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TEACHERS AND LEARNERS**

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engspeakingsocietynef@gmail.com
engspeakingsociety

EDITORIAL CHIEF
BEYZA CAN

CONTRIBUTING EDITOR
GÜLNIHAN ALTINAY

CONTENTS

Can We Teach English Through Acting and Miming?	Ėray Bakbak
The Bronte Sisters	G�lnihan Altınay
The Effects of Drama Activities on ESL Students	Hilal Bayram
Interview with Tutku Bas�z	Ėray Bakbak
Responsibility in Childhood Education	Merva Pehlivanlı
Equalize Learning: Multiple Intelligences Theory	Irem Sıla �zer
21st Century Skills	B�sra Inak
Websites that Provide Free Courses	Bircan Nur Kavrazlı
UNESCO World Heritage Sites in the United Kingdom	Mert Yazıcıoğlu
Webtools that May Help Teachers to Ease Their Courses	Seyma Temel
Book Corner	Irem Sıla �zer

March 2021

Can We Teach English Through Acting and Miming?

ERAY BAKBAK

Can We Teach English Through Acting and Miming? The answer is YES!

TPR by J. Asher suggests that we can teach English by using actions, to some extent.

Total Physical Response (TPR) is an approach created by James Asher. He specialized in the psychology field. But his interest in how babies learn their first language helped him create a new approach to teach language. In 1977, he published his book, titled "Learning Another Language Through Actions". This book properly explains TPR.

J. Asher was observing young children in their first language learning process. He realized a link between the actions and language contents produced by the parents for their children. Then he must have concluded that when the language input is given to the babies along with some actions, acquiring that input becomes easier and more profound.



Based on this thesis, He created TPR to be used in language classes for young learners. This approach suggests that physical movements such as miming and acting shall be used while teaching language; in our concern, while teaching English.

Who is the ideal learner for TPR?

The general conclusion all around the world is that TPR works at the highest capacity when it is used for young/children learners. They are more

suitable for performing physical actions and they will respond more positively to such actions than adults since they are basically eager to these actions and activities.

Even though it works at the best capacity when used for young learners, this does not mean that everything can be taught through TPR. It has limits. The language contents for the beginner level such as basic verbs, phrases and actions can be taught via TPR. But still, a lesson built around TPR will be so much fun and memorable to the learners.

But can this approach be effective on adult learner that try to learn English as a second language?

This is an important question and the answer is yes, but not as effective as it is on young learners. The capacity of TPR in which English is taught is already limited in normal conditions. When it comes to adult learners, the extent of this capacity decreases. Theoretically, some basic language contents can be taught to adults through TPR. But it will be more limited when compared to young learners.



THE BRONTË SISTERS

GULNIHAN ALTINAY



Who knew that three modest Victorian women from Yorkshire would completely change the face of English literature? However, they did and became the world's greatest literary sisters: Anne, Charlotte and Emily Brontë. And now they are considered as indispensable writers of English literature by many literary enthusiasts and critics.

The tragedies started early in the Brontës' lives. In 1821, when Charlotte was five, Emily was three and Anne was not yet two, they lost their mother to illness. Four years after that, their two eldest sisters both died of tuberculosis in as many months. Moreover, as we mentioned above, they were Victorian women who tried to live their best lives with all the inequalities of their age. Women in the Victorian society had one main role in life, which was to marry and take part in their husbands' interests and business. These extremely limited rights of women required them to provide their husbands with a clean home, to put food on the table and to raise their children.

The Brontë Sisters, who lived a humble life despite a strict class system and the education they received in the Victorian era, when the literacy rate was very low, were embroiled in pastoral life, invisible rules of relationships, natural but free spirits, and moral concerns in their novels. When publishing their first books, they all started with male names which were Currer, Ellis, and Acton Bell; because women were thought not to be able to write successful and qualified books at that time. They used their main names after a while their achievements were recognized. Their harsh, satirical retellings of provincial life had nothing to do with

the sentimentality of Romantic literature that was then popular, and their stories stunned Victorian audiences, who found some of the lesser-known realities of their society too much to bear.

The most successful of the sisters' books, *Jane Eyre* by Charlotte Brontë is a perennially popular piece of English fiction. Generally inspired by Charlotte's own life experiences, *Jane Eyre* is so true-to-life in places that even the readers were able to identify real schools, people and, also, the author herself from the novel. *Wuthering Heights* by Emily Brontë has its unique structure that confused many Victorian readers. Its characters' primitive motivations and brutal behaviour shocked the audience of the age. The novel contains wit and dramatic intensity but, unlike them, *Wuthering Heights* is pure fiction, with minimal autobiographical content. *The Tenant of Wildfell Hall* by Anne Brontë was an exciting story, and sold better among the Victorian audience than her debut, *Agnes Grey* which was reviewed as a pale imitation of *Jane Eyre*. Other than these, they wrote many poems as well which are worth to read and get lost trying to find the meaning of their naive but pondering sentences.

Literature is invaluable to us. We feel people who lived centuries before us in their writings. As we read it, it seems like we have friends we never knew. We know Charlotte's dominance, Emily's depth, Anne's silence, as if they had come to sit in our living room with us. Visit www.brontë.org.uk to walk around the sisters' humble home and enjoy the museum's regular exhibitions.



THE EFFECTS OF DRAMA ACTIVITIES ON ESL STUDENTS

HILAL BAYRAM

Students' involvement in the learning process has become the main aim of modern approaches that focus on student-centred class rather than a teacher-centred class. Clever involvement that provides a student to use creative thinking skills is the kind of involvement that helps the student to learn effectively and properly. Many methods have been used to assess students' effective involvement. Drama is one of the most important methods that provide much more involvement for both teachers and students in the learning process. It is likely that anyone would agree that the most effective way to teach ESL children is to provide them with opportunities to learn English in the context of everyday situations with the emphasis on communicational skills.

The implementation of drama in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. Dramatization helps the teacher address the four skills of language learning (speaking, listening, writing and reading), and it also favours and facilitates the study of some neglected aspects of language; for example, pronunciation and body language.

Students learn chiefly by exploring their world using their imagination and engaging in pretend play. The link between imaginative, or pretend play, and language is particularly powerful. Communicational and conversational skills develop as students develop scenarios ("this is our house, and this is the baby, she is just born and she has to sleep now"); assign roles and direct the action ("I'll be the mommy and I'm going shopping. You're the daddy; you have to go to work!") and slip "in and out of multiple roles" ("now it's my turn to be the teacher").

Using drama enables students to use English properly in real conversations, expressing emotions and ideas and listening to the feelings and ideas of their peers. In other words, English is taught in the context in which it will be used, which is far removed from lists of vocabulary and worksheets and which makes students aware of the language first and foremost through communication.

This conversational usage of language improves fluency. While learning a play, students are encouraged to listen to, potentially read and then repeat their lines over a period of time. By repeating the words and phrases they become familiar with them and are able to say them with increasing fluency. Furthermore, drama also teaches them to enunciate their words properly and to project their voices when they speak, helping them to become clear and confident speakers.

Using drama to teach English also helps to improve the understanding and retention of a word. By the time a student has read, rehearsed and acted out a scene focusing on the word 'frustrated', for example, there is little likelihood of ever forgetting it. The same would not hold true if the word had been memorized by rote for a vocabulary test.

Finally, drama is an appropriate method for teaching ESL students with different learning styles and at different levels of understanding. Nobody learns in exactly the same way, we all have different methods of processing information. By actively involving in their own learning process, dramatization allows each student to absorb the language in their own way. Similarly, students whose language skills are still very limited are given the opportunity to communicate using nonverbal cues such as body movements and facial expressions.

INTERVIEW WITH **TUTKU BAŞÖZ** ERAY BAKBAK



1. Dear Mrs. BAŞÖZ, could you briefly introduce yourself to the readers about your academic background and current academic career?

I've been working as a research assistant at the Department of English Language Teaching at Balıkesir University for ten years. I received my MA degree in English Language Teaching from Dokuz Eylül University and my PhD degree in the same field from Hacettepe University in 2018. My research primarily focuses on vocabulary learning and teaching in a second language, affective aspects of learning English as an additional language, and the use of technology in EFL learning/teaching. My recent research has focused on willingness to communicate in a second language. I have published in various refereed international journals and presented papers in national and international conferences. I have been teaching the courses 'Writing Skills I-II', 'Reading Skills I-II', and 'Teaching English Language Skills I-II' at the department of English Language Teaching at Balıkesir University since 2018.

2. After graduating from your department, what was your motivation to pursue an academic life for getting your master degree and PhD while working as an English Language Teacher (ELT) at public or private schools was another option?

Well, during my undergraduate education, I was always saying to myself that "I cannot teach 'am-is-are' until the end of my life". Yes, I was well aware that teaching is a sacred profession and I had a real enthusiasm for teaching English but I felt like there was something more for me to do with my career and my life. I was interested in conducting research into foreign language teaching/learning and pursuing a postgraduate degree from that time. So, being a research assistant would be right up my alley and I definitely wanted to experience it one day.

3. Did you directly start to your academic journey after graduating? Or did you work as an ELT at a school for a period before it?

Immediately after I graduated from my Bachelor's degree in English Language Teaching at Balıkesir University in 2009, I started to work as an English language teacher in the Ministry of National Education. Three months later, I was assigned as a research assistant at the Department of English Language Teaching at Balıkesir University.

4. Which field of study at English Language Teaching were you planning to specialize in? What is the field of study at English Language Teaching that you are currently specialized in?

The specific areas of the field in which I planned to specialize were affective aspects of learning English as an additional language and vocabulary learning and teaching in a second language. I feel like right now I am where I was aiming to be.

5. How was the whole process? Could you explain it with some examples or a memory, if possible? Was there a challenging or satisfying period-event that you cannot still forget?

Pursuing a career in academia, especially doing a PhD, is extremely rigorous –both concerning the time it takes and the effort involved in its pursuit. However, even with many of the negatives now being highlighted about pursuing a career in academia, I enjoy what I get to do every day as a full-time academic and researcher. Doing a PhD is indeed difficult but not when we look at things with passion. I still remember the moment when I learned that I had passed the PhD Comprehensive Exam, which is generally known as the toughest examination a PhD candidate will receive. I was so delighted that I found myself dancing in front of the mirror. I would say that PhD with passion is a one-time experience and despite its challenges, an academic career is really worth pursuing.

6. If it was allowed at their department, some students from English Literature departments could be an ELT after completing the pedagogical formation process that is paid. Even though there are some new regulations about this case now, this was an easy option in Turkey. Do you think that this is fair to the students at English Language Teaching departments? Do you think that a pedagogical formation process which is a very short period of time when compared to the actual ELT program was enough to be an ELT in our country?

I don't believe that pedagogical formation programs provide students with adequate knowledge and skills needed to enable them to effectively teach English due to a number of reasons such as a short period of time for pedagogical formation education, students' indifference to the program, and attendance problems. With the new regulation, attempts have been made to resolve the problem of teacher surplus in some disciplines. I think that the new regulation has also paved the way for graduates of education faculty.

7. Do you have any suggestion for those who plan to pursue an academic career in our field?

Well, if you enjoy doing independent research during your undergraduate career, you might consider staying on at university to do a Master's and then a PhD. But you have to know what you are aiming for and set yourself a goal and a time frame first. There are lots of decisions to make before you can get started. For example, are you personally ready to commit to postgraduate study? Postgraduate life is very different from the undergraduate one. You should be aware that most of an academic's time is taken up by research. The academic career requires a high level of commitment and dedication. Just working hard is not enough to get ahead. You also need to be motivated enough and have a lot of patience and determination to overcome the challenges on your path to success. So, you should consider it carefully before you decide whether such a career is suitable for you.

RESPONSIBILITY IN CHILDHOOD EDUCATION

MERVE PEHLIVANLI

Early childhood education period is the period in which individuals discover their first life skills and gain the first values. Education is a tool for acquiring these qualities. Responsibility is one of the important personality traits that bring success and happiness with it. Therefore, providing this education in childhood also benefits them in their later years.

Small responsibilities should be given to children who have just started life with small steps so that they feel safe and competent. These responsibilities help them gain a sense of self-confidence and adoption. In addition, if these responsibilities are done regularly and consistently, it increases the child's motivation and self-confidence as the child takes on responsibility. For example, responsibilities such as getting a plant and watering it every morning, or feeding an animal every day may be appropriate for early childhood education. If they are given difficult tasks that are not suitable for them, it can lead to a loss of self-confidence or a sense of responsibility. This sense of responsibility should be gained without breaking the child's will, without giving the opportunity to think the child cannot do it. Instead of saying "do" to the child directly, this behaviour should be shown to the child by the adult. Joseph Joubert (1928) also had an opinion on this subject and said: "Children need models rather than critics." Since children tend to imitate, it will become easier for them to learn.

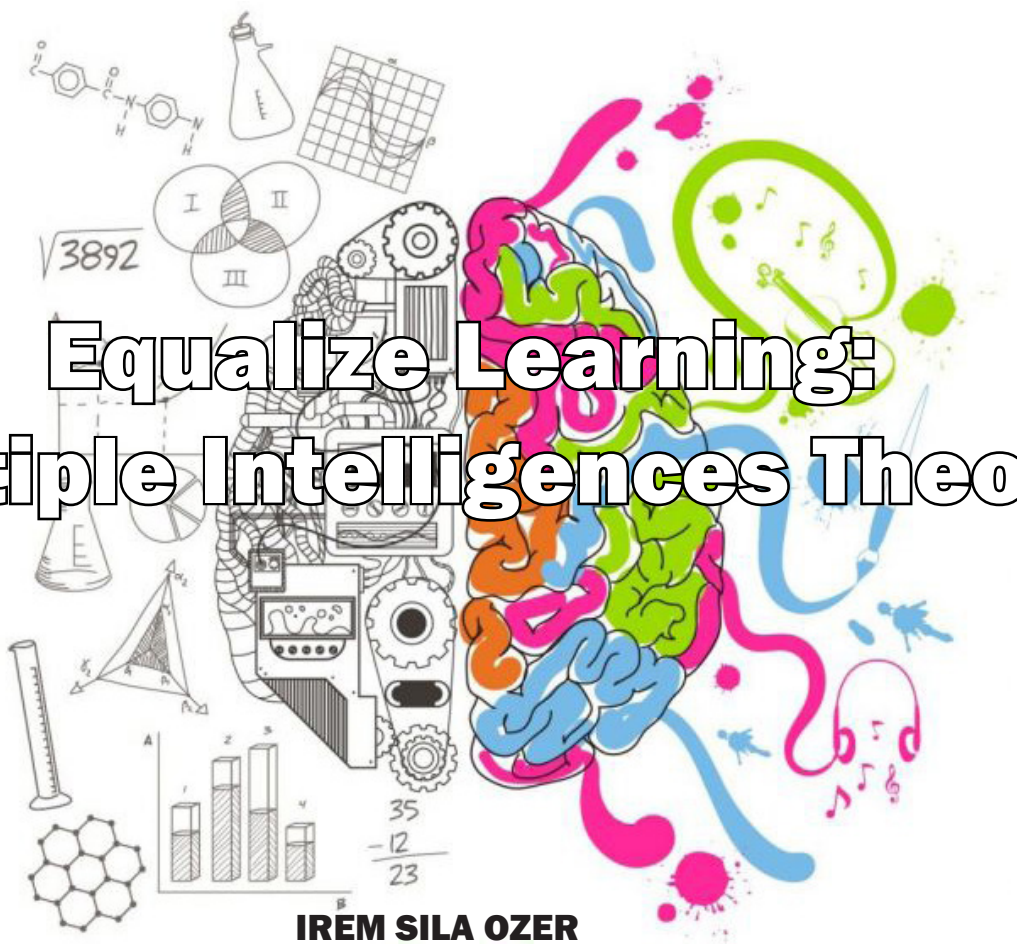
Parents and teachers have the biggest role in creating awareness of responsibility. Building a sense of responsibility, especially in a child, is a long-term process that requires patience. The main task of families and teachers is to motivate and encourage the child. It is important to do this in proportion to the age of the child. In other words, assigning responsibilities older or younger than the child's age should not be expected from them to do these behaviours. Because both of these situations can dull the child's sense of achievement. It is necessary to support and inspire the child in early childhood education, to give a sense of curiosity. It is important for a child to receive appreciation. This also enhances the child's perception of learning and experiencing.

All in all, parents and teachers should always be an example to children in this process. While doing these, they should be a guide for the child to start life with solid steps by increasing his/her self-confidence. In addition, time should be given to the child to become aware of the child's sense of responsibility. It is necessary to tell them what needs to be done calmly and patiently. Parents and teachers should know the child well, the awareness that the sense of responsibility does not happen all at once and must be gained with long time and firm steps. Otherwise, this may cause a negative reaction. Parents and teachers should know well what the child can or cannot do and guide the child accordingly.

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Equalize Learning: Multiple Intelligences Theory

IREM SILA OZER

The theory of Multiple Intelligences is developed by psychologist Howard Gardner in the late 1970s and 1980s. The theory aims to reach all the students with a respect to their intelligence types so that all of them can learn in their own ways. There are eight types of intelligence: visual, linguistic, logical, kinaesthetic, musical, interpersonal, intrapersonal and naturalistic (Gardner, 1992).

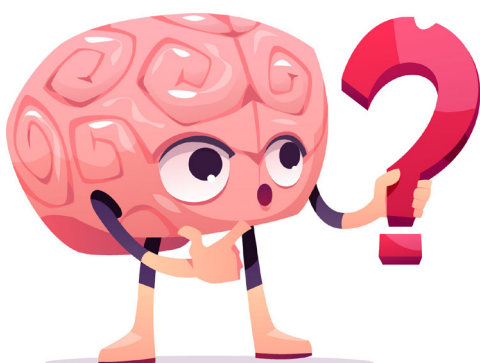
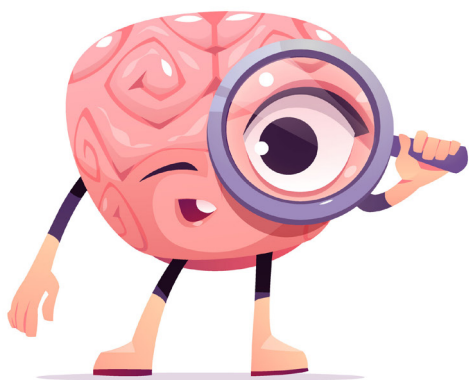
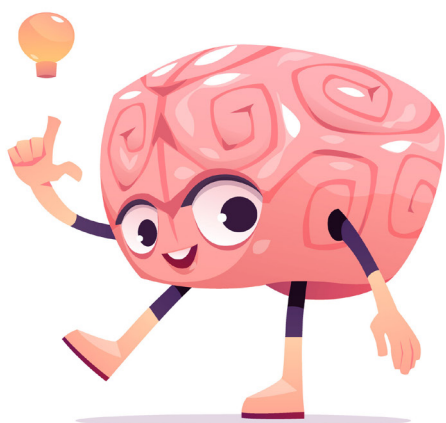
Students with visual intelligence are more inclined to learn new things with the help of pictures, maps, and charts. So, the use of paintings, map reading activities and word diagrams help these students to learn more efficiently. Assignments that consist of creativity and visuals such as keeping a bullet journal and taking photographs are two of the good choices. Also, a named called "Pictionary" is a great game for visual learners. Students draw some pictures on board. The one who guesses firstly wins the game. Also, this game can be played both individually and in a group. So, it is suitable for intrapersonal and interpersonal intelligence either.

Students with linguistic intelligence generally perform well at writing and speaking which are

productive skills. They can memorize anything easily. Storytelling, writing stories and letters, creating newspapers, and debates are some of the activities which linguistic learners can benefit from. Also, playing vocabulary games such as Scrabble, Taboo or Boggle helps students to produce some language and learn more efficiently.

Students with logical intelligence can analyse problems easily and they are good at numbers. Hence, activities like solving logic puzzles, predicting outcomes based on circumstances, writing secret messages, and playing games such as mancala, dominoes and chess can be used in classes.

Students who have kinaesthetic intelligence are good at performing actions. Motor controls help them learn better. Role plays, telling stories with acting out, designing, and building models (using clay or dough), using different body parts to measure objects and building objects are some of the activities that they can enjoy. "Charades" is a good game to play in the classroom. In this game, a student tries to explain a word to his/her friends or group members without saying anything but acting it out.



Students who have musical intelligence are good at thinking in sounds and rhythms. They generally enjoy singing and playing instruments. So, creating songs and making up songs for different subjects are the key activities for them. Also, the use of poems in the classroom and reading them with a piece of background music helps them learn and memorize poems easily.

Students with interpersonal intelligence are good at group and pair works. The interaction between them and their peers help them to learn better. Here are some activities for these students; small group projects, conducting interviews, team video assignments, group games and tutoring classmates.

Students with intrapersonal intelligence prefer to study alone. They can learn better when they are with themselves. Generally, they enjoy analysing theories and ideas. Every activity without group work is beneficial to these students. Some of them can be listed as; keeping journals, writing autobiographies, writing essays, rewriting stories from their point of view, and writing reflective papers about some subjects.

Students with naturalistic intelligence have a bond with nature. They tend to exemplify everything in relation to nature and they like to explore it. Categorising natural objects, collecting items from nature, going on walks, outdoor activities, classroom pets and plants create the best environment for them to learn new things.

To conclude, the theory named Multiple Intelligences is a theory developed by Howard Gardner. It aims to equalize all students by considering the learning and intelligence differences between them. These intelligences consist of visual, linguistic, logical, kinaesthetic, musical, interpersonal, intrapersonal, and naturalistic. Creating an environment for beneficial learning is a duty for teachers. The best way to achieve this is to consider all students as individuals and help them to their bests.

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SKILLS

As a 21st Century people we need to be;

- When it comes to education, 21st-century skills is crucial seeing that there have been lots of development since the 20th century.

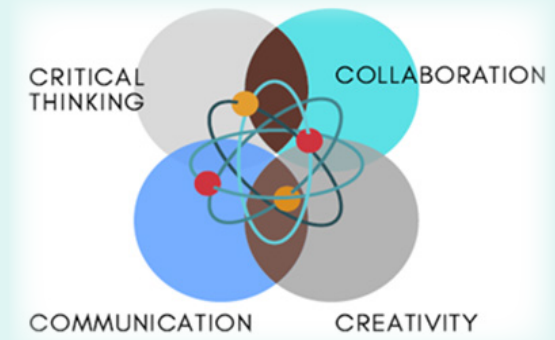
20TH CENTURY CLASSROOM	21ST CENTURY CLASSROOM
Students work in <i>isolation</i> .	Students work <i>collaboratively</i> .
The teacher is the ‘ <i>sage on the stage</i> .’	The teacher is the ‘ <i>guide on the side</i> .’
Students are <i>passive learners</i> .	Students are <i>active learners</i> .
Students focus on <i>learning facts</i> .	Students focus on <i>discovering facts</i> .
The emphasis is on <i>remembering acts and applying them</i> .	The emphasis is on <i>analysing facts and using them to create something new</i> .



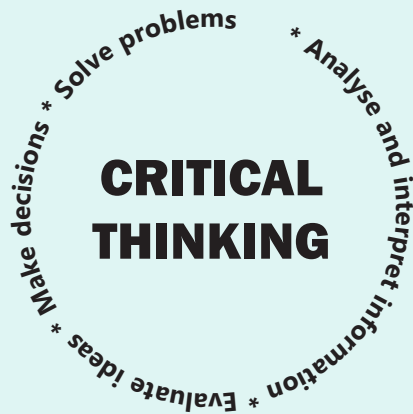
In the light of these facts, The four Cs' stand out as a 21st Century Skills.

This four Cs' are called:

1. Critical Thinking
2. Collaboration
3. Communication
4. Creativity



It is important to ask questions and specially asking WHY in critical thinking. Another important point in critical thinking is letting the students guess and ask the questions. There are lots of activities in Critical Thinking that can be done in ESL classes such as showing picture and asking questions about that picture, rank things use puzzles and games, identify opinions, relate a text to your own experiences and more.



There are lots of activities in Collaboration that can be done in ESL classes such as drama and roleplay activities, discussions and debates, storytelling, interviews and surveys and project work.



There are lots of activities in Communication that can be done in ESL classes such as information gap activities, roleplay activities, interviews and surveys, writing notes&letters to each other, pair work.



There are lots of activities in Creativity that can be done in ESL classes such as cut and make, write and act out dialogues, make a video, think of the story behind the picture, use the new language to make your own sentences.



All in all, as 21st Century people, we need to be qualified and this is possible with 21st Century Skills which is also known as The Four Cs'. The Four Cs' are Critical thinking, Collaboration, Communication and Creativity. As learners, we need to not only learn how to think but also be independent thinkers. In this journey, 21st Century skills will light our pathway. We will work hard besides being better learner each day.

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- This article is mostly inspired from the Katherine Stannett's webinar from March 7, 2019. You can find the video on youtube from National Geographic Learning – ELT as “21st Century Skills for Young Learners”.

WEBSITES THAT PROVIDE FREE COURSES

BIRCAN NUR KAVRAZLI

As we all know, we live in the age of information, and almost everything based is upon information technology. So without a doubt, one of the biggest benefits of this era is the huge amount of information that available to us all. Particularly, when it comes to education, the internet has a lot to offer. If you want to improve yourself in any field, there are some websites that provide you free courses.

Here are some of them for you to help you with your learning goal!

Coursera

Coursera is one of the leading providers of online courses. It is a website that partners with universities and organizations around the world to bring a wide variety of topics and perspectives to one searchable database. If you enjoy learning in a structured classroom-style environment and want to do this at home, Coursera is a great place to start.



Khan Academy

Khan Academy is a non-profit whose mission is “to provide a free, world-class education for anyone, anywhere.” Khan Academy is free for both learners and teachers, and offers lessons for students from kindergarten through early college, with topic including math, grammar, science, history, and more.

edX

Founded by Harvard and MIT, edX is a global non-profit that seeks to remove three barriers of traditional education: cost, location and access. It offers online courses with teachers, discussion boards, quizzes, and so on. Bringing together courses from many different schools, the site has impressive, quality information for everyone.



Udemy

Udemy is an online institution that offers courses taught by leading experts. Unlike other online education platforms driven by content from colleges and universities, Udemy allows content creators to curate their own courses and teach them online.

You can develop new skills and achieving their goals by learning from the extensive library of various courses.

Alison

Alison is a free online learning site that offers certification on completing the course. The subjects this site offers are business, technology, health, and more. Alison helps you to study, learn, and certify through online training. It provides various courses related to specific languages like English, Spanish, German, French, and Arabic.



Connections Academy

Connections Academy is one of the best online course websites that helps students to learn from home. The courses of this platform are designed for elementary school, middle school, and high school.

Connections Academy provides a personalized performance learning experience that helps teachers to improve their skills. This place enables you to easily meet teachers and classmates in the virtual classroom.

TED-Ed

TED-Ed is TED's award-winning youth and education arm whose mission is to share and spread ideas from teachers and students. TED-Ed has a global network that serves millions of teachers and students around the world every week. TED-Ed includes innovative content such as original animated videos and a platform for teachers to create interactive lessons.



Open Culture

Open culture is the best education website that offers free online classes for fun. You can choose this website to learn philosophy and literature, biology, physics and history.

The subject materials of this site are available in audio, video, and ebooks. It contains more than 800 ebooks and 300+ language lessons.

Memrise

Memrise is a British language platform that uses spaced repetition of flashcards to increase the rate of learning. The website is available in various languages, including English, Arabic, Spanish and German. The website includes challenges that increase your learning experience. You can easily sign up for this site in order to access the course and materials.



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UNESCO World Heritage Sites in

The United Kingdom

MERT YAZICIOĞLU

Hadrian's Wall

Hadrian's Wall, or Vallum Hadriani in Latin, is a former intensification of the Roman province of Britannia. It was built by the Roman army on the order of Hadrian, Roman emperor from 117 to 138, so as to separate the Romans from Pict tribes in Scotland. Construction started in AD 122 and took 6 years. The wall is 118 kilometres long. The dimension of the wall differs from one area to another depending on the construction materials available nearby. The wall was measured 3 metres wide and 6 metres high in the east whereas in the west, it was measured 6 metres wide and 3.5 metres high from the ground. Hadrian's Wall was declared a World Heritage Site by UNESCO in 1987.

Source: https://en.wikipedia.org/wiki/Hadrian%27s_Wall

Stonehenge

Considered a British cultural icon, Stonehenge is a well-known prehistoric monument located in Wiltshire, England. It consists of standing stones, each of which is 4 metres high, 2 metres wide and weighs 25 tons. Archaeologists believe that it was constructed from 3000 BC to 2000 BC. Monument's construction is a matter of debate since there are not any written records that explain why and how Stonehenge was built. It is believed that the monument served as a cemetery as well as a ceremonial site, a religious pilgrimage destination and a spiritual connection with distant ancestors. Since 1986, Stonehenge has been a UNESCO World Heritage Site.

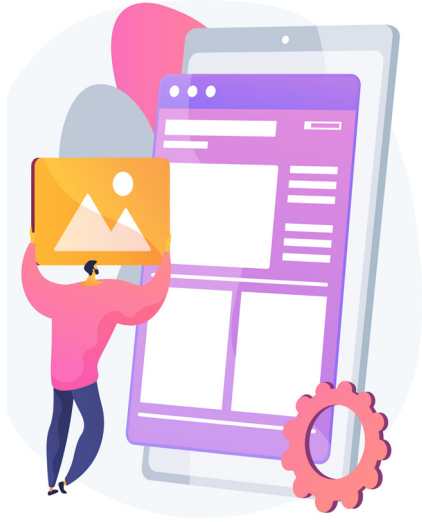
Source : <https://www.history.com/topics/british-history/stonehenge>
<https://en.wikipedia.org/wiki/Stonehenge>

Giant's Causeway

Located in Northern Ireland, The Giant's Causeway was added to the UNESCO World Heritage Site list in 1986. It occurred as a result of an ancient volcanic eruption around 50 to 60 million years ago. The Giant's Causeway consists of approximately 40 thousand basalt columns, some of which are as tall as 12 metres.

The Giant's Causeway has a legend. According to the information that is given on Wikipedia, the Scottish giant Benandonner challenges the Irish giant Fionn mac Cumhaill to a fight. Fionn accepts the challenge and constructs the causeway so that they can meet. In one version of the legend, Fionn defeats his opponent. On the other, Fionn finds out that his opponent, Benandonner, is bigger than he is and runs away to hide from him. His wife, Sadhbh, disguises Fionn as a baby and tucks him in a cradle. When Benandonner finds the 'baby', he makes an inference depending on the size of the baby. Considering the size of the baby, Benandonner thinks that his father must be big, even for a giant. He runs off back to Scotland, demolishing the causeway so that Fionn cannot come after him.

Sources: https://en.wikipedia.org/wiki/Giant%27s_Causeway



WEB TOOLS THAT MAY HELP TEACHERS TO EASE THEIR COURSES

SEYMA TEMEL

With times changing so fast, technology has taken an important role in education. Students are already interested and engaged in using technology. This situation creates many amazing opportunities for teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective. While integrating technology into classrooms, lots of digital education web tools have been created to enhance teaching, encourage collaboration, and facilitate two-way communication between teachers and learners. In this article, I would present only 9 of the web tools among them which I found helpful for teachers and also motivational for the students.



Edmodo

Edmodo is an educational web tool that connects teachers and students. It is also known as "Facebook for school". Founded in 2008, Edmodo has since gained over 34 million users. With Edmodo, teachers can create online collaborative groups, provide educational materials, measure student performance, and communicate with parents. With all these features, teachers can completely bring the classroom online.

Google Docs

Google Docs is used widely in schools and universities all around the world. It has so many useful features. Many of them can be used productively in the classroom. Students have the opportunity to do collaborative work, get feedback in real-time, share their documents on the web, and collaborate and brainstorm as a team. Teachers can create online surveys and quizzes that consist of open-ended, multiple-choice, and short answer questions.



TeacherTube

TeacherTube, as the name suggests, is YouTube for teachers. The site primarily focuses on educational and instructional videos, along with photos, audio, and documents relevant to the topic. Teachers would find this site particularly useful because they could now easily use a video or audio from the site in their lessons. Here, you can easily find the teachers from all over the world and watch their teaching methods in their classes.

Kahoot!

Kahoot! allows teachers to run game-like multiple-choice answer quizzes. Teachers can either create their own quizzes or use public quizzes. It provides students game-based learning experiences in the classroom.



Padlet

Padlet is a web tool that lets users post notes on a digital wall. One of the great features of Padlet for classroom use is that many people can post to the same board at the same time. It is really useful for collaborative work and the creation of projects.

Edublogs

Edublog is a blog-like web tool used to facilitate reflection and questioning between teachers and students. Teachers can use the blogs to share class content, communicate with students and parents, showcase student work, and connect with others. Edublogs can be used as instructional resources, in which teachers can post tips, explanations or samples to help students learn. The use of blogs in the classroom allows both the teacher and student the ability to edit and add content at any time.



Google Jamboard

Google Jamboard is an innovative web tool that allows teachers to interact with students with a whiteboard-style experience. It's essentially a giant digital whiteboard that can be used by any teacher for any subject. It is accessible via the web through Google Drive, or by using the free mobile app.

Popplet

Popplet is a mind-mapping application and graphic organizer that helps students think and learn visually. With Popplet, learners can capture facts, thoughts, ideas in different ways and immediately connect and visualize the relationships between them.



Canva

Canva is a graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content. One of the most powerful uses of Canva for Education is Lesson Plan creation. Whether you're brainstorming teaching ideas, outlining a lesson plan, composing an instructional text, creating lecture slides, designing visual aids, or simply experimenting with different ways to present concept, Canva makes it easy to visualize and create effective lessons.

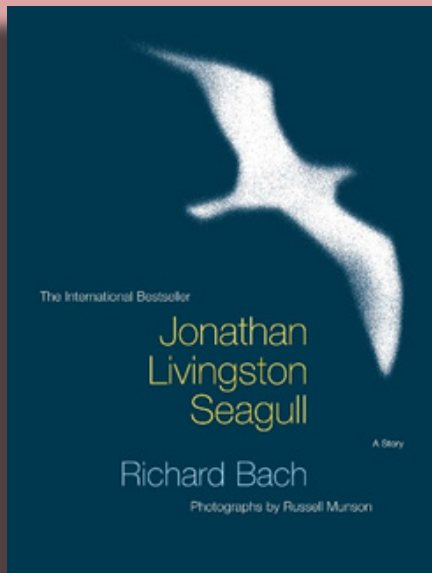
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<https://digital.bu.edu/5-reasons-to-use-google-jamboard/>



Jonathan Livingston Seagull - Richard Bach

Learning is a phenomenon that does not end as long as we exist in life. It expands our world and adds meaning to our existence. In this short story, Jonathan Seagull is a seagull who discovers the limitlessness of learning, criticizes the monotonous life he maintains with other seagulls, and works hard to discover his potential. He doesn't simply want to fly to survive but wants to fly to feel alive. He tries different movements to discover the whole mystery of flying. He wants to free himself from the boredom of the ordinary and find his potential. Unfortunately, he is banished from his flock because of his unusual and unprecedented behaviours. After this, Jonathan finds a place where seagulls like him. In there, the old seagull Chiang teaches him to fly over the boundaries of time and space. This is truly incredible! Jonathan Seagull wants to show these things he learned to the gulls in his old flock. Jonathan is a true teacher and leader. He wants to go back to his old flock and teaches everything.

This story tells the importance of believing in yourself and having a purpose that serves love. It offers us so many perspectives about the importance of discovering our potential. Undoubtedly, with discovering ourselves, life will become more meaningful and will shine like the sun.



“Who is more responsible than a gull who finds and follows a meaning, a higher purpose for life? For a thousand years we have scrabbled after fish heads, but now we have a reason to live — to learn, to discover, to be free!”

“The only difference, the very only one, is that they have begun to understand what they really are and have begun to practice it.”

SEYMA TEMEL

The Happy Prince and Other Tales - Oscar Wilde

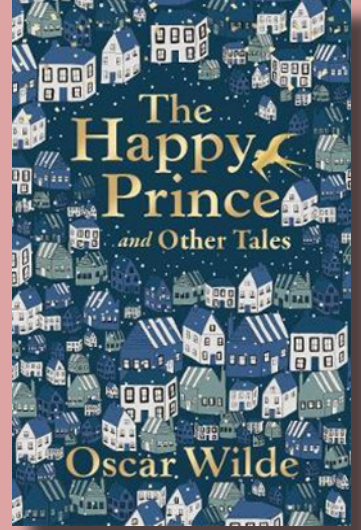
"The fact is that I told him a story with a moral."

"Ah! That is always a very dangerous thing to do," said the Duck.

The book is a collection of stories especially written for children by Oscar Wilde. However, as most of the readers think it is a beautiful collection for all ages. One can never be too old or too young to appreciate the marvellous moral in each story.

The author, Oscar Wilde, shows his softer side, yet retaining his ironic humour, exploring themes such as friendship, compassion, selfishness, love, self-awareness, and kindness. The fairy tales are simple but very captivating, with some quite likeable characters, and also some very detestable characters we can all relate to.

The Happy Prince and Other Tales contains five different stories: "The Happy Prince", "The Nightingale and the Rose", "The Selfish Giant", "The Devoted Friend", and "The Remarkable Rocket".



BIRCAN NUR KAVRAZLI

The Picture of Dorian Gray - Oscar Wilde

The Picture of Dorian Gray is a gothic and philosophical novel by Oscar Wilde. Dorian Gray is the subject of a full-length portrait in oil by Basil Hallward, an artist impressed by Dorian's beauty; he believes that Dorian's beauty is responsible for the new mood in his art as a painter. Through Basil, Dorian meets Lord Henry Wotton, and he soon is charmed by the aristocrat's hedonistic world view: that beauty and sensual fulfilment are the only things worth pursuing in life.

Newly understanding that his beauty will fade, Dorian expresses the desire to sell his soul, to ensure that the picture, rather than he, will age and fade. The wish is granted, and Dorian pursues a life of varied amoral experiences while staying young and beautiful; all the while, his portrait ages and records every sin.

"I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them."

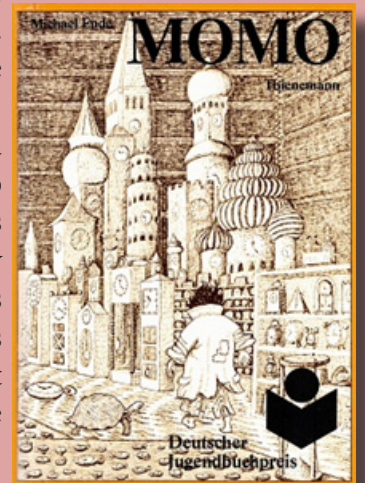
ÖYKÜ KIY

Momo - Michael Ende

Momo is a fantasy novel by Michael Ende. It was published in 1973. Also, Momo is known with other names, "The Grey Gentlemen" or "The Men in Grey".

The story focuses on the importance of time and how modern people use it. Also, there are lots of criticisms about these modern people.

Momo, a little girl, comes to an amphitheater in an unnamed city and starts to live there. People around the amphitheater becomes curious and want to know about her. They ask her some questions to know her better, but she knows nothing about herself either. Although, people do not want to believe that they start to help her so that she can survive. As time passes, she becomes so famous about her extraordinary listening skills. She listens to people and give them advices about their problems and how they can deal with these issues. But this pleasant atmosphere spoils when The Men in Grey arrives in town. The challenges and the extraordinary events start after that.



"Time is life itself, and life resides in the human heart."

IREM SILA ÖZER