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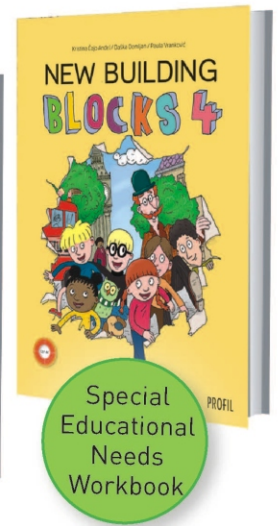
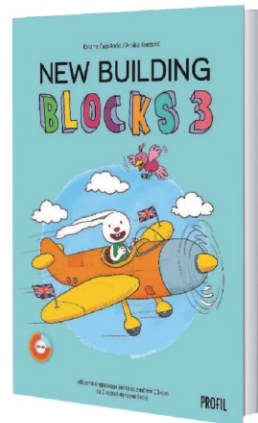
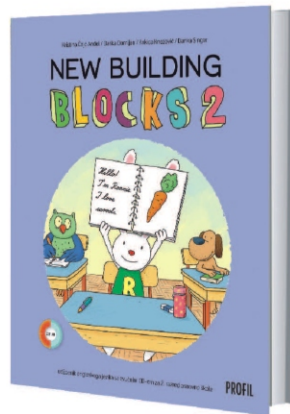
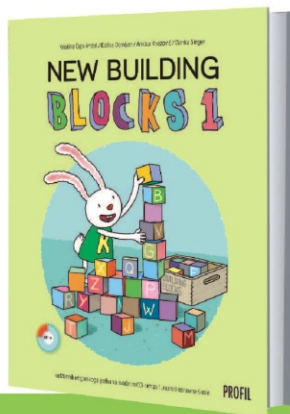
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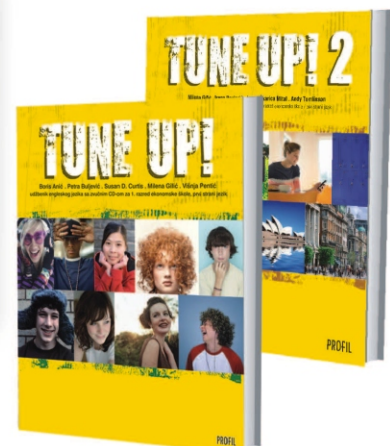
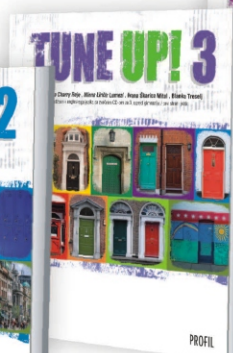
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EDITOR'S NOTE

Dear readers,

at the end of another school year, I hope you are all well, and your teaching has impacted your students in a way you've always wanted it to. This was a very hectic year, and your well deserved holidays are just around the corner. Be patient, and enjoy our HUPEzine's second issue. If you wish to contribute, please do so. This issue brings some new articles which, hopefully, you will all find very interesting and useable.

Stay well.
Teach well.
As always.

Yours, Lidija

Impressum

Issue No. 2 May 2014
ISSN 1332-1005

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Design and layout:
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Contributions:

The best way to support your association and the HUPEzine is to write to us and send us your contributions. All contributions should be submitted on a CD or by e-mail. Please note the document name clearly on the CD. The deadline for the next issue is: 1 December 2014.

Write and send your contributions to the HUPEzine editor Lidija Branilović. Please, be sure to write your name, surname and affiliation / institution and address at the beginning or end of the text.

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The Importance of Intonation

Danny Singh

Danny Singh, born and raised in London, but now based in Rome, gives creative English language lessons and teacher training courses all over Italy and abroad. He also offers stimulating monthly presentations on language related issues at Rome's biggest international bookshop and is visible on web TV www.inmagicartwebtv.eu with a series of interactive English video lessons. He regularly attends Pilgrims TT summer courses as a Guest Speaker. Website: www.laughnlearn.net
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Intonation and Conflict

90% of conflict between people is caused by bad intonation! Only 10% is caused by a difference of opinion. This is applicable even when people are communicating in the same language, let alone when there are language deficiencies. Despite these figures, little is done, either by teachers or students to tackle the problem. Most teachers seem to think it is not worth their while, or that it's too difficult a subject to teach. Many students (especially mono-lingual ones), tend to believe that just saying the word, however badly pronounced or intonated is enough to merit a round of applause! I believe that the main reason why intonation is avoided is that it involves both parties (teacher and student), going outside their comfort zone and as we know, people don't like moving outside their comfort zone.

Having a better quality of intonation not only helps you communicate better in foreign languages, not to mention your own language, but can make a real difference to your life, to your personal relationships, work relationships and contact with people in all situations, hence I see it as fundamental, not a matter of choice!

Intonation vs. Pronunciation

Good face to face communication involves 55% body language, 38% tone of voice and 7% words according to research by Professor Albert Mehrabian. Notice that grammar (the aspect of teaching that most teachers and students like to concentrate on) isn't even mentioned! A few years ago, I had a series of one-to-one lessons with a lawyer. He walked in to our first lesson with his gaze fixed firmly on the ground. I asked him politely how he was. He replied, fine thanks and you? His intonation sounded as though he was devastated about some event and didn't fit the language he'd used. I said, sorry? He repeated the same answer as before, in exactly the same way. So I hadn't misunderstood. While asking him about his previous experience with the English language, it transpired that he had done one of those direct method courses that some language schools offer. This is where you learn to respond automatically to everything that is asked of you. While this may be fine for a complete beginner needing to learn some basic language before departing for a far distant land, it limits you somewhat. The learner in this case, had never been taught how to reply using any alternative

words, such as, not so good, things could be better, or even, so and so!

Pronunciation and intonation often overlap of course, but there is a difference in that intonation is even more important. Once I was in the office of a language school, when I heard one of the staff repeatedly saying, I'm a doctor, with an awful pronunciation. Did I look so ill to him, I wondered? In the end, he called me over and showed me the problem. He was doing one of those multimedia exercises, where you read a sentence into a microphone and you are given a percentage to show how well you've pronounced it. He was getting between 30% and 40%, as he became more and more frustrated. He asked me to have a go. Of course, I replied. It's easy! I read out the phrase in my perfect English and got 94%. I wanted to argue with the computer, as to why 6% of my pronunciation was lacking, but the member of staff pushed me away, and repeated the phrase again, this time imitating my intonation perfectly, but still with a bad pronunciation. He received over 70%, despite the awful pronunciation, as the computer programme recognised that his intonation had suddenly become excellent.

Intonation Exercises for your class

Some teachers have told me that they recognize the importance of intonation, however, finding ways to deal with it is not so easy. Well, here are a few of the activities that I use. Ideally, you should try all of them and see which ones work best for you.

The activity that I use most often to practice intonation is simply choosing a word or chunk and practice saying it in different ways and with different tones. I demonstrate this first to my students. I then put them into groups and get them to choose a word or chunk, then choose their own ways of saying it. Different ways of intonating include; joy, shyness, nervousness, anger, fear, desperation, sadness, laughter, impatience and of course, sensuality! This exercise works well, as you give the students freedom to select the word that they want to use and the forms of intonation they are prepared to try, without forcing anything on them. It is also great fun and the other groups should try to guess what the message is, each time that the word is intonated differently.

Another activity that I have begun using recently is that of gibberish. This is basically a nonsensical language, often used by babies and small children. It can be quite difficult and embarrassing at first. However, the less you think, the easier it becomes. The more you think, the worse it is! To prepare for an activity like this, we need to reduce everyone's inhibitions. I usually use 10-15 minutes of laughter yoga exercises. That always works! The big advantage of this activity is that students realize that we can communicate without words. As this is however a difficult exercise, especially the first time, it would normally be better to begin in small groups and eventually enlarge them and mix them up, so that people gain more confidence.

A third activity that is fairly easy to use is to get hold of a list of typical English sounds and expressions, such as um, hmm, err, ugh, yuk etc and get your students to practice saying them. These words are often found in childrens' comics, as well as being available on many language websites.

Aphorisms, proverbs and quotations have to be said in the correct way in order to indicate their real meaning. These apart from being extremely educational, are a good way of practicing intonation. One of my favourite writers is Oscar Wilde, who uses wit and wisdom, especially in his four famous comedies. However, feel free to use the ones you want or the ones that you think your students might like. In this exercise, you are killing two birds with one stone, as you teach the meaning of a useful expression at the same time as practicing the way it should be intonated.

Similar to this is a fifth activity, which is reading nursery rhymes. Again, it's great fun, but it works on rhythm and stress, as well as intonation, so practice reading these with your students.

One of the most boring activities for teachers and possibly students is drilling and repetition. However, it can be effective, so without throwing out the baby and the bathwater, repetition can be made more interesting, fun and hence effective, by singing the expression, toning and stressing it at different points, so as to emphasise the differences.

Conclusion

Imitation is fundamental to learning. The example of the staff member who imitated my intonation and improved his pronunciation result from 30% to 70% is a classic example. My deaf students in Rome, the only group of Italian students I have ever had in over 20 years who had such a high quality pronunciation of English did exactly that, they imitated me. Babies and young kids usually learn quickly, as they imitate everything that everybody says. So get your students to imitate you, making sure of course, that your pronunciation and intonation is of a high level.

There are many games and activities that you can use to help improve the intonation of your students. I have illustrated some. Anything which involves singing, acting, role-play or storytelling is certain to help, so think of your own activities, games which you feel comfortable with and let's hear our students level of intonation improve!

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EXPLORING ETIQUETTE AND DIGITAL MANNERS

Daniela Valíková

Abstract - Etiquette is ubiquitous. Etiquette and etiquette instruction resources available online describe and prescribe social conduct in various situations including both face-to-face interaction and communication on social networking sites. This paper aims to explore some of the recent developments of etiquette with regard to English language teaching methodology. The purpose of this paper is therefore to prove that etiquette is indeed a seminal topic to be discussed by English language teachers, and to suggest ways in which this topic can be efficiently incorporated in language teaching. The objective is to inspire foreign language teachers to mediate authentic and meaningful classroom interaction on the basis of digging into social etiquette and its recent trends. This type of activities allows students to explore and learn the target language and its culture in a natural and enjoyable way.

Keywords -ELT methodology, etiquette, digital manners, Anglophone culture.

INTRODUCTION

To tackle any social situation, both in face-to-face discourse and on social networking sites, today's man has to have a command of not just a single etiquette but of an array of instructions which characterise each situation. Unlike decades ago, it has become common to communicate across cultures and sub-cultures, among different professions and across social classes on a daily basis. Moreover, social interaction is often conducted in a complex communication environment where the level of formality (or informality) is not always clear, possibly creating discomfort for the participants. These are just a few of many reasons why teachers as well as students might benefit from investing their time and energy into exploring etiquette, both theoretically and practically. However, it is necessary to approach all of the many sources of etiquette instruction critically and with the same approach introduce etiquette to our students. Pedagogic suggestions which are meant to provide support and inspiration for teachers willing to explore etiquette with their students are to be found in the final section of this paper. This paper is organised in the following way. Firstly, common perception of etiquette is discussed. Secondly, etiquette within ELT is examined. The paper then goes on to review some of the newest, most amusing, or most puzzling areas of etiquette with the stress on digital manners and common misbehaviour on networking sites. Furthermore, this paper seeks to address the following questions: How can learning and teaching etiquette be useful and entertaining for both teachers of English and their students? What are some concrete ways to approach this topic within ELT? To answer these questions, the final section of this paper provides teachers several practical ideas on how to approach this topic and includes sample activities and tasks. Finally, this paper argues that including etiquette in English classes might be beneficial for all parties involved.

COMMON PERCEPTION OF ETIQUETTE

Concerning the definition of etiquette and manners there is not a consistent use of the terms. Although both refer to rules of behaviour and are critical to functioning in society, each of them involves different types of skills. The common understanding is that while manners consist of more general behavioural guidelines, etiquette offers specific codes of behaviour appropriate for different situations. Confronting the common perception in students' own and target cultures should create the starting point of any etiquette-related activity within English classes. Interestingly, while etiquette and its rules have undergone severe changes in recent decades in both Anglophone and Czech cultures, the negative attitude towards etiquette remains. Based on numerous discussions I had with both native and non-native speakers of English there are generally two obstacles to discussing the topic of etiquette not only in the classroom but also in general. In Anglophone culture etiquette tends to be perceived as something belonging to the upper-class, and often it is falsely associated with not more than table manners. In Czech culture the understanding of etiquette is something perhaps less negative, however, etiquette tends to be associated with not more than attending special social events such as balls, theatre performances, etc. In this paper I attempt to defend the view that neither is true anymore (if it ever was), the topic of etiquette is much wider and more complex and it does belong in our daily lives. Another common complaint of teachers is that, there is a complete lack of interest in etiquette. That phenomenon might result from the misunderstanding of etiquette and its importance in daily social interaction. The Czech Republic, for example, has been opened to the world and the influence of international companies and institutions since 1989. The knowledge of foreign languages, which was deemphasized during the communist era, has become decisively necessary when applying for a job. This has led to rapid growth in the foreign language teaching sector. Strangely enough, etiquette was slightly suppressed and had almost become a forgotten topic during the communist era, and this trend, except for a few individual attempts, continues even today. As a result, the level of knowledge of social conduct has not dramatically improved.

It is also worth noting that English is taught to be used in business and other communication situations abroad significantly more often than ever before and knowledge of not only domestic culture and polite behaviour but also knowledge of Anglophone and international cultures is increasingly necessary. Knowing etiquette helps students understand and use English much better as well as reflect on the Anglophone culture in a more complex way. In addition, it is important to notice that discussing etiquette can make a difference to students' lives outside the class, especially at work. And although etiquette might be an option in private life, it is a must in conducting business successfully. Therefore, there is a need to teach etiquette and manners and prepare students for interaction with their colleagues, with clients as well as for special social occasions such as cultural events and business meetings. On a positive note, my previous research based on a survey among university

students indicates that breaches of etiquette often result from lack of knowledge rather than unwillingness to follow etiquette and suggests a strong desire for etiquette instruction at all educational levels. Last but not least, teachers might fear that difficulties might arise as although there is a great number of etiquette instruction titles, there is a complete lack of materials which would provide methodological support for teachers. To conclude the description of the current situation, it seems that even though the word etiquette itself has almost disappeared from educational systems and plans, it has actually increased in importance. The author of this paper would be very interested in finding out more about the common perception of etiquette and manners among Croatian teachers and students and welcomes new collaborative opportunities or further research on an international level in this area.

ETIQUETTE IN ELT

Although teaching etiquette and manners within ELT lacks any systematic theoretical or methodological background to date, to a certain extent it indeed seems to exist in practice. To illustrate the already existing etiquette instruction within ELT, linguistic and cultural aspects or etiquette should be mentioned. A great illustration of the bond between etiquette and language, and etiquette and culture respectively, are correct forms of address. Firstly, teachers of general English courses surely teach correct forms of address such as Mrs/Miss/Ms and Mr. Secondly, teachers in secondary schools do need to add specific etiquette rules regarding professional specialisation of their students. Thirdly, teachers of English in higher education might feel the need to introduce either of the two styles of address for academics (formal and social) in their classes. The basics of correct forms of address as used in conversation might be already known by both teachers and most of their students. Further discussion on this area of etiquette might, however, also include looking into the differences in forms when a person is addressed in a letter, in an email, on an envelope, or discussed in conversation each of which differs slightly. Moreover, the similarities and differences when compared with students' first language(s) (L1) might be examined. Different first languages in the classroom can only contribute to raising the cross-cultural awareness in a natural way as most aspects of etiquette differ considerably across cultures. Finally, teachers of English for specific purposes should be willing and able to present and discuss the common usage in corresponding professions. Should it be regional and local administration, the diplomatic service or medical profession to name just a few. Further on, the medical profession, even native speakers of English might be unaware of the fact that in Great Britain the correct form of address for a surgeon is "Mr." while a physician is addressed as "Dr.". The last example only proves how fundamental the social and cultural contexts are in ELT as language cannot function without either of them. Further topics that might emerge when discussing forms of address might include modern trends, gender issues, and regional differences concerning pronunciation as well as forms of address in general. It is obvious that topics such as the one above deserve thorough attention and there is no doubt they should be present in EFL.

Etiquette equally deserves to play an important role in ESP as professional and business etiquette especially are of great importance for those who study English for occupational purposes. All of the above mentioned examples illustrate how greatly language teaching is permeated with etiquette. At the same time, they also prove that etiquette rules might motivate, transmit and widespread the proactive approach of students towards further knowledge of not only the target language, but also its culture. The bottom line of this argument is that etiquette books might be used more often in ELT and serve as a source of specific reflection of target culture. So far this paper/chapter has focussed on the already existing occurrence of etiquette as a topic in ELT and the fact that language has no function independently of the social and cultural contexts in which it is used has been implied. This brings us to another issue. The following sections will discuss digital manners in more detail. Without a doubt, discussing social media might be perceived positively among students of most age groups, especially teenagers, young adults and adults. Looking into etiquette from this up-to-date perspective at the beginning of a course, for example, may encourage and motivate students into a more proactive approach in other areas of etiquette later on. All this can eventually result in a successful strategy against lack of interest and insufficient knowledge of etiquette of our students.

Digital manners

Pope Francis, who has approximately three million followers on his English Twitter account, posed for a selfie with Italian teenagers inside St. Peter's Basilica in Rome in August 2013. Later on, "selfie" has become the word of the year as announced by Oxford Dictionaries. There is no doubt that the framework and content of communities within society are changing rapidly and these changes are especially accelerated by the use of digital media. Most recently people spend much of their professional and leisure time online engaged in social networking communities. These developments are having a serious effect on the habits of etiquette which follows the trend.

One of the most significant current discussions in etiquette today concerns digital manners. The importance of this trend has been reflected by the release of the newest publication by the most famous U.S. etiquette "brand name", Emily Post Institute. *Manners in a Digital World: Living Well Online* by Daniel Post Senning was published in 2013 and includes up-to-date advice on behaviour and manners on major sites, including descriptions of the most important subcultures. In the introduction, Post Senning (2013, p. 1) points out the fact that: "No medium since the telephone has so radically redefined human communication as the Internet and social media have." Clearly this development has made a profound impact on the rules of social behaviour including its written rules embodied by etiquette books, and other sources of etiquette instruction such as

online magazines, blogs, etc. Thanks to this, etiquette is propelled back into the spotlight right now. Post Senning (ibid.) argues his aim is “to help readers navigate today's communication environment with emotional intelligence.” A great illustration of his statement is indeed his advice on responding to bad news such as a serious illness or injury. Post Senning (ibid., p.202-203) claims that while clichés (“I know how you feel”) should be avoided, thinking of empathetic ways to express concern that give an opportunity to find out how the person feels (“It must be tough”) is a much better solution. As other etiquette gurus, Post Senning devoted specialized parts of his book to specific social networking sites, namely Facebook and Twitter which deserved a separate chapter each in his case. Another American author Rossi (2011) goes further and offers chapters providing etiquette advice other social media such as LinkedIn, Skype, YouTube and blogging.

British etiquette specialist publisher is Debrett's. In the last comprehensive etiquette guide *Debrett's A-Z of Modern Manners* the term *online manners* is used. Jo (2008, p. 176) stresses the correct understanding of spending time online as a way of enhancing life as opposed to making it a substitute for living. Moreover, no specific social media and corresponding rules of behaviour are described in this book. Instead, Jo (2008, p. 231) recommends usual good manners when online, such as treating others with kindness and respect. He also warns against the danger of creating a more attractive and successful online image than one's real life. Finally, the fact that social networking might take over all other methods of communication is by no means advised (Jo, 2008, p. 232). A similar attitude is advocated by Mollod and Tesauro (2011, p.3) who stress the need for a necessary distinction between digital and analog selves and claim that “your virtual image, like hygiene, can't be ignored, but if stripping away your snazzy updates and smartphone leaves you bland, it's time to unplug and recalibrate.” In this respect, the approach towards social media as reflected in British etiquette books which were examined for this study seems to be slightly more conservative than that expressed by American authors, who openly accept each networking culture as a new communication environment, which as a result deserves a tailor-made code of conduct.

In general, two more tendencies can be observed when analysing the digital manners books and online resources. On one hand, traditional and rather strict etiquette experts tend to prescribe correct conduct built on a solid foundation of offline social interaction rules which are now put into a new environment. On the other hand, bloggers and other more informal sources of etiquette instruction often aim merely at the description of newly occurred manners. But in this case, the main focus is on the description of misbehaviour, nuisances, and awkwardness rather than prescription of newly formed manners. Worth noticing is the term *digitally-abled mannerless* used by Isha Singh Sawhney in the Sunday Guardian article “Surviving the Age of the Digitally-Abled Mannerless” where she describes both online misbehaviour and misbehaviour offline caused by the excessive use of digital media. Before proceeding to examine some common misbehaviour on social networking sites it will be necessary to point out that, in the words of Post Senning: “to speak about digital manners especially is to take aim at a moving target” (2013, p. 3). It seems that although nothing has changed as for the very basic foundation of polite behaviour, all has changed concerning the place and manner in which communication and thus social interaction is conducted today.

A massive means of communication and communication environment today is without doubt Facebook. The existence of Facebook etiquette rules is quite controversial on its own because many etiquette issues cannot be strictly defined as this communication environment has been created only recently but at the same time it includes millions of users around the world. Due to its widespread use, a single code of conduct including all aspects of communication on this site does seem to be almost impossible. Certain basis of polite behaviour on Facebook is built by its official policy. Examples of Facebook controversies connected with the policy which have been recently discussed in Anglophone culture include the unclear line between “inappropriate” and “legitimate” images. In other words, there are certain legitimate images which, however, many users perceive inappropriate. Common heated discussions are those of to what extent should pictures which are shared be allowed to be personal or private, often including the sharing policy of pictures of children. To conclude the section devoted to Facebook etiquette, although it is almost impossible for etiquette gurus to reflect on the rapid developments of the global communication habits based on social networking sites, this topic certainly deserves the attention of teachers of English. As examining social networking sites and their etiquette can serve not only as a great source of authentic language but also that of authentic culture. Even teachers with little experience can greatly benefit from this topic by allowing students to talk about how they actually spend a great deal of their leisure time and discussing appropriate and inappropriate behaviour they have experienced. If nothing else, speaking about this topic might be motivating for students and can help them develop an understanding of the need for etiquette in various other daily situations.

Sample etiquette-related activities

Having discussed how essential knowing etiquette is so that one uses the language correctly and comprehends the target culture, the final section of this paper addresses the possible ways of presenting the topics by teachers of English. Although there is a body of literature concerning all previously mentioned topics, no single study exists which adequately covers etiquette teaching methodology. As far as methodology is concerned, common teaching techniques which might be used are as follows. Firstly, brainstorming is an excellent tool for a quick gathering of information, and identifying learners' notion and opinions. Secondly, discussion is suitable either to introduce a topic, or to reflect upon it. Thirdly, research projects including working with British and American etiquette books might be at hand. The best approach a teacher can take is surely a chance to practice real life situations. For this purpose, simulations, drama and role-plays are at hand. Projects including fieldwork

and ethnographic activities may help students practice team work, solve problems, work on long-term tasks and develop critical opinions as an added value. Activities suggested in the following section are based on my own teaching practice. They have been chosen to allow for a suitable introduction to the topic of etiquette.

Activity 1: Icebreaker - quotes:

Objectives: To provide an opportunity for students to familiarize with proverbs about manners, to boost students' motivation, to establish a positive and relaxed environment in the classroom.

Task: Share the following quotes with your students. Let them guess the missing words.

*Children are natural mimics who act like _____ (1)
despite every effort to teach them good manners.*

*Treat everyone with politeness,
even those who are _____ (2) to you
- not because they are nice,
but because you are.*

Activity 2: Brainstorming and mind-mapping

Objectives: For students to enjoy the time for sharing diverse ideas about etiquette and language connected with it and elaborating on it all. To make students aware of how much they already know about etiquette. To gain experience creating mind maps with the help of software available online.

Task 1: Ask students to put down anything that comes to their mind when they hear one of the following terms based on your choice: "etiquette", "digital manners", "Facebook etiquette", or "annoying behaviour on networking sites". The most important condition is that ideas flow freely in a comfortable environment.

Task 2: Instruct students to share what they wrote down with others sitting around them. They should tick words and phrases that they both/ all mentioned. The main part of the task, is to circle and discuss all the words and phrases which only one of them wrote down. Monitor their discussions. Then for the final part of this task, ask each group/pair to present several highlights of their discussions to others.

Task 3 - homework: Students create mind maps in which they include all they know about etiquette in general (or digital manners) with emphasis on the facts and vocabulary they learned in your class. Consider asking them to use one of following mind mapping and brainstorming tools available online: Bubbl us, MindMeister, Open Mind, Xmind, or MindApp.

Activity 3: Etiquette of _____ing

Objectives: To practice skills related to nonverbal communication and its rules, and informal English.

Task 1: Ask students to read the text and let them guess the word which fits in all gaps.

Task 2: Instruct students to perform steps 2 and 3 with their partner.

_____! Do people keep asking for 'some skin', or to 'hit me', then they want a _____ from you. But how do you slap hands while remaining as cool and smooth as usual _____ing is an artform, here's how to be a ___ - ___ master craftsman.

How To Do A _____

A _____ is great way to communicate happiness, celebration or affection between friends, without the formality of a handshake, or the intimacy of a hug. It's especially useful at moments of victory, such as in sport. But how can you learn the rules of _____ing correctly? VideoJug is here to teach you the etiquette of _____ing, as well as some funky variations on the standard _____.

Step 1: When to _____

The perfect occasions for high fiving are sports matches, parties and other social gatherings, especially when there's something to celebrate. Don't use _____s in a job interview, boardroom meeting, or other formal event. And never _____ someone who has their hands full.

Step 2: The basic _____

If you want to instigate a _____ with someone, hold up your hand to about head height, facing the other person. If the person does not realise what your raised hand means, you can also say the words '_____', or say 'give me some skin,' or 'Hit me.'. As soon as the other person has raised their hand to the same height as yours, you both push your hands forward quickly, slapping your palms together with a satisfying clap noise. Make sure you watch the approaching hand closely to make sure you don't miss, and try to match the other person's speed of approach too. Some people find it easier to watch the approaching elbow rather than the hand. If you're the person being invited to _____, don't panic. Simply raise your hand to the same height as the person inviting you to _____, facing them square-on, and follow through with a cool, confident _____.

Step 3: Variations

Some common _____ are:

The Very _____: Both parties take a running start, leap up, and high five in mid-air. This should be reserved for extremely enthusiastic celebrations.

The Low Five: Similar to the _____, but below waist level, sometimes with the hands horizontal rather than vertical.

The Extra Low Five: In other words, smacking someone on their butt. This is also known as 'The Spank It.' If you are next to someone but don't want to make contact its known as a Sanitary _____.

Too Slow: This is when you invite someone to _____, but then pull your hand away just before contact. This can be used as an insult.

The Serial _____: This is a sideways high fived performed by more than two people. All this leads us to the most famous _____ of all.

The Top Gun. It starts out like a normal _____, but then after slapping hands together both parties continue the arm movement in a 180 degree arc downwards, and slap hands together again with their palms facing backwards. The Top Gunis also known as the Flipside or the Windmill, and is the most awesome _____ of all time.

CONCLUSION

The purpose of this paper was to shed light on bringing content into language classes in the form of etiquette instruction. In particular, the latest developments were indeed reflected in this paper, namely digital manners, i.e. rules governing communication and social interaction online. The aim was to provide a new view of etiquette and prove that it is a viable topic in ELT with a growing potential. As etiquette instruction reflects daily real-life issues, raising awareness of this topic can allow for fruitful interaction in a foreign language. It was argued that although the word etiquette itself has almost disappeared from educational systems and plans, it has actually increased in importance. Therefore, the knowledge of etiquette, manners and related skills should be more emphasised in language classes.

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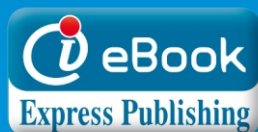
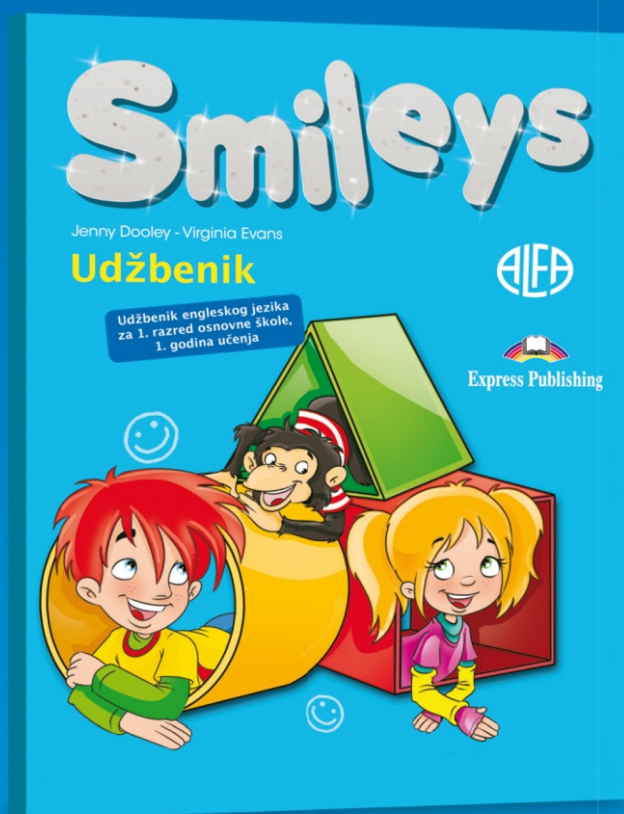
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ADHD FROM A PARENTS' PERSPECTIVE

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Key words: ADHD, case study, parent' perspective, child's growth

In recent years inclusion has become a topic that came to the foreground in education in Serbia. In 2009, Law on Fundamentals of Education and Upbringing (Sl. glasnik RS", br. 72/2009) was passed that commits to creating more inclusive schools. Even though the law exists, there is no reliable data to testify to what extent its implementation is successful. However, it might be assumed that when it comes to inclusion, teachers in Serbia do not receive sufficient training while in education or later on as part of their professional development. This is especially common for subject specific teachers like EFL teachers, who study at the faculties where there is more focus on literature and linguistics whereas the methodology courses cover only the last three semesters of the BA studies and mainly focus on how to teach various aspects of a foreign language such as grammar, listening, vocabulary or classroom management (Ivanovic, 2011).

Taking these conditions as the background, the aim of this article is to introduce to teachers one type of disorders with school children: Attention Deficit Hyperactivity Disorder (hereafter ADHD). Specifically, we will focus on definition of disorders, some of the major symptoms teachers can recognize and finally some of the approaches that can be tried out in the classroom.

The article presented here follows the growth of a boy Peter. The case of Peter was chosen because it represents a unique and compelling story of a boy who thanks to his mother and teachers managed to develop from a stadium where he was not able to talk at the age of 5 to one of the best pupils in his class in an ordinary primary school. Thus the text will be after each chapter intercepted with excerpts from the life of Peter in order to illustrate how he developed at various focal stages of his life. The approaches that contributed to his growth are mainly narrated and generated from Peter's mother, who held a lecture on this topic to Balkan delegation of educational professionals at the Danish School of Education, as part of the EU Tempus project 'Education Policy in Serbia & Montenegro'. The name of the child has been changed in order to preserve confidentiality.

Peter: 0-3 years

Peter is not like other children: He is noisy and screaming, destroys things around, does not sleep or eat properly, shows disorganized behaviour, has difficulties functioning when in interaction with others, is apathetic, common raising methods do not work with him, does not say anything, uses body language instead, does not seem to hear what he is told.

In a nursery for normal children: even though there are good experienced

pedagogues and a positive environment, Peter has problems in social interaction with other children and adults; personnel believe Peter has a hearing problem.

What is ADHD?

ADH Dis a developmental disorder of self-control (Barkley 2005). Those with ADHD have impairment in will or capacity to control their own behaviour relative to the passage of time, meaning that ADHD children have a difficulty keeping 'the future goals and consequences in mind' (Barkley 2005, p.19)

Those with ADHD show 'primary deficit in inhibiting behaviour' (Barkley 2005, p.34). Due to this deficit, an ADHD child has a difficulty sustaining attention and cannot persist in its effort. Furthermore, this child is more distractible than other children, which makes it less likely for her to return to work she was doing. Another major problem concerns difficulty to defer gratification (Barkley 2005, p.38). This means that an ADHD child has trouble waiting for things and holding back her initial response to a situation. Other children learn over their growing up and at school to refrain from certain reactions or to perform tasks for the sake of a goal, such as getting good marks. With ADHD children such behaviour needs to be induced in another way, which will be shown further in the text. Finally, for teachers who are very much focused on student intellectual growth, it should be remarked that ADHD children are struggling to follow the instruction (Barkley 2005, p. 45). According to Barkley, this is related to 'the underlying problem of impulsiveness'. Impulsiveness with these children originates from 'an impaired ability of language to guide and control or govern behaviour' (2005, p.45). In other words, they cannot express themselves and this leads to misunderstandings with their peers and adults. All of these impairments can be traced with the behaviour of the boy studied here- Peter. ADHD is found in e.g. 2-8% of children in USA, most often with boys. Very often, ADHD is followed by other problems such as sleep disorder, learning difficulties, motoric difficulties, behavioural disorder, anxiety or depression. There is no clear distinction in the literature as to what causes ADHD. However, it has been proved by a large number of studies that it is a disorder in brain development or brainfunctioning that originates in genetics and is associated with frontal part of the brain

(Barkley 2005, p.22).

Peter: 3-4 years

Day care 1: Peter starts going to a day care. This is a new day care in the neighbourhood with young personnel. Straightaway, the communication between Peter and the personnel is rather negative. Peter is qualified as abnormal child who cannot be accommodated in an ordinary day care. The conflict emerges between Peter's parents and the personnel after the mother finds Peter totally neglected one day.

After some time, Marte Meo therapy is tried out, which is grounded on giving

positive feedback to children and clear messages rather than telling them what not to do. More information on Marte Meo can be found on the web.

Behavioural characteristics in the classroom

To teachers or those not familiar with ADHD, a child with this diagnosis at first seems like poorly raised. However, ADHD is not caused by parents' failure to discipline the child. Teachers should understand that the child with ADHD is not wilfully and intentionally disruptive. It might be that there is a tendency to jump to this conclusion because ADHD cannot be seen physically: Children with ADHD look like their peers, in many cases have even above average intelligence and there is no physical handicap (Barkley 2005, p. 19).

Barkley offers the following symptoms that can be spotted in an ADHD child in the classroom:

- Has difficulty sitting still;
- Runs rather than walks;
- When told to do something becomes belligerent, resentful, throws tantrums;
- Blurts out comments, and shows no respect to adults as authority;
- Does not listen to what the teacher is saying, instead doodles, plays with pencils;
- Makes frequent trips to the trash can, and sharpens pencil;
- Squirmy, talks excessively, taps her fingers and/or feet;
- Inability to concentrate to schoolwork (Barkley 2005, p.26).

The examples provided in the symptoms list can be defined as 'behaving too much' (Barkley 2005, p. 42).

Peter: 4-6 years

Day care 'Ryvang 2' (www.ryvang2.dk): These are the focal years of Peter's growth.

After the conflict in the first day care, the mother decides to transfer Peter to a

special kind of day care, the so-called sports kindergarten, which is based on a concept that children remember with

their bodies. At this kindergarten, Peter is involved in various activities, mostly based on music, sports and drama, spontaneous play. Peter develops the language for the first time and it turns out that he has a talent for sports. Peter also has his best adult friend, a pedagogue. Day care's major criterion of success is that when children get back home, they need to be happy, tired and soiled. Their assumption is that children experience the world through movement and action. It is through sports, play and movement that children develop linguistically, intellectually, motorically, emotionally and socially. Sports create a sense of belonging to a community, concentration and introspection while being funny at the same time.

The Danish Sports Association founded this kindergarten. Ryvang 2 has good

access to forest, lake, park, an ordinary kindergarten nearby. Moreover, it has both outdoor and indoor facilities and amenities that enable children to be physically very active.

Outdoor facilities include: playground area with goats, hens and terrarium, a football pitch, trampolines, a basketball court, a campfire, play houses, sand pits, a climbing wall, slides, huts, mounds of earth, milk crates etc. Indoors amenities are: rhythmic room, gymnastics room, sleeping and common rooms.

There are also various activity groups such as drama, sports, cooking etc. The

personnel collaborate across the disciplines and male personnel stand as role models, especially to children from divorced families.

Peter's growth: parent's perspective

The mother underscores that it is a combination of approaches that brought about gradual growth with her child. The purpose of presenting these approaches is for teachers to be inspired and perhaps incorporate some of them in their own classroom activities, if they find them useful. Another reason for presenting a parent's perspective is to remind teachers that parents are an invaluable partner and resource for pupils' growth. In the Danish educational system there is a term skole-hjem samarbejde (school-home collaboration) that is prescribed by the law and where parents are seen as a partner (Ministerium for Undervisning, 2014). Even though such formalized relationship does not exist in the Serbian educational system, this can serve as an inspiration to busy teachers. The approaches presented below focus especially on the following aspects of Peter's growth: developing the language, developing fine motor skills/writing, learning social rules and the reward system.

The story of Peter's growth began by mother's reading about ADHD, symptoms, and diagnosis. Some of the books available in English are: Russel Barkley (2001) Taking Charge of ADHD; Ross Greene (2009) Lost at School or The Explosive Child (2010).

Peter: 0 grade

Peter begins pre-school in an ordinary primary school and meets new demands. There is negative communication from the start, arguing and he screams. However, it turns out that Peter is one of the cleverest pupils in the class. School psychologist makes the assessment of Peter intelligence using Weschler intelligence test and the results confirm that he is an intellectually gifted child. However, there is a disagreement at school regarding Peter's diagnosis, since at this point the school still does not recognize that Peter suffers from ADHD. Because of this, there is negative communication between Peter and teachers that yell at him whenever he behaves disruptively. Peter does not receive any help or instruction, he is often scolded for his disruptive behaviour and as a result he is scared, cries, sad and pees in his pants.

Developing the language

Peter began talking much later than his peers, so the logical first step for the mother was to attempt to teach him the language. These are some of the approaches she adopted.

Picture books: 'I had borrowed lots of simple books, picture books. I would read them first on my own because there were bound to be some words he couldn't understand. Then I would draw or find toys of those words, and then while I was reading I showed him the actual objects so he could touch. During the day I repeated the words; it is also a good idea to read the books

again, with a break in between. We talked about the pictures in the books, visual representations were of great help to him.'

Flash cards: 'I printed out the flash cards divided into topics (animals, birds, bedroom objects, bathroom objects, professions, clothes, countries, films, cartoons etc.). I have over 1000 flash cards; they are squared pictures on carton paper. I used to show him topic flash cards a few times per day, repeat a few times, no longer than 3 minutes. I started this from the age of 5 and we started from very simple things. Parents need to estimate what words their child needs at a particular point of development'.

Visual pictograms & sequence cards: 'These are pictures of the process of some basic actions such as washing hands, hang the jacket, set the table, a picture with the bedtime etc. that can serve those with ADHO as a reminder since they have a deficit in planning and finishing the task they begin. These can also be the pictures of how others feel because ADHO children have problems reading other people's feelings. Pictograms helped Peter both with developing the language and learning social rules. At school, these can be introduced as posters (like in Peter's classroom) with pictures and short slogans such as 'We must not fight, we must not interrupt while the teacher or other pupils are talking, we must not swear' etc. which can be also useful for the whole class. Lots of pictograms and sequence cards can be found on the Internet or various apps for smart phones.'

Social and board games: 'Fruits, geometrical figures, months, memory cards/games: when it is his turn, the child draws a card and repeats a few times. The games were great fun for Peter and also contributed to him learning social rules.'
(Peter's mother)

Peter: 8-11 years a 1-3 grade

Peter starts on the first class and this is another focal point of his development, mostly because of another, more experienced teacher. This is the most experienced teacher at school. What helped Peter most is the positive attitude she adopted towards him by actively including him in class activities and giving him lots of recognition for his work and effort he showed. Another thing that helped a lot was praise, which is like a doping to children with ADHD and autism. Just like in sports kindergarten kindergarten, Peter is given space to be physically active at school and in the classroom by for instance asking him to help the teacher in the class, sending him out on a short running tour up and down the stairs inside the school building, getting the whole class go up and down the chairs or by encouraging Peter to play football or skip a rope during playtime at recess. During teaching, Peter can see on the board an agenda of what is to be done in class and was often presented with pictograms.

Developing fine motor skills:

For Peter it was rather difficult to learn to write mainly due to his problems with staying on the task as well as much slower development of fine motor skills than with normal children. 'We began in pre-school period firstly by giving him a task to colour big pictures with big details, especially pictures that the child is interested in. I gave him thick colours and he coloured almost every day. I used a reward system and would almost always write dates behind the picture. After a few months I would make a comparison and I noted he began to use more varied colours, and his hand movements had become more refined over time. We would hang the pictures on the wall so he could himself see how much he made progress and that would also give motivation to him. Over the time he learned letters and what helped him a lot was a large number of activity books with simple exercises for writing/maths with a lot of pictures. What can also stimulate the development of fine motor skills is dough, plasticine, plastic pearls and sand boxes. All those books that I was voraciously reading to him paid out tremendously since teachers at school noticed that he had a nicely developed vocabulary and was even above the average in his class.'

Learning social rules

(Peter's mother)

Children with ADHD and autism, mental retardation, obsessive-compulsive disorder have social problems; that is their weakest point and behavioural problems mainly since the surroundings sees them as poorly brought up and as if they were wilfully disobedient. They are in conflict with the surroundings because they misunderstand each other and themselves. ADHD children have on a language level problems to express themselves and to say what they want. The implication of this in the classroom is that if they are scolded they get scared even more and this anxiety releases aggression towards other children and adults. Especially during 0 class, Peter would often say 'The teacher hates me!' or 'I am always the one to be

blamed'. Peter's mother stresses that it is important that teachers show that they like an ADHD child, but not the things he does. It is deleterious to humiliate ADHD child in public; instead a teacher can say 'Yesterday you were so helpful' or instead of saying what NOT to do to say 'I want you to get back to your seat' etc. Another important approach is to hold the child in the moment it throws tantrums, to give a child a hug or just tap friendly on the back so that a child can feel its body and come to its senses. It also entails turning a blind eye to certain actions of ADHD children such as tipping on the chair or if a child suddenly stands up from the desk, which teachers might find unsettling to observe. Peter's mother explains that teachers need to understand that there is unrest in the bodies of ADHD children and this is what Barkley (2005) calls primary deficit in inhibiting behaviour, which is a latent part of his handicap. 'ADHD children always have this sensation in their bodies as if somebody is tickling them, which makes them wriggle and squirm all the time. It was also difficult for Peter to make new friends. A teacher can help by noticing who the child bonds well in the classroom and then informing parents so that they can from there on work further on deepening the friendship.

Finally, Peter's mother had to find a way of helping him learn empathy and sympathy since ADHD children have trouble imagining how others feel and therefore often blurt out sharp, inappropriate comments in social situation. To Peter, it helped attending theatre groups and performances so as to develop empathy, fantasy, creativity, and recognize other's emotions. The mother concludes this part by saying that if teachers are to demand empathy from an ADHD child, they should remember that they themselves should be empathic towards these children's handicap in the first place.

The reward system

As mentioned earlier, ADHD children have a low motivational ability. Unlike normal children, they do not struggle for the goal, they do not have the ability of planning to reach the goal; they simply do not care, plainly speaking. In the case of Peter, incredible efforts his mother showed with regard to boosting his growth would not have been possible had it not been for the reward system that actually motivated Peter to stay on the task, stop interrupting and induced him to even take the initiative by himself. The system is based on collecting points that lead to some sort of reward such as having a break or playing on the phone. It is important for teachers to visually represent the points on the board. Mother underscores that the point system should be challenging but realistic and within the child's zone of proximal development (Vygotsky 1978). What can also help is to write on the board a simplified lesson timeline so that a child can frequently take a look and withhold the reaction. Even though the reward system and lesson timeline did help tremendously, it is not certain that it would click with the child every time. The implication of this is that teachers should know that with an ADHD child a key word is unpredictability and that it is difficult to carry out a lesson as planned. It is thus mother's recommendation that teachers should always have some additional materials prepared on the side in case an ADHD child begins showing opposition to or frustration at what is being done in class.

In summary

The case of Peter has demonstrated that it is not a particular approach that has brought about his growth and that there is no a recipe or a tool that led to his growth. It should be noted that all of the approaches presented here required great dedication, endurance and perseverance first of all in the family and then at school as well. Peter's growth is of course not completed; every single day calls upon much effort. The next challenge for his educators will be to deal with increasing complexity of school tasks, such as longer written assignments and teaching him to think and learn at a more abstract level. Teachers play an important role in accepting ADHD children as they are and in addition to paving their intellectual way can add to their socialization in the classroom.

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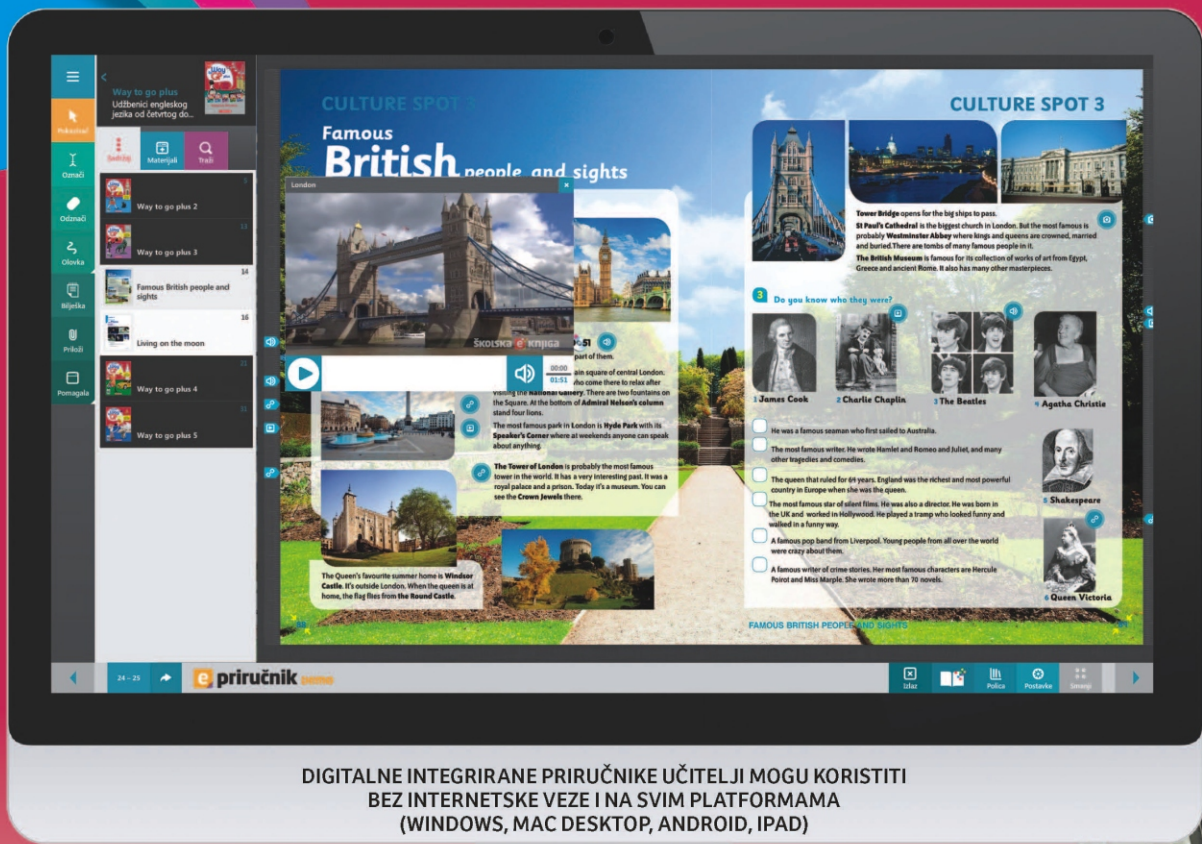
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