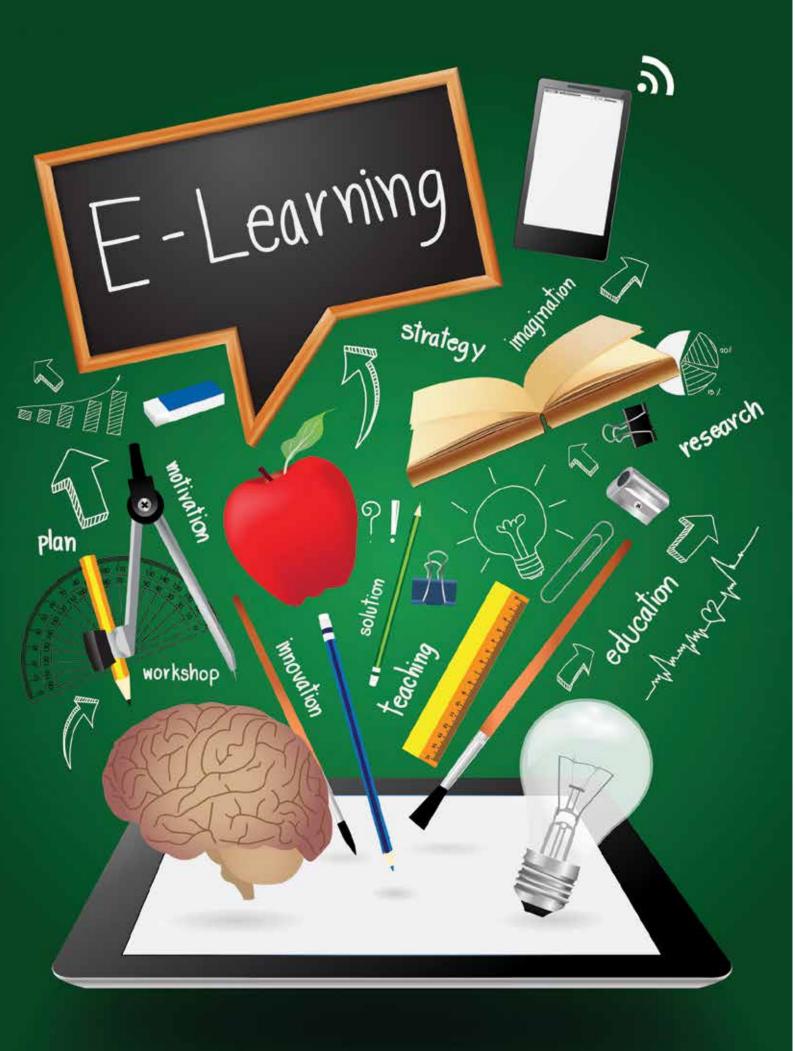


More RECIPES FOR THE WIRELESS CLASSROOM



Edited by **Christina Gitsaki Thomai Alexiou**





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ACTIVITY 6

Using Stickies in the Reading Class

Level of English ProficiencyThis activity is for students at A1 CEFR level of English proficiency.Course AreaThis activity was designed for reading in a General English course.Target Skill(s)Reading response: new/interesting words, favorite parts, questions, inferences, connections, etc. This activity will promote vocabulary learning as well as annotation skills.TimeframeThe length of the activity depends on the length of the reading text and time allocated in class. Usually, this activity would be a 50-minute session.Apps/Software neededOnline reading materials/or digital reading materials • BlackboardOverviewStickies app • Online reading cativity which is applicable to any academic text in various content areas. The students will read a digital text and use digital Post-Tts to take notes and annotate texts depending on the lesson objectives set by the teacher.Aims of the ActivityBy the end of the activity, learners will be able to: • jot down new words and their meaning; • note main ideas and specific details about the reading text; • list characters in a story as they appear and take notes about them; • note specific information and infer meaning; • share/present what they have read using small notes they take on Stickies; • mark different patterns (e.g. cause and effect; compare and contrast, etc.; and • predict/infer ideas related to the content of the reading text.PrerequisitesStudents should be asked to download the Stickies app and learn how to use it.	Zeina Hojeij & Pinar Ozdemir-Ayber Zayed University, UAE Zeina.Hojeij@zu.ac.ae pinar.ozdemir-ayber@zu.ac.ae		
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	Prerequisites		

Preparation	The teacher needs to create the online materials for the reading activity. The reading could be divided into smaller chunks to help students with reading.
Process	 Step 1: Introducing the reading task (10 minutes) The teacher introduces the digital text and gives information relevant to content. Students download the text onto their devices from Blackboard. Step 2: Doing the reading task (30 minutes) The teacher explains the aims and expectations of the reading activity. Students then read their texts individually and do the first chunk of the reading activity. They use the Stickies to take notes in order to fulfill the activity aims (e.g. summary, notes, inference, annotation, paraphrase, etc). Students share their ideas and answers in closed pairs then in an open class. Students then repeat the same steps for each chunk of text. Students write down questions they think will be answered in the next section in the reading before each chunk. Step 3: After the reading activity (10 minutes) Teacher closes the activity by open class feedback and students correct their sticky notes and save them as text.
Variations	 Each sticky note can be in a different color. Students can color code their work. Before reading, Stickies can also be used by students to brainstorm and mindmap their ideas. Then, students can take a screen shot of their work and share it with their peers. Stickies can be moved around and clustered for organizational purposes. Stickies can be saved as text and then emailed or printed.
Troubleshooting Tips	It is improtant to note that students can keep their Stickies as reminders on their screen once they finish their work. This is useful especially when they have many ideas.

Links **Stickies** <download.cnet.com/Stickies/10330903-4_2074-3000.html> What can I do with Post It Notes? <multimedia.3m.com/mws/media/6734390/digital-notesinstructions.pdf?&fn=Post-itDigitalInstructions.pdf> Post-It app <www.post-it.com/3M/en_US/post-it/ideas/plus-app/> Other Teacher journals: Teachers can also use the Stickies for quick Information observational notes and class-specific reminders. They can keep Stickies in a folder. They can also jot down notes about individual students as needed throughout the day and later transfer to more permanent records. \$ 3

Contributors

Adam Arra is a 20 year ESL-career teacher with experience across Asia, Europe and the Middle East. His areas of research include teaching with technology, game-based research and metaphor.

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Anastasia Papadopoulou has been an English teacher for 16 years. She has been working at Anatolia Elementary School in Thessaloniki, Greece since 2007 where she usually teaches first, second and third grade students. She studied English at the University of Aberdeen, Scotland and completed her MA in Translation with Language Technology at the University of Wales, Swansea in 2003. She is currently working on her thesis on her second MA in Language, Literature and Digital Media in Education at Aristotle University of Thessaloniki. Her academic interests lie on Educational Technology and Gamification in Education.

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Avra Papanastasiou is an EFL teacher at a private English Language School. She holds a BA in English Language and Literature and is currently completing a MA course in Language, Literature and Digital Media in Education. Her MA thesis aims at examining the relationship between Digital Fairy Tales and the Development of Writing Skills, reflecting her teaching interests, namely Computer-assisted Language Learning (CALL) and Content and Language Integrated Learning (CLIL). Her teaching is structured around the axis of increasing student engagement and creating a dyslexia-friendly classroom.

Christina Gitsaki is the Research Coordinator at the Center for Educational Innovation at Zayed University, UAE. She previously served as the UNESCO Chair in Applied Research in Education in the UAE where she fostered partnerships with the wider academic community to strengthen national capacity to offer quality education to Emiratis. She is the Secretary General of the International Association of Applied Linguistics and the past President of the Gulf Comparative Education Society. Prof. Gitsaki has published extensively in the area of second language pedagogy, the use of technology in language education, curriculum design and implementation, and educational program evaluation.





Christopher Freeman is an English instructor at the Gulf University of Science and Technology (GUST) in Kuwait. He has taught English to university students for the past nine years, with a focus on using technology in the classroom and on assessment. He received a MA in TESOL from the Indiana University of Pennsylvania (IUP) and has recently presented at the Fifth Asian Conference on Technology in the Classroom in Kobe, Japan, the IAFOR international Conference in Honolulu, Hawaii, and the GEN TEFL international conference in Indonesia.

Chrysi Tsalgini is an English language teacher and a postgraduate student at the Aristotle University of Thessaloniki, pursuing a Master's Degree in Language, Literature and Digital Media in Education and she holds an undergraduate degree of English Language and Literature from the same university. During her Erasmus placement she has worked on several research projects in the University of Limerick in Ireland and this experience shaped her research interests, which concern foreign language acquisition, focusing on the incorporation of educational technology and digital aspects in the language, in order to make learning more effortless, fun and successful.



Chryssa Laskaridou is an English language teacher and was an EFL state school advisor in Greece for four years. She holds an M.A. in Tesol and her dissertation focused on the cultural awareness of English language teachers in Greek primary schools. Ms. Laskaridou took part in European projects "Oxymoron" and "Hola" which produced materials for the training of foreign language teachers in primary schools. She implemented the CLIL approach for the subjects of Geography and PE at the 3rd Experimental Primary School in Evosmos, Thessaloniki, Greece. She has published articles on teaching cultural awareness, teaching young learners and more recently teaching CLIL. She has presented papers at both local and international conferences.





Eleni Alexiou is a Nutritionist with an extended teaching and research experience in the Secondary and the Higher Education Sector. She has previously worked in nutrition education interventions as a Scientific Assistant, to organize and coordinate the implementation of public awareness actions. As a lifelong learner, Eleni was recently awarded with a BSc in Communication studies and her future plans focus on getting involved with projects promoting healthy and active lifestyle. Being an authentic nature-lover, she enjoys photography and travelling and is interested in digital storytelling and wellness tourism.

Fani Miniadou is an EFL teacher at a private English Language School in Greece since 2004 and in Summer Schools in the UK since 2013. She is currently completing an MA course in Language, Literature and Digital Media in Education. Her MA thesis aims at examining the Linguistic Aspects of "Harry Potter and the Philosopher's Stone" film and its impact on EFL development, reflecting her teaching interests, namely Computer-assisted Language Learning (CALL), Literature and Project Based Learning (PBL). She specializes in designing and coordinating hands-on activities that promote students' critical thinking skills as well as implementing technology in the EFL classroom.





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Fatma Abdelrahman is a Teacher of English to Speakers of Other Languages at Nile University, Egypt. She has earned her MA degree in TESOL from the School of Humanities and Social Sciences at the American University in Cairo (AUC- 2017). Previously, she has worked at the English Language Institute at AUC, October University for Modern Sciences and Arts (MSA), STEM Schools, Nile Egyptian Schools, and Berlitz Language Centers. Fatma has also participated and presented at many international conferences, such as NileTESOL (Egypt), TESOL Arabia and the Applied Linguistics and Language Teaching Conference (Dubai).

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Haido Fanara is an EFL teacher in Greece. She has been working for 5 years at Language Schools and private lessons, teaching both children and adults. She holds a BA in English Language and Literature from the Aristotle University of Thessaloniki and is currently conducting her thesis on Literature in EFL for the MA program Language, Literature, and Digital Media in Education at the same university. As part of her BA studies, she spent a semester studying Literature in the University of East Anglia, UK. She has co-authored three EFL books and also works as an examiner for language exams. Her academic interests include Literature, Technology, and Feminism in EFL.

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Helene Demirci is a faculty member in the General Academic Requirements Division at Abu Dhabi Men's College, UAE. She has taught EFL at primary, secondary and tertiary levels over the last 22 years in England, Turkey, and the UAE. Her interests lie in researching L2 reading motivation, engaging students in extensive reading and technology integration in the classroom. Dr Demirci is a member of the Applied Linguistics and Language Teaching international conference organizing team and she is currently serving as a Board Member on the Extensive Reading Foundation. **Jennifer Benaggoun** has been an English lecturer and coordinator at Abu Dhabi Polytechnic, UAE, since early 2014. Before that she worked in higher education in the US where she also completed her studies (BA in English, MS in Writing, and CELTA). She is currently a student in the Educational Technology doctoral program at Central Michigan University. Having already published in the field of second language pedagogy, Jennifer will focus on language learning through the use of technology in her future studies.





Kirk Dowswell is an Instructor at the College of Technological Innovation at Zayed University. His current area of research is subject specific vocabulary acquisition and mobile language learning. He is also interested in other aspects of Information Communications Technology (ICT) and language learning. Prior to working at Zayed University, he worked at a number of higher education institutions in Canada, Australia and the Middle East.

Konstantina Theodoridou graduated from the School of English, Aristotle University of Thessaloniki in 2013 and is currently doing her MA thesis on Language, Literature and Digital Media in Education. She has been working for 6 years as an English Language tutor and teacher in Foreign Languages Schools in Thessaloniki, teaching both children and adults. Her academic interests lie on Critical Pedagogy, Literature and Education, Children's Literature, Sexuality, Gender, and Identity, and the Dialectics of Politics and Literature.





Lana Hiasat is the Program Coordinator of the General Studies department at Dubai Men's college, UAE in addition to being English faculty. She has published in areas of emotional intelligence, smart learning, blended learning, educational leadership, intercultural intelligence, and online teaching and learning. She has co-chaired the first general academic requirement (GARD) conference and is currently on the advisory board for TESOL Arabia in addition to chairing the research committee for her division in 16 campuses. Her research interests are in smart learning, blended learning, education 4.0, e-learning, educational leadership, and voluntary teaching and learning communities. **Leah Lane** is a faculty member in the General Academic Requirements Division at Abu Dhabi Men's College where she has been a team leader since 2015. She has +30 years' experience teaching second languages (FSL & EFL) to a wide range of students in Canada and the UAE. Her particular interests lie in metacognition and exploring ways to positively impact the affective domain. Leah is keen on encouraging reluctant readers and advancing reading (and general learning) skills by adapting teaching modes to address various learning styles.





Lina Ahmad holds a Masters from the Architectural Association, London. She has over 10 years of professional experience working as an architect. Within academia, her work has been awarded and exhibited, including contributions for the National Pavilion UAE at the 14th Venice Architecture Biennale. Ahmad is the recipient of the Architecture + Cityscape Award "Designing for a new world" under the category of 'Aspiring Architect'. Ahmad holds an Associate Professor position at Zayed University, Abu Dhabi. In 2015, Ahmad published a book titled; Cellular 'Network' City, presenting an investigation into the realm of algorithmic architectural design. She currently holds an Interior Design Assistant Professor position at Zayed University, Abu Dhabi.

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Mariam Hariri is a math instructor and the co-chair of the Science, Math, and Technology Department in University College at Zayed University. She received her Master of Science degree in Mathematics from Beirut Arab University, Lebanon, and she is a fellow of the Higher Education Academy. Her professional experience includes curriculum and course development, and her research interests include innovative teaching strategies, the use of technology in math education, as well as abstract algebra.



Marina Morozova, MA, is a Freelance Instructor/Adjunct in Further & Higher Education with extensive professional experience in the UAE. She has taught English and Russian; Tourism; Inter-Cultural Communication; and Business Communication. Marina has IGCE Arabic (distinction); CELTA (Cambridge) taken at Zayed University, Dubai; and an MA in International Tourism (London University). She has undertaken assignments for Zayed University Institute of Community Engagement (ZU-ICE) teaching EFL/ESL to adults, and has taught courses of English Business Communications at Masters level for International Universities in the UAE. Marina uses blended learning in her teaching and is engaged in translating English to/from Russian.

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