

TESOL

MACEDONIA THRACE
NORTHERN GREECE

e-bulletin

ELT *easier*

Sept, Oct & Nov 2017
Issue 63



Associate IATEFL member



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Great to have you here!

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view

from the chair

Editorial, September 2017

By Maria-Araxi Sachpazian
Chairperson



My amazing TESOLites,

Yet another reflective autumn has opened its embrace for us and our students. As the summer heat gives its place to the autumn breeze, our classrooms and schools fill up with pupils and new coursebooks invite us to new teaching adventures. I truly feel that we are blessed to celebrate the beginning of the new year twice every year and this is something unique that only teachers experience.

Our new TESOL MTH year has already kicked off with the presence of our association in all the Fall Exhibitions that took place in Thessaloniki. I would like to thank personally our **reciprocal partners** (in chronological order): **Palso Northern Greece and its President Ms Varvara Karakitsiou, International Publishers and Mr Philip Dietchi, ELT News and the Spyropoulos family** for their hospitality, their support and their generosity towards our association. It means the world to us to be connected with these organizations and we hope to see them all at our Exhibition during our Conference this year.

The first event for 2017-18 is the **Welcome Back Day Conference on Sunday 24th September 2017 at 10:00**. We have the pleasure of returning to our favourite venue for this event the **Amphitheatre of the Central Library of AUTH** and we are even more excited to be welcoming three amazing ladies (is it a coincidence that we keep inviting ladies for this event?). **Chrissie Taylor** needs no introduction. She is one of the best known teachers and teacher trainers in our city and co-owner of Study Space. She is also the person who has made most of us the teachers we now are and a past chairperson of our association, which marks our intention to honour the people that made TESOL the association it is today with their work and devotion. **Dr Paschalia Patsala** is the Head of the English Studies Department of International Faculty of the University of Sheffield, CITY College, and a lecturer of English Language and Linguistics. Ms Patsala has been a huge supporter of TESOL MTH and through her work CITY College has been a direct and indirect sponsor of our endeavours, for which we are more than grateful. Finally, a personal friend of mine and a person with whom we share our passion for Greek Literature and the teaching of Greek, **Dr Eirini Gamvrou**, is a practicing teacher of Modern and Ancient Greek and holds a PhD from the School of Education of AUTH.

Hopefully, you already have your Calendar of Events from the Fall Exhibitions but if you don't, scroll to the pages below to find it again. The next event after the Welcome Back Day Conference is the **Academic Writing** one, which will be held on **Saturday 18th November 2017** and it will be sponsored by **The British Council and New York College**. We would like to thank **Ms Maria Andreou and Ms Andy Papadimitriou** of the **The British Council** and **Ms Alexandra Eleftheriadou and Ms Foteini Malkogeorgou** for that. This event



**Are you thinking about it?
Would you like to know what
it takes to serve on the board?
Why don't you email TESOL
MTH and we will get in touch
with you and help you reach a
decision. TESOL can make you
richer and better-rounded as a
professional.**



is a long-awaited one and we believe it will start a new tradition in our events from now on. It is both an attempt to revive the SIGs that used to exist and a way to thank all of you, our members who renewed their membership earlier last year so that our conference could be smoothly organized in February. This event will feature the following three speakers: **Mr Cliff Parry** from the British Council Athens, **Ms Foteini Malkogeorgou**, Head of the Department of English Studies of New York College and **Mr Christopher Lees** from the School of English of AUTH. We hope you will all support our event.

In-between the two events that require your physical presence, we have included an online Day Conference. Our friend and supporter **Mr Rob Howard** has honoured us by organizing a set of **10X10 EFL TALKS TESOL MTH**. In the pages that follow read Rob's interview and the information about this digital event which you can attend from the comfort of your house on Sunday 15th October 2017 at 17:00 in the afternoon.

Being a member of TESOL MTH means little unless you make the most of your membership. This board aims to make all teachers proud to be members of TESOL MTH. The best way to do that is to show publicly how strongly we believe in our TA and how important its growth is for all of us. If you are wondering what you can do we have several suggestions for you. First of all, you can

come to the events and share photos and posts on social media. Secondly, write articles for our ELTeaser and share your work via TESOL MTH. In addition, you can present at our conference which will be widely publicized through our pages and those of our supporters and friends. Finally, 2018 is an election year. Have you thought about standing for the board? If you feel you don't have enough time or you will not be voted or you are too young, think again. These are all excuses. The real deal is rolling up the sleeves and working for a cause we all believe in: continued CPD at a price that all teachers can afford, networking and bonding through a TA that can open our professional horizons. Are you thinking about it? Would you like to know what it takes to serve on the board? Why don't you email TESOL MTH and we will get in touch with you and help you reach a decision. TESOL can make you richer and better-rounded as a professional. But paraphrasing the words of JFK, I'd like to urge you not to think of what TESOL can do for you but YOU can do for TESOL MTH!

An amazing school year to all,

Maria Sachpazian
A handwritten flourish consisting of a wavy line that starts under the 'i' and ends under the 'n'.



25TH JUBILEE INTERNATIONAL CONFERENCE

“Overcoming Obstacles
Shaping the Future”



CALL FOR PARTICIPATION

<https://tinyurl.com/ybgp72ld>
until 1st December 2017

www.tesolmacedoniathrace.org
tesolmth@gmail.com
6987 699 649

ACT THESSALONIKI GREECE

February 23-25, 2018

Members' Articles

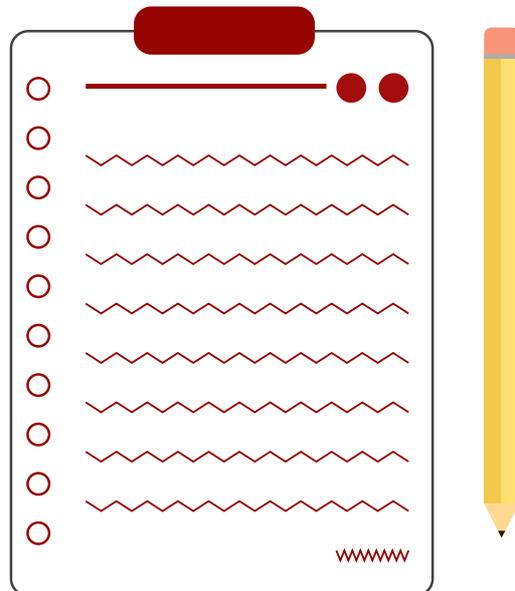
TESOL

Macedonia Thrace
Northern Greece
Members

are invited to submit articles for
publication in the e-bulletin.

Contact our editor, Maria Theologidou
at tesolmtbulletin@gmail.com

submit
articles for
publication



TESOL Macedonia-Thrace members are invited to submit articles for publication in the e-bulletin. Many people have expressed an interest in reading articles which present practical tips or deal with classroom problems-rather than those which are overly-theoretical. Contributors should refer explicitly to sources of ideas and these should be accurately cited and correctly referenced. Otherwise, they could be less academic and more creative and experience-based. Also, if you have the ability to create comic strips,

you may wish to contribute to the e-bulletin.

The editors reserve the right to negotiate with contributors on recommended changes to articles, but undertake not to publish unless the writer is satisfied with the final version. It is the responsibility of the authors of the article to ensure that copyright, plagiarism, and libel laws have been respected.

The views expressed in the articles do not necessarily reflect the views of the Executive Board of TESOL Macedonia Thrace, Northern Greece.



Teachers of English to Speakers of Other Languages

A volunteer non-profit professional association

Tel: (0030) 6987699649 E-mail: tesolmth@gmail.com

Blog: tesolmacedoniathrace.org



Calendar of Events

September '17-February '18



24th September 2017, 10:00-14:00

Amphitheatre of the Central Library AUTH

WELCOME BACK DAY CONFERENCE

Speakers: Ms. Chrissie Taylor,
Dr. Paschalia Patsala & Dr Eirini Gamvrou

15th October 2017, 17:00 onwards

Web-based event

10X10 EFLtalks TESOL Macedonia-Thrace,
Northern Greece

In conjunction with Rob Howard

Ten speakers present ten slides for ten minutes.

Join us!

If you want to see the format of this event,
visit www.eFLTtalks.com



18th November 2017, 17:00-20:00

Venue to be announced

ACADEMIC WRITING EVENT



British Council is a proud co-owner of IELTS.

Sponsored by

Speakers: Mr. Cliff Parry, Ms. Foteini Malkogeorgou,
Mr. Christopher Lees

16th December 2017, 18:00-21:00

City College, 3 Leondos Sofou, Thessaloniki

TESOL MTH CHRISTMAS EVENT

Speakers: Ms Margarita Kosior, Xmas Storytelling
Session on Crafts

21st January 2018, 18:00-21:00

Venue to be announced

TESOL MTH VASSILOPITA EVENT

Speaker: Mr. Dimitris Tzouris

23rd-25th February 2018

The American College of Thessaloniki (ACT-Panorama)

**25th JUBILEE INTERNATIONAL TESOL MTH
CONFERENCE**



“Overcoming Obstacles, Shaping the future”



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GREECE & keep in touch with announcements about our
activity

Student Corner

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and let TESOL's publishing team do the rest!

Are you a student of methodology? Then, this is for you!

TESOL Macedonia-Thrace is all about English teaching, practical ideas for the classroom, new ideas, innovative ideas and why not those old but trusted ones. Are you studying methodology as part of your course at University? Are you doing your Celta or Delta? Why not send those reports/projects/articles you've been writing and have them published in our e-bulletin?

What's in it for you?

Well, first of all, it's a way to make use of what you've been writing throughout your course instead of filing them away never to see the light of day again! Other teachers-experienced or not-can benefit from what you write.

Take your first steps in being published.

All the big names in EFL started with writing for their local TAs and still do.

Use it in your C.V.

Employers are always on the lookout for those who are willing to walk the extra mile. It doesn't have to be 2000 words on Krashen's Input Hypothesis or Chomsky's Transformational Grammar or your 30.000 word dissertation. That little task you wrote on vocab games will do just fine!





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The University of Sheffield International Faculty, CITY College, is one of the six faculties within the University and the only one operating overseas. Bridging the UK with South East and East Europe, the International Faculty offers to students the unique opportunity to study for a top class British degree of the University of Sheffield in Thessaloniki.

Studying at the Department of English Studies of The University of Sheffield International Faculty, CITY College offers a challenging journey to a unique academic experience. The Bachelor's and Master's Curricula have been designed for language teachers, and teachers-to-be, who want to gain a deep understanding of the English language, as a basis for excellent teaching practice or further specialisation in linguistics. The department conducts ground-breaking research, maintains strong links with local community and works with students who love being part of the University of Sheffield.

The degrees are awarded directly by the University of Sheffield.



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of Sheffield

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80th in the world
QS World University
Rankings 2015

BA (Hons) in English Language and Linguistics
3 or 4 years

MA in Applied Linguistics with TESOL
1 year (*full-time*) or 2 years (*part-time*)
Programme Delivery Mode: Weekends

MA in Translation and Interpreting
1 year (*full-time*) or 2 years (*part-time*)
Programme Delivery Mode: Weekends

Why English Studies at
the University of Sheffield
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- BA, MA and PhD degrees awarded by one of the top 100 Universities in the world, The University of Sheffield
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- Research-led learning, with hands-on practice
- Actual teaching practice in real foreign language classroom conditions
- Knowledge of and practice on, strategies, techniques and tools employed by professional translators and interpreters
- A library collection of more than 8000 titles and access to numerous electronic resources
- Cutting-edge IT labs, fully equipped for language research projects

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🖱️ www.citycollege.sheffield.eu 🌐 English Studies Department - City College



Welcome Back Event

September 24 2017

SPEAKERS

- Ms. Chrissie Taylor
- Dr. Paschalia Patsala
- Dr. Eirini Gamvrou



10:30AM



Amphitheatre of Central Library of AUTH

Speakers' corner



Chrissie
Taylor

Raining Cats And Dogs

What have cats and dogs got to do with grammar in context, vocabulary development and using language? This talk is not going to be about idioms but about how to bring language and structures to life through themed context.

Chrissie Taylor has worked for many years as a teacher with the British Council, Mandoulides High School and as a trainer with Study Space teacher development centre. Now she enjoys contributing to training and teaching to keep involved in what she loves doing.



Dr Paschalia
Patsala

Picturing Public Engagement: Its relevance to education, its impact on society.

Educational institutions have recently started adopting a more outward-looking orientation; the focus on dialogue and exchange—complementing knowledge transfer—is nowadays one of the greatest challenges in education. This presentation will demonstrate how developing a strategic approach to Public Engagement enables educational institutions in the area of foreign language teaching to rediscover their roots as active contributors to positive social change, and acquire great educational benefits by enhancing the overall impact of the foreign language teacher's vocation.

Dr. Paschalia Patsala is the Head of the English Studies Department of The International Faculty of the University of Sheffield, CITY College, and a Lecturer of English Language and Linguistics. She holds a PhD in Theoretical & Applied Linguistics from the Aristotle University of Thessaloniki, an MA in Theory of Lexicography and Applications and a BA in English Language and Literature (Major: Linguistics)—both from the National and Kapodistrian University of Athens.

She is currently attending a PGCert in Learning and Teaching from the School of Education, as well as a PGCert in Clinical Neuropsychology, of the Department of Psychology—both from the University of Sheffield.

Dr Patsala has approximately 15 years of teaching experience, having taught in Undergraduate and Postgraduate Programmes of various European and American Universities. She has also occupied several administrative positions in educational institutions, serving mainly as the Head of English Language Departments.

In addition to her engagement with education, Dr Paschalia Patsala has pursued a career as a Lexicographer and Editor, having worked in a number of dictionaries and volumes published by Greek and foreign publishing houses.

Speakers' corner



Dr Eirini
Gamvrou

Reading and Writing in on-line and off-line environments

This session will focus on reading and writing in reading book clubs which seem to regenerate in on-line environments.

Reading and writing practices of two Greek on-line communities will be presented and juxtaposed with similar practises of off-line book clubs which operate at school or independently.

Faculty of Arts, Dept of Modern Greek Studies, AUTH (1996)

MA, Dept of Modern Greek Studies, AUTH (2000)

MSc, Interdisciplinary Studies' Programme, Faculty of Arts, AUTH (2006)

PhD, Faculty of Education, AUTH (2017)

Teacher of Modern Greek Language and Literature, married, mother of two children.



Interview with Chrissie Taylor

Questions by Maria Theologidou



1 Could you tell us more about you and your professional background?

Having worked as a primary school teacher and trained as an educational psychologist in Edinburgh, it wasn't a huge jump to move into the world of EFL teaching when I came to work at the British Council in Thessaloniki. I quickly developed an interest in teacher training there. This interest was furthered when, with like-minded friends, we set up Study Space Teacher Development Centre. At the same time I kept contact with the classroom by working at a private high school where, along with teaching, I was also involved in developing communication and presentation skills in the 'Forensics' club.

Over the following years I carried out seminars for schools and publishers and had a very productive two years as chair of TESOL Macedonia Thrace. Study Space moved into running Cambridge CELTA and DELTA courses which I thoroughly enjoyed and kept me in the classroom but this time as observer and tutor. I like to be involved, where possible, with training and teaching albeit now on a more selective basis.

2 What will your session mainly focus on?

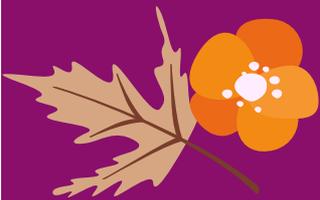
I have always found that learners respond best to lessons and topics that are closer to the teachers' personal interests. Animals, and their plight and personalities being a large part of my life, I decided to use this topic area as a focus for further language learning activities in the classroom. Personalising and giving context to vocabulary and grammar structures has always proven successful in the teaching process and can be adapted to suit a variety of interests and selected areas. The workshop will look at different activities, around the central theme, which can consolidate learning and then move into using this language in communication tasks.

3 What do you hope participants will gain from your session?

Taking into account the need for learners to be given the opportunity to 'play' with language, not only to have it 'presented' but to practice it within a real life context, my aim is to give participants the opportunity to try out activities which can be transferred to their own areas of interest (and of course those of their students). Hopefully they will go away with ideas and reminders of what can be done with exercises and communication tasks which will consolidate learning in an enjoyable and memorable way.

4 How does your session reflect the changing face of ELT?

Authenticity, context and concept, the need for personalization and the application of the grammar and lexis being used in purposeful production are basic principles which are time honoured but very often forgotten in everyday teaching. Nothing new or technologically radical but at the beginning of a new school year well worth remembering.



Interview with Paschalia Patsala

Questions by Maria Theologidou



1 Could you tell us more about you and your professional background?

My love and abiding passion for the English language was my motive for pursuing a BA in English Language and Literature, an MA in Theory of Lexicography and Applications, as well as a PhD in Theoretical and Applied Linguistics. My main areas of interest include Linguistics, Lexicography, Educational Technologies and Teaching & Learning in Higher Education. I am also attending a PGCert in Learning and Teaching as well as a PGCert in Clinical Neuropsychology.

Having held several administrative positions in educational institutions, currently I am the Head of the English Studies Department of The University of Sheffield International Faculty, CITY College, where I also hold the position of Faculty Manager of Accreditation, Programme Review and Student Engagement, working on areas related to Quality Assurance of new and revised Programmes as well as on Student Engagement matters.

2 What will your session mainly focus on?

My presentation mainly emphasises the focus on dialogue and exchange with society—complementing knowledge transfer—that has become one of the greatest challenges in education, with certain educational institutions adopting a more outward-looking orientation. My aim is to explain how developing a strategic approach to Public Engagement will enable educational institutions in the area of foreign language teaching to rediscover their roots as active contributors to positive social change, and help language teachers gain great educational benefits, enhancing at the same time the overall impact of the foreign language teacher's vocation.

3 What do you hope participants will gain from your session?

This session is aimed at any foreign language teacher who wishes to participate in opportunities and challenges related to Public Engagement, or to colleagues who can incorporate in their foreign-language programmes civic engagement actions. Another benefit from attending this presentation is that it will add to participants' own ideas about civic engagement, helping them identify similar practices they could also implement, while becoming confident and self-directed members of a social environment.

The current session will also demonstrate how trainee teachers can combine their MA or BA programme of studies with a goal-directed process embodying a feeling of authenticity, contributing at the same time to a societal outcome. Public engagement experiences and extra-curricular activities have proved to be significant for students' personal and professional development; focusing their learning and teaching experience on projects engendering a purposeful and collaborative social activity makes trainee teachers motivated to strive for the best within a more engaging learning environment. Furthermore, it creates higher-education communities of learning where academics, professional services, students, citizens and external organisations co-produce knowledge and share a range of opportunities to understand their place in—and contribution to—the real world.

4 How does your session reflect the changing face of ELT?

There are many foreign language teachers who feel strongly about ending barriers to education but unable or hesitant to take more concrete actions towards that direction. Thus, adopting a Public Engagement strategy can make a difference and provide a creative response to social issues. Moreover, 'engaged learning' attracts a lot of attention nowadays in Higher Education as it serves a great number of purposes, including challenging the students to apply what they have been taught in the classroom, broadening the horizons of both students and outside 'partners,' sharing learning, and building strong relationships between the university and its surrounding communities.

After all, teaching a foreign language to a vulnerable population can have a massive impact by drawing our attention to significant contemporary or social topics, finding new approaches to foreign language teaching, or simply brightening people's lives!



Interview with Eirini Gamvrou

Questions by Maria Theologidou



1 Could you tell us more about you and your professional background?

My name is Eirini Gamvrou and I have studied Modern Greek Language and Literature at the Aristotle University of Thessaloniki (1991- 1996). I have successfully completed a Master's Degree in Computer Assisted Language Learning (AUL, 2006). My PhD thesis has been completed successfully in February 2017. I work as a Language and Literature Teacher in private secondary education. I'm married and a mother of two children.

2 What will your session mainly focus on?

My session will mainly focus on online reading communities. As 21st Century goes on people come across a reality which has to do with online communication. That means that almost everything is going on in online environments. Reading and writing could not be an exception. Moreover schools can't actually ignore this reality. I think that scientific research should expand in online environments and focus on people's interaction as well as the new ways through which the concept of Literacy is being thought of in the New Communicative Order.

To make this more understandable I will present Greek online communities whose main interest is reading and writing Literature. Reading and Writing are thought of anew in online environments.

The experience gained from online environments could very well be transferred to schools' online communities. During my session I will present an online school community which was planned and realized for the completion of my PhD thesis. The community's environment prompts students to express themselves spontaneously and create authentic material.

3 What do you hope participants will gain from your session?

They will be surprised by the ways spontaneous online environments can boost the interest of learners as they come from their leisure activities.

4 How does your session reflect the changing face of ELT?

ELT can't ignore the New Communicative Order. The multiple semiotic modes through which reality is expressed as well as the ways through which the expanded usage of the Internet affects our idea for foreign language learning reforms the needs of people when it comes to learning English. Teachers of the English Language ought to take all these into consideration and actually seize the opportunity to emerge learners into native/native-like environments. Online communities seem to be an opportunity which I think can offer teachers new ideas on teaching.

THE TESOL MTH PARTICIPATION IN THE AUTUMN 2017 EXHIBITIONS IN THESSALONIKI

Report by Maria-Araxi Sachpazian



For yet another year TESOL Macedonia-Thrace, Northern Greece has had the pleasure of participating in all the exhibitions organised in Thessaloniki this August and September thanks to the generosity of its reciprocal partners.

Being present in these exhibitions is central to the success of our organisation and its ability to reach wider demographics. This board has gone out of its way to put forward the message that TESOL MTH is an organisation that embraces teachers of English, regardless of their place of employment. Teachers who are young and inexperienced, older and more experienced, teachers who teach at foreign language schools, the public

sector, even teachers teaching at tertiary level will all find something useful and inspiring in our TA. To reach all these professionals we need the support of other organisations which share the same values and principles. To make our TA even more accessible to all teachers we offer a reduced rate only for the period of the exhibitions to help teachers who may not have started working yet to join our association. During the exhibitions the TESOL board members had the chance to meet with the members, chat, register new members, give out our brand new calendar of events and our new bookmarks.

Our first exhibition this year, was as always the **30th Two-day Conference and Exhibition by PALSΟ Northern Greece**, which was held at the recently-renovated Macedonia Palace Hotel. The title of the conference this year was “Foreign Languages, the digital era and Multi-culturalism”. Use the link below to access the Palso promotional video for the **TESOL MTH** participation.





PALSO Exhibition TESOL MTH video

The exhibition hosted all major publishing houses and examination boards and was visited by many teachers and school owners. **TESOL MTH** was represented by board members **Manolis Kontovas, Efi Tzouri** and **Dimitra Christopoulou**, who presented a well-attended session entitled **“Life skills in ELT”**. The Social Media (dream) team wondered why life skills are considered to be more essential now than ever and how they enable us to meet contemporary challenges of everyday life. They also discussed their principles and how they can affect our social and emotional state. The TESOL MTH presentation at PALSO focused on how acquiring life skills can be beneficial to our professional development as well as to our social life and explored the many opportunities we have to seize or practise by being members of a TESOL community.



The second exhibition was organized by **International Publishers** during the weekend of **26th and 27th August at the MET HOTEL** in Thessaloniki. During this exhibition TESOL MTH held two lucky draws for two all-inclusive annual memberships. The lucky winners were Miss Efthymia Damtsi and Miss Eleni Spyridou. The TESOL



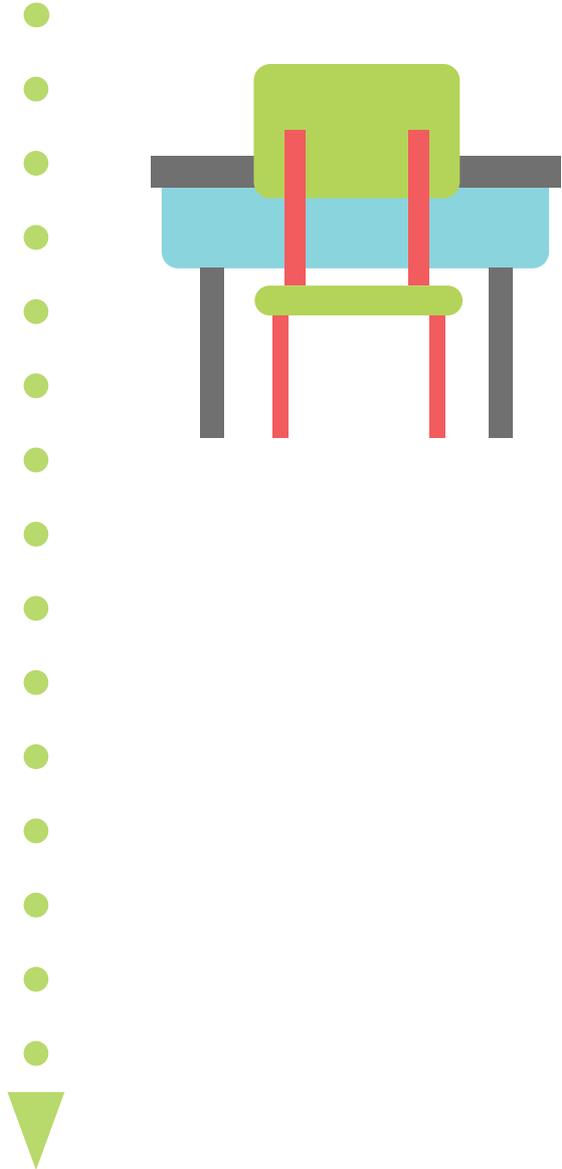
MTH session was presented by **Chairperson Maria-Araxi Sachpazian** and **Vice-Chair / Chief Executive Editor of ELTeaser Maria Theologidou**. The title of the TESOL MTH presentation was **“Moving up, Moving on, Moving forward: Teachers in the driver's seat.”**. The session revolved around the issue of career ownership and how teachers can regulate their own career growth and generate professional opportunities through managing their presence in social media, the use of technology and their participation in teaching associations.

The final exhibition was the **11th Foreign Languages Forum by ELTNEWS** which was organized on 3rd September 2017 at the Capsis Hotel. The TESOL board had the chance to inform more teachers about our upcoming events as well as our 25th Annual International Conference.

The **TESOL MTH Executive Board** would like to thank its reciprocal partners, **PALSO Northern Greece** and its president **Ms.Varvara Karakitsiou, International Publishers** and **Mr. Philip Dietchi, ELT NEWS** and the **Spyropoulos**



family for their invitation, their generous hospitality and their support. We are hoping to see all of our reciprocal partners in our exhibition during the 25th Jubilee International Conference of our Association in February 2018.



An amazing online
ELT Event!
10 presenters with 10
fast sessions of 10
slides!
"Helping Learners Find
their Voice"

EFLtalks

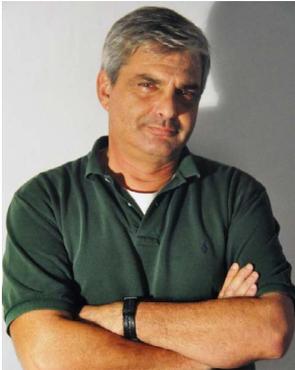


15th October
At 17:00
Just log on!



Interview with Rob Howard

Questions by Maria Theologidou



About me

Rob Howard is the owner of Online Language Center, partner at Business Language Training Institute and founder of EFLtalks - teachers teaching teachers. Having run successful businesses in the United States and Brazil, he adds a different focus on the business of Business English. He has taught in companies such as Petrobras, Vale, Odebrecht, PWC, KPMG, CVM, over 50 of the largest and most prestigious law firms and financial institutions in Rio de Janeiro, as well as to university professors at UFRJ, UERJ and FGV. He is a speaker

worldwide on Teacher Development, Continuing Professional Development, Online Business Retention and Image Presentation. He is President of the BRAZ-TESOL BESIG, a member of the IATEFL BESIG Online Team, Online Coordinator and Video Interviewer for the Visual Arts Circle as well as co-founder with Dorothy Zemach of the Independent Authors and Publishers Group. He has authored and coauthored several books for EFL. He was nominated for the 2016 British Council's ELTon Award for Innovation in Teacher Development.



In anticipation of TESOL MTH'S 10*10 EFL TALKS online event, Rob Howard, the always-innovative creator of EFL TALKS, shares his views on education and CPD.

1) What motivated you to start EFLtalks and what is the main idea behind them?

It all started on social media. Once you let people know you are a teacher, you become inundated with questions from students all over the world. Not being able to keep up answering everything, I started a group on Facebook, "ENGLISH STUDENTS worldwide", in order to help students all over the globe by sharing hints and materials to help them improve and answer their questions. The group, now with about 13,000 active members, was surprisingly made up of almost 50% teachers or future teachers with 75% of these from less advantaged countries. They too needed a way to improve their English as well as their teaching skills. I thought about the need for teachers throughout the world to have an easy method of getting CPD (continuing professional development) anywhere, anytime and for free. We take for granted that everyone has access to conferences and TD (teacher development)



while thousands around the world can't afford to go to conferences or even sign-up for for-pay webinars. I wanted to make an open-source area for them to get expert advice from educators around the world willing to share their expertise for free. But I needed something catchy and different. I came up with the idea of reaching out to my own PLN (professional learning network) for others interested in having a 10-hour, non-stop webinar using only 10 slides in 10 minutes to create a database of CPD videos to help. I was able to find 50 wonderful likeminded educators to join in. This is how EFLtalks got started.

2) What are your core beliefs as an educator?

The main belief that I have always held throughout my career and life is that if one is willing to take the time and make the effort to learn, we should do all that we can to support them. My own personal values have taught me that if we have been given a gift, we need to share this gift with others. I try my best to keep this idea in my life as well as in my teaching profession. Even though I do this for a living and make money with my companies, I still teach a few students every semester for free. I want EFLtalks to remain free forever and carry on the "teachers teaching teachers" motto.

3) How do you imagine the educators of 21st century?

Unfortunately, I don't see the future educators taking full advantage of TD. Most think that they have learned it all in school and have no need to continually study their craft. This is another reason I chose the 10-minute format. A fast, easy way to learn while doing away with the excuse of not having the time to learn. I hope that I can make a difference in this attitude and make a small mark on the future of education by bring educators back to learning like we did in the past. Any job or career needs continuous study and upgrading. Let's hope that EFLtalks can help.

4) What are the 5 tips you would give teachers who want to invest in their CPD?

1 Just do it! Stop making excuses and watch a video. 10 minutes a day to learn something new or just refresh an idea isn't a huge investment.

2 Build a PLN for yourself. Get together as a group and share ideas with your colleagues. Before EFLtalks, a group of us in Brazil went out for beer every week to talk about what we experienced and what we learned.

3 Read a book. If you're not reading the latest trends or ideas out there, most of them good, how can you improve? Would you want to go to a doctor who didn't stay up-to-date on the latest treatments available? I wouldn't.

4 Invest money in a course or take a free course online. Even if you only learn a few new ideas, it is worth the time and effort if you truly believe in the profession.

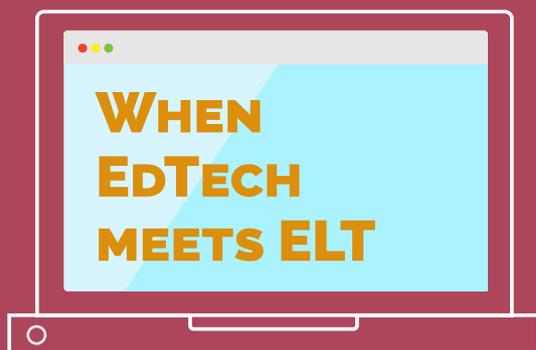
5 Join EFLtalks. Join as a viewer and join as a speaker. You don't have to be a world-renowned educator to offer something worthwhile to others.

5) What are your future plans regarding EFLtalks?

I am currently building "The Teachers' Video Glossary", an A-Z collection of all the teacher terminology that we use thanks to my almost 150 (and growing) friends and fellow EFLtalkers. This "living" glossary will grow and change as the field does and be available for all to use in the future. We are prerecording these videos as volunteers step up and do them. At the same time, we are doing live regional or country-wide events throughout the world to help promote the importance of Teacher Association membership. We hope to continue to support EFLtalks with the sales of our **EFLtalks Companion Guide** series, a series of eBook or Print-on-demand books written by our EFLtalkers that further covers their respective talks. We only receive \$1 on each book after costs from Amazon (less than \$3 in most markets).

Many more ideas are in the works but I won't divulge them now as our ideas are already being "copied" by other groups. Check back at www.EFLtalks.com to see our latest videos and ideas.

by Dimitris Tzouris



About me

 dimitrios.me

Learning agent. Part-time teacher, full-time learner. Instructional Technologist at Anatolia High School and the American College of Thessaloniki. Computer Science teacher at Anatolia Elementary School. Advisor

on Social Media and Learning Technologies at the American International Consortium of Academic Libraries (AMICAL). Member of the Global Education Conference leadership team. Reviews for EDUCAUSE. Founder of Global Game Jam Thessaloniki. Social Media Manager at TEDxThessaloniki.

Do you listen to podcasts? The episodic audio files became popular in the early 2000s because they could be downloaded via iTunes onto the iPod and be consumed offline, anytime and anyplace. There was no mobile Internet back then, but having the file downloaded on your mobile device is still a big deal today. Topics varied: News, business, technology and even personal audio diaries. It was like choosing when to listen to your favourite radio show.

Today, the podcast industry is growing and podcasts are changing the way we are consuming audio content. On demand is the default these days. There are even podcast festivals around the world, where radio producers come together and have live shows on stage.

Podcasts and audiobooks help English learners with their listening skills and since podcasts are available for free, you have no reason not to recommend a few to your students. Just make sure you find something suitable for the target age group.

Here are some of my favourites:

Grammar Girl is a must for both native English speakers and English learners. Each week, you get ten minutes of writing and speaking tips.

For kids who love science and wonder, *Wow in the World* is a relatively new podcast, made for young listeners.

There are some very powerful storytelling podcasts. Top ones include Radiolab, *This American Life*, *99% Invisible*, the Storycorps podcast, *Strangers*, *TED Radio Hour*, *Hidden Brain*, *Reply All*, *Revisionist History* and *To The Best of Our Knowledge*. Real stories that can be both fascinating and informative. Audio is a very powerful medium for storytellers.

True crime podcasts are also popular. *Serial* was the first one to have all its episodes released at once, following the popular content consumption practice introduced by Netflix that we call bingeing. *S Town* is another podcast by the same team. *Criminal* is a weekly series about people who have done wrong or been wronged.

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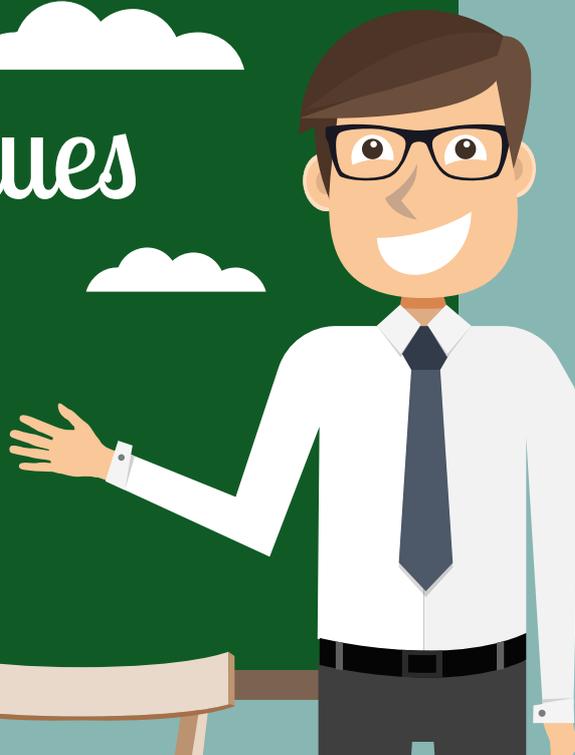
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Views and Clues

★ COLUMN ★



VIEWS AND CLUES

by Dimitris Primalis

Welcome to “Views and clues”, a new column focusing on practical issues that teachers face in their daily practice and – as the title suggests – will share views on the latest developments in the field. As this is written by a teacher for teachers, you are more than welcome to send comments or suggestions. I am grateful to TESOL Macedonia-Thrace, Northern Greece for hosting my views and experience on a regular basis in this newsletter.



About me

Dimitris Primalis is an EFL teacher, author and oral examiner. He has been teaching for more than 20 years and applies his knowledge and experience to introducing innovation and change into the daily teaching practice. He believes that motivation, creativity, critical thinking, collaboration and communication can be the driving forces in TEFL. His views and work are shared in his columns in the ELT News, the BELTA Bulletin and his blog, “A different side of EFL”. He has presented his work in many conferences in Greece and abroad. Dimitris was awarded the 2013 IATEFL Learning Technologies SIG scholarship and was selected twice as Expert Innovative Educator and this year as Fellow by Microsoft in Education. He also served as assistant editor for the IATEFL Learning Technologies SIG e-bulletin (2015-16). He is working at Doukas, a private primary school in Athens, Greece

First days at an EFL classroom

The school year has just begun and getting into the classroom on the first day, can be a hair-raising experience. Dilemmas arise as to whether I have to be sweet, smiley and tolerant or show complete aloofness – at least until Christmas – so that my students won't take over the classroom management. Should I spend the first days without giving homework or should I pelt them with exercises, words and idioms they should study at home? The answer is usually somewhere in the middle but instead of debating it, let us take a different approach: setting the rules, setting the goals. The beginning of the year is the ideal time to indicate clearly what the class is expected to achieve and what their daily learning should be like. The following areas may be of help if you want to follow this path:

Classroom rules

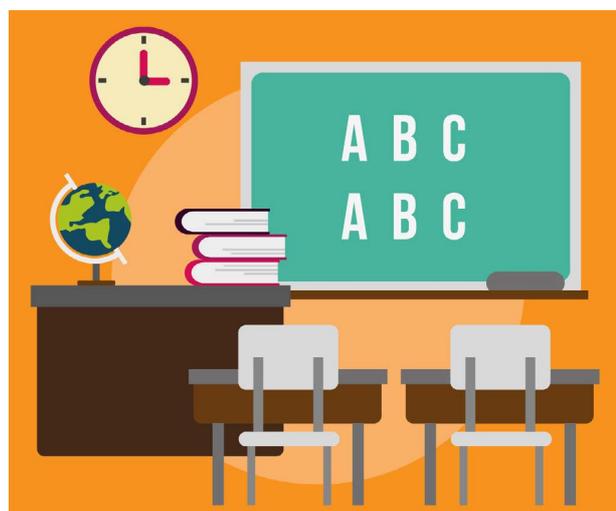
No matter how old fashioned it may sound, creating a set of rules at the beginning of the year and posting it on the classroom wall can be of great help during the course. Ask students to work in pairs or groups and come up with what is allowed and what not allowed in class. During the year, your students are highly likely to “cross the line” quite often and test your patience, tolerance and common sense, but you can always remind them by pointing to the poster on the wall what you've all agreed on. Another good reason is that students feel more secure as they know what they are expected to do and what not to do in class. It may also act as a good ice breaker on the first day at school as students will need to collaborate. (See below)

Devices and Technology etiquette (Digital citizenship)

If you are teaching a class of teenagers, then devices and technology should be included on the list of rules. Replying to your friend on the social media is a temptation very few students can resist. If you intend to use technology in class, signpost clearly when they are to use their smartphones or tablets and when they should hide them deep inside their schoolbags – not under the desks or on the desk even if they assure you that they

are turned off. Instigate a discussion on how often these devices should be used and under which circumstances they can contribute to improving learning.

Asking them to justify the rules on the poster will help them develop their critical thinking skills and will make it harder for them to challenge during the academic year. It goes without saying that they or you are not allowed to share on the media photos with student faces unless you have written consent from their parents.



Collaboration in class

Rome was not built in a day and collaboration and communication skills cannot be developed within a couple of days before the exams. Explain from day one why you expect your learners to work together. Namely, because it is part of the exams (oral part), because it will give them more time to practice L2 and because this is what they will have to do in real life and they will have to do it in ... English!

What happens though with discipline and noise? No teacher ever wants to be accused of being unable to deal with class management issues. Pairwork and groupwork is a long-term investment and students need to be trained as soon as possible. Plan short tasks and set clear rules. Give clear instructions and model with a couple or a group of students before you start the activity. Signpost the beginning and ending of the activity with body language, a catchphrase, soft music or ringing a small

bell. If you choose music, you can tell students to “work in pairs/groups while the music is playing but their voices cannot be louder than the music” . The activity stops when the music stops. Some pairs/groups may originally keep talking but once they realize the rest of the learners are looking at them, they will stop without your having to resort to shouting. How can you ensure though that they use L2 during the activities?

Using L1 and L2 in class

Though it seems hard to believe, it is the teacher who sets the trend and the limits to using L1 and L2 in class. Whenever I stepped into the classroom and I spoke Greek, my students would naturally respond in Greek and they would use English on rare occasions and with great difficulty. Whenever I spoke English, they rose to the occasion and gradually improved their speaking skills.

What is my advice?

Use English from day 1. Rehearse the instructions you intend to give adapting them to the student level. From my experience, the lower the level of students, then the more challenging it can be for the teacher. Gestures, drawing on the board and miming can be of great help and they can engage learners as they are trying to figure out what they have to do, instead of being spoon-fed. Insist that your learners speak English even if they struggle to produce the desirable outcome .With simple expressions that they can all use, like “Can I go to the toilet?”, I pretend I cannot understand when they say it in Greek. With longer utterances, I rephrase gently in English. During the first lessons, it is worth building a set of expressions and phrases that you will be using with your students throughout the year. It helps them build confidence and they get used to listening to L2 in class. I resort to L1 only when all other options are not feasible. How can you make sure your students will speak English when they work in pairs and groups? Make clear that they should use English. If not, let them know that you will stop the activity immediately and do some grammar exercises. In most cases, they comply fully. Another way

to ensure they use L2 is if you ask them to report to the rest of the class the outcome of the discussion each pair or group had. Peer pressure will urge them to speak.

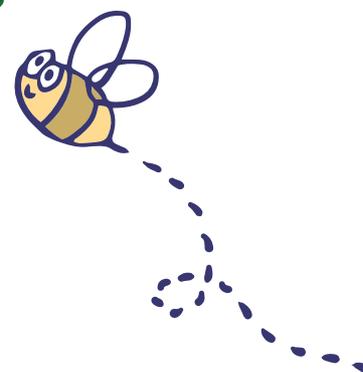
Get to know your books

Another area worth investing time in, is acquainting learners with the resources (books, digital material, access to platforms) they have at their disposal. A mini quiz in class with features of the book i.e. grammar and vocabulary references at the back, revision units and exercises, self-check pages etc. can stimulate learner interest and help them exploit to the maximum the potential of the material they have. Alternatively, you can give them a “guided tour” and then start a conversation about what the course learning aims are and what the learners themselves expect to have achieved by the end of the school year. Recording them on their notebook so that they can check from time to time their progress can be very helpful especially with students who feel they are lost at some point during the course.

Closing thoughts

25 years ago, when I started teaching, all the above seemed a waste of time and I was eager to teach my learners the Present Simple and the Present Continuous. After all these years though, I feel that building the classroom culture and contributing to a productive and non-threatening learning routine can save me and my learners time and effort that can be used for more creative and fun activities.

“Have a successful and fruitful, new academic year!”



Preparing 21st century citizens of the world in the English classroom

by Maria Vlachopoulou

About me



I hold a B.A. in English Language & Literature (National and Kapodistrian University of Athens). I have worked for 8 years in the private sector (Karaoglani School of Foreign Languages, Thessaloniki) as a teacher and level coordinator. I have been working in public schools since 2007. For the past 3 years I participate in European programmes (Etwinning, Teachers4Europe) and I attend courses on Dyslexia, Character Education and Web Tools 2.0. I have my own blog vlachopouloumaria.blogspot.gr.



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(as presented by Maria Vlachopoulou on Saturday February 10, 2017 in the Elytis Room, ACT, Thessaloniki, Greece at the TESOL Macedonia-Thrace, Northern Greece 24th Annual International Convention “Teachers, Trends, Techniques: A world of Change”)

“

About a year ago this piece of news made the headlines in quite a few newspapers: “To get into college, Harvard report advocates for kindness instead of overachieving”. (Washington Post, January 2016). This must have come as a surprise, as academic performance has been the prior admission criterion for universities and colleges until then.

This was actually the result of the **Making Caring Common** project of Harvard Graduate School of Education which a large number of colleges and universities, academic endorsers, allied organisations, high school and districts have joined. According to the article and the **Making Caring Common** creators: “For the first time in history the college admission process focuses not only on academic achievement, but also on areas such as community service and the public good, that is *ethical citizenship*, deeper understanding and respect for others, esp. those who differ from us in background or character, that is *caring relationships*.” Therefore, one realizes that “The college admission process sends powerful signals to young people not only about what colleges value, but about what society values.”

(<https://mcc.gse.harvard.edu/webinars>)

This is certainly an interesting turn! Grades, tests, exams have been the focus of education around the world for years and years. And things are only getting worse, at least here in Greece. Students memorize loads of information only to pass an exam filled with information that is bound to be forgotten soon after it’s been learnt. But, is knowledge and the testing of knowledge the sole purpose of education?

Who isn’t acquainted with Aristotle’s quote “Educating the mind without educating the heart is no education at all.”? I have always believed that we are not just language teachers who teach the subject, we are above all educators; we can teach so much more apart from the curriculum. According to Wikipedia this is the definition of education: “Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits.” So, when some years ago I came across a model framework for 21st century skills called KSAVE, I decided I wanted to implement it in my teaching. The model was developed by the TC21s team of the University of Melbourne and the acronym KSAVE stands

for Knowledge, Skills, Attitudes, Values and Ethics. According to this model, students should be taught 10 skills groups divided into 4 categories: **Ways of Thinking**, which includes creativity and innovation, critical thinking, problem-solving and decision-making, as well as learning to learn or metacognition (knowledge about cognitive processes), Tools for Working including information literacy, information and communication technology (ICT) literacy, **Ways of Working**, which includes communication and collaboration (teamwork) and **Ways of Living In the World**, including citizenship (both local and global), life and career, personal and social responsibility as well as cultural awareness and competence. "No matter if you call them life skills, 21st century skills etc. students who are able to understand and use these skills together along with their educational qualifications will be better placed to take advantage of educational and employment opportunities." (Macmillan, *The Life Skills Handbook*, p. 1) So, first I started establishing what I like to call "Raising awareness days". This way I tried to embody some of these skills in my teaching. I have kept these days in my curriculum since then and I try to enrich my materials every year. Some of my "Raising Awareness Days" are Safer Internet Day (SID) in February, *Day against bullying on March, 6*, *Day against Racism on March, 21*, and *Earth Day on April 22*. My aim then is to get students acquainted with issues that will make them better people and better citizens. That is because I see language as a medium through which we help our students become citizens of the world.

In detail, this is an idea of what we do on these days:

Safer Internet Day: On this day we discuss topics such as online private life and safety, freedom of expression, digital citizenship, netiquette and cyber bullying. Students have the chance to share their own experiences, get answers to their questions and learn how to have proper online conduct. We accomplish all these by watching videos, filling in quizzes and questionnaires and playing games. Moreover, we also produce our own materials based on what we have learned. This year we have turned the day into a six-month project and added "Hate Speech" to the themes discussed. Both projects were introduced under the scope of Human Rights Education.

Day against bullying: This, having been a topic of discussion in schools for some years now, is taught in connection with issues like accepting diversity and building rapport among students. We try to encourage our students to respect each other and build their interpersonal and communication skills. We also try to train them to deal with incidents of bullying, report them if they are victims and never remain silent when they witness such incidents.

Day against Racism: On this day we work on activities that promote a friendly and welcoming classroom atmosphere. We learn good practices in dealing with racist incidents, we make students aware of the dangers of stereotyping, intolerance and discrimination.

Earth Day: On this day we learn about the 3R's of conservation, we talk about sorting out litter and recycling. We watch videos, do worksheets, we play games and sing. We always produce our own materials as well, both digitally and traditionally.

Except for these days, I have been working on Human Rights Education (HR Education) for the past three years. HR Education aims to empower students to contribute to the building and defence of a universal culture of human rights in society.

It is my firm belief that teaching is not only about the subject. It's also about culture, not one culture, but culture of the heart.

- This is the link to the list of books and other resources that have been of use to me:

<https://docs.google.com/document/d/1m-zsa8GOOYLGxKy3ohoYvil1HbNr87FAEOICFYbiF-M/edit>



Creating Emotionally Intelligent Learning Spaces: The Kindness Revolution

by Alexandra Valtzidou

About me



Mrs. Alexandra Valtzidou is from Brisbane, Australia. She holds a B.A. in Psychology, University of Queensland, a Postgraduate Certificate of Health Science, Queensland University of Technology, Australia, a B.A. in Educational and Social Policy and Special Education and a M.A. in Special Education, University of Macedonia, Thessaloniki. From 2010-2015, Alexandra worked in Thessaloniki as Special Education Head Teacher in state schools, and also taught English language learners with learning difficulties. In 2015 she was hired at Pinewood American International School as Kindergarten teacher, and is currently working at Pinewood as the school's Learning Specialist.

Walking to my kindergarten class one day last year, I saw one of my youngest international students (Anya) crying and waiting by the door. Anya was obviously distressed and anxious to enter, having split her chin while playing. When we entered the class together, all her classmates were very upset and afraid for their friend, but also curious and full of questions about what had happened. Another student asked me what they could do to help her. I decided that it should be a class decision, asking all my students to sit in a circle so we can decide what to do. "Caring group hug!" exclaimed another student before we even had a chance to sit down. Immediately all children hugged, with Anya in the centre, offering their support, love and well wishes. Anya calmed and relaxed, and after the hug was over, I was able to continue with my lesson. This is what's possible when kids learn kindness and emotional intelligence at schools.

Different definitions of Emotional Intelligence (EI) exist and can be found within the psychological literature. One widely used definition is derived from the work of Goleman (1995), which defines it as the ability to understand your own emotions and those of people around you. The concept of EI means you have a self-awareness that enables you to recognise feelings and helps you manage your emotions. A person with a high EI is also capable of understanding the feelings of others and, therefore, is better at handling relationships of all kinds. But the real question is how can EI, and skills such as kindness and empathy, affect our students' academic life? As Plato said, all learning has an emotional base. Educational institutes have begun to realise that education needs to be holistic in nature, and worldwide EI, mindfulness, empathy, caring and kindness projects are being used to help students build resilience, compassion, positive relationships, conflict resolution, decision making skills, and focus.

And although holistic, whole child education has been around for many years, educational practices in school have now begun to understand its importance. Research shows that students with higher total EI exhibit significantly higher levels of academic achievement, interpersonal skills, stress tolerance and adaptability, respond to setbacks with hope and resilience, exhibit high levels of empathy, and have overall higher academic qualifications and better career prospects than students who have low EI (Barchard, 2003; MacCann & Roberts, 2008; O'Conner & Little, 2003; Rode, et.al., 2008). These effects are even greater in foreign language learners, as foreign language learning is strongly associated with several dimensions

of EI (Genc, Kulusaklit & Aydin 2016; Zarezadeh, 2013). This trend exists because emotions and feelings of inadequacy tend to be stronger when students learn a foreign language (Genesee, et al., 2006). So, when you increase EI then language skills significantly improve in ESL students (Shao, Yu & Ji, 2012). When students control negative emotions like fear, anxiety, and frustration, and experience increased levels of positive emotions like enthusiasm and a sense of accomplishment, they absorb and retain knowledge at higher levels (O'Regan, 2003). It is thus of the highest importance to attend to emotions in the classroom, as it enables both the student and the instructor to manage feelings, and provides useful methods to address difficulties that could deter success (Gates, 2000).

In Pinewood, the American International School of Thessaloniki, the school I work at and the school the opening incident took place, a "kindness revolution" has taken place over the last two years. The mission of this revolution has been to advance student learning, achievement and success by helping all students feel valued and heard, whilst providing them with the skills to become active participants in their learning experience. These EI, mindfulness and kindness concepts focus on students being personally invested in change and acknowledging both the challenges and the advantages of various types of diversity present in the school. Last year, EI techniques, activities and practices were incorporated within the kindergarten curriculum, thus creating a mindful and kind classroom.

Yet, the challenge for me as a kindergarten teacher whose students were all but one ESL (and two neither spoke nor understood English) was to promote this skill set whilst also focusing on language learning in this highly multicultural and multilingual environment. The solution came from affective educational practices. In an affective educational environment EI, personal and social learning are incorporated into everyday teaching, either separately or as part of the existing curriculum (UNESCO, 1992). This for me created an environment that promoted emotional security, productive and positive uses of my students' emotions,

encouraged motivation by celebrating their strengths rather than focusing on their weaknesses, taught them self-directed learning, and provided them, even at this young age, with intrinsic motivation to learn (Aspy & Roebuck, 1982). The adoption of affective educational practices in turn turned my kindergarten classroom into a responsive one. Responsive educational environments consist of practical strategies for helping students build academic and social-emotional competencies day in and day out (Larrivee, 2005). Students cared about each other, our school/classroom and their learning. As a teacher, I interacted and bonded with my students and built a strong "classroom community" while offering more opportunities for student choice and voice in my classroom.

So, what were some of the practices I used to incorporate a kindness curriculum into my everyday lessons? If you had visited our kindergarten classroom last year at the end of the day, you would have witnessed our "Daily Kindness Circle". When kids performed an act of kindness or benefited from one, they had to stand up and share their experience with the rest of the class. The person responsible for the act of kindness was then rewarded with praise and a group hug. Through this exercise, I got students talking about their experiences, emotions and daily habits. Having bilingual children and English language learners practice their verbal skills, expand their vocabulary and improve their communication skills turned this mindfulness and kindness activity into an indirect language experience.

Additionally, at the beginning of the year the children were introduced to a three-step beginning of the day ritual. First, we would read a book. During these daily readings that focused on specifically selected books, I introduced stories and practices for paying attention, regulating emotions, and cultivating kindness. Secondly, the themes of the book would be discussed and examples of similar actions and behaviors had to be brought up and evaluated. Thirdly, all students would participate in a group hug, and whilst hugging had to chant "We are good, we are great, we'll learn something new today." Moving on to game-based tasks, our "Pick a question"

game was one of the most eagerly awaited activities of the day. I placed both academic and social questions in a box and each student had to pick one and complete the task directed on the card. For example, some included questions were “Write 4 emotion words on the board and tell us when you felt them and why”, “Say 3 things that make you happy and why”, and “Read the following act of kindness to the class and choose one person to perform it today”.

Students were introduced to these concepts and practices and in a short while their grades, cognitive abilities, English language level and E.I. improved. The two students who neither spoke nor understood English at the beginning of the year were above grade level by the end of the year in reading, writing, speaking and comprehension. These examples of varied EI and Language Learning activities that were implemented in our kindergarten class could be used at different elementary levels, and, with some adjustment, even middle school. It was these small changes, spread across our curriculum and our day, spread across our classroom and our school, that made my students more kind, more mindful, and more accepting. And at the end of the day, isn't that what the goal of international education should be? To create a new generation of compassionate and connected global citizens ready to change the world for the better?

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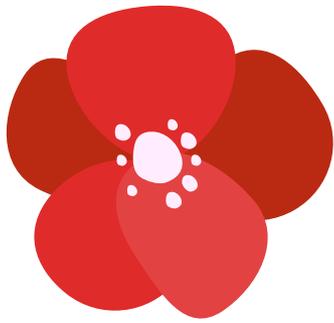
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DATES TO REMEMBER

-  15-17/09 26th Annual International IATEFL Poland Conference, Bielsko-Biała, Poland
-  22-23/09 SKA 3rd international ELT Conference, Faculty of Education, UKF Nitra, Slovakia
-  24/09 TESOL MTH Welcome Back event, Amphitheatre of Central Library, Aristotle University, Thessaloniki, Greece
-  24/09 TESOL Greece, BIG SIG day and Start of the Year event, New York College, Athens, Greece
-  04-07/10 ICLHE 2017 Conference, "Integrating Content and Language in Multilingual Universities," Denmark
-  15/10 10*10 EFL Talks TESOL Macedonia Thrace in conjunction with Rob Howard's EFL Talks, Online event
-  21-22/10 TESOL Greece Colloquium on Young Learners, Deree College, Athens, Greece
-  28/10 IATEFL English for Specific Purposes SIG & University of Sheffield joint event, The Diamond, University of Sheffield, Sheffield, UK
-  28-29/10 IATEFL Testing, Evaluation and Assessment SIG Event w/University of Bedfordshire, University of Bedfordshire, Luton, UK
-  18/11 TESOL MTH Academic Writing Event, New York College, Thessaloniki, Greece



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