think differently.



### Task 3.4

Now, think about the creative students in your classroom. Please tick the boxes that apply to them:

not afraid to make mistakes and learn from them.

clarifies, analyses and re-defines the problem or question to uncover new ways of looking at it

asks thoughtful questions

aware of their own skills, both strengths and limitations

willing to take risks or go out of their comfort zone

notices connections between seemingly unrelated subject matter

looks at things from different perspectives

**Creative Student**

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

It appears that with the right support, motivational tasks, creative contexts, and effective social and cognitive processes, teams and groups can be highly innovative and creative. Team members can coordinate effectively, efficiently and adequately to share and combine their relevant knowledge, select the best ideas, and implement effectively. In the following scenario, you will have a chance to compare individual and group work's effects on creativity.



## Scenario 6

Filiz is an English teacher and teaches the public buildings unit to 7th grader. She wants her students to work individually and think of a problem that people they know often face in these buildings. Filiz will direct students to focus on people with special needs such as the blind and the elderly. Then, students are asked to form teams of three to five, discuss their ideas together, and decide on one that can best be solved with a smartphone app (“**I wish a cell phone could \_\_\_\_**”). The next step is for them to draw a large outline of a cell phone on a blank page (or use one provided by the instructor) and sketch the app interface on their drawing. Each team presents the human problem they sought to solve and their app solution to the class.

**Question 1:** *How should students work for more creativity: individually or in groups?*

**Question 2:** *How should they choose the best innovation?*

## It's Your Turn

## Insights

Creativity always starts with imagination. When applying these scenarios, teachers should provide tools that give students: options, voice, and choice in order to enable them to be creative.



## TIPS & TRICKS

### Tips and tricks to boost CREATIVITY in your classes:

- Make a collage of words and pictures that students associate with the topic.
- Make them describe a real situation from their life related to the topic.
- Use all materials students can find in classroom activities to create masks, costumes, figures.
- Encourage students to teach to their “classmates”.
- Create a funny/happy/astonishing story with your students using as many characters as you can.
- Make them prepare a magazine/ newspaper that would reveal what the topic is.

Creative activities help students acknowledge and celebrate their own uniqueness and diversity. As teachers, it is imperative for you to plan creative activities as part of your daily programme. The following task is an example of creative activities.



For students the aim is to come up with lots of unusual ideas about how to use an everyday object. They will try to imagine the ideas that work, but that are also unusual or unique. Then, they will share their list with a friend and the winner will be the one who finds the most different uses.

### Example:



# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## c. Communication

Communication refers to students' ability to share information while expressing their thoughts and opinions clearly to others. It also requires strong listening and evaluation skills in order to aid the others in collaboration.

Verbal, written and multimedia messages are all communication forms that removes the barrier between the student and the teacher. By using a wide range of technological tools, teachers give students fast and effective feedback, save classroom time and accelerate student achievement. In the 21<sup>st</sup> century, students tend to want to communicate and process information faster, especially in written form.

So, teachers should set specific communication goals to their students as follows:

- Use media and technology to communicate with friends.
- Express your thoughts effectively using different types of communication methods, in a variety of contexts.
- Listen to others in order to understand meaning, attitude, and intention.
- Communicate for a variety of purposes and audiences.
- Use gestures and body language.

Classroom communication exists in three categories: verbal, nonverbal and written. Teachers and students interact with one another in many different contexts.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers, Ankara, Turkey, 2019.*

- Teacher/Class Communication
- Teacher/Student Communication
- Student/Teacher Communication
- Student/Student Communication
- Student/Class Communication

# CHAPTER 8

Here is a classroom practice to consider these different contexts. Please read the Task carefully and discuss your ideas in the box below:



## Task 3.6

Consider a 7<sup>th</sup> grade class in which students are learning about forest fires in their region in the Environment Unit. Their teacher asks a question on WhatsApp about fire precaution efforts. Students could post short written or audio responses to the issue, thereby engaging in an online conversation. Students learn to express their thoughts in a clear way.



## LET'S UNDERSTAND

'A foreign language is like a frail, delicate muscle. If you do not use it, it weakens.'

Jhumpa Lahiri

## TIME TO REFLECT



- Question 1:** *How can the teacher enable them to use their own sentences, not internet translated ones?*
- Question 2:** *Do you think there will be some dominant students that pressure others? What will you do about this?*
- Question 3:** *Is this a thought-provoking assignment, how will you revise it?*

## It's Your Turn

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

## Insights

Creating a safe environment for your students lowers their affective filter, tension or anxiety. In supportive classroom environments, students express their thoughts and ideas more openly. But, what is a safe classroom environment? What are the elements of it? Classroom networks play an important role in students learning. Meaningful and supportive relationships among students and teachers enhance self-esteem and self-efficacy. Students need to feel safe to participate actively.

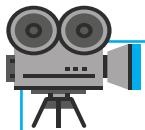


## TIPS & TRICKS

**Here are some ways for teachers to create a supportive learning environment:**

- Encourage students to discuss ideas in different situations.
- When a student criticises his/her friend, try to understand the context and show the students.
- Try different kinds of participation strategies like pairs, random groups, category grouping or instructional groups.
- Reduce teacher talk time in class.

Now, please read scenario 7 to reflect on the practice of using native language in English language classrooms and what happens to the classroom dynamics when the teacher always speaks in English.



## Scenario 7

Bahar is an English teacher who tries not to use her native language in class. She is working with 6th grade students in a secondary school. At the beginning of the term, students expected her to translate the instructions, but Bahar insisted on using English. However, she sometimes feels she is talking too much to explain everything. She often answers her own questions as students don't get involved in the learning process. Bahar wants them to participate, interact, ask questions and share their ideas. But most of them say: "we can't speak English like you teacher." Bahar feels she has to reduce teacher talking time in class.

# CHAPTER 8

## TIME TO REFLECT



**Question 1:** *What are your suggestions to Bahar?*

**Question 2:** *How could she increase student talk time during the lessons?*

**Question 3:** *Revise your teacher talk time in class and ask your colleagues to reflect on their teacher talk time habits.*

### It's Your Turn

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

Games are interactive activities and they include high level communication. Not only do they improve your students' ability to express themselves clearly and actively listen, but they boost morale and bring your students closer together. You may use the following game as a tool for communication in your classes.



## Activity Steps:

1. Divide students into pairs.
2. Give one member of the pair a picture which must not be shown to their partner.
3. The person with the picture must give instructions to their partner so that they can draw it, but must not say what it is, e.g. 'draw a circle, draw two more circles inside the circle about halfway up.'
4. Compare the drawing with the original.
5. Hand out more pictures and ask participants to swap roles.



## TIPS & TRICKS

Tips and tricks to have a healthy **COMMUNICATIVE ENVIRONMENT** in the classroom:

- Create a supportive environment.
- Practice positive reinforcement.
- Challenge students with interesting work.
- Repeat your message in different ways.
- Use gestures and animated facial expressions.
- Keep both the process and the goal in mind.

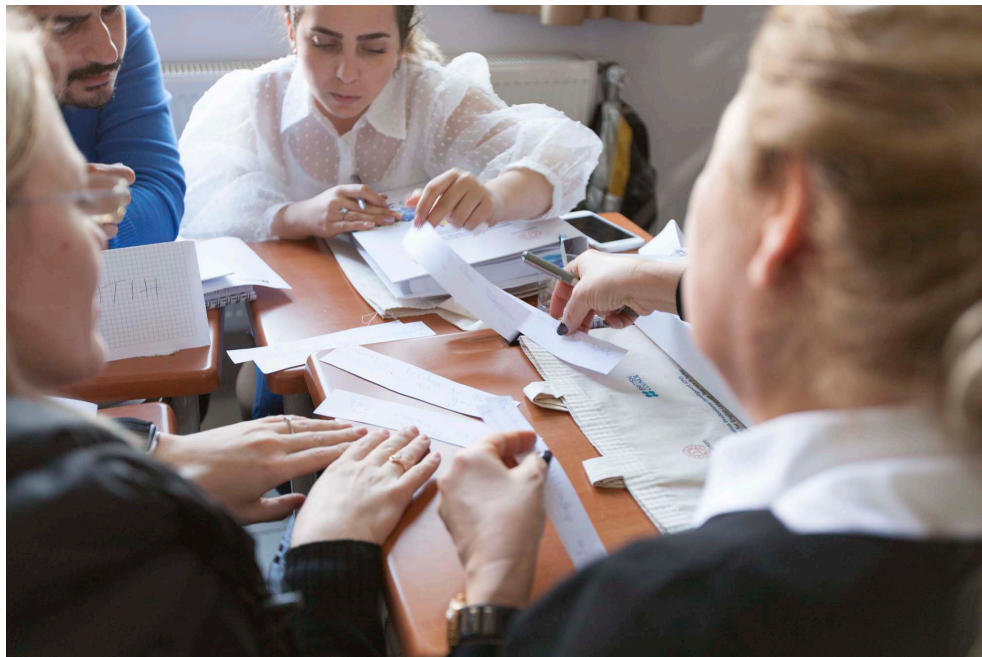
## d. Collaboration

Collaboration refers to students' ability to work with others to achieve a goal, while being flexible and sharing group responsibilities. When you walk into a middle school in Turkey, you will see desks are designed to facilitate pair work and (when students turn back) small group discussions. Group work is one of the best examples of collaboration in class. Group work consists of students working together and sharing knowledge of the activity to reach a common goal.

Sometimes, students need to be rewarded with genuine words of praise and incentives. Collaboration can help introverted students feel more comfortable among their friends. However, they may need their teachers help at first. Defining the group roles, can help them to choose their role and adapt that activity.

Some roles within a group might be:

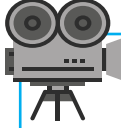
- **Leader:** Responsible for keeping the group on-task.
- **Writer:** Takes notes of the meeting.
- **Artist:** Makes drawings or diagrams.
- **Monitor:** Watches the time, responsible for equipment.



*This image belongs to the Ministry of National Education and the British Council - CPD Programme for English language teachers, Ankara, Turkey, 2019.*

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

People collaborate for a multitude of reasons in different timelines and with varying degrees of success in terms of impact and the level of understanding. Teachers are the facilitators of these inter-school collaborations. You will find a scenario below as an example of this process:



## Scenario 8

Sibel and Ayşe are English teachers and close friends. They are working in secondary schools in Yenimahalle, Ankara. They organised their 7th grade classes to work in small groups with other school students to investigate the local environment in the 9th Unit. Students will complete the activity in their student book on page 118. They assume different roles within their teams depending on their talents and interests. Some can conduct research and observations; some can promote ideas and others can share the results. This is the first-time children have worked with other schools.



**UNIT 9: ENVIRONMENT**

**>> Let's Make a Project!**

**1** Follow the steps and prepare a poster. Present it to the class.

**STEP 01** Decide on the ways of protecting our environment.

**STEP 02** Find the photos of these ways.

**STEP 03** Prepare a poster showing ways of protecting our environment.

**STEP 04** Give explanations, reasons and express obligations.

**>> Let's Reflect!**

Now I can...

- understand speech on environment.
- talk about obligations and give instructions for a process.
- understand texts about environment.
- write messages about environment and description of a process.

**Question 1:** *What will be the possible outcomes of this activity?*

**Question 2:** *What are the advantages and disadvantages of this activity?*

**Question 3:** *What are the differences between "collaboration at school" and "collaboration beyond the school"?*

## It's Your Turn

# CHAPTER 8

## Insights

In some cases, students understand the topic better when it is explained by their peers. When they learn from their friends, they learn their way of learning: their ideas, their thoughts, and their views on the subject. Also, students reinforce their own learning by instructing others. In short, when a student teaches his friend, he can learn more about the topic. This process is a 'two-way learning opportunity' - active learning is encouraged through the interactions in the classroom

As a teacher, your main goal is to make students understand the subject. To encourage collaboration, teachers should focus on the process not on the end product. Teachers can work with their students about how to plan together, how to work as a team and how to balance the workload. This means teachers should intentionally design peer teaching as a part of the learning activity.



## FIND THE NAME OF THIS ACTIVITY:

- The teacher poses a question that demands analysis, evaluation, or synthesis.
- Students take a few minutes to think through an appropriate response.
- Students turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind.
- Student responses are shared within larger teams or with the entire class during a follow-up discussion.



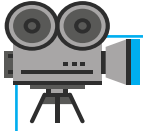
## TIPS & TRICKS

### Tips and tricks to provide COLLABORATION in the classroom activities:

- Create learning activities that are complex.
- Prepare students to be part of a team.
- Build in many opportunities for discussion and consensus.
- Focus on strengthening and stretching expertise.
- Establish clear group goals.
- Consider the learning process itself as part of assessment.

# PROMOTING 21<sup>st</sup> CENTURY SKILLS

Although it's getting to the point where our teenage learners have a better understanding of the digital world than teachers do, there are lots of different points of view among teachers. Read the following scenario and focus on these differences.



## Scenario 9

İsmail (27), Tevfik (60) and Taner (43) are English teachers in the same school. They are discussing the topic Generation Z and 21st century teaching. They are discussing their thoughts on the topic and asking you to put your thinking hat on.

İsmail says technology will play a larger role in the lives of learners and teachers. But Tevfik thinks the teaching process and 21<sup>st</sup> century skills will never be all about technology, and he thinks this is best. He thinks learning is not about the hardware or software, it's about the "headware" and "heartware". Taner feels he does not have enough information about the topic, and he will conduct some detailed research about these 21<sup>st</sup> century skills.

**Question 1:** *What are your thoughts about their comments?*

**Question 2:** *Is there anybody who has the same ideas with you?*

**Question 3:** *What do you suggest to these teachers?*

## It's Your Turn

**Retrieved at: 26.09.2020**

<http://www.criticalthinking.org/>

<https://blog.kamiapp.com/characteristics-of-21st-century-learners/>

<https://ed.ted.com/lessons?category=collaboration>

<https://ed.ted.com/lessons?category=creativity>

<https://ed.ted.com/lessons?category=critical-thinking>

<https://resilienteducator.com/classroom-resources/critical-thinking-resources-for-middle-school-teachers/>

<https://thedigitalteacher.com/>

<https://www.cambridge.org/tr/cambridgeenglish/better-learning-insights/cambridgelifecompetenciesframework>

<https://www.cambridgeinternational.org/Images/426483-chapter-4-innovation-and-creativity.pdf>

<https://www.childrenscommissioner.gov.uk/2018/10/31/ten-top-tips-for-minimising-childrens-data-footprints/>

<https://www.edglossary.org/21st-century-skills/>

<https://www.gettingsmart.com/2017/04/empowering-students-21st-century-skills/>

[https://www.researchgate.net/publication/336667149\\_4Cs\\_in\\_the\\_EFL\\_Classroom](https://www.researchgate.net/publication/336667149_4Cs_in_the_EFL_Classroom)

## GLOSSARY

**Creativity:** the tendency to generate or recognise ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others

**Critical thinking:** is the ability to think clearly and rationally about what to do or what to believe.

**Communication:** is the process of sending and receiving messages through verbal or nonverbal means, including speech, or oral communication; writing and graphical representations; and signs, signals, and behaviour.

**Collaboration:** is a working practice whereby individuals work together towards a common purpose to achieve business benefit.

**Teacher talking time:** is the time that teachers spend talking in class, rather than learners.

**Safe classroom environment:** It is the environment where learners feel physically, emotionally, and socially comfortable.

**Real World problem:** they are used in education to teach students to connect real-world situations to the abstract language of the subjects.

**Project based learning:** is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

**Skill:** is a term that encompasses the knowledge, competencies and abilities to perform operational tasks.

**Classroom tools:** an object (such as a book, picture, or map) or device (such as a cell phone or computer) used by a teacher to enhance or enliven classroom instruction.

- British Council (n.d.) Exploring Creativity and Imagination game. Available online at: <https://www.britishcouncil.in/teach/resources-for-teachers/exploring-creativity-imagination-game>
- Dudeny, G (2015) 21st Century Skills & Digital Literacy in Action. Available online at: <https://www.teachingenglish.org.uk/article/gavin-dudeny-21st-century-skills-digital-literacy-action>
- Dudeny, G, Hockly, N and Pegrum, M (2013) Digital Literacies. Harlow: Pearson.
- Frank, C and Rinvoluceri, M (2007) Creative Writing. Helbling Languages.
- Hughes, J and Dummett, P (2020) Critical Thinking in ELT: A Working Model for the Classroom. National Geographic.
- Maley, A and Peachey, N (eds) Creativity in the English language classroom. Available online at: [https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_F004\\_ELT\\_Creativity\\_FINAL\\_v2%20WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf)
- Maley, A and Peachey, N (eds) Integrating global issues in the English language classroom. Available online at: <https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>
- Paul, R (2009) The Miniature Guide to Critical Thinking: Concepts and Tools, 6th ed., Dillon Beach, CA: Foundation for Critical Thinking, p.2
- Siraj, I (2017) Teaching kids 21st century skills early will help prepare them for their future. The Conversation. Available online at: <https://theconversation.com/teaching-kids-21st-century-skills-early-willhelp-prepare-them-for-their-future-87179>

# CHAPTER 9

## INTEGRATING ICT INTO THE LANGUAGE CLASSROOM

# CHAPTER 9

## INTEGRATING ICT INTO THE LANGUAGE CLASSROOM



*This image belongs to an in-service training held in Isparta by Isparta MEM, June, 2017.*

### Introduction

Information and Communication Technologies refer to the use of online or digital technology tools for sharing and creating information and multimedia products to improve, communication and cooperation. In this chapter, you will explore what Information and Communication Technology (ICT) refers to, why ICT integration into the language classrooms should be increased and how ICT integration can improve the four language skills. We will also look at potential challenges and suggestions. This chapter includes 8 scenarios with 14 reflection questions and 8 cases with 16 reflection questions. It should take approximately 6 hours to read and complete the tasks in this chapter.

### TIME TO REFLECT

- Question 1:** *How do you use ICT tools in activities for your professional development, classroom tasks etc?*
- Question 2:** *Would you like to bring a new teaching / learning dimension in your teaching contexts by communicating and cooperating with other teachers in your school and other schools?*

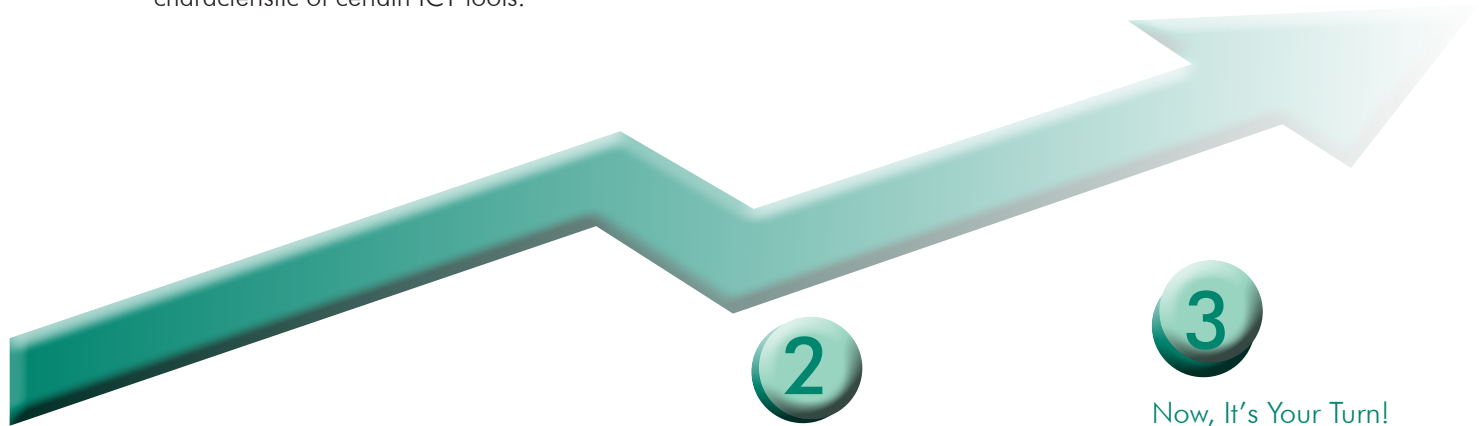
**Keywords:** ICT Integration, Digital Transformation, Digital Natives & Immigrants, English Language Teaching / Learning



## LEARNING OUTCOMES

By the end of this chapter, teachers will be able to:

- plan a learning process in which learners can socially interact with each other online
- determine the possible risks of e-safety when assigning tasks to the learners
- draft learning & teaching contexts in which learners can blend receptive language skills with productive language skills via ICT integration
- select specific ICT tool to address the development of any language skills: reading, listening, speaking and writing
- consider learning & teaching contexts in which authentic tasks will be involved and learners can track their own learning progress or procedure by means of instant feedback characteristic of certain ICT tools.



### CONTENTS

1

Integrating ICT into the Language Classroom

- a. What does ICT refer to?
- b. Why do we need ICT integration into the language classroom?

2

How can ICT Integration be Devised and Practiced?

- a. ICT integration for reading
- b. ICT integration for writing
- c. ICT integration for listening
- d. ICT integration for speaking

3

Now, It's Your Turn!

USEFUL  
RESOURCES  
GLOSSARY

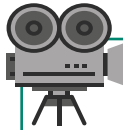
## 1. INTEGRATING ICT INTO LANGUAGE CLASSROOMS

By the end of section one, teachers will be able to:

- define Information and Communication Technologies
- be aware of why ICT integration is important for English language teaching
- recognise the possible pros and cons of ICT integration to the language classrooms
- develop teaching contexts in which authentic tasks will be utilised by means of ICT tools.

### a. What does ICT refer to?

ICT, an acronym for Information and Communication Technologies, refers to all technological devices, web-based and network oriented systems and applications used for interaction, communication and cooperation by means of digital advances in technology. As for ICT integration into the educational setting; ICT is intended to focus on the use of online or digital tools to create and share information and multimedia products. The use of ICT also promotes communication and collaboration for both teachers and learners and a large amount of curricula enhancing pedagogies can empower the learners. The following Scenario 1 depicts a simple case of ICT integration into the classes.



#### Scenario 1

Nilay is an English language teacher and she has been teaching English to teens for five years. Now, she is going to teach at a public secondary school, in a small town in Konya, where the number of students in the classes range from 25-30. The school is equipped with interactive whiteboards and a computer lab. This isn't surprising for Nilay because she already knew about the modern facilities at the school.

On the first day of class, she starts by introducing herself. She wants to learn about the profile of her students such as their leisure time activities and study habits. Nilay starts to consider her teaching methodology for this class by getting detailed information about her students. She always tries to adapt her class according to the interests of her students.

Nilay arranges the introduction in a dialogue format. She is surprised when she learns that almost all the students stay online for several hours a day and most of them have access to the internet via mobile devices, smartphones or tablets.

**Question 1:** How would you arrange the introduction stage of the lesson on the first day at your new school?

**Question 2:** Do you use any supportive material to keep information or just chat?

## USEFUL RESOURCES

### It's Your Turn



### Insights

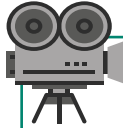
It is essential that English language teachers consider “Digital Natives” and “Digital Immigrants” concepts devised by Prensky (2001) before planning their lessons or drawing their road maps in general. In scenario 1, the teacher Nilay could use digital tools to introduce herself to the students and vice versa. Some interactive ICT tools could enable both teachers and students to keep information for following activities. Students' use of favourite tools could create a lively introduction session, and maybe a very memorable first day of class.



# CHAPTER 9

Digital natives, students of the 21<sup>st</sup> century, are likely to take advantage of technology, particularly Information and Communication technologies (ICT) for their daily routines by means of mobile apps or social network tools. It does not matter whether CALL / ICT tools are included in the classes or not, students will continue to use those tools for their leisure activities (Prensky, 2001). As a result, it is essential that students' interests in ICT be exploited for effective English teaching and learning. Otherwise, students may venture into the endless hole of digital tools, since they have "natural" tendencies towards popular digital or online trends often without paying attention to online ethics or e-safety.

Since the arrival of educational technologies in the language classrooms is at an unprecedented pace, decision-makers in education have started to treat these advances from different points of view without reaching an agreement on how to employ technology in school settings as depicted in the following scenarios 2 and 3. Both Scenario 2 and 3 will be discussed within different approaches of integrating technology in the classes. After you have completed answering the questions into the scenarios, you will find insights about these two scenarios on page 166.



## Scenario 2

Nihat is an English language teacher working in a public secondary school in Denizli Province. He has been teaching English to teens for over ten years and he is attending a different school this year. He could not use interactive whiteboards (IWB) and computer labs in his previous school due to lack of technological infrastructure. So now, he does not know how to use ICT tools such as IWBs and ICT tools in the language classroom. He started to think about how to use ICT tools to show video clips, movies, images and texts.

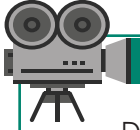
In the first week of school, he observed his peers to understand different ways of integrating technology in the classroom. After some lesson observations and chatting with teachers, he learned that some colleagues used IWBs and ICT tools for fun and an alternative way to show students video clips and images. Whereas other teachers don't even plug the IWBs into the power unit! After the observations and talks, Nihat was even more confused about the use of technology in the language classroom.

**Question 1:** *How would you arrange the introduction stage of the lesson on the first day at your new school?*

**Question 2:** *How do you use supportive materials to keep information or just for chat?*



It's Your Turn



## Scenario 3

Dilem, an English language teacher, has been teaching English to kids and teens for about ten years and this year she has changed her school and started to teach English in a public secondary school. Her new school is a crowded one in the downtown where the number of students in the classes ranges from 25 to 40. There are IWBs in most secondary schools in Turkey. However, in the first week of the academic year, she was very puzzled with her observations of technology used by teachers. It was the first time she had heard the phrase “Web 2.0 Tools”. She learnt that students and teachers communicate online. For example, teachers send their assignments to the students online and students submit their tasks using the e-learning platform. Dilem is very curious about the use of technology in this school so she decides to make a note of the names of the online tools and asks the teachers more questions about Web 2.0 tools.

**Question 1:** *How would you collect the names of online tools?*

**Question 2:** *Would you only ask for teachers’ ideas or experiences before starting technology integration in the classes?*

## It's Your Turn

## Insights into Scenarios 2 & 3

To draw a comparison between two scenarios, we will refer to some theoretical background for ICT integration. In the literature, one can visit two primary approaches serving the ICT integration in schools, “directed” and “constructivist” approaches (Roblyer & Edwards, 2000). “Directed” approach refers to behaviouristic suggestions regarding information processing etc. Whereas the “Constructivist” approach is used to indicate cognitive learning theory. We can see the signs of both approaches in Scenarios 2 and 3 given above.

Scenario 2 aligns to the Directed Approach while Scenario 3 is more related to the Constructivist Approach. Directed Approach empowers information processing while Constructivist approach suggests interactive, communicative and collaborative methodologies. As a reflection on both scenarios, it is important to note that technology integration will be most effective, if the physical infrastructure of the schools is adequate and the pedagogical concerns - student needs and learning styles are met. Consulting colleagues who are already integrating ICT tools is also useful to develop an action plan.

### Low - level versus High-level technology integration

Low-level integration refers to students carrying out tasks or activities on the internet like searching, listening, reading and watching while high-level integration calls for accomplishing cooperative tasks using multimedia tools, proceeding project activities within the realm

of 4 Cs of 21st Century Skills: **critical thinking, creativity, communication and cooperation** (Kivunja, 2015).

Both Scenarios 2 and 3 can be revisited to mention the strength of ICT integration exemplified as “low level” and “high level” by Cuban, Kirkpatrick & Peck (2001:14), Hew & Brush (2007:26). Although they do not exactly meet the criteria of “low-level” or “high-level”, Scenario 2 mostly correlates with “low-level” while Scenario 3 is in line with “high-level” to some extent. This comparison is mostly related to how teachers use computers and ICT tools, how often they use and for what purposes they try to include ICT in their classes.

### ICT Integration as a dough not a shaper

Having taken a glance into the literature, ICT integration can be metaphorised as a “dough” shaped by the plans, and objectives of the teacher employing technology rather than as a “shaper,” that is ICT does not shape but it is moulded by teachers’ approach. In other words, ICT integration is depicted or influenced by how teachers exploit technology to carry out tasks in a more interactive, productive format (Hennessy, Ruthven, & Brindley, 2005). There is the implication of an organic and dynamic relation between technology integration and process of teaching or learning in which ICT integration is moulded by teachers’ methodology.

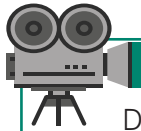
Accordingly, technology use or ICT integration in the language classes is mostly handled as instructional tools exploited for teaching and learning skills, enabling communication,

# CHAPTER 9

producing teaching and learning materials and practical means of students' self-expression (Bruce & Levin, 2001; Gilakjani, 2017). Gilakjani (2017) also acknowledges that education policy makers, teachers, and other stakeholders had better take the role of technology into consideration since ICT integration is blossoming into a new field rather than as a mere integration to language classrooms.

## b. Why do we need ICT integration into the language classroom?

This section will focus on the underlying motives behind the necessity for ICT integration into the language classrooms highlighting the advantages and possible drawbacks illustrated through the use of scenarios below. Now, please read the scenario and try to sort out the organic relation between English language learning and keeping up the trends in ICT world.



### Scenario 4

Derya and Deniz are teachers in a public secondary school in Ankara. Derya teaches English to teens and Deniz teaches social sciences. Today, they are talking about their new PCs given to them by the Ministry of Education.



## Insights

As seen in Scenario 4, being proficient in English may put language teachers one step ahead of subject teachers who are not proficient in English. Solanki & Shyamleel (2012) have suggested that developments in the technology or ICT field go hand-in-hand with progress in the English language – there is an overt indication of a special and organic relationship between the ICT world and ELT. In this sense, technological developments shape our ways of communicating, which gives rise to far-reaching effects on language. Currently, English is also handled as a global means of technology. In other words, English proficiency of people helps them to understand and start to use technological tools more easily and it is essential that one keep up with the advancements in ICT via a competent level of English.



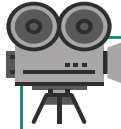
To take a short look into the literature, the relationship between ICT integration and language teaching / learning has been tackled in several studies regarding the advantages and disadvantages pointing out the reasons to include technology and how / what to. The most common findings in previous studies have revealed that ICT integration increased student motivation in language learning, influenced learners' attitudes positively, boosted self-confidence, helped learners develop autonomy and supported academic ability. Table 2 below shows these common findings discussed by the researchers.

*Table 2: Common findings of ICT integration into the language classes*

Dunkel (1990); Riasati, Allahyar, & Tan, (2012)	Increased motivation
Allahyar, & Tan, (2012)	Academic achievement
Lee, (2001).	Self-confidence
Lee, (2000); Step-Greany, (2002); Zengin, (2007)	Learner autonomy
Liu et al, (2003); Alshammari, (2013); Boyce, (2016)	Low anxiety

# CHAPTER 9

As listed in the table above, ICT integration can lead to high-levels of motivation, academic achievement, self-confidence, boosts learner autonomy and lowers anxiety. The following scenarios exemplify such demands regarding the benefits of ICT integration.



## Scenario 5

Ceren and Cengiz are two English language teachers working in different schools in Uşak Province. They graduated from the same university ten years ago. Both teach English in secondary schools. In the first year, they worked together on a pen-pal project. Although some of their students exchanged letters or cultural gifts regularly, both teachers complained about the lack of interest from students. They couldn't engage all of the students in the activity and they had difficulty in tracking students' activities in this project.



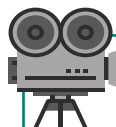
**Question 1:** Do you try to include all students in similar activities?

**Question 2:** What would you do to encourage all students to engage in these activities?

## It's Your Turn

## Insights

Scenario 5 appears to shed light on the point that contemporary students cannot be taught with the methodologies and materials produced for the previous generation. In other words, interests, tendencies, demands and styles of 21<sup>st</sup> Century students are not likely to be met with 20<sup>th</sup> century materials. ICT integration appeals to multiple learning styles and this will provide the students with the capabilities to regulate their own learning process. ICT tools also address the visual, auditory, and even kinaesthetic learners (Solanki & Shyamleel, 2012). Here, learner autonomy ultimately flourishes, and this will also bring motivation, self-confidence and activation of academic ability (Lam & Lawrence, 2002).



### Scenario 6

Arzu is an English language teacher working in a high school in Kayseri. She has been teaching English to adolescents for over ten years. It is the first time that she will teach a group of 20 high school students who will continue their high school education in the foreign language department. These students are supposed to take an English test in the university entrance exam to gain admission to university and this English test is composed of multiple choice items focusing on reading and comprehension skills.

Besides the preparation for the central English test, this group wants to develop their comprehension skills via multiple choice tests, writing and speaking skills. Arzu is hopeful about her students' ambitions, but the lack of some facilities is hindering her efforts. She is just thinking about how to lower students' anxiety levels, assign students authentic tasks, provide learners with a variety of inputs, the regulation of self-assessment and development of learner autonomy.

**Question 1:** *How would you provide the students with tasks to lower the levels of anxiety?*

**Question 2:** *How would you encourage students to track their own learning process to boost learner autonomy?*

# CHAPTER 9



It's Your Turn

## Insights

To reflect on Scenario 6, the common advantages of ICT Integration to language classes should be mentioned here (Qin and Shuo, 2011; Haucine, 2011).

- Availability is one of the major benefits of technology use in language classes, since both teachers and students can have access to a large repertoire of visuals, videos, clips, images, texts, multimedia materials.
- ICT integration can also boost learner autonomy and motivation since technology inputs appeal to digital natives more than traditional methods and materials.
- By including project/process-oriented tasks, ICT integration enables language learners to perform in interactive mode and flexible ways with innovative methods.
- ICT integration presents authentic tasks and contexts to the learners where language learners can develop the four language skills: reading, writing, speaking and listening.
- Regarding learner autonomy and low level of anxiety, students can feel in charge of their learning process.



# CHAPTER 9

In addition to the benefits given above, a review of the literature has also indicated four other benefits as follows (Padurean and Margan, 2009).

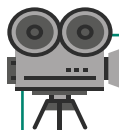
<b>Capacity</b>	The ICT tools present a limitless variety of materials, inputs.
<b>Feedback</b>	ICT integration presents the option to give instant and interactive feedback.
<b>Novelty &amp; Creativity</b>	ICT brings innovation and serves for students' creativity.
<b>Adaptability</b>	Most of the activities and tasks can be adaptable by means of ICT.

Finally, Docstader (1999) summarises the following advantages as reasons for why ICT integration is needed:

- Technology enables both teachers and students to complete high level tasks requiring analysis and synthesis skills with in-depth engagement in utilising language skills.
- Digital natives urge for integration.
- Increase in learning motivation triggers academic achievement.
- Authentic tasks can bring arousal of critical thinking, creativity and natural setting for learning.
- Easy access to a variety of learning inputs via social network tools.
- Digital literacy and language proficiency go hand-in-hand.

## Possible Drawbacks

ICT integration into the language classroom can potentially bring all the benefits mentioned in the previous section. However, doesn't ICT integration pose any drawbacks for the classes, students and parents etc.? Scenario 7 yields a usual sample case of limitations of ICT integration.



### Scenario 7

Elif is an English language teacher working in a public secondary school in Sivas. She has been teaching English for ten years. She planned an eTwinning project for her colleagues in other schools in different cities of Turkey. She is the co-founder of the project with a European teacher. Their project calls for ICT integration to accomplish collaborative and interactive tasks. She is a co-founder for Turkish partners and for this reason, she is always trying to coordinate the organisation and communication with Turkish partners, but there is always a problem, they cannot attain all objectives due to time constraints. Some parents also get worried when their children start to spend more time using ICT tools.

**Question 1:** *How would you find solutions for the problems in the project?*

**Question 2:** *Do you have any idea about why parents get worried about their children?*

### It's Your Turn

# E-SAFETY & ONLINE ETHICS

## Insights

Elif's problem reminds us of the common drawbacks of technology integration. Technology integration is more likely to work better when school settings have the necessary technological infrastructure, various resources like IWBs, PCs, mobile devices for students, at least for students to share where necessary. Teachers' desire to complete the curriculum in the predetermined schedule and lack of student and teacher training in the use of technology tools may also hinder the ICT integration process.

Parental concerns about the 'digital life' of their children could be mitigated by teaching parents or guardians about the pros and cons of technology. Online ethics and e-safety practices should be introduced and revisited often, because learners may access inappropriate content, violate personal privacy or they may be misled by fake profiles.



It is likely that teachers can lose the control mechanism while their students are obsessed or left alone with technology tools (Pourhosein Gilakjani & Sabouri, 2014). In this respect, informing the parents about the tasks of the project and why we use ICT tools and then getting parental consent forms could be a gateway solution.

## Is Technology an Alternative to Teachers?

ICT integration should not be seen as a new methodology or a great invention; it's a milestone in education. However, it works better once all tasks that call for technology tools serve just as means to an end or supplementary tools. In other words, ICT integration should not impose pedagogical concerns or objectives of the class. However, all these pedagogical concerns and objectives of the class will inevitably influence the use of technology. ICT integration should not be seen as an alternative for teachers, but an assistant. Technology should not direct or control teachers and students but both teachers and students keep their control on technology integration.

'Technology won't replace teachers, but teachers who don't use technology will soon be replaced.'

Dr. Ray Clifford (1983)



In order that technology doesn't control teachers or students in the classes, teachers should undertake the "agent" roles controlling the selection of ICT tools and how and to what extent these tools can be used while integrating technology. Students had better use ICT tools under the guidance of teachers and for this reason both teacher and student roles should not be underestimated. Otherwise, ICT integration is likely to stand as an "attractive" dimension in the classes and have slight effects on the learning / teaching (Wenglinsky, 2001).

## 2. HOW CAN ICT INTEGRATION BE DEVISED AND PRACTICED?

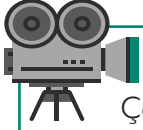
**By the end of section two, teachers will be able to:**

- understand that ICT integration for language skills should be treated as a medium rather than an ultimate goal in language classrooms
- investigate the process of teaching to involve authentic tasks into the language classrooms
- investigate the methodologies to let the learners exposed to authentic inputs while addressing the development of language skills
- discover the ways of boosting the 21st century skills by means of ICT integration
- select ICT tools to improve the language skills
- choose ICT tools focusing on certain language skill(s).

In this section, ICT Integration based on the four language skills will be discussed. After looking at the roles of technology and teachers and learners for technology integration, the discussion will focus on developing a common framework on how to devise ICT integration in light of some actual case studies. Case studies will be followed by related challenges and tips & tricks to draw further implications regarding opportunities and limitations. It is essential that one considers that all language skills are in effect interrelated to each other, although special case studies are mentioned separately alongside them.

The primary point is that ICT integration should go beyond being seen as a mere medium of instruction; if used effectively it can address the needs, interests, learning styles and abilities of digital natives. Now, let's read the scenario about Çağrı, reflect on the questions and discuss your opinions in the It's Your Turn box below:

# CHAPTER 9



## Scenario 8

Çağrı is an experienced English language teacher employed in Artvin province. Her school is a public secondary school. The number of students in her school ranges from 15 to 20. The school has IWBs, computer labs and almost all students have mobile devices in their homes. Çağrı has been teaching English in this school for five years and she is one of the teachers that frequently uses technology. She is always making students watch original videos in English or listen to audios. She sends assignments to the students via Edmodo, Quizizz.

She is trying to give her students lots of exposure to English. However, she is not content about the outcomes of her efforts and students' work. Now, she is thinking about these problems.

**Question 1:** How does Çağrı use technology in her language class?

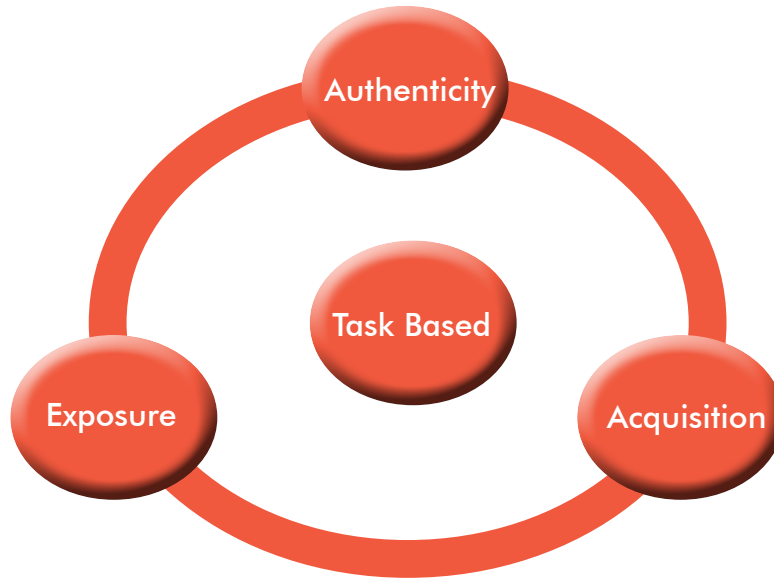
**Question 2:** What do you think the problem is in Çağrı's English classes?

## It's Your Turn

## Insights

To reflect on Scenario 8, Çağrı integrates ICT tools at mostly the “low level” since her students are subject to authentic inputs, real life uses of English, as passive, rather than active learners. Students cannot activate all language skills in such activities. Çağrı should include tasks in her classes requiring student engagement and production. The use of audio-visual tools should be justified in terms of students’ learning styles and interests. Longer exposure to authentic inputs, samples of real life

uses of English, does not warrant development of language skills and ultimately language acquisition without authentic tasks. Furthermore, both ICT integration and language skills should be treated as medium skills to accomplish authentic tasks to reach acquisition. In other words, development of language skills and ICT integration are essential in the sense that they are treated as means to accomplish authentic tasks.



## Review of General Questions

ICT Integration serves better when English language teachers plan to boost the communication, critical thinking, and creativity and collaboration skills by means of ICT integration in which four language skills: listening, writing, speaking and reading are embedded. Teachers should not merely focus on making students develop language skills, but mostly utilise these

language skills. In line with such a reflection, Jonassen, Marra & Crismond (2008) uncovered the following solutions for ICT integration of the language skills. These suggestions have also been devised by other researchers in the literature (DePasquale, McNamara, & Murphy, 2003; Kurt, 2010; Costley, 2014).

# CHAPTER 9

- ICT integration should be treated as facilitators of thinking
- ICT integration should be handled as a support for knowledge construction through which learners can utilize their language skills
- ICT integration should present the students with easy access to various inputs and authentic tasks
- ICT integration should be arranged in such a meaningful context that learners need to utilize language skills, for example creating proposals for real-life problems
- ICT integration should pose the students in authentic learning contexts where students can utilize language skills to produce and present authentic products in interactive and collaborative ways.



## POINTS TO REMEMBER

### Learner Roles

- Active learners rather than passive learners (Smith & Kolosick, 1996; Ozerol, 2009)
- Knowledge constructors or operators rather than passive receivers of knowledge (Weasenfort & Meloni, 2002; Ozerol, 2009).
- Autonomous learners for authentic tasks (Jones, 2001; Shetzer & Warshauer, 2000; Madrid, 2005; Volman, 2005; Ozerol, 2009; Wilson & Thayalan, 2007).
- Regulator and facilitators of their own learning (Zamani Farahani, Bahamiriyani, & Sadeghi, 2015).

In the following part, ICT integration of the four language skills will be discussed for each skill relating to cases with their challenges and tips & tricks. All the cases are based on real experiences of English language teachers, working in secondary schools; pseudonyms have been used in this chapter for ethical concerns.

## a. ICT integration for reading



Fatih was an English language teacher in Isparta teaching English to teens at a public secondary school. As planned in his international project, he assigned his students a research task and students were asked to do some research about Marie Curie's life. Students were expected to create biographies in comics format using a Web 2.0 tool, called StoryboardThat. Students were asked to create an e-book of comics about Marie Curie's life. The students shared the groundbreaking periods of Marie Curie's life and they started to explore Marie Curie's life in pairs. After the pairs started their work, Fatih learnt that students cannot limit their search and were faced with multiple texts about Marie Curie's life. Students enjoyed the task but there is a problem in the process.



*This image belongs to e-SAFE project, co-founded by the author, academic year, 2018-2019.*

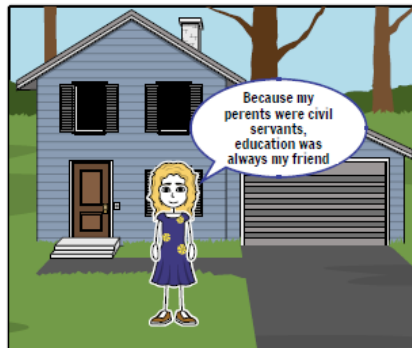
# CHAPTER 9



## TIME TO REFLECT

**Question 1:** *What is the problem with this task above?*

**Question 2:** *How would you ensure that students read the texts after they obtained their research findings?*



### It's Your Turn



## CASE 2

Faruk, an English language teacher, assigned students a reading task about international festivals. There were 20 students in his class, and he presented 20 texts about 20 international festivals. After reading, students were asked to prepare digital presentations with videos, images and audios using Web 2.0 tools like Powtoon, Emaze etc. After that, Faruk completed digital presentations of students via Edmodo platform. Students opened their presentations on IWBs one week later and they delivered their presentations about festivals. While the student presenter was giving the presentation, the other students were not listening to the presenter, and Faruk just started to think about why all the students did not focus on the presentations.



*This image belongs to ECO, an international eTwinning project, academic year 2017-2018.*

### TIME TO REFLECT



**Question 1:** *What do you think about the strengths and weaknesses of Faruk's task about festivals?*

**Question 2:** *How would you attract the students' attention on the final task?*

### It's Your Turn

# CHAPTER 9

## Challenges

- As seen in Case 1, students may be confused when they are left alone searching on the internet or they are not given recommended websites etc. Case 1 is also a good example of a reading task without any social interaction and collaboration.
- ICT integrated presentations can require follow-up activities and Web 2.0 tools as seen in Case 2, what students present may activate the imagination and creativity, but students may also just focus on the web tools, if they are not informed about why they are expected to use these tools.



## TIPS & TRICKS

- **Reading** should be exploited within ICT integration to the language classes as a medium for social interaction to practice authentic tasks (Costley, 2014; Lin & Yang, 2011).
- **Reading** should not be isolated from other language skills and reading a text, or a passage should be followed or preceded by any task requiring the use of other three skills.
- **Reading** material should be appealing to the interests of digital natives.
- ICT integration should go beyond letting the students just read, it should also provide the mechanism through which students can respond and even reflect on what they read.
- As seen in Case 2, even animation-video tools such as Powtoon may not attract the students' attention and for this reason one should never forget that technology contributes if the task and targets attract the interest of students, otherwise it is just a colorful material.
- **Reading** texts should be limited to specific content without distracting the attention of students on the net.
- Online self-assessment checklists can be given to the students to determine the effects of ICT integration.

# INTEGRATING ICT INTO THE LANGUAGE CLASSROOM

## b. ICT integration for writing



### CASE 3

Hande was an English language teacher working in Sinop province. She was teaching English to teens for almost 15 years in public schools. Her school was located in the suburban part of Sinop and there were 15-20 students in the classes. She always followed the educational technology trends and thus she was always trying to integrate Web 2.0 in classroom teaching.

She took part in a national eTwinning project, English Olympics, in which students were expected to communicate and cooperate with other students from different parts of Turkey using ICT tools. The final task of the project was to prepare a travel guide for Turkey. Hande chose four cities to introduce to her students. As there were 16 students in her 8/A class, she formed four groups for each city.

Before starting the task, Hande prepared tutorials for her students on how to use Google Tools like Google Slides and Drive folders. She defined the roles of every student in each team, as the 'researcher', 'writer', 'designer', and 'coordinator.' The task took one month. Hande created a Google Drive folder for each group and she gave instant feedback to the students by using the comment feature of the digital tool. After the students collected all the related information, visuals etc. about their cities, they were asked to organise their findings on Google Slides. They added their texts with visuals and each student commented about the texts and visuals of their peers. Finally, all slides were collated into a digital magazine via Calameo tool and the final product was a digital travel guide.

## TIME TO REFLECT

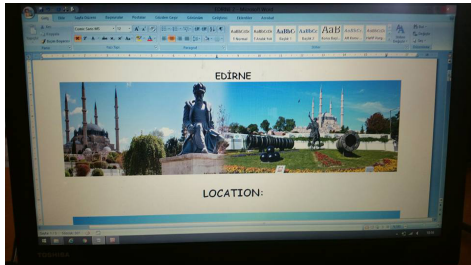


**Question 1:** How would you use ICT tools to make students use their writing skills?

**Question 2:** Do you see any pros and cons in the accomplishment of the tasks?

### It's Your Turn

# CHAPTER 9



*These images belong to the English Olympics, a national eTwinning project, co-founded by the author, academic year, 2017-2018.*

## Insights

The case above demonstrates an interactive and collaborative use of ICT tools in which students were asked to communicate with their peers and give feedback to their group members. Furthermore, Hande extended the scope of the task by making students present their final common products orally, exploited tools such as Quizizz or Kahoot to utilise evaluation and assessment, and tracked individual performance of the students during the group work.



## CASE 4

Cenk is an experienced English language Teacher employed in a public secondary school in Edirne province. He planned an international eTwinning project called e-SAFE to attract the students' attention to online ethics and e-safety concerns. His classes include 25 students who all have mobile devices at home and the school is also full of technological tools.

One of the project activities entitled "Classical Characters in Modern Times" includes students choosing their classical characters from novels, movies and legends. Cenk suggested four themes to groups of students like "Sharing Photos online," "Personal Privacy," "Friends on Social Media" and "Online Shopping." Students in groups were asked to create common plays, in an interactive way, with the intention of writing a theatrical play. One student started the play with his or her character and the other student continued to write the play with his / her own character and so on.... The sixth students completed the writing. Students used the Padlet tool to cooperate and interact with each other. Students enjoyed Rapunzel a lot and one of the chosen characters in the story, used Instagram in their scenes. Cenk was very pleased with the power of the students' imagination and creativity. After finalising the writing of the plays, students prepared dramatisations of the plays by other groups. When closing the activity, Cenk started to think about developing the activity further.

# INTEGRATING ICT INTO THE LANGUAGE CLASSROOM

## TIME TO REFLECT



**Question 1:** To what extent, is this activity interactive and collaborative?

**Question 2:** What do you think about the possible effects of this activity on writing in the English language?



*These images belong to e-SAFE, an international eTwinning project, co-founded by the author in the academic year 2018-2019.*

## It's Your Turn

# CHAPTER 9

## Challenges

- Students may not agree on a standard template of travel guide if they are not given a template.
- Just focusing on writing throughout the whole task may be risky in the sense that students get bored and they can wonder what they are expected to do next.
- ICT integration may not appear to meet the demands or objectives of the class if students don't produce a final product.
- Students can access images without copyright permission.



## TIPS & TRICKS

- Clear definition of student roles puts the students in charge of their parts in the writing process.
- Presenting tutorials about how to use Web 2.0 tools can lower students' anxiety.
- Instant feedback can stimulate students eagerness to write.
- Use of interactive tools like Padlet and Google Doc can strengthen communication and collaboration.
- Authentic tasks such as the ones in Cases 1-2 activate and engage students when ICT tools are included.
- Digital portfolios can be created to track the progress of students.
- Writing via Web 2.0 tools is more effective when it is preceded or followed by another skills.
- ICT integration need not be limited to the class time, students can also continue the tasks after school.
- Online self-assessment checklists can be given to the students to determine the effects of ICT integration.

# INTEGRATING ICT INTO THE LANGUAGE CLASSROOM

## c. ICT integration for listening



### CASE 5

Erhan is an English language teacher working in a public secondary school in Isparta province. His school is a very crowded school and the number of the students in the classes varies from 30-40. This school has IWBs and computer labs. Erhan wanted to integrate ICT tools for a listening task. He asked the students to prepare biographical presentations and videos about the life of astronauts in augmented reality format using HP Reveal tool and comics. Students suggested videos about astronauts. Erhan searched for videos on YouTube and students watched these videos in the class. While watching, students were asked to take important notes about astronauts. Then, they started to prepare their augmented reality videos in their homes and shared their augmented reality products on their WhatsApp group. Students prepared and shared their videos and comics. They enjoyed using HP Reveal and making cartoons, but they did not take any feedback about their products. Erhan noticed this limitation and started to think about how he would relate the listening task to the following classes with a smooth transition.

## TIME TO REFLECT

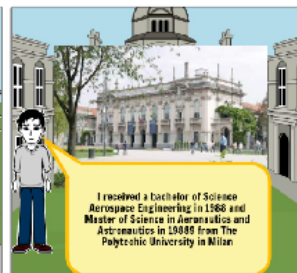


**Question 1:** *How would you continue the listening task? Would you continue with preparation of augmented reality videos?*

**Question 2:** *How would you organise a listening task using ICT tools and videos about astronauts?*

## It's Your Turn

# CHAPTER 9



*These images belong to S.P.A.C.E, an international eTwinning project, co-founded by the author in the academic year 2019-2020.*

# INTEGRATING ICT INTO THE LANGUAGE CLASSROOM

## Insights

Technology integration for listening skills may not work well if students are not asked to reflect or respond to what they listen to as it is seen in Case 5. Listening tasks should be regulated involving authenticity so that students can be fully engaged in the task from the beginning. The following case is an example of the authenticity of tasks but uncovering different concerns for integrating technology into listening.



## CASE 6

Taycan is an English language teacher working in Malatya province. He has been teaching English to teens for three years. Before that, he always taught English to high school students and he mostly exploited educational technology tools in his classes. His favourite Web 2.0 tool is Actionbound and he wanted to introduce Actionbound to his students. He prepared a task, called Actionbound Tournament, full of listening activities. Students attended the tournament in groups and only one mobile device could be used in each group throughout the whole task. Actionbound is a tool in which students listen to audios and watch videos and give feedback to these inputs by texts, speech, images and videos. Erhan hid a secret QR code in the school garden and students were asked to complete the listening tasks in the Actionbound tool to find this hidden QR code. The first group finding the QR Code were the winners. QR Code included digital achievement certificates.

## TIME TO REFLECT



**Question 1:** *Do you think that embedding listening materials and asking students to give their responses on their mobile devices is good for listening?*

**Question 2:** *Do you see any weaknesses in the task with the Actionbound tool?*

## It's Your Turn

# CHAPTER 9



*These images belong to e-SAFE, an international eTwinning project, co-founded by the author in the academic year 2018-2019.*

## Challenges

- If students are not given any feedback, they will just complete the activity even if they work on Augmented Reality tools with low level enthusiasm as it shown in Case 1.
- ICT integration for listening works well if students are assigned an authentic task, as in the Case 2.
- Tasks to be accomplished via the Actionbound tool should be clearly defined regarding the whole group communication and collaboration; otherwise one student may complete the task all by himself / herself to find the hidden code.



## TIPS & TRICKS

- The use of visual and motion aids in the listening materials enable the learners to draw concrete interference (Wagner, 2006; Field, 2008).
- ICT integration should also reinforce listening with a speaking or writing task.
- Authentic missions enrich listening with ICT integration to make sense.
- Online self-assessment checklists can be given to the students to determine the effects of ICT integration.

# INTEGRATING ICT INTO THE LANGUAGE CLASSROOM

## d. ICT integration for speaking



### CASE 7

Tunç is an English language teacher working in a public secondary school in Istanbul. He has been teaching English to teens for five years and he is always trying to integrate ICT tools into his language classes. He would like to attend an international eTwinning project with his students, called SPACE. In this project, all partner students were asked to introduce their schools via videos made and voiced by themselves. They used presentations and video-animation tools like Quik and Powtoon. Three to four students in each group introduced their schools. Tunç told students to watch videos and be ready for the poll to choose the best video to represent their school. Tunç arranged a Doodle Poll with the students after watching all the videos in the class. Tunç realised that students communicated and collaborated well with the others while preparing the videos. Furthermore, even introverted students took part in the activity and all the group members added their parts to the introduction videos with their own voices. Almost none of the students showed unwillingness to participate in the activity. Tunç was also surprised with the positive feedback from students and started to think about how he could enrich this task.

## TIME TO REFLECT



**Question 1:** *How can you deal with any weaknesses in this activity?*

**Question 2:** *Do you think such an activity encourages students to speak in English?*

## It's Your Turn

# CHAPTER 9

## Insights

To reflect upon the case, it seems understandable that students have shown high-levels of motivation when they are expected to describe their own schools. Students are less likely to show the similar eagerness to describe an unfamiliar place.



## CASE 8

Sebla is an English language teacher in Bursa province. She teaches English to secondary school students in a public school. As a compulsory common task for their international projects, she wanted her students to write the lyrics of a rap song using an online forum page. Sebla's students created 20 verses of their rap songs and sent these verses to their Polish partners via Google Doc. They could also see the rap verses of other partners. In the second phase of their project, teams were asked to perform a rap song with copyright-free music. Each student in Sebla's team sang 1 verse of rap lyrics one-by-one. Students mostly enjoyed the type of music and meaning of the verses. At the end of the project, all partners voted for "The Best Performance" and "The Best Rap Verses" and this boosted their motivation.

## TIME TO REFLECT



- Question 1:** *Do you think that rap songs or performance can encourage students to use their speaking skills in a natural and an authentic way as mentioned above?*
- Question 2:** *What do you think about the possible effects of voting for the 'Best Category' in speaking-oriented tasks?*

## It's Your Turn

# INTEGRATING ICT INTO THE LANGUAGE CLASSROOM



*These images belong to Digiventurer Teens, an international eTwinning project, co-founded by the author in the academic year 2017-2018.*

## Challenges

- Speaking in a monologue format can be useful to a limited extent.
- Students' speaking products are evaluated as "The Best" in highly competitive classes.
- ICT integration for speaking cannot go beyond fake dialogues unless students are charged with authentic tasks requiring social interactions to practice real life skills
- ICT integration should not merely focus on speaking but integrate with reading, writing and listening.

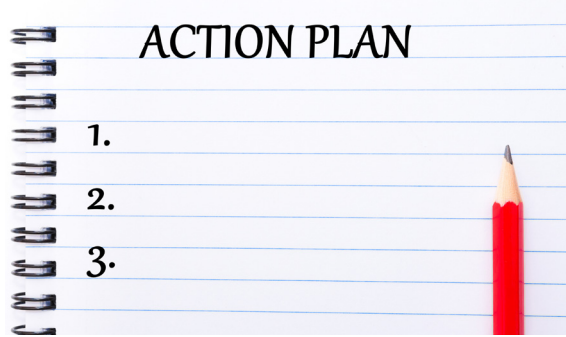


## TIPS & TRICKS

- Students roles in speaking activities supported by technology integration should be clearly determined.
- Presenting tutorials about how to use Web 2.0 tools lowers student anxiety.
- Instant feedback stimulates student eagerness for speaking.
- Use of interactive tools like Skype meetings can strengthen the communication and collaboration.
- Authentic tasks like the one in Case 2 activate enthusiasm of students if ICT tools are included.
- Digital portfolios can be created to track the progress of student speaking.
- Speaking via Web 2.0 tools serves better when it is preceded or followed by another skill utilisation.
- ICT integration should not be limited to the class time, but students can also continue tasks after school.
- Online self-assessment checklists can be given to the students to determine the success of ICT integration.

## 3. NOW, IT'S YOUR TURN

Try out ICT integration in your language classroom



- ◇ Did you already have some beliefs and attitudes towards ICT integration into the language classrooms?
- ◇ If yes? Do you still have the same beliefs and attitudes?
- ◇ If not? Have you started to think about ICT integration?
- ◇ Have you ever thought of choosing an ICT tool according to the class objectives rather than their functions?
- ◇ Do you choose ICT tools taking into account the language skills?
- ◇ Will you try to develop class activities or tasks within the pedagogical concerns and class objectives regarding the four language skills by means of ICT tools?

# USEFUL RESOURCES

Below are some websites about the recent developments of ICT integration into the language classrooms. Please note these resources are updated regularly.

Online MOOCs are open to all teachers in Turkey on the following link. Most of the MOOCs are relevant to ICT integration.

<http://etwinningonline.eba.gov.tr/>

This website presents recent updates and good samples of ICT integration in all disciplines.

<http://www.egitimdeteknoloji.com/>

European Schoolnet Academy portal includes MOOCs for all teachers and these online courses promote the teachers to get introduced with ICT tools in project-based teaching contexts.

<https://www.europeanschoolnetacademy.eu/>

A global website releasing the recent updates regarding technology integration

<https://www.educatorstechnology.com/>

A global website releasing the recent updates regarding technology integration

<https://www.freetech4teachers.com/>

A global blog releasing the recent updates regarding technology integration

<http://techtoolsenglish.blogspot.com/>

**Information and Communication Technology (ICT):** all devices, web-based and network oriented systems, applications used for interaction, communication and cooperation by means of digital advances in technology.

**Natives:** People who were born into the digital world and have a natural tendency to use technological tools more easily than the older generation.

**Digital Immigrants:** People starting to use digital and technological tools after a long time who may have problems in keeping themselves updated with rising technological trends.

**Directed Approach:** Behavioristic suggestions regarding information processing etc.

**Constructivist Approach:** Interactive, communicative and collaborative methodologies used for ICT integration.

**Low Level Integration:** Integration type in which students carry out tasks or activities on the internet like searching, listening, reading and watching.

**High Level Integration:** Integration type in which students accomplish cooperative tasks using multimedia tools, proceeding project activities within the realm of 4Cs of 21<sup>st</sup> Century Skills: critical thinking, creativity, communication and cooperation.

## REFERENCES

- Alshammari, A. N. (2013). A quantitative study of the impact of immersive game-based learning on enhancing vocabulary instruction and acquisition for English language learners. Unpublished MA Thesis. Western Illinois University
- Boyce, A.D. (2016). The effect of the video game quizlet on the acquisition of science vocabulary for children with learning disabilities. Unpublished MA Thesis. Accessed June 18, 2020 from ProQuest Dissertations. (UMI No. 10165260)
- Bruce, B., & Levin, J. (2001). Roles for new technologies in language arts: Inquiry, communication, construction, and expression. In J. Jenson, J. Flood, D. Lapp, & J. Squire (Eds.), *The handbook for research on teaching the language arts*. NY: Macmillan.
- Costley, K. C. (2014). The positive effects of technology on teaching and student learning. Arkansas Tech University.
- Cuban, L., Kirkpatrick, H., & Peck, C. (2001). High access and low use of technologies in high school classrooms: Explaining an apparent paradox. *American Educational Research Journal*, 38(4), 813-834. <https://doi.org/10.3102/00028312038004813>
- DePasquale, R., McNamara, E., & Murphy, K. (2003). Meaningful connections: Using technology in primary classrooms. *Young Children on the Web*. Retrieved June 10, 2020 from <http://journal.naeyc.org/btj/200311/techinprimaryclassrooms.pdf>
- Dockstader, J. (1999). Teachers of the 21st century Know the What, Why, and How of Technology Integration. *T.H.E. Journal*, 73-74., January
- Dunkel, P. (1990). Implications of the CAI effectiveness research for limited English proficient learners. *Computers in the Schools*, 7(1/2), 31-52. [http://dx.doi.org/10.1300/J025v07n01\\_02](http://dx.doi.org/10.1300/J025v07n01_02)
- Gilakjani, A. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95–106
- Hennessy, S., Ruthven, K., & Brindley, S. (2005). Teacher perspectives on integrating ICT into subject teaching: Commitment, constraints, caution, and change. *Journal of Curriculum Studies*, 37(2), 155-192. <http://dx.doi.org/10.1080/0022027032000276961>

# CHAPTER 9

- Hew, K. H., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Education Tech Research Dev*, 55, 223-252. <https://doi.org/10.1007/s11423-006-9022-5>
- Jonassen, D., Howland, J., Marra, R. M., & Crismond, D. (2008). *How does technology facilitate learning? Meaningful Learning with Technology (5-10)*. NJ: Pearson Allyn Bacon Prentice Hall.
- Jones, C.A. (2001). *Teach Support: Preparing teachers to use technology*. *Principal Leadership*, vol. 1, no. 9, pp. 35-39. Jones, A. (2004). *A Review of the Research Literature on Barriers to the Uptake of ICT by Teachers*. UK: Becta.
- Kivunja, Charles. (2015). Exploring the Pedagogical Meaning and Implications of the 4Cs " Super Skills " for the 21 st Century through Bruner's 5E Lenses of Knowledge Construction to Improve Pedagogies of the New Learning Paradigm. *Creative Education*. 6. 224-239. 10.4236/ce.2015.62021.
- Kurt, S. (2010). Technology use in elementary education in Turkey: A case study. *New Horizons in Education*, 58(1), 65-76.
- Lam, Y., & Lawrence, G. (2002). Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change? *Computer Assisted Language Learning*, 15(3), 295-315. <https://doi.org/10.1076/call.15.3.295.8185>
- Lee, K., (2000). English teachers' barriers to the use of computer-assisted language learning. *The Internet TESL Journal*, 6(12). Accessed 20 December, 2018, from <http://iteslj.org/Articles/Lee-CALLbarriers.html>
- Liu, M., Moore, Z., Graham, L., & Lee, S. (2003). A Look at the Research on Computer-Based Technology Use in Second Language Learning: Review of Literature from 1990-2000. *Journal of Research on Technology in Education*, 34 (3), 250- 273.
- Madrid, M. N. R. (2005). *Learner autonomy in computer-assisted language learning. A comparative case study of learners' behavior in the English as a foreign language context*. Ph.D. Dissertation, Universitat Jaume I, Castellon.
- Nation, P. (2005). Teaching vocabulary. *Asian EFL Journal*, 7(3)

## REFERENCES

- Ozerol, G. (2009). Perceptions of EFL primary school teachers towards CALL. MA thesis. Institute of Social Sciences, English Language Teaching Department, Cukurova University, Turkey.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 2-3
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2014). Role of Iranian EFL teachers about using Pronunciation Power Software in the instruction of English pronunciation. *English Language Teaching*, 7(1), 139-148.
- Riasati, M. J., Allahyar, N., & Tan, K. E. (2012). Technology in language education: Benefits and barriers. *Journal of Education and Practice*, 3(5), 25-30.
- Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice* (pp. 171-185). New York: Cambridge University Press. <https://doi.org/10.1017/CBO9781139524735.010>
- Smith, K. L., & Kolosick, J. T. (1996). The shift to a learner-centered university: New roles for faculty, students, and technology. Association of small computer users in education (ASCUE) summer conference proceedings, pp.146-157. North Myrtle Beach, ERIC: ED405829.
- Solanki, D., & Shyamlee1, M. P. (2012). Use of technology in English language teaching and learning: An analysis. 2012International Conference on Language, Medias and Culture IPEDR vol. 33(2012)©(2012)IACSIT Press, Singapore. 150-156.
- Stepp-Greany, J. (2002). Student perceptions on language learning in a technological environment: Implications for the new millennium. *Language Learning and Technology*.165-180.
- Volman, M. (2005). A variety of roles for a new type of teacher educational technology and the teaching profession. *Teaching and Teacher Education*, 21(1), 15-31. <https://doi.org/10.1016/j.tate.2004.11.003>
- Weasenfort, D., Lucas S. B., & Meloni, C. (2002). Realizing constructivist objectives through collaborative technologies: Threaded discussions. *Language Learning & Technology*, 6(3), 58-86.
- Wenglinsky, H. (2001). Flunking ETS: How teaching matters. *Education Matters*, 1(2), 75-78. Princeton, NJ: Policy Information Centre.

# CHAPTER 9

Wilson, D., & Thayalan, V. (2007). The role and relevance of CALL. *Karen's Linguistics Issues*. Retrieved 15 June, 2020 from <http://www3.telus.net/linguisticsissues/rolecall.html>

Zamani Farahani, P., Bahamiryan, M., & Sadeghi, M. (2015). Information and communication technology in education of Iran. *Int. J. Econ. Manag. Soc. Sci.*, 4(1), 100-104.

Zengin, R. (2007). A research about the English language teachers' use of instructional technologies in Turkey. *Journal of the Hasan Ali Yücel Faculty of Education*. October

# CHAPTER 10

## UNDERSTANDING DIFFERENTIATION

## UNDERSTANDING DIFFERENTIATION



*This image belongs to British Council and MEB, Continuing Professional Development (CPD) Programme for English language teachers in Ankara, Turkey, 2020.*

### Introduction

In this chapter, you will be provided with information to understand differentiation – tailoring instructions to meet individual needs. Teachers using this approach do not expect learners to be doing the same thing, at the same time; they differentiate content, process, products or the learning environment. This chapter includes 2 practical scenarios, 8 tasks and 8 reflective questions which will help you to understand:

- the concept of differentiation
- the underlying reasons behind the need for differentiation
- the areas to differentiate in the language classroom
- how to differentiate

It will take approximately 8 hours to work through. It can also be studied in conjunction with the chapters below:

- Chapter 3. Lesson Planning
- Chapter 4. Managing Resources
- Chapter 5. Classroom Management
- Chapter 6. Assessing Learning
- Chapter 9. Integrating ICT into the Language Classroom

**Keywords:** Differentiation, Differentiated instruction, Differentiation by resource, Differentiation by task, Differentiation by support, Mixed ability and Mixed level classes.

## LEARNING OUTCOMES

By the end of this chapter, participants will be able to:

- describe the reasons why students are different from each other
- identify the concept of differentiation
- explain how teaching and learning resources can be used in differentiation
- consider the different ways of support for differentiation
- state how the differentiation of tasks can lead to the achievement of learning objectives.

## CONTENTS

1

### Differentiation

- What are the diverse needs of students?
- What is differentiation in the language classroom?
- What are the aims of differentiation in the language classroom?
- What are the key characteristics of differentiation?

2

### Differentiation by Resource

- Teaching resources
- Resources for learners

3

### Differentiation by Task

- Examples for differentiation by task

4

### Differentiation by Support

- Different ways of support

5

### Useful Suggestions to Start Differentiation

6

### Now, It's Your Turn!

### USEFUL RESOURCES

### APPENDIX A

### GLOSSARY

### REFERENCES

## 1. DIFFERENTIATION

### *Qualities of a good teacher*

What qualities should an effective teacher have? Fifty years ago, in Turkey, the answer probably focused on the teacher having a relevant undergraduate degree and using traditional methods of discipline with students. However, the expectations have changed as a result of the information age, globalisation and the accompanying sociological changes in society.

Nowadays, teachers are expected to have a wide range of skills to adapt to the rapidly changing world. In order to set a framework for teaching standards, educational organisations such as: The Council of Higher Education (YÖK); The Assessment, Selection, and Placement Center (ÖSYM); Ministry of National Education (MEB) and universities, academicians and researchers set out to provide guidance for educators and teachers.

The Ministry of National Education published 'General Competencies for the Teaching Profession' in 2006. The updated version was published in 2017, in response to feedback from the institutions above and changing needs in the education system. According to the report, the six main competency domains (MEB, 2017) are:

1. Personal and professional values: professional development
2. Getting to know the student
3. Learning and teaching process
4. Monitoring and assessing the learning and development of students
5. School, family and community relations
6. Curriculum and subject content knowledge

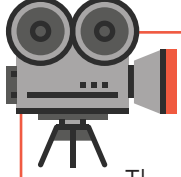
This chapter will help teachers explore these competencies, most specifically '**getting to know the student,**' in order to bring out the best in students for teachers who want to become '**more effective**' practioners.



'Good teachers know how to bring out the best in students.'  
Charles KURAIT

# UNDERSTANDING DIFFERENTIATION

## a. What are the diverse needs of students?



### Scenario 1

These are the teachers who work in different government schools in Cankaya district, Ankara. They met for their 1st Professional Learning Community (PLC) meeting and talked about their common problems in class. Please read the their statements below:

I have difficulty in dealing with the students who tend to dominate the class.

Some of the students have finished an exercise when most of the students have just begun.

Some students get bored if I spend time explaining to the weaker ones.



Some students study hard but still get low marks.

I have a curriculum to follow but most of the students are already behind.

The weaker students sit at the back and disrupt the lesson.

**Question 1:** Are these problems familiar to you?

**Question 2:** What are the common problems that teachers face in language teaching in Turkey? Why?

## It's Your Turn

### *Mixed Ability/ Mixed Level Teaching*

Most language classes in Turkey consist of mixed ability or mixed level students, so these problems are familiar to English teachers. Dealing with these problems requires two key steps. First, identify the reasons for the problems and second think of possible solutions. For example, an English teacher gives a reading exercise to the class. Then, she has some problems like the ones mentioned above because some students still need to focus on basic grammar and have a lack of basic vocabulary. While others have more advanced grammar and better vocabulary. The difference in their readiness level is the most important reason for these problems. However, there are other differences among students which may cause these problems not only in their readiness level, but also in these areas listed below:

### *Learner Characteristics*

Interest	Experiences	Educational background
Personality traits	Motivation	Attitudes and approaches to learning
Aptitude for certain skills	Socio-economic factors	Learning profile
Culture	Age	Gender



#### POINTS TO REMEMBER

'The term mixed ability is used for a group where individual differences are apparent and particularly where there is a marked difference in language level.' (Tice,1997)

# UNDERSTANDING DIFFERENTIATION



## Task 1.1

Watch the video “Tips for Managing Mixed Ability Classes” (use the QR code). Now, answer the question below:

**Question 1:** *What are the other differences among students that could be added to the ones above?*

---

---

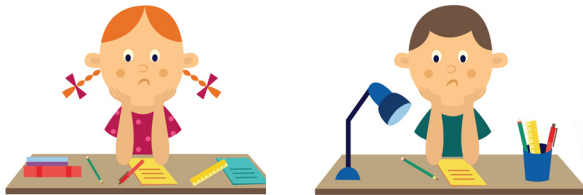
---



### Insights

At first glance, differences in learning may look like a barrier to students’ ability to succeed in the language classroom. However, differences among students are similar to different colours, whereby each colour contributes to the overall palette. Because students are born and raised in families with different socio-economic and cultural backgrounds; differences in learning should be expected. How the teacher manages differences in learning is the key to successfully working with mixed ability classes.

Differentiation is by far the best teaching approach when we consider the short-term and long-term benefits such as meeting the needs of the students, increased student engagement and improved learning. In short, teachers can address the diverse needs of students as a result of their differences with the help of differentiation and maximise learning.



‘The biggest mistake of the past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them the same subjects in the same way.’  
(Howard Gardner, 1994 cited in Siegel & Shaughnessy, 1994)



### POINTS TO REMEMBER

Students have different needs as a result of various differences among them. Differentiation is an effective way to cater to these needs in comparison to other temporary ones.

# CHAPTER 10

b. What is differentiation in the language classroom?



## TIME TO REFLECT



**Question 1:** *Did you and your classmates experience learning difficulties when you were students?*

**Question 2:** *What did your teacher do to help you?*

It's Your Turn

# UNDERSTANDING DIFFERENTIATION

## Definition of Differentiation

The answer for question 1 will be ‘yes’ for most people. If your teacher rephrased a sentence, provided extra examples to help you understand a topic well; grouped the class according to students’ interests or readiness and used relevant physical objects in order to help you - it means that s/he differentiated the instruction. In other words, differentiation is not something new for teachers and students. It is something nearly all teachers have been using.

However, gaining a deeper understanding of differentiation is important in order to have a road map before implementing it in classes. Defining the term ‘differentiation (differentiated instruction)’ allows us to understand what it means and what it does not mean and determine the starting point on differentiation practices in classes.

Here are the definitions of ‘differentiation’ or ‘differentiated instruction’ from Tomlinson (1999) and Wormeli (2006) both highly respected educators in the area of differentiation:



‘At its most basic level, differentiating instruction means “shaking up” what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn.’

Tomlinson, 1999.

# CHAPTER 10



## POINTS TO REMEMBER

Differentiation or differentiated instruction simply means tailoring 'one size fits all' instruction by taking into account students' diverse needs to maximize their learning.



'A collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated.'

Wormeli,2006.

# UNDERSTANDING DIFFERENTIATION

c. What are the aims of differentiation in the language classroom?



## Task 1.2

Please choose the best answer to the question below:



What is the main aim of differentiation?

- A. Ensuring all students get high grades
- B. Boosting students' learning
- C. Having a good relationship with students



### POINTS TO REMEMBER

Students feel valued and supported as individuals and they can reach their full potential with the use of a differentiated teaching approach.

### Insights

There are no wrong answers here. Boosting students' learning is generally believed to be the main aim and it is one of the expected outcomes of differentiation. Differentiation also aims to give students opportunities to feel valued and supported as individuals. Then, as a result their motivation and sense of achievement should increase, alongside their grades.

d. What are the key characteristics of differentiation?



## Task 1.3



There are seven characteristics of differentiation. Being proactive, organic and student centered are three of them. Read the article “What is Differentiated Instruction and Why Differentiate?” (use the QR code) and fill in the blanks with the other four characteristics.



<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

# UNDERSTANDING DIFFERENTIATION

Lewis and Batts (2005) suggest that teachers can differentiate instruction in three curricular areas (elements): **content, process and product**.

According to Tomlinson (2001), differentiation requires taking into account the heterogeneous structure of the class, observing students as individuals, which leads to an analysis of the learning profiles of students. Teachers should be able to identify students' past experiences, interests, learning style preferences etc. in understanding the learning profiles. All this effort guides teachers in content, process and product differentiation. In addition, when teachers want to decide on which area(s) to differentiate, the learning objectives and goals should be considered as well.

# CHAPTER 10

## Review

Now, please read Table 1 below designed by the writer which provides a useful overview of some examples of differentiation.

### CONTENT

what students learn

- using reading materials at varying levels
- making an audio file of texts
- presenting content through auditory, visual, kinaesthetic or tactile materials
- using reading buddies
- multi-level questions

### PROCESS

how students learn

- learning stations: physical locations where students are asked to do different tasks in each of them by using the materials provided (the students may work individually or as groups)
- tiered activities: students work with the same information but proceed with different levels of support, challenge or complexity
- providing different length of time to students for the same task
- think, pair, share
- role-plays

### PRODUCT

how students show or apply what they have learned

- presentations
- blogs
- quizzes/tests
- rubrics
- technology tools

Table 1: Content, Process and Product

# UNDERSTANDING DIFFERENTIATION

## 2. DIFFERENTIATION BY RESOURCE

Resources teachers and students need to use in differentiated lessons will be outlined briefly. For more detailed information regarding the understanding and managing of teaching and learning resources, please see Chapter 4.

### a. Teaching Resources

Teachers use coursebooks in order to follow a common curriculum in public schools. There are many advantages of using coursebooks such as being a common resource to follow, providing visual and written materials etc. However, using the same coursebooks and teaching materials repeatedly make learners feel demotivated and bored. It is agreed that using a variety of resources must be in line with the diverse needs of students. Also, Ministry of National Education takes into account the different needs of students in the curriculum:

*'...as motivation is essential to learner success, the curriculum aims to make learning English interesting, engaging and fun, taking into account the diverse needs of students at different developmental levels.'* (Cameron, 2001, cited in MONE, 2018)

The possible resources for differentiation are also exemplified in 'Suggested contexts, tasks and assignments' part (Appendix A) in English Language Curriculum. For this part, it is stated that 'it is highly recommended that teachers and material developers exploit those suggestions to provide students with a wide range of learning repertoire addressing different learning styles and strategies.' (MONE, 2018: 11)

Here are some examples of content-based learning and teaching resources:

Biographical Texts, Blogs	Blogs	Websites
Diaries/Journal Entries	News	Picture Strip Story
E-mails	Posters	Menus
Letters, Magazines	Questionnaires	Songs
Podcasts	Tables	Cartoons
Prompts/Realia	Stories, Plays	Maps
Reports	Videos	Brochures

### POINTS TO REMEMBER

People (guest speakers, friends and families, other learners etc.) can be added to this table in order to offer communicative learning experiences to students.



Lastly, asking learners to make a contribution to the production of resources can be another alternative; they might create presentation materials or create videos etc.





## Task 2.1

Read the statements below about differentiation. Do you **agree** or **disagree**?

		
I always try to use as many resources as possible for my students.		
If a teacher uses only the coursebook in a lesson, s/he cannot be regarded as an effective teacher.		
The main component of a differentiated lesson is the numbers and variety of resources used.		
No matter how many resources are being used, how relevant and meaningful to students they must be the main concern.		

# UNDERSTANDING DIFFERENTIATION

## Insights

The resources must be selected carefully regarding the age, cognitive and emotional developmental stages of students. The resources are expected to be the tools for facilitating teaching and learning, not the focus. Bearing this fact in mind, it is important to avoid selecting resources just for the sake of using materials and to focus on achieving the aims and objectives of the lesson.

There is another important point that has to be considered, the careful integration of technology into the classroom. For example, some

teachers prefer using technology in the classroom to provide students with visually rich resources: attractive, colourful images, animations and videos. These resources are aimed at promoting student's engagement and participation in class by attracting their attention and arousing curiosity. However, what if they are too colourful and animated? They may distract some learners as a result of overstimulation and shift the focus of the lesson. Therefore, teachers should be careful and selective about the integration of technology into classrooms.

## b. Resources for learners

Students should be offered different resources so that they can choose the most effective one according to their diverse needs and interests. Please try to do the Task 2.2 below to reflect on your own teaching practices in the classroom:



## Task 2.2

Now, read an example from a coursebook below that shows the most common way of preparing a visual dictionary. Please discuss your opinions on the questions below:



### Visual Dictionary

Prepare a visual dictionary by including new vocabulary items from this unit.



Mastermind (8<sup>th</sup> grade / unit 1 / page 18)

**Question 1:** *What type of resources could students use to prepare their own visual dictionary for the activity above?*

**Question 2:** *The most common way of preparing a visual dictionary is shown in the activity. However, what if some of the students do not like drawing pictures or find it time consuming and boring?*

**Question 3:** *How could teachers differentiate this activity by offering students different resources to use?*

---

---

---

# UNDERSTANDING DIFFERENTIATION

## Suggestions

These are some example resources for differentiation that can be used by learners for the activity:

1

Microsoft Office applications e.g. Word and PowerPoint. Pictures or images can be found by searching online and used to create a digital visual dictionary in these applications. Then, the dictionary can be printed out or kept as a file in the computer.

2

Some websites and mobile applications, which allow students to create flashcards, hear English pronunciation and even play word games on their visual dictionaries. Also, some applications support group collaboration and as such weaker students may get help from their group members.

3

Pictures for visual dictionary can be cut from magazines, newspapers or old books and used instead of drawing.

4

To encourage autonomy students should be free to find their own resources and ways to prepare this dictionary.

## Insights

Teachers should recommend resources and tools for students when they assign homework or a project. Learners should be given a chance to select the appropriate resources and tools based on their preferences and learning styles. However, it is sometimes better to restrict the use of resources in some situations e.g. if students always use Google to find information instead of using books or other resources.

# CHAPTER 10

In addition, learning resources and tools can be recommended to students to support learner autonomy, one of the 21<sup>st</sup> century skills (please see chapter 8 for further details), and to encourage them to take responsibility for their own learning. If teachers help students to learn how to monitor themselves in order to be aware of their own learning styles and identify resources that work best for them, students may become autonomous and active learners both inside and outside the class. From another perspective, learner autonomy provides active learning which leads to a self-made differentiation. For example, if students want to revise a topic learned in the lesson or get extra information about that topic, they may use different resources based on their preferences and learning styles at home.

On the other hand, teachers should be realistic. They should not expect students to find and use appropriate strategies and resources in a short space of time. This type of skill develops gradually, and students will need some guidance in the meantime.



## POINTS TO REMEMBER

'Learner autonomy is defined as the ability to take charge of one's own learning.'  
(Holec 1981: 3)



# UNDERSTANDING DIFFERENTIATION



## TIPS & TRICKS



It is important to make sure that all the resources recommended are available for all students. If using the resources requires to be very capable of using technology effectively or investing extra money etc., the equal access and opportunity for all your students need to be considered.

### 3. DIFFERENTIATION BY TASK

The first thing to remember is that it is not always easy and practical to provide students with different activities for differentiation all the time. Instead, different tasks for the same activity can be assigned to students. All activities enable teachers to differentiate by task to varying degrees. However, the activities which offer more choices in terms of challenge and quantity are more likely to be differentiated effectively. Also, open-ended tasks are mostly differentiated in nature because there is more than one acceptable answer so students can produce different answers after thinking through it at their own pace and way. However, it is better to keep learning objectives in mind all the time and assess students' performance accordingly.

#### a. Examples of differentiation by task

There are various ways to differentiate by task (the piece of work to be done by students related to the activity). Here are some practical examples that we have created and all samples are from the book published and used by Turkish Ministry of National Education:

# CHAPTER 10

## EXAMPLES

1

**SPEAKING** 

Draw the weather conditions in different seasons in your hometown.  
Talk about the weather conditions and your feelings.



MEB /6<sup>th</sup> grade /unit 4/page 76

This speaking activity above could be differentiated by separating into different steps:

- 1) Students draw the picture of weather conditions in different seasons in their hometown. Stronger students may add key words about weather conditions under the pictures.
- 2) Then, the teacher asks a few questions at the beginning to encourage students to talk about the weather conditions and their feelings:
  - a. What is the weather like today? Or, is it sunny or rainy today?
  - b. What is the weather like in the winter?
  - c. How do you feel in the winter?

\* If weaker students need to remember the words about feelings, the teacher can draw emojis or smiley faces on the board, then write the words under them after eliciting from the class.
- 3) For the stronger students, more questions can be added such as:
  - a. Why do you feel moody in the winter?
  - b. Why do most of your friends feel happy when it's sunny?
  - c. Why do most of your friends feel happy when it's sunny?

### POINTS TO REMEMBER

**Stronger/strong student:** A student who can achieve the objectives of the lessons easily in comparison to the other students in class.

**Weaker/weak student:** A student who has difficulty in reaching the objectives of the lessons because of some individual differences (readiness, learning profile, motivation) and needs more support and guidance.



# UNDERSTANDING DIFFERENTIATION

## EXAMPLES 2

**WRITING** 

Write an e-mail about your last holiday to your e-friend Mike.



MEB/6<sup>th</sup> grade/unit 7/page 132

If a writing activity is given to students as in the example, weaker students can be supported with sentences or a gap-fill version of the same activity, or some add-on tasks can be added for stronger students. For example, the number of the sentences with blanks at the beginning of the email can be increased or even 2 choices for the blanks can be offered to the weaker students on a separate sheet of paper. For the stronger students, the instruction can be changed to 'Write an email about your most enjoyable holiday and explain your reasons.'

## EXAMPLES



### Activity 3

Read the journal entry again. Answer the following questions:

1. Why do Japanese students clean their rooms on their own? .....
2. Why is students' cleaning task at their schools important?.....
3. What do Japanese students wear instead of shoes at school?.....
4. What happens if a student leaves a rubbish at school?.....
5. How does being responsible affect the character?.....

*Mastermind/8<sup>th</sup> grade/unit8/100*

Different instructions for the same activity can be given to students. For example, if students do activity 3 above, the teacher may want weaker students to do only the odd or even-numbered questions, while the others are doing the whole activity. Or weaker students may start the activity from the last question and then go from the last to the first one (5, 4, 3, 2, 1). With the help of these little tweaks in instructions, weaker students have a chance to finish their task on time and feel a sense of achievement. It is a simple but an important idea because usually slower students can only answer the first few questions in the activity before the time is up and may feel frustrated because they did not complete the whole task.

# UNDERSTANDING DIFFERENTIATION

## EXAMPLES

### 4



#### Activity 2

Listen to the recording. Tick (✓) the ingredients in the list you hear.



Mastermind/8<sup>th</sup> grade/unit3/39

According to this listening activity, students are to listen to the recording (Brownie and Sütlac recipes) and then just tick the ingredients in the list as they hear them. If it looks like a manageable task for your weaker students, the stronger ones may try to catch the main parts of the recipe, i.e. how to make brownie and sütlac, and write them down in their notebooks. Then, weaker students read the ingredients of the desserts and students from stronger group share the recipes as far as they can. At the end, they listen to the recording again if there are any missing parts in the recipes.

## EXAMPLES 5

The same activity can be used but with different graded tasks (tiered tasks) at varying levels of difficulty. A simple reading activity in the book can be turned into a graded dictation as in the example below:

## Original text



Mastermind/ 8<sup>th</sup> grade/unit 6/pg.74

## A



I would rather go scuba **diving/driving** on my summer holidays. I **think/say** it's more entertaining and mysterious **than/them** paragliding. I'm a member of a diving **club/class** in Kaş, Antalya. Exploring the **world/earth** under water is more interesting.

# UNDERSTANDING DIFFERENTIATION

B



I ..... go scuba ..... on my summer holidays. I think it's more ..... and ..... than paragliding. I'm a ..... of a diving club in Kaş, Antalya. ....the world under ..... is more .....

C



.....  
.....  
.....  
.....  
.....  
.....

The teacher groups students into three according to their proficiency level of English and gives each group a name; the strongest group (Venus), the middle-level group (Mars) and the weakest group (Mercury). S/he uses the text to dictate but gives groups different versions of the written text to complete:

**Group Mercury:** The complete text with two options for some of the words (A). Students are to choose the correct option.

**Group Mars:** A gapped version of the text (B)

**Group Venus:** A dotted (blank) version of the text (C)

First, the teacher reads the text at her regular pace, and then reads it again at a slightly slower pace, using chunks of language and natural pauses in order to allow students to complete their tasks. After reading it slowly, she reads the whole text again at a regular pace so that students can check their work individually.

Finally, she regroups students as groups of at least one Mars, one Venus and one Mercury student. Students should not show each other their texts but talk through them and check their work. A whole-class feedback may not be necessary, but the teacher could, as a final stage, ask students to compare the task they did with the original text in their coursebook.



## Task 3.1

Are there any **other ways** for **differentiation of activities** mentioned above? Write your **suggestions**:



---

---

---

---

---



### POINTS TO REMEMBER

A task can be considered as more differentiation friendly when:

- it is open ended
- it provides choices in terms of challenge
- it provides choices in terms quantity (they have a choice how much they do)
- it allows for personalization
- it requires interaction with others (Roberts, 2020).

# UNDERSTANDING DIFFERENTIATION

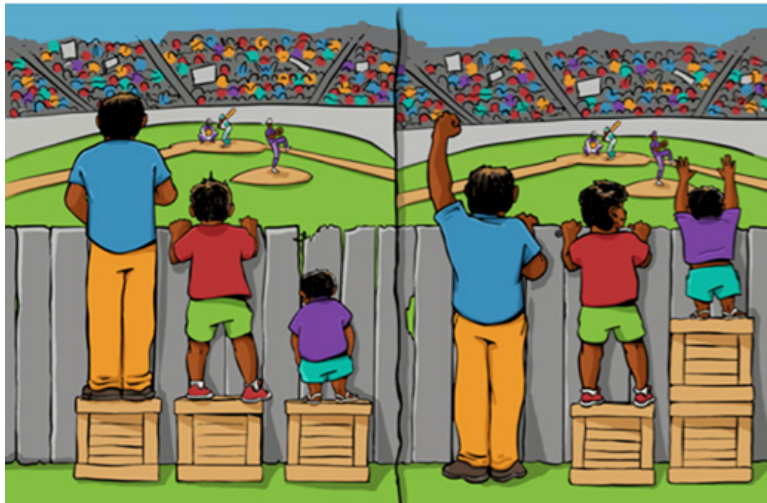
## 4. DIFFERENTIATION BY SUPPORT

If an appropriate level of guidance and support is provided for students when they need it in or outside the class, this can make a great contribution to differentiated instruction. Teachers are aware of the fact that every student needs the right amount of challenge to reach his/her full potential. However, they can be supported when needed. There should be a fine balance between challenge and support for students.



### Task 4.1

**Question 1:** *In the first picture, the students are supported equally regardless of their differences. In the second picture, the students are supported in varying degrees considering their differences. Which one is fair?*



Retrieved from <https://medium.com/@dawnxhenderson/the-difference-between-equality-and-equity-in-the-public-education-system-9cd82d8d01ac>

It's Your Turn

# CHAPTER 10

## Insights

If somebody reads the question without seeing this picture, s/he may think that first sentence sounds acceptable because as people, we prefer to place the concept of 'equality' at the centre of our lives. It has very positive connotations related to being fair and respectful. However, seeing this picture, s/he may get a little bit confused and change his/her mind.

This picture depicts the idea of differentiation in a very simple and clear way. Rick Wormeli, who is an experienced educator in the field of differentiation, supports this situation by saying:



'Fair is not always equal.'  
(Rick Wormeli)

In fact, students are not equal in terms of their intelligence, ability, social background etc. so teachers cannot minimise or reduce these differences by providing them equal support as it is in the picture.

## Review

Being fair must be the main principle and purpose that drive teachers' attitudes and behaviours towards students. In other words, being fair and being equal can be totally different when they are considered in the learning environment. Being fair means providing students with equal learning opportunities by taking into consideration their personal differences.

# UNDERSTANDING DIFFERENTIATION

## a. Different ways of support

Different ways of support could be used in differentiation:

- Different tasks and resources
- Direct support
- Flexible groupings

### Different tasks and resources

This topic was mentioned in detail under the title of ‘**differentiation by resource**’ and ‘**differentiation by task**’. Different types of resources and tasks are offered to students after evaluating their needs related to their interests, educational background and cognitive abilities etc.

### Direct support

Not only teachers but also students who are assigned as teaching assistants (TAs) can be the source of direct support. The teacher or TA can provide individual support, or they may work with a small group while the rest of the class works independently.

## Task 4.2



Table 2: 'DO' and 'DON'T DO' List for Direct Support

If the teacher or TA provides direct support, they need to consider some important points which are listed in the 'DO and DON'T DO' list below. In order to avoid putting more weight on the 'DON'T' scale especially, teachers should assess the quality and quantity of support given by the TA and himself / herself. Could you add more points to the 'DO and DON'T' list?

Now, please read Table 2 below provided by the writer which outlines some important points to be considered by the teacher and TA while providing direct support to students.

## Flexible groupings

Teachers can group students in pairs including two students, in small groups, in teacher led large groups and in student led large groups (Fox & Hoffman, 2011).

Group and pair work are effective ways through which weaker students are supported by peer teaching and at the same time stronger students have a chance to consolidate and enhance their knowledge and realize how well they learn the topic. Also, weaker or shy students are more likely to be engaged in small groups.



### TIPS & TRICKS

Group and pair work sound great in theory but when it comes to practicing them, it can turn out to be a daunting experience for some teachers. Here are some tips and tricks to overcome the most common problems of group and pair work:

- Workload and equal participation can be problematic issues among group members. For example, some students may say that they do all the work, while others say that they are dominated by their friends and do not have enough chances to participate in group or pair work. One way to eliminate these types of problems is to assign students different main roles such as timekeeper, recorder, facilitator or speaker etc. depending on the task.



#### Time keeper

keeps track of time  
reminds the group how much time is left to finish the task



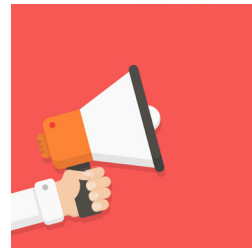
#### Recorder

write the important points and conclusion spoken by the group



#### Facilitator

leads discussions and settles any disagreement  
encourage other group members to make contribution



#### Speaker

present the group work to the class

# UNDERSTANDING DIFFERENTIATION

With the help of these roles, the workload problems can be solved, and students develop a sense of belonging through collaboration. Everybody gets involved by having set tasks to do. However, all students must be responsible for the production of the group or pair work so that they can cooperate and support each other when they need it.

- The first strategy above may lead to other problems or conflicts. First, the main challenge of assigning roles is that students in more active roles may tend to dominate other members and feel privileged. Therefore, teacher should change the roles regularly to prevent this problem and other conflicts. Second, another potential problem is determining the criteria in assigning roles and how to create grouping. It is important to be aware of different ways of creating groupings so that you can choose the best one depending on the task; randomised **groups** (by using an app like class dojo, count off like 1,2,3 or A,B,C etc.), **teacher-assigned groups** (according to their levels, skills etc., grouping for easy classroom management etc. ) or **students may choose** their own group. The criteria in assigning roles must be based on the differentiated area and student’s differences and needs. Teachers should keep in mind that the main aim of the group or pair work is supporting students by not focussing too much on students’ individual strengths, but encouraging them to develop all-round skills.
- Using “Think-Pair-Share” Strategy:



**Think**  
about the question



**Pair**  
with your partner

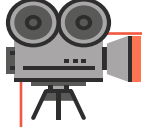


**Share**  
your ideas with  
others

The teacher gives students a task to do or a question to answer. First, students think and do the task individually. Then, students work with a partner and each student talks about their answers. At the end, they share their answers or ideas with the other pairs or the whole class. In this way, everybody has enough time to do the given task and equal chance to participate to the lesson.

Retrieved from <http://www.rde.nsw.edu.au/lxd/2015/04/02/think-pair-share/>

## 5. USEFUL SUGGESTIONS TO START DIFFERENTIATION



## Scenario 2

Read Mrs. Yavuz's comments on differentiation.



Müzeyyen ULAŞ YAVUZ /Etimesgut Erzurumlu İbrahim Hakkı Secondary School/Ankara

Are you kidding me? How can I differentiate instructions with classes of at least 40 students? There is no way to prepare lots of worksheets or activities for each and every lesson according to my students diverse needs. If we make everything a piece of cake for students by differentiation, they cannot reach their full potential. What's more, our school principal and other teachers do not like noise during lesson time. They may think I'm not a good teacher at all, if there is too much noise because of group or pair work. Some stronger students may make fun of weaker students' differentiated tasks or activities, which causes lots of troubles and problems. What about the objectives of my lesson by the way? How can I find common objectives for all students? I have another question; what is the best time to start? At the beginning of the term or after searching about differentiation and then getting enough practical ideas. All in all, to be honest, I like the idea of differentiation but I think it seems impossible for government school teachers like me.

**Question:** Do you agree with Mrs. Yavuz?

# UNDERSTANDING DIFFERENTIATION

## Insights

These are the most common concerns shared by teachers when it comes to implementing differentiation in the class. Here are some helpful suggestions for Mrs. Yavuz and teachers who want to start differentiation in the class.

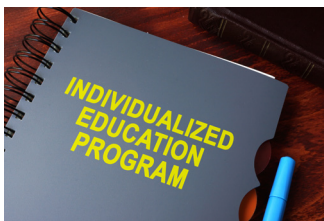
### 1. Help students gain a new perspective on personal differences



Students should regard their classmates as the people using different roads to reach the same destination. Helping them to develop certain values like respect, tolerance and empathy will be useful in this respect. This creates a non-threatening and supportive atmosphere where students can find opportunities to express themselves freely and feel valued as individuals. Otherwise, teachers are more likely to confront emotional and behavioural problems as a result of some students' humiliating or making fun of each other. At the very beginning of the term, teachers may choose to play some games or role plays with their students to promote tolerance, recognition and appreciation of differences. Sharing teachers' own weaknesses can also contribute positively here.

### 2. Differentiated does not necessarily mean individualised

Teachers do not need to tailor instructions as appropriate to each and every student's needs all the time because it requires a great deal of time and effort. As a result of this, they would burn out after a while. Instead, it is better to allocate some time to speak to each student individually to give feedback and support if s/he needs on a regular basis. On the other hand, in Turkey, teachers need to develop IEP (Individualized Education Programme) cooperatively with the school counsellor for students with special needs, which can be implemented by individualised differentiation. Moreover, school counsellor provides counseling services focusing on academic, personal and intellectual development of all students by observing them and analysing their needs at schools. Therefore, school counsellor may help teachers in planning differentiation practices for the other students as well.



#### POINTS TO REMEMBER

IEP is a special education programme which is prepared for students with special needs to help them achieve goals based on their developmental characteristics, educational performances and personal needs.

# CHAPTER 10

3. Do not forget the fact that teachers are not superheros; they can't make everything perfect at once by waving their magic differentiation wand.



Koutselini and Valiande (2009) suggest that teachers should not be in a hurry to apply differentiation, in contrast, what they need is to proceed step by step, as they should always keep in mind that they are introducing a brand, new way of studying and learning to students. Teachers need to start changing regular practices into differentiated ones with small steps and regularly check themselves whether they are on the right track or not. For example, first, they could choose one lesson a week to differentiate instructions and then increase the frequency of these distributed lessons into twice, three times etc.

4. Do not wait for more appropriate timing and conditions to start.



The time in which a person gets an idea and has motivation to do something is the right time to start because high motivation will encourage him/her. To be more precise, when a teacher decides to implement differentiation practices in class, it's better to start as soon as possible instead of waiting for more appropriate timing and conditions.

5. Put various differentiation strategies in your teaching toolbox and pull out the most appropriate one dependent on the specific situation.



There are not just a few differentiation strategies which help teachers in differentiated lesson. Teachers should be aware of the the fact that there are many differentiation strategies for different situations and the ability to choose the most effective one develops in time with experience.

# UNDERSTANDING DIFFERENTIATION

6. Differentiated instruction has nothing to do with making tasks a piece of cake, but making learning easier for students.



Differentiated instruction should provide the right amount of challenge by making students step outside their comfort zone which will enable them to reach their full potential. Everybody's work should be a little bit difficult for them because all students need to expand their knowledge, talents and thinking skills. Therefore, teachers need to push students a little further than they can reach by supporting them emotionally and mentally.

7. It is important to understand the reason behind the need of differentiation.

From a general perspective, teachers mainly need to adapt the task for slower/faster and weaker/stronger students. It is better to be aware of the fact that slower does not always necessarily mean weaker. As a matter of fact, some stronger students may need more time to finish a task just because they write or think slowly. Or some weaker students may do the task quickly and carelessly with the aim of just trying to finish it.

8. Are the objectives SMART enough for all students?



Setting clear and SMART objectives for a lesson from the very beginning must be prioritised over planning the details of differentiated practices.

A teacher may think of objectives of a differentiated lesson as multi-layered. That is to say, there can be other sub-objectives under your main objectives which are achievable for everyone. These sub-objectives can be begun as:

- All students will be able to...
- Some students will be able to...
- A few students will be able to...

This depends on how achievable and realistic they are for most of the students. Therefore, the objectives will be SMART for all students with the help of sub-objectives.

# CHAPTER 10

## 9. There are some basic classroom management strategies to help reduce the noise level in the class during group or pair work



Setting classroom rules from the first day of school by involving the students in them, using clear instructions and monitoring students during group or pair work are some important strategies. Please see ‘Classroom Management’ chapter 5 in this book for detailed information.

## 10. Get to know students’ existing knowledge and needs as much as possible from the very beginning



It is important to know students’ existing knowledge and needs and let them be aware of your teaching approach and plans in advance for effective differentiation. The teacher may say that s/he wants to implement a type of placement test and needs analysis or monitor their performance in the class to get to know them well, not to assess them formally. Thomlinson, 2001, cited in Aras 2018:12) suggests “using pre-assessment in order to identify how learners should start out, with the help of various activities such as KWL, writing journals, student-teacher conferences etc. before differentiation.

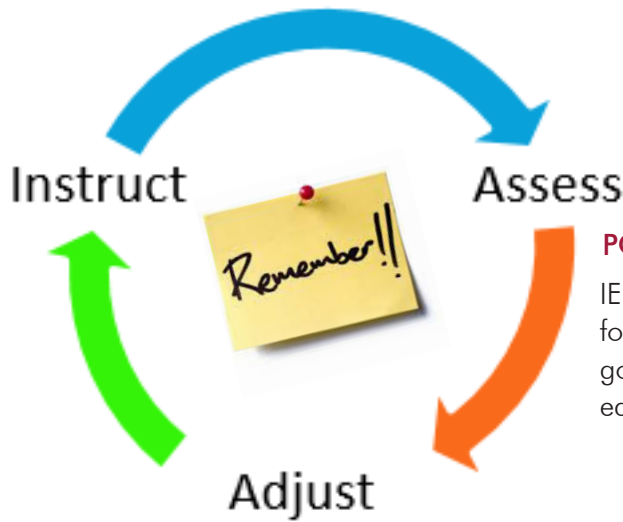
The steps the teacher need to make to help students become more familiarised with the idea of differentiation and students’ needs can be determined more specifically after this step.

# UNDERSTANDING DIFFERENTIATION

11. Keep a notebook in order to record students' progress and performance or use formative assessment techniques (see Chapter 6) to plan and adjust differentiated instruction at regular intervals



It is always good to look back and assess the things done to figure out the effectiveness of differentiated instruction. It provides a new to do list for a teacher: the topic that needs to be revised, the differentiation techniques and methods to be added or omitted from his/her lesson plans.



## POINTS TO REMEMBER

IEP is a special education program which is prepared for students with special needs to help them achieve goals based on their developmental characteristics, educational performances and personal needs.

**Question:** *Do you have any suggestions for Mrs. Yavuz?*

# Any Suggestions?



It's Your Turn

A large rectangular area with a dashed red border, intended for writing suggestions.

# UNDERSTANDING DIFFERENTIATION

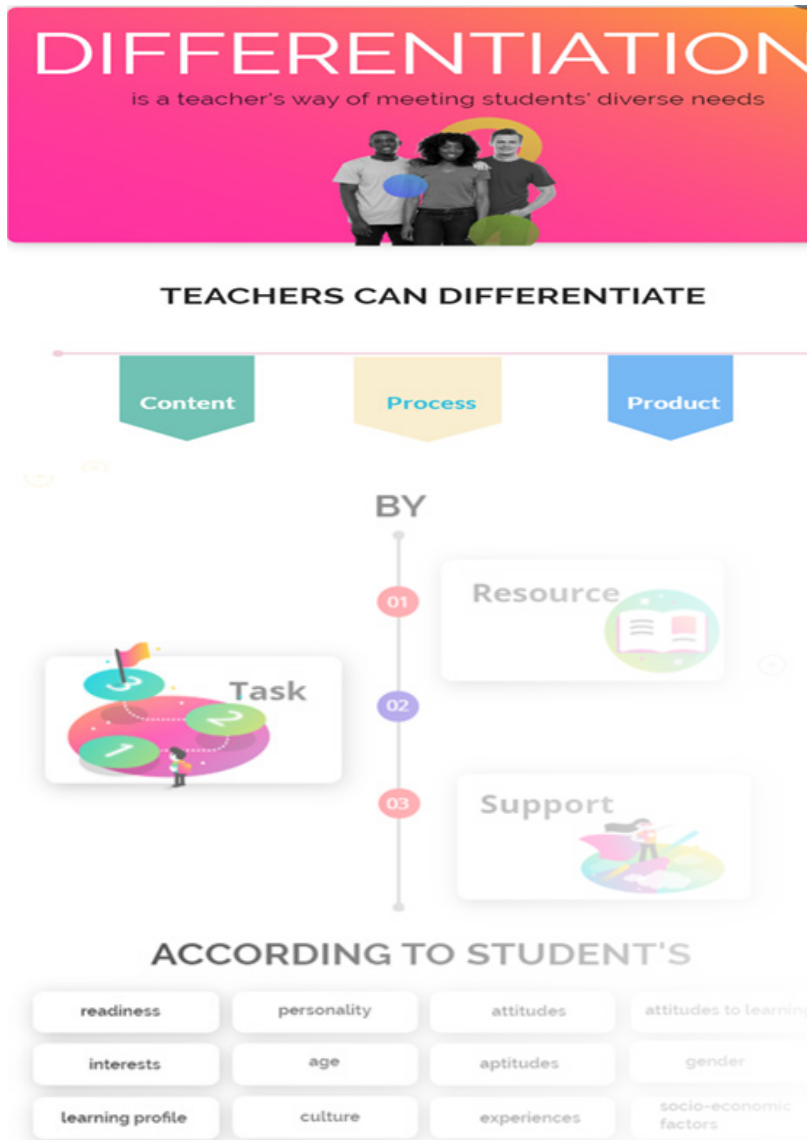
## How to get started with differentiation

1. Help students gain a new perspective on personal differences.
2. Do not tailor instructions as appropriate to each and every student's needs all the time.
3. Start differentiation as soon as possible with small steps.
4. Use different strategies depending on the situation.
5. Create the right amount of challenge.
6. Set clear and SMART objectives for the differentiated lesson.
7. Use classroom management strategies effectively.
8. Get to know students from the very beginning.
9. Assess the effectiveness of differentiation regularly and adjust the differentiation strategies and plans accordingly .

# CHAPTER 10

## Review

Now, please read table 3 below which provides a general revision of the whole chapter.

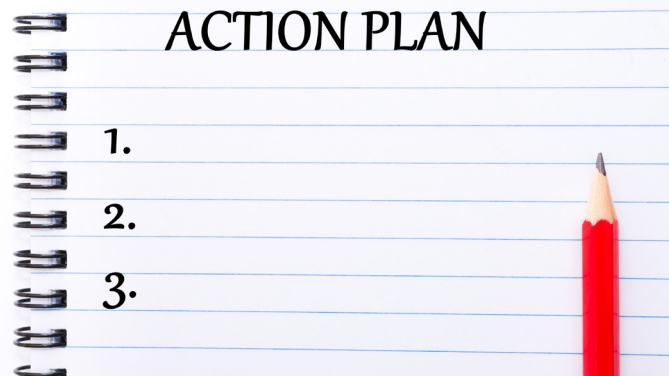


Adapted from Tomlinson's framework of differentiated instruction (Tomlinson, 1999).

Table 3: Review of Differentiation

# UNDERSTANDING DIFFERENTIATION

## 6. NOW, IT'S YOUR TURN



Below are a list of questions to think about while you are writing your action plan.

- ◇ How often do you need to differentiate instructions?
- ◇ What are the three most effective tips and tricks you have learned about differentiation?
- ◇ Do you need to write sub-objectives for each lesson?
- ◇ Are the activities in your coursebook differentiation friendly enough?
- ◇ What type of teaching and learning resources do you plan to use for differentiation?
- ◇ How do you support your students in differentiation?
- ◇ Do you need any further support or guidance? How?

# CHAPTER 10

- A webinar on planning for differentiation by Rachael Roberts :  
<https://www.teachingenglish.org.uk/article/rachael-roberts-planning-differentiation>
- Differentiation in practice with suggested activities and a lesson plan: <https://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/differentiation-esol-classroom>
- The book “Fair isn’t always equal” by Rick Wormeli on assessing and grading in the differentiated classroom:  
<https://smpotts.weebly.com/uploads/1/3/4/2/13426405/fairisntalwaysequal.pdf>
- A webinar on how to meet the demands of a mixed ability class by Michael Brand:  
<https://www.youtube.com/watch?v=PmqTSpg9kp4&t=719s>
- An article on differentiated Instruction in the Foreign Language Classroom:  
<https://sedl.org/loteced/communique/n06.pdf>
- A website full of detailed information, examples and videos about differentiation:  
<http://differentiationcentral.com/>
- Some simple strategies for differentiation in the language classroom:  
<https://studylib.net/doc/18633928/differentiation-in-the-language-classroom>

# UNDERSTANDING DIFFERENTIATION

## APPENDIX A:

Suggested contexts, tasks and assignments (MONE, 2018, p.11)

### 7. SINIF /7<sup>th</sup> GRADE

Unit / Theme	Functions & Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments
<p><b>4</b> <b>Wild Animals</b></p>	<p><b>Describing the frequency of actions</b> Tigers usually hunt during the day.</p> <p><b>Making simple inquiries</b> Where do tigers live? —They live in Asia. Which animals are now extinct?</p> <p><b>Making simple suggestions</b> What should we do to protect wildlife? —We should protect wild animals. —We shouldn't hunt them.</p> <p><b>Talking about past events (Giving explanations/reasons)</b> Some animals became extinct because people hunted them for different reasons. People always harmed wild animals because they were afraid of them.</p> <p>attack be afraid of birds (eagle, falcon, hawk, owl ...) cage, -s desert, -s enormous extract habitat, -s harm hurry, -s hunt jungle, -s mammals (dolphin, elephant, giraffe, lion, shark, tiger ...) poison(ous) prey reptile (alligator, crocodile, lizard, snake ...) survive</p>	<p><b>Listening</b> <b>E7.4.L1.</b> Students will be able to understand past and present events in oral texts. <b>E7.4.L2.</b> Students will be able to identify the names of wild animals in simple oral texts.</p> <p><b>Spoken Interaction</b> <b>E7.4.S11.</b> Students will be able to ask people questions about characteristics of wild animals.</p> <p><b>Spoken Production</b> <b>E7.4.SP1.</b> Students will be able to make simple suggestions. <b>E7.4.SP2.</b> Students will be able to report on past and present events.</p> <p><b>Reading</b> <b>E7.4.R1.</b> Students will be able to understand past and present events in simple texts including explanations and reasons. <b>E7.4.R2.</b> Students will be able to spot the names of wild animals in simple texts.</p> <p><b>Writing</b> <b>E7.4.W1.</b> Students will be able to write pieces describing wildlife.</p>	<p><b>Contexts</b> Blogs Diaries/Journal Entries Emails Illustrations Jokes Magazines News Reports Podcasts Posters Questionnaires Stories Tables Videos Websites</p> <p><b>Tasks/Activities</b> Drama (Role Play, Simulation, Pantomime) Find Someone Who ... Games Guessing Information/Opinion Gap Information Transfer Labeling Matching Questions and Answers Rearranging Storytelling True/False/No information</p> <p><b>Assignments</b> • Students keep expanding their visual dictionary by including new vocabulary items. • Students choose two wild animals and prepare a poster describing them. Then, students make suggestions to protect wild animals.</p>

**Content:** Knowledge and skills that students are expected to learn so that they can reach the set learning objectives.

**Content-based learning:** The syllabus or course focuses on grammar, vocabulary, functions and skills. Language is presented through topics related to school subjects or learning about the world.

**Instructing/ Instruction:** The teacher gives learners instructions throughout the teaching process: before they start the tasks or activities, during the activity (to check they are on-task) and at the end as a reminder.

**Learner characteristics:** A learner's motivation, learning style, learning strategies, maturity and past language learning experience.

**Mixed ability or mixed level class:** A class that is made up of students with different language levels

**Process:** Activities and ways that are used to teach students the content.

**Product:** Students' ways of showing what they have learned.

**Stronger/strong student:** A student who can achieve the objectives of the lessons easily in comparison to the other students in class.

**Weaker/weak student:** A student who has difficulty in reaching the objectives of the lessons because of some individual differences (readiness, learning profile, motivation etc.) and needs more support and guidance.

## REFERENCES

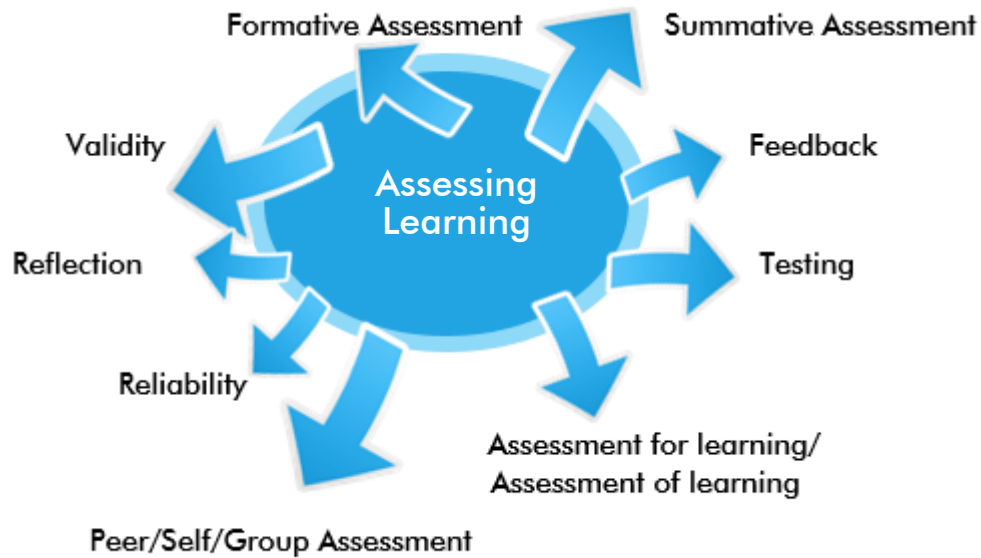
- Aras, İ. (2018) The Impact of differentiated Instruction on Learner Motivation, Behaviour, and Achievement in middle School Reading Classes. Ms Dissertation, Department of English Language Teaching, Bahcesehir University, Turkey.
- Batts, K., Lewis, S. G. (2005). How to implement differentiated instruction? Adjust, adjust, adjust. *Journal of Staff Development*, 26(4), 26-31.
- Fox, J, & Hoffman, W. (2011). *The Differentiated Instruction Book of Lists*. San Francisco: Jossey-Bass.
- Holec, H. (1981). *Autonomy in Language Learning*, Oxford: Pergamon
- Koutselini, M. I., Valiande, S. (2009, June). Application and evaluation of differentiation instruction in mixed ability classrooms. *Hellenic Observatory PhD Symposium, LSE, University of Cyprus*.
- MONE (2017). *General Competencies for Teaching Profession*. Retrieved June 28, 2020 [http://oygm.meb.gov.tr/meb\\_iys\\_dosyalar/2018\\_06/29111119\\_TeachersGeneralCompetencies.pdf](http://oygm.meb.gov.tr/meb_iys_dosyalar/2018_06/29111119_TeachersGeneralCompetencies.pdf).
- MONE (2018). *English Language Curriculum for Primary Education (Grades 4, 5, 6, 7 and 8)*. Ankara: Milli Eğitim Basımevi.
- Roberts, R. (2020) Retrieved June 10, 2020 from <https://www.teachingenglish.org.uk/article/rachael-roberts-planning-differentiation>
- Siegel, J., & Shaughnessy, M. F. (1994, March). An interview with Howard Gardner: Educating for understanding. *Phi Delta Kappan*, 563–566.
- Tice, J. (1997). *The mixed-ability class*. London: Richmond Publishing.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms (2nd ed)*. Alexandria, VA: ASCD.
- Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom*. Portland, ME: Stenhouse.

# SUGGESTED ANSWERS

## Chapter 6- ASSESSING LEARNING

### Task 1.1

Think about the concept of assessment in general. Which terms, concepts, important words and phrases come to your mind? You can create a mind map below. You can check the figure given to you next if you need an idea to start.



# SUGGESTED ANSWERS

## Task 2.1

Read the feedback statements below and fill in the table. Think about which ones you use most in your classes and try to decide whether they are effective or ineffective and why.

Ineffective feedback	Why?
Good job! You are better than your friends.	It compares student to others. It doesn't provide information to the learners about what they did well.
Well done, you're really great.	It is unclear and focused on the learner, not the task. The feedback doesn't tell the student what s/he did well.
You made a lot of mistakes in your writing, check them.	The feedback is focused on finding mistakes, not being supportive and constructive. The student doesn't know what his/her mistakes are.
We have already covered this topic. How can you make these mistakes?	It is unclear and focused on the learner, not the task. It's not supportive and constructive. The feedback doesn't provide information to the learners about what his/her mistakes are.
This homework is not good enough.	It is unclear and doesn't tell the student what s/he needs to improve.
Effective feedback	Why?
You used the words covered in the unit correctly in your writing. You should pay more attention to the use of simple present, review the rules about it.	The feedback is focused on the task, not the learner. It provides information to the student about what s/he did well and what s/he should do to improve.

# SUGGESTED ANSWERS

## Task 3.1

Read the statements below. Which ones are related to Assessment and which ones are related to Testing? Write A (for Assessment) and T (for Testing).

1. T   2. T   3. A   4. A   5. A   6. T   7. T   8. A   9. A   10. T

## Task 3.2

Examine the types of test items below. Can you give examples for each of them? What can each item be used to assess/test (vocabulary/ comprehension etc.)?

Test	Example	Assessed Language Point
Multiple-choice	I ___ a teacher. a. is b. am c. are	Grammar
Cloze /Gap fill	She is _____(short) than him.	Grammar and Comprehension
Matching	Match the synonyms: Rich   Important Huge   Wealthy Vital   Enormous	Vocabulary and Grammar
Transforming sentence	Rewrite the Sentence: We eat to live. _____ so that _____	Sentence Comprehension
Sentence re-ordering	died/mother/his birth/his/soon/after	Comprehension & Grammar
True/false	A lion can swim. (T) (F)	Vocabulary and Comprehension
Short-answer	How old are you?	Sentence Comprehension

# SUGGESTED ANSWERS

## Chapter 8-PROMOTING 21<sup>ST</sup> CENTURY SKILLS

### Task 3.3



Round puzzle  
Order the words in the circle and complete the critical thinking process.

## Chapter 10- UNDERSTANDING DIFFERENTIATION

### Task 1.1

Watch the video "Tips for Managing Mixed Ability Classes" (use the QR code). Now, answer the question below:



**Question 1:** What are the other differences among students that could be added to the ones above?

1. Maturity
2. Learning preferences

# SUGGESTED ANSWERS

## Task 1.2

Please choose the best answer to the question below:

What is the main aim of differentiation?

- A. Ensuring all students get high grades
- B. Boosting students' learning
- C. Having a good relationship with students

**Suggested Answer :** There are no wrong answers here. Boosting students' learning is generally believed to be the main aim and it is one of the expected outcomes of differentiation. Differentiation also aims to give students opportunities to feel valued and supported as individuals. Then, as a result their motivation and sense of achievement should increase, alongside their grades.

## Task 1.3

There are seven characteristics of differentiation. Being proactive, organic and student centered are three of them. Read the article "What is Differentiated Instruction and Why Differentiate?" and fill in the blanks with the other four characteristics.

1. more qualitative than quantitative
2. rooted in assessment
3. providing multiple approaches to content, process, product, and learning environment
4. a blend of whole-class, group, and individual instruction