

# THE INGED NEWSLETTER



## *NEWS ON-LINE*

*Together we stand!*

Issue 2  
June 2018

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## From the President

Dear members,

We are together again with a new issue. As teachers, we have a direct influence not only on the student achievement and academic growth but also on student attitudes and belief systems. Peter Tait in his article “The importance of great teaching on children's success” (<https://www.telegraph.co.uk/education/educationopinion/12201014/The-importance-of-great-teaching-on-childrens-success.html>) mentions that we always ask ourselves the same questions: How do we improve the quality of teaching and learning? (and its corollary, our examination results?) How do we make our children more motivated and competitive? And how do we get children to value and ‘own’ their education? And yet, he adds, the only consistent factor we can identify is the role of the teacher, whose abilities and skillset, knowledge and enthusiasm are crucial in determining the success or otherwise, of the children they teach.

Sylvia Chidi's poem “A bad or a good teacher” reads:

A bad teacher is negatively pessimistic  
A good teacher is positively optimistic

A bad teacher swears all the time  
A good teacher cares in their prime

A bad teacher passes on rude fear  
A good teacher has on good ears

,  
A bad teacher discourages  
A good teacher encourages

A bad teacher despairs  
A good teacher prepares

A bad teacher likes to bitch  
A good teacher likes to teach

A bad teacher shouts every moment  
A good teacher scouts for every talent

A bad teacher is up for crude devices  
A good teacher is up for good advice

,

A bad teacher lets students fight on in the dark  
A good teacher sets students on the right track

A bad teacher feeds on their looks  
A good teacher reads many books

A bad teacher sings along with wrong faults  
A good teacher brings along the right results

In my opinion, some attributes that are related to good teachers can be listed as:

- Good teachers are tactful. They have good interpersonal skills. They know that students want to be treated with respect and care. Good teachers are good and effective communicators. They know how to listen and build empathy, and how to establish respectful and trusting relationships with their students.
- Good teachers are even-tempered. They don't get irritated easily; they remain calm, having an easygoing and cheerful disposition. They know that the aggression, negative attitudes and behaviors cause more negative reactions. When a problem occurs, they remain calm and avoid personal confrontation. This keeps them calm and in control of students, of them and the situation.
- Good teachers are competent in English and in methodology; knowing the subject well. They know the material and present it well. They have the necessary command over the subject matter they teach. This way, they can be more comfortable and confident.
- Good teachers never stop learning. They create ongoing and regular opportunities to learn from each other and improve their language skills. They know that ongoing professional development keeps them up-to-date and motivated.
- Good teachers are dedicated to their profession. They are well-organized and disciplined. They have passion and compassion which motivate students and make learning interesting, exciting and important.
- Good teachers have a good sense of humor. They know that a good sense of humor and wit reduce barriers and lighten the atmosphere. They also increase teacher popularity.
- Good teachers continuously encourage, inspire and motivate learners. They know that they can change a young person's life by helping them to realize their potential, helping them to grow, helping them to find their talents, skills and abilities.
- Good teachers have good rapport with their students. They can bond with their students, to understand and resonate with their feelings and emotions.

The teachers who have decided to become teachers in order to make a difference usually DO. They are the ones we call "good teachers".

Together we stand!

Prof. Dr. Aydan Ersöz



## From the Editor

Dear Colleagues,

The warm days are here and for many of us, it is holiday time. This issue of the *INGED News On Line* offers a variety of articles for you to read and think about. Our technology section briefly describes and interesting website that students can enjoy while practising English. Articles on reading and its effects on children have been included in the Selected for You section. Two dear colleagues from Özyeğin University attended the IATEFL Slovenia Conference and wrote up sessions by Hugh Dellar and Penny Ur in detail. Our President summarized her impressions of the IATEFL Conference held in Brighton this year. There are a lot of great ideas in her reflections. Your editor represented INGED at TOBB University and at the Bülent Ecevit University Graduate Student Conference, where she made two presentations. If you are working on your MA or PhD thesis, one of these presentation summary could be of help. And there are the results of the three different INGED Drama Festivals held in three different venues together with impressions written by teachers and young actors. As you can see these are just a few of the articles in this issue. We hope you will enjoy reading them and we would like to wish you all a happy, healthy and relaxing summer.

Warm regards,

A. Suzan Öñiz  
INGED Newsletter Editor

**Our Calendar of Events is regularly  
updated.**

**So are the Announcements.**

**WHAT IS THE DIFFERENCE ???**  
**AN INGED AFTERNOON**  
**AND**  
**AN INGED EVENT**



**INGED Afternoons**

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

**INGED Events**

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members

## FOR PROSPECTIVE CONTRIBUTORS

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The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

### **NOTES FROM A CONFERENCE**

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

### **TECHNOLOGY IN TEACHING**

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

### **YOUR PAPERS**

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

### **THE VOICE OF INGED MEMBERS**

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript  
AS A WORD FILE  
& WITHOUT ANY FORMATTING.**

**THE 20<sup>th</sup> INGED DRAMA FESTIVAL IN ANKARA**  
**Hosted by Yükselen Koleji**



**The Best Play Award**

1. Aladdin The Musical (Fahredden Paşa Middle School)
2. The Wishland (Yükselen Private Schools)
3. Charlie and The Chococate Factory (METU Foundation Private School)

**The Best Musical Performance Award**

Annie (MEV Private School)

**The Best Coaching Teacher Award**

Arzu Gümüş Sağlam (Fahredden Paşa Middle School)

**The Most Enthusiastic Group Award**

Yükselen Private Schools

**The Best Leading Actress Award**

1. Ceylin Musalı (Arı Schools)
2. Zehra Başak Şallı (MEV Private School)
3. İlayda Balcıoğlu (İncek Maya Private School)

**The Best Leading Actor Award**

1. Marcos Tunç Gülyüzlü (İncek Maya Private School)
2. Oğuz Kaan Ercan (Keçiören Sınav Private Middle School)
3. Egehan Güre (METU Foundation Private School)

**The Best Supporting Actress Award**

1. Ayça Alagöz (İncek Maya Private School)
2. Ece Ergenç (MEV Private School)
3. Işıl Dereli (Beytepe Middle School)

**The Best Supporting Actor Award**

1. Arda Oruç (Fahredden Paşa Middle School)
2. Sunay Çağan Şimşek (İncek Maya Private School)
3. Dora Yalçınkaya (METU Foundation Private School)

**The Best Pronunciation Award**

1. Yağmur Yakışık (İncek Maya Private School)
2. Ceren Bişirici (MEV Private School)
3. Yağmur Avcıoğlu (Arı Schools)

**The Best Shining Star Award (Female)**

1. Arya Sönmez (METU Foundation Private School)
2. Evrim Börçek (Keçiören Sınay Private Middle School)
3. Doğa Ercan (İncek Maya Private School)

**The Best Shining Star Award (Male)**

1. Ömer Alp Özen (Yükselen)
2. Arda Konuk (METU Foundation Private School)
3. Mehmet Can Katırcı (Keçiören Sınay Private Middle School)

**The Best Contributing Actress Award**

1. Zeynep Medine Güzel (Keçiören Sınay Private Middle School)
1. Fatma Zehra Gül (Fahredden Paşa Middle School)
3. Ada Çağlar (Beytepe Middle School)

**The Best Contributing Actor Award**

1. İsmail Kopusuz (Beytepe Middle School)
2. Emre Can Yüksel (Yükselen Private Schools)
3. Arhan Emir Barel (Arı Schools)

**The Special Jury Award**

Rümeysa Aladağ (Fahredden Paşa Middle School)

**THE 5TH INGED DRAMA FESTIVAL, IZMIR**  
**Hosted by MEV Özel Güzelbahçe Koleji**



**The Best Play Award**

First Place: MEV Koleji “The Nifty Fifties”  
Second Place: FMV Ağazağa Işık Koleji “Toy Factory”  
Third Place: Muğla Tek Koleji “The Lion King”

**The Best Musical Award**

Turuncu Koleji “Annie”

**The Best Singer Award**

Ekınsu Tuncer (Turuncu Koleji)

**The Most Enthusiastic Group Award**

Marmaris Çağdaş Bilim Koleji “Skeleton Chair”

**The Best Coaching Teachers**

TAKEV

**The Best Leading Actress Award**

First Place: Eylül Öztürk (Marmaris Çağdaş Bilim Koleji)  
Second Place: Nehir Akyazı (MEV Koleji)  
Third Place: Ecem Uzunoglu (Çakabey Koleji)

**The Best Leading Actor Award**

First Place: Alp Güçlü (FMV Ayazağa Işık Koleji)  
Second Place: Efe Özden Diler (Marmaris Çağdaş Bilim Koleji)  
Third Place: Abdülkadir Dönmez (Rota Koleji)

**The Best Sporting Actress Award**

First Place: Ece Sülek (Rota Koleji)  
Second Place: Nehir Demirer (Takev Koleji)  
Third Place: Elif Yanar (FMV Ayazağa Işık Koleji)

**The Best Sporting Actor Award**

First Place: Mert Sürel (FMV Ayazağa Işık Koleji)  
Second Place: Doğu Özdemir (Rota Koleji)  
Third Place: Remzi Enes Kızıılışık (Marmaris Çağdaş Bilim Koleji)

**The Best Pronunciation Award**

First Place: İpek Turan (Muğla Tek Koleji)

Second Place: Ekinsu Tuncer (Turuncu Koleji)

Third Place: Delfin Özkul (Takev Koleji)

**The Best Shining Star (Actress) Award**

First Place: Aylın Yemez (MEV Koleji)

Second Place: İrem Gün Ünsal (Aydın Değişim Koleji)

Third Place: Sude Harmandalı (Çakabey Koleji)

**The Best Shining Star (Actor) Award**

First Place: Arda Ayça (Aydın Değişim FMV Koleji)

Second Place: Boran Ekim Çolak (Marmaris Çağdaş Bilim Koleji)

Third Place: Demir Doğan (MEV Koleji)

**The Best Contributing Actress Award**

First Place: Sıla Çaldı (Turuncu Koleji)

Second Place: Naz Yüksel (Çakabey Koleji)

Third Place: Deniz Okyay (Muğla Tek Koleji)

**The Best Contributing Actor Award**

First Place: Deniz Yücelmiş (Rota Koleji)

Second Place: İkra Bilge Menteşe (Aydın Değişim Koleji)

Third Place: Hasan Batu Bolak (MEV Koleji)

**The Best Costume Award**

First Place: Muğla Tek Koleji “The Lion King”

Second Place: Takev Koleji “Cats”

Third Place: Turuncu Koleji “Annie”

**The Best Staging Award**

First Place: FMV Ayazağa Işık Koleji – “Toy Factory”

Second Place: Marmaris Çağdaş Bilim Koleji “Corpse Bride”

Third Place: MEV Koleji “The Nifty Fifties”

**Jury Special Award**

Ezgi Naz Kurt (Çakabey Koleji)

**THE 1<sup>st</sup> INGED PRIMARY DRAMA FESTIVAL, IZMIR**  
**Hosted by Gelişim Koleji**



**The Best Play Award**  
Ekin Koleji

**The Best Musical Performance Award**  
Gelişim Koleji

**The Best Scrip Award**  
Rota Koleji

**The Most Inspiring Play Award**  
Ekin Koleji

**The Best Coaching Teacher Award**  
Gelişim Koleji

**The Best Leading Actress Award**  
1. Alara Ürkmez (Gelişim Koleji)  
2. Beyza Çevikel (Rota Koleji)  
3. Ekin Çiftçi (Rota Koleji)

**The Best Leading Actor Award**  
1. Mert Peker (Ekin Koleji)  
2. Alperen Atış (Rota Koleji)

**The Best Supporting Actress Award**  
1. Pelin Karsoy (Rota Koleji)  
2. Defne Nisa (Gelişim Koleji)  
3. Yağmur Ortakıcık (Gelişim Koleji)

**The Best Pronunciation Award**  
1. Zineb Kissarlı (Gelişim Koleji)  
2. Duru Karabağ (Ekin Koleji)  
3. Ekin Ertaş (Rota Koleji)

**The Best Singer Award**  
1. Defne Avcıoğlu (Gelişim Koleji)

**The Best Dancer Award**

1. Beren Soykan (Gelişim Koleji)
2. Ilkyaz Tuncel (Gelişim Koleji)
3. Nil Avar (Rota Koleji)

**The Best Group Dance Award**

1. Gelişim Koleji “the cola and power group”

**The Most Enthusiastic Actress Award**

1. Ada Yalın (Rota Koleji)
2. Duru Akduman (Rota Koleji)
3. Ekin Efecan (Rota Koleji)

**The Best Shining Star Award Female**

1. Defne Avcıođlu (Gelişim Koleji)
2. Irem Koç (Ekin Koleji)
3. Nil Sezer (Gelişim Koleji)

**The Best Shining Star Award Male**

1. Umut Kalkan (Rota Koleji)
2. Yavuz Kerem Çelik (Ekin Koleji)
3. Göktuğ Hadi Çakır (Gelişim Koleji)

**The Most Creative Actress Award**

1. Eylül Akkanatlı (Rota Koleji)
2. Derin Yalçın (Gelişim Koleji)
3. Ayşenur Sarı ( Rota Koleji)

**The Most Creative Actor Award**

1. Adar Onur Alptekin ( Ekin Koleji)
2. Anıl Erdođan (Ekin Koleji)
3. Doruk Dinç (Ekin Koleji)

**The Best Contributing Actress Award**

1. Rauza Naz (Rota Koleji)
2. Eda Dora Aksular (Gelişim Koleji)
3. İdil Bilgin, Pelin Araç, Merlis Tarhan (Ekin Koleji)

**The Best Contributing Actor Award**

1. Mercan İnce (Ekin Koleji)
2. Cem Efeçay (Ekin Koleji)
3. Deniz Bilgen (Ekin Koleji)

**Special Jury Award**

**Best Staging Award:** Rota Koleji

**Best Presentation Award:** Nira Acar ve Zeynep Aksular

# ***IMPRESSIONS FROM THE INGED DRAMA FESTIVALS***

**Fahreddin Paşa Middle School, Ankara**



## **GOOD TIME, GOOD MEMORIES ON THE 20<sup>th</sup> INGED DRAMA FESTIVAL**

We set up our English Drama Club with the opening of Prep. Classes in our school the previous year. Our main goal was teaching pupils English while they had fun. During the activities we have been also busy with the idea of year end show and we have decided on a musical play which has hardly been exhibited in public schools before. Aladdin The Musical was a 50 minutes play.

We made a great effort together with a team of 29 students while they sang themselves instead of playback, practising dances and also choreographing and the studies. It has been a very tiring and difficult process but there was belief and working selflessly, overall.

So we brought in something new in Kocaeli as a Public School. We performed for the first time in SDKM with support of director of national education for the students from other schools. After our show, we concentrated for INGED festival on 26th May. We were anxious about running against private schools but on the other hand, we always said “why not?”. And we settled on the road for which we believed not to come easy for us but we had belief in ourselves and a very good team spirit and also a very powerful support from our hometown.

The atmosphere was amazing on the day of contest. We were so happy to be a part of this marvelous festival and also thought whatever result comes would be an unforgettable day for our team. Finally, we waited for the results in excitement and when it was announced that we were to win the first place, we bunched up in tears and happiness.

Thank you INGED, I'll forever cherish. This experience and all the amazing people it brought to my life! It was crazy, sweet and intense.

Thank you to the whole Cast for making this experience amazing!



### **“DREAM BIG, WORK HARD AND MAKE IT HAPPEN”**

It was the greatest day of my life. Because of this amazing cast and incredible play. We won ‘The Best Play Award’ 1st place. I am happy to attend this special event with my friends.

**Arda ORUÇ**  
**‘The Best Supporting Actor’**  
**1<sup>st</sup> Place Award Winner**

I was so incredibly honored to have this once in a life time experience at Yükselen College. We worked hard and achieved in the end. We were a large team of 29. Great show, great team, great festival.

**Mehmet Soykan TUNÇAY**

We did a great job with our team at 20th INGED Drama Festival. Our play was “Aladdin The Musical” we won “The Best Play Award”, our teacher received “The Best Coaching Teacher Award” and some of my friends get different awards like “The Best Supporting Actor”, “The Best Contributing Actress”, “The Special Jury Award”. We worked hard but I believe that great things take time.

**Zeynep TURAN**

I was afraid of what could go wrong but I always worked hard and believed something wonderful is about to happen. It was such a journey! I had so much fun. Thanks to INGED, my school and my teacher.

**Rumeysa ALADAĞ**  
**'The Special Jury Award Winner'**

We had unstoppable passion. Our teacher believed in us, we believed in ourselves. And each of us did our best. I was so proud to be announced that we won the 'Best Play Award'. Thanks to INGED.

**Fatma Zehra GÜL**  
**'The Best Contributing Actress'**  
**2<sup>nd</sup> Place Award Winner**



## **The 5th INGED Drama Festival hosted by MEV Özel Güzelbahçe Koleji**

This year the participating schools Çakabey Koleji with "Matilda", FMV Ayazağa Işık Koleji with "The Veryunderstandable Panic in the Old Toy Factory", Rota Koleji with "All Iz Well", TAKEV Koleji with "Cats", Marmaris Çağdaş Bilim Koleji with "Corpse Bride Synopsis"; Aydın Değişim Koleji with "Fear Tale", Muğla Tek Koleji with "The Lion King" and Turuncu Koleji with "Annie" came together on Saturday, 26 May 2018 at the MEV Özel Güzelbahçe Koleji. Our 8th grade students Demir McAlister Yazıcı and Elif Özlem were the presenters for this exciting event.

Our students successfully staged the musical “The Nifty Fifties,” for which they had won the World Championship at the GEF Music Festival in San Remo, Italy this last April.

After all the schools performed their plays, while the jury members Jane Yazıcı, Göksel Göl and the INGED representative Esen Metin worked on the results, our school’s dance and music groups entertained the excited audience. The audience also viewed the film “Time is Illusion” prepared by our very own Film Club members and the recipient of the 2nd Award at the GEF Festival.

The Head of our English Group Özlem Gönen and the School Coordinating Head Murat Zorluer emphasized the importance of preparing students for the 21<sup>st</sup> century by focusing on life skills rather than being exam-oriented. They stated that the aim was to raise students that can solve life problems, not math problems. They is the reason why activities that will bring out and develop the creativity in children are of utmost importance. The INGED Drama Festival is a wonderful opportunity for our students to improve their English and display their creativity while having fun. They stated that they were truly pleased to host all the fabulous and creative students from different schools and congratulated the students and their teachers. Then the students’ awards and teachers’ certificates and memorial plates were given out.

## **Our First INGED – Impressions from Gelişim Koleji in Izmir**

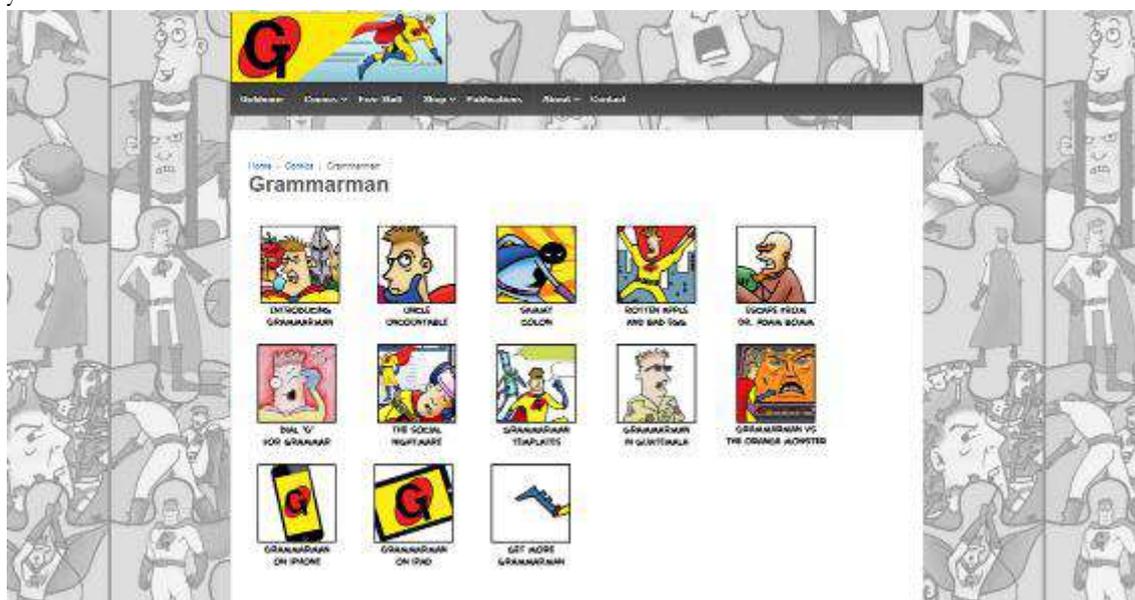
Our first year hosting the INGED Competition proved to be every bit as fun as we expected, albeit challenging at times! The dedication, team work and preparation that went into the planning of this event took time and energy, but proved to be well worth it in the end. We couldn’t be more proud of our students who worked tirelessly throughout the year, learning their lines, perfecting their dance moves, and ultimately putting on a fun and entertaining show.

This year, ALL children earned an award after their performances which we hope will serve to motivate and inspire them even more for next year. We hope all future INGED events will carry on this new tradition! We hope to organize an even bigger and better show in the future. To ensure the process runs more smoothly, we would recommend increasing the break time between plays from 10 minutes to 20 minutes to allow judges extra time to score each performance.

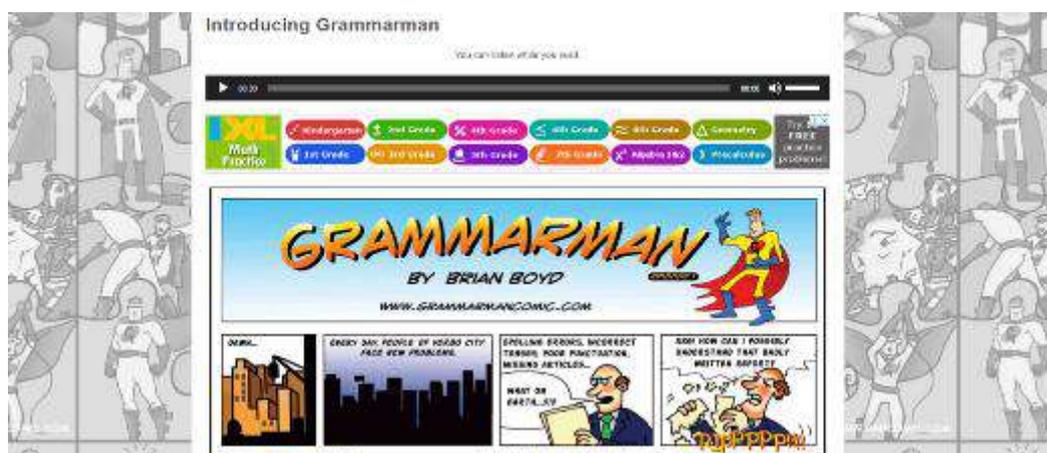
We whole-heartedly look forward to hosting another awesome INGED event next year!



Grammarman Comic <<http://grammarmancomic.com/comics/grammarman/>> is a colorful interactive site, filled with fun comics. Grammarman is Verbo City's defence against grammar crimes. His friends Syntax (an alien visitor from a distant galaxy), Alpha-bot (a super-intelligent android), and the reader all together battle tirelessly against the never-ending tide of careless mistakes. The characters live in Verbo City and have to save people by doing 'grammar' activities such as finding all the wrong tense usage in a text and so forth. Here are your choices:



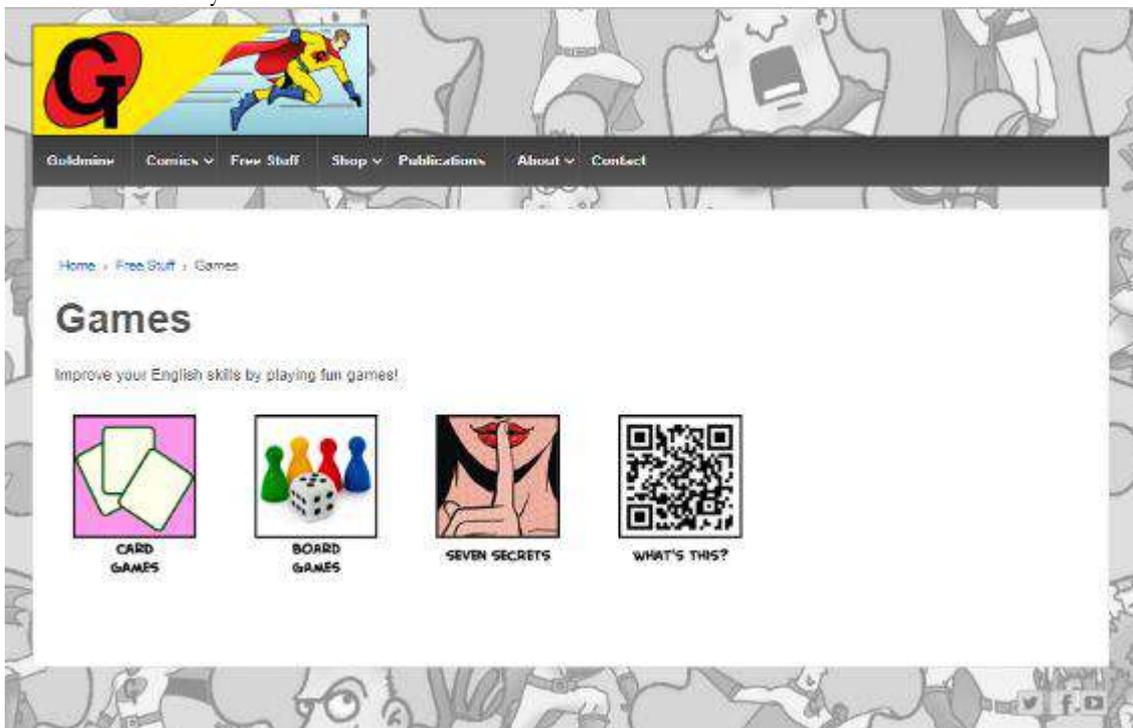
When you click on INTRODUCING GRAMMARMAN, you get a page with cartoons and if you so wish, you can hear the conversation by clicking the start arrow at the top.



Here you can see what the FREE STUFF section contains:



Under GAMES you can find:



**In this issue of our newsletter, you will find articles on reading and how reading affects children and the spaced repetition technique for language learning.**

<https://www.languagemagazine.com/2018/04/19/newspapers-childhood-reading-key-to-strong-vocabulary-2/>

## **Newspapers, Childhood Reading Key to Strong Vocabulary**



Researchers at London’s Institute of Education have found that children who are avid readers reap the rewards well into adulthood. The participants of the study who were avid readers as children scored significantly higher on vocabulary tests as adults.

“The long-term influence of reading for pleasure on vocabulary that we have identified may well be because the frequent childhood readers continued to read throughout their twenties and thirties,” lead author Professor Alice Sullivan told *The Telegraph*. “In other words, they developed ‘good’ reading habits in childhood and adolescence that they have subsequently benefited from.”

The study tested the vocabulary of 9,400 British people by asking them to match words to their meanings throughout their lives from age 10 to 42. Avid childhood readers scored an average of 67% at age 42, while participants who didn’t read for pleasure as children scored 51%.

However, not all texts are created equal when it comes to building lifelong vocabulary skills. Choice of reading material affected how well participants scored on vocabulary tests.

Readers of “high-brow” literature, such as award-winning novels, improved the most between the ages of 16 and 42. Also, participants who read quality newspapers, whether in print or online, improved more than participants who did not read newspapers.

Tabloid newspapers proved to be almost worthless in enriching vocabulary. In fact, participants who read tabloids scored worse than participants who never read any kind of periodical. Tabloid readers scored 57%, while people who didn’t read newspapers scored 61% and readers of quality newspapers scored 76%.

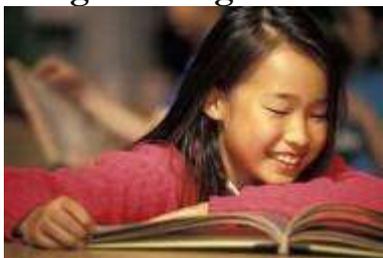
“A number of these findings are intriguing,” said Professor Sullivan. “It was interesting, for example, to find that readers of tabloid newspapers did less well in the age 42 vocabulary tests than those who didn’t take a newspaper.

“This is, however, in line with our previous work which showed that the presence of tabloid newspapers in the home during childhood was linked to poor cognitive attainment at age 16.”



<https://www.languagemagazine.com/2018/04/10/bilinguals-single-out-second-language-while-reading/>

## Bilinguals Single Out Second Language While Reading



Reading and speaking in a second language can be difficult, especially when the second language was learned later in life. However, a new study in *Cognition* shows that bilinguals who are highly proficient in their second language can not only overcome those difficulties, but can thrive in their second language and engage in reading strategies just like their monolingual peers. The study focused on students with a high level of proficiency, such as international

students who have come to the U.S. to study higher education.

The study focused on prediction errors between 24 English monolinguals and 28 Chinese-English bilinguals. The participants read sentences in English while their EEG was recorded. The sentences were set up so that the participants had to predict a missing word. For example, in the sentence “*She has a nice voice and always wanted to be (a singer/an artist)*”, the word *singer* would be the accurate prediction given the context clues.

The researchers found that monolinguals have difficulty making the predictions when they came across unexpected words. On the other hand, researchers found that bilingual participants were able to predict more accurately when they were able to regulate their native language. The study suggests that bilinguals solve basic language problems in more complicated ways: by both determining what new words mean, and by regulating their native language when reading a second language.

Researcher Megan Zirnstein told *Science Daily*, ““The ability to regulate the native language when immersed in a second language environment can support the prediction process when reading in the non-native language. We argue in our paper that the mechanisms engaged during prediction in native and non-native languages are fundamentally the same, and that what differs for bilinguals are the additional demands imposed by their language experience and language use. Using production fluency measures, we were able to capture how capable the bilinguals were at bringing the activation of their dominant Mandarin up and down in a way that benefitted them when using English. Their ability to do this is crucial for freeing up resources to be able to predict when reading in English, their second language.”

“We went in thinking second-language readers may not be able to predict the way monolinguals do,” she added. “But when we take into account that some bilinguals are very skilled at negotiating the environmental and linguistic pressures that are exerted on them, we can see that their ability and brain activity in their second language mimics that of monolinguals. In other words, some bilinguals can comprehend in their second language just as well as monolinguals do.”



<https://qz.com/1211561/how-to-learn-a-language-use-spaced-repetition/>

## The scientific, efficient way to learn languages: “spaced repetition”

Before your trip abroad, you hit the flashcards hard. You memorized how to say essential words and phrases like “hello,” “where is the bathroom,” and “I’ll have a beer.” But once you arrived, it’s like your brain had never encountered the language at all. Words would not come.

It’s not you, it’s how you used the flashcards: Learning a language as an adult takes time and effort, but the go-to study methods that most diligent language-learners use are out of date by about hundred years.

There is a moment in every modern language learner’s studies when they discover spaced repetition systems (SRS) and think, “I have been wasting a lot of time by not doing this.” SRS is learning system that makes the nitty-gritty of studying hundreds of new pieces of information—say vocabulary words—more efficient. If you’re learning a language, you should be using it.

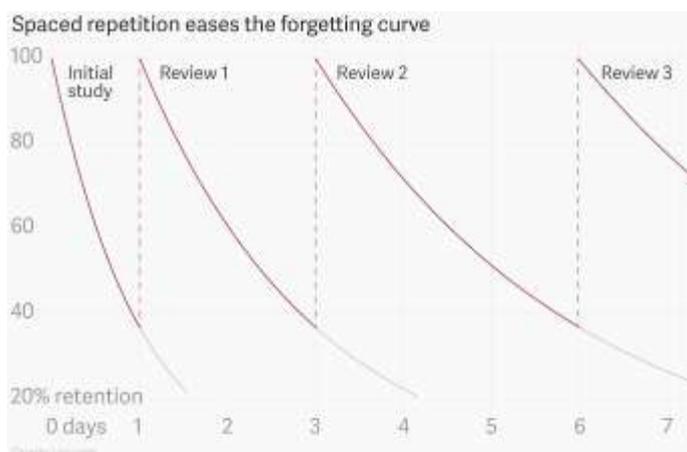
Good news: Spaced repetition also uses flashcards! There are two things that set it apart from cramming Spanish vocabulary words for a couple weeks before going to Mexico, though. Those two things are right in the name: “space” and “repetition.”

### *The forgetting curve*

Fundamental to the theory of spaced repetition is the idea of the “forgetting curve,” an idea thought up by the German psychologist Herman Ebbinghaus in the late 19th century. Think of this as the evil twin of the learning curve. It describes the rate at which you forget something once you learn it, either for the first time or after reviewing. There is even a formula for it.

The forgetting curve slopes steeply downward after you first learn something. New material tends to not stay around for long. This points to why cramming is a bad way to learn. It might help you pass the exam, but you will soon forget everything you were tested on. Luckily, the curve can be softened by reviewing the information at particular intervals. That is to say, spaced repetition.

This chart uses a modern version of the formula to show how the curve eases after repetitions.



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Using spaced repetition might mean that you study a flashcard for a new vocabulary word and review it the next day. For each review, you will indicate how well you remembered that card, perhaps on a scale of 0 (completely forgot) to 5 (remembered perfectly). Then you will review that word again after a period of time, based on how good your memory of it was. If you completely forgot it, you might see it again the next day. If you remembered it perfectly, it might be a month before that card appears again. Studies have shown that, even in animals, spaced repetition works better than trying to learn large batches of information at once.

### ***The rules***

So you're convinced (I hope) that spaced repetition works. Here are the rules to follow to get the most out of it for learning a language.

1. Use software to store and keep track of your cards
2. Review your cards once every day
3. Make your own cards, and make them your own
4. Add context to your cards

Rules 1 and 2 are the basis of SRS. You might ask at this point why you shouldn't use something like Duolingo, a popular language-learning app that has spaced repetition built in to its curriculum. The answer lies in rules 3 and 4. They may seem optional, but as I'll explain, making your own cards and personalizing them will greatly increase your ability to remember new material and learn things that are important specifically to you.

### ***1. Spaced repetition software***

The spaced repetition algorithm is pretty simple, and there are ways to use the system without the help of software. But using a computer or device is better for a few reasons. It makes it easy to create and edit cards, and to use other tools to add context to those cards. Most importantly, it makes it less tedious for you to get going with a review session.

One of the most popular SRS programs, and the one I recommend, is Anki. It is open source (meaning it's free), extremely flexible, offers cloud syncing for your flashcards, and has solid mobile apps. There are certainly alternatives. One is Tinycards, an SRS app made by Duolingo. Then there is Memrise, a flashcard app and community with tons of pre-made flashcard decks. Finally, there are some options that only cover a few languages, like iKnow for Japanese or Pleco, a Mandarin-English dictionary app that has SRS flashcards built in.

The advantage of Anki is its flexibility. It requires a bit more work for you, but that allows you to make the cards your own, the way you want them. Want to include example sentences? Go for it. Think images make it too easy? Take them out. Need to create separate decks for grammar and vocabulary? You can do that. Want to take a deck somebody else made and modify it? Anki makes it easy. Feel like the program is giving you too many or too few new words? Change it.

I won't get into the technical details on how to use Anki, but the manual is helpful and well-written.

## ***2. Review once a day***

This is not as difficult as it seems. Your reviews will not take more than 20 minutes or so. If it starts to feel overwhelming, don't be afraid to reduce the number of new cards the software is giving you. Five words a day is not as good as 10, but you can still learn a lot at that rate. And you *will* actually learn over time.

A perhaps strange tip on how to get the most out of the review: Make it about more than just processing information. Let's say the flashcard is a word you know fairly well. Try to get a feel for it. Imagine yourself saying this French word to a French person in France. Try out different ways of pronouncing or emphasizing it. Swirl it around in your head like a fine Bordeaux. If you don't know the word, think of a mnemonic that might help you remember it next time, or write out a sentence using it.

## ***3. Make your own cards***

Anki, Memrise, Tinycards, and other services have hundreds of pre-made flashcard decks for language learners. On Anki, for example, there is [5000 Most Frequently Used Arabic Words w/ Audio](#), [Hangul \(Korean Alphabet\)](#), and [Tagalog for beginners](#). It is tempting to grab one of these and start SRSing, but you should try not to do that.

There are two reasons why. First, the act of making the card helps you remember the stuff on it. As you're making the card, think about the term you are adding, how you might use it, when it might be important, and so on.

Second, the way you learn and the things you care about are unique to you. If you are studying Arabic in order to talk to your in-laws, many of the 5,000 most frequent words are probably less useful to you than some rarer ones, perhaps related to your profession or the area where they live. Making your cards ensures they are relevant to your world.

Ideally, your cards will be based on things that have happened to you in your normal life. If you are an intermediate or advanced learner, you might add a new word you heard on a radio broadcast. If you're a beginner, you may have been curious to know how to talk about your interest in photography and looked up a few related terms. Or maybe your in-laws kept using a harsh-sounding word to describe you, though luckily it turned out to just mean "tall," and you added it to your flashcard deck. The more you can think of the stuff on the flashcard as being part of real life, the easier it will be to learn, and the reason for learning it will be clearer.

## ***4. Add context to your cards***

Making your own cards means you have total control over them. And that means you can add any information that will help you remember what it says. Here are some examples of things you might add:

- An example sentence, especially if you have the sentence you first spotted the word in
- Where you first came across the word—in class, in a book, from a friend?
- Audio of the word being pronounced
- A mnemonic you came up with to remember it
- The word's etymology

Most of this extra info should be added to the back of the card, where the answer is. The front prompt should always just be the word, or perhaps an example sentence, so long as it doesn't give away the answer.

Doing this again helps you to think of the word in the real world. An example sentence gets you thinking about not just what it means, but how to *use* it. Thinking about where you first came across it reminds you that it exists outside of your spaced repetition app. The word's etymology shows that it is part of a system of language. The goal is to not just think of words—or grammar points, or whatever you're studying—as isolated bits of information. They are part of a living language.

### ***Go forth and SRS***

Learning a language can be frustrating. Progress often feels slow. Part of that is because there is a lot to learn. But part of it is also that language education often does not utilize the best methods out there.

Spaced repetition alone is not enough. Don't expect to blast through 2,000 vocabulary words and be able to use them intelligibly. SRS is a tool for reinforcing the things that you know are important for your language learning, like words you come across often or grammatical structures that seem useful. It is no replacement for talking to people in the language you want to learn, writing practice, or reading words in the context of a story or article.

But it makes the process of remembering those things much easier and more effective. You will not be studying words only to forget them later. You will not be reviewing words you already know well. The rules I outlined above came from my years becoming fluent in Mandarin in Taiwan, when I was constantly evaluating and re-evaluating learning methods. Two things I learned: Spaced repetition works, and that context makes it work even better.





## REFLECTIONS ON THE THE 25TH INTERNATIONAL IATEFL SLOVENIA CONFERENCE: IMAGINE...

8 - 11 March 2018

Reflection by  
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### Reflection on the session “Smooth Sailing through the Sea of Words” by HUGH DELLAR



I had a chance to attend 25th International IATEFL Slovenia Conference entitled ‘IMAGINE’ (8th-11th March, 2018) with Nazan Ozcinar Sirel. Attended by many ELT professionals from different countries, the conference involved talks, workshops, plenary sessions by David and Hillary Crystal, Penny Ur, Hugh Dellar, Peter Dyer and Jen MacArthur as well as a vibrant social programme. The programme offered participants a unique experience to meet leading theorists, writers and exchange ideas with professionals not only from ELT sector but also from the field of literature and linguistics with some specific sessions entitled ‘Playing with Shakespeare: facts and fictions’. It was a great pleasure to be a part of it both as a speaker and participant.

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‘Smooth Sailing through the Sea of Words’ was a session ‘intending to attempt a TEFL exorcism’ by Hugh Dellar and he insistently underlines that he tries to remove the curse of creativity that is affecting our profession. He strongly supports the idea that we need to concentrate less on reinventing the wheel and more on caring about doing regular activities as well as we possibly can as John Updike, the novelist, once said that: “Creativity is merely a plus name for regular activity . . . any activity becomes creative when the doer cares about doing it right, or better”.



Times do change and so do the concepts, methods or activities of what to expect in the future. However, I personally believe that indispensably we can't help but make a comeback with retro at certain intervals even in ELT. It was a really different experience to attend some creative workshops during the conference while we were having such sessions defining creativity as a curse.

After all the sessions we, as instructors, have attended on creativity, Hugh Dellar suggests eleven ways we can ward off the curse of creativity below:

1. Embrace the fact that much of what we do in our day-to-day work is by its very nature repetitive! We check answers to exercises, we explain tasks, we go through listenings, we round up after students have done some speaking . . . and we do these things all the time! Rather than constantly try to find new ways to reinvent the wheel, I think it's better to develop fixed, generic ways of doing these things - students appreciate the security and it leaves us more time to focus on the harder, more subtle aspects of good teaching.

2. One such aspect involves working the language as you go through exercises. Ask questions about any new words / bits of lexis that students meet in exercises they do in the course book. Try to generate other bits of language around the new word. For example, imagine students have to do this exercise (taken from Innovations Pre-intermediate):

Complete the conversations with the pairs of words:

come + go            drive + visit  
come + going        help + work

and the first two sentences in the exercise are:

A: Sorry, but I can't ..... tennis with you this afternoon

B: Oh, OK. Why not?

A: I have to ..... my younger sister from school at three.

A: Sorry, but I can't ..... to the meeting tomorrow.

B: Oh, OK. Why not?

A: I have to ..... to the dentist's. I've got really bad toothache.

As you're eliciting the answers from the whole class and writing them on the board, you could also check the following bits of language:

*collect my younger sister* - explain it means 'go to the school and take her home'. Give / ask for other places you might collect someone from - Can you *collect me from the airport / from the station*, I have to *collect the kids from a party* etc. You could also give the students *pick up* as a common synonym.

*toothache* - you could act it out and give / ask for other 'aches'. You could also ask what happens at the dentist's if you have really bad toothache - you *have a filling / have a tooth out*.

Asking questions about the language students meet is not a 'recipe' or an 'activity'. It's something that becomes part of the way you do things all the time. It's also something that involves the whole class, can generate humour and ensures everyone in the class goes away having teamed something new. Of course, it's easier to ask questions like this about some bits of language than others. Everyday language lends itself to exploitation of this nature far more readily than 'creative' lexis such as 'peeling shutters' or 'the green darkness'! This is one of the reasons why we've tried to make sure Innovations is as full of nature!, social English as possible.

3. Avoid over-creative tasks. Before you do any speaking activity, it's worth thinking about if you're asking students to talk about things they'll have some experience of talking about in their own L1. If not, then the activity isn't a very good test of how much language students can use! It's always better to ask students personal questions like these:

Do they know anybody who does X?

Has anything similar to Y ever happened to them?

What do they think about Z and why?

Was there anything in the text they disagreed with or were surprised about?

4. Don't feel bad about repeating activities if they're about things the students might actually



talk about in their own L1 - or outside of class. If students have had certain kinds of conversations before, that's good! It means they should be better at them this time around!! In the real world, we all repeat conversations / stories / anecdotes / conference talks (!) all the time and usually the practice gets us nearer perfection! The way to stop boredom setting in is to pick up on new things during the round-up.

5. Round up speaking slots by giving students new, better ways of saying things you heard them trying to say. Encourage students to say what they want to say as best they can (including using their mother

tongue if needs be) and then say what they wanted to say in 'correct' English. At the end of a speaking activity, you can orally summarize for other students what you heard said. Sometimes, tell the class what certain students tried to say and give them better ways of saying it on the board. For example:

"Samir said I no want live London. Is *people*. *People, people, people!* I know *what he means*, but we say. / *don't want to live in London*. It's loo *crowded* (write these two sentences on the board) Crowded means people, people, people

..Samir. *crowded* in Arabic?"

In this way, the student sees they have communicated what they wanted to say and the 'correction' is done in a positive way. Another way of doing this kind of round-up work is to be writing gapped sentences up on the board whilst students are chatting and to then try to elicit (and failing that, simply to give) students the missing words. For example:

Write the following on the board.

I *couldn't* live in London. It's too c..... .

and then say: I heard Samir say he doesn't like big cities. He thinks there's too many people in them. They're too ...? Yes, too crowded.

6. There are plenty of other ways to go over things you've looked at before in class. Here are a couple of ideas:

(a) Ask students to look back through their notes from the last few lessons. They should write down 2-5 words or expressions that they can't remember the meaning of. Students then get up and walk round the room to see if anyone else can explain the words to them. Monitor to check students are giving correct definitions and help out where they aren't. At

the end of the task, you can explain any words that the students had all forgotten and go over some of the other common problems again, eliciting collocations if possible.

(b) Fold an A4 piece of paper in half. On the top half, write Student A and 8-10 words / expressions from the last few lessons. On the bottom half, write Student B and 8-10 more words / expressions. Make half as many copies as you have students in your class. Cut the copies in half. Put the class into pairs - As and Bs. Give the As and Bs their different set of words. They shouldn't show each other the words and it's best if they sit facing each other. To begin, Student A explains one of the words in their list - they can talk, act or draw. Student B guesses. Student B then explains one word and A guesses. They continue until they have explained and guessed all the words.

While they work, go round and help out when students are having problems. At the end, you can re-teach some of the vocabulary and elicit extra collocations or connected expressions. Obviously, it's best if the language being revised is things students might actually want to say themselves or might hear said.

Rote learning has often been seen as anti-creative and anti-communicative. However, the basis of most creative activity, whether it be music, art or acting is frequently simple drills, memorization and repetition. It's the confidence of rote learning that actually allows a musician or actor to express feeling. Furthermore, for many people - probably most - learning lists offer a clear target and proof of success and is therefore highly satisfying. The problem is therefore less in the activity itself and more to do with the nature of the language we actually ask students to learn. For learning by heart (perhaps a more positive label) to be successful, it has to involve the actual language students need to perform. Students often find learning lists of words frustrating - or unhelpful - because they are single words, useless words given their immediate needs or just bad examples.

Learning lists of single words is unlikely to lead to great success because many basic words are relatively empty in meaning on their own. Take, have, get, go, put etc, only really work in action with other words and collocations vary from language to language. On the other hand, learning lists of less common words frustrates for the very reason that they are uncommon both productively and receptively and particularly uncommon for the immediate needs of most students. Rote learning is most effective and focused if we encourage learners to learn short everyday natural, social expressions and groups of words that often go together.

Rote learning could be used to 'pre-teach' language by simply giving students lists of language from a course book unit in advance for them to translate and learn. Students can try and learn the expressions at home before starting on the unit. The exercises you do in class become a check of learning and more time can be devoted to spoken practice and using the language. Of course, rote learning can also be done after class activities and after class as well.

One way you can encourage students to remember what they've studied in class is to try this activity at home: Look at a sentence from your course book or notebook. Say the sentence.

Cover the sentence. Write the sentence down on a blank piece of paper. Look back and check you have written the sentence correctly.

For most students up to Upper-Intermediate level, translation is a natural part of learning a foreign language. Learners will often record words they learn in class by writing the English AND a translation. They will want to say things in English, but be completely unable to find the words, so they will use a bilingual dictionary, translating from their language to English. As teachers, we should not discourage translation, but rather encourage the RIGHT kind of translation and use L1 to make learning easier.

When students translate or you translate for them, many nouns often have a single direct translation. All the same, it is still a good idea to encourage translation of the verbs and / or adjectives that typically go with the nouns as well. This is important because collocations often don't translate directly. For instance, in one language you might stay at home and see TV rather than watch T\./.

### **Multi-lingual classes and translation.**

Even if your students don't share a common language or you don't speak their language, translation exercises can still be effective in the class. You can get students to translate expressions onto a separate clean piece of paper, writing only in their language. In pairs, student A can then point to one of the expressions in Student B's language and Student B can try to say it in English. Alternatively, you can get students to try to translate the expressions back into English from their own first language and then compare what they have written with the original sentences in English. This models a technique they could do at home.

Often you may have pairs of students with common languages who can first discuss and translate expressions together and then test each other. You will often see students struggling or arguing about a translation, which may suggest you need to re-teach an expression. Also, even if you don't know a language, you may notice patterns that you can ask students about, checking their understanding.

### **Monolingual classes and translation.**

Teachers of monolingual classes often worry about their students using too much of their own language (L1) in the class and in certain cases may refuse to use it. Students should obviously repeat expressions in English and when they practice, they should try to use English - particularly in controlled exercises. However, using L1 can sometimes be very useful and much more efficient. You can check students have understood your explanations by asking for translations; you can explain vocabulary using translation; you can let low-level students do some of the freer speaking activities in L1 first and then translate some things for the students into English. Students could then repeat the task in English.

10. Reading conversations aloud can be a very beneficial activity, particularly if students are focusing on 'sound chunking' - stress within chunks of language, pausing, intonation and so on. One way this can be encouraged is by giving students transcriptions of conversations in which the stresses are highlighted with capital letters and the pausing marked by gaps. For example:

1. SOrry I couldn't come OUT with you for Dlnner LAST NIGHT.
2. THAT'S ok. NEVer mind. 3. It was GREAT.
4. We can DO it some Other time.
5. Let me KNOW WHEN'S a good  
TIME for YOU

11. Asking students to write relatively fixed, generic, predictable conversations is a better idea than getting them to write more creatively. It's nigh-on impossible to correct a poem, after all! If students are writing their own versions of conversations they've learned how to have in class, you're much more likely to be able to correct typical mistakes with common expressions, collocations, opening gambits and so on. And the corrections will help students have that conversation better again next time. They'll never write the same poem again!

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When we look at these eleven ways by Hugh Dellar, we may disagree or have nothing against the ideas of Hugh Dellar, former Celta tutor, teacher, teacher trainer, coursebook writer and presenter. As he states with some specific examples, they are all valuable and effective with some specific levels. On the other hand; I personally will continue giving some thought to creative teaching the definition of which changes on the cultural basis.

**Check out the INGED Events!**

**They are in the ANNOUNCEMENTS  
of our webpage.**

**<http://inged.org.tr>**



## REFLECTIONS ON THE THE 25TH INTERNATIONAL IATEFL SLOVENIA CONFERENCE: IMAGINE...

8 - 11 March 2018

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This year's IATEFL SLOVENIA conference welcomed us to their 25th Jubilee Conference. The theme of the conference was IMAGINE which attracted Ezgi Öner and I so much that we wanted to take part in this conference. Our main aim to attend this conference was because we had implemented a lot of creative tasks and projects to our classes in the

previous academic year. The title of our talk was: **Increasing creativity and motivation with project works in learning environment.** So, the theme of the conference motivated us so much that we couldn't stop ourselves from joining it. Even the theme of the conference dinner was based on the same topic which was the 70s party. It was a great conference with many interesting and fruitful talks, workshops and plenaries with many other activities such as the Poetry Competition, which didn't get any prize for, though.(see my poem below). And another activity at night was the Lip Singing Activity where I sang Tarkan's song "Kiss kiss". Although that song didn't win a prize, either, I will continue singing.



Although I had taken part in many conferences, this conference stood out with the enthusiasm and the eagerness of the participants and the presenters which made everyone admire every aspect of the conference.

Having attended many conferences in Turkey and abroad for the past 30 years, I felt the privilege to have joined the plenary session of Penny Ur who had been my tutor while I was doing my Teacher Training Certificate Programme at Fitzwilliam College (Cambridge) in the summer of 1996. So, I was going to have the chance to see one of the best gurus whose book (Grammar Practice Activities) had been my bible throughout my teaching career. Moreover, I was sure that I was going to hear the latest developments of ELT in her session. The session focused mainly on what effective teaching is and how much time teachers spend in class for doing certain activities.

She started her session by showing seven statements that describe possible defining characteristics of an effective teacher to the audience and asked them how important each of them meant for teachers.

### **Which would in your opinion be the most important, or ‘key’ criterion for effective teaching?**

1. Students are clearly motivated to come to his/her classes.
2. He/She creates a supportive classroom climate.
3. His/Her lessons are based on communicative task-based work.
4. His/Her students are constantly activated in class.
5. His/Her students learn English well.
6. His/Her lessons are orderly; students are consistently on-task.
7. He/She loves his/her students.

She continued her talk by emphasizing the fact that whatever “key factor” teachers select, teachers will not be able to have **clear sets of ideas** in their minds because although there is a lot of research on this topic, it doesn’t help very much since there are too many different components and models but it seems clear that the choice of methodology is not a crucial factor.

(Clarke et al., 1996).

Then she focused on the importance of TASK (process) and ACHIEVEMENT (product):

For example, **look for** would be PROCESS and **find** would be PRODUCT. As teachers, we sometimes focus on process in our classes and sometimes on products because teaching can be seen as:

- Means-oriented (task, process, facilitation of learning, creating conditions for learning)
- End-oriented (achievement, product, leading to learning).

Effective teaching is that which achieves **the end**. So, when we look at the statement: “Her students learn English well”, we have to ask ourselves the following: “Do they do well in the end?”

The means should be evaluated chiefly on the basis of how well they contribute to this end.

However, when we look at the past and compare different methodologies such as traditional methods, grammar translation methods or project work applied by different teachers, we can see that they all were effective teachers with outstanding results. So, effective teaching does not only depend on what the teacher covers in class but also what the outcome is.

The second part of the plenary focused on the use of **TIME**. She started by emphasizing the quote:

“The more effective the teaching, the more real learning will take place in any given unit of time”. (Research on ‘academic learning time’ (ALT) Berliner, 1990; Gettinger & Walter, 2015

How important is TIME in class? How much time is wasted in classes? These two questions were based on the fact that:

- Time in school is NOT all learning time.
- Time in lessons is NOT all learning time.
- Teaching time is NOT all learning time.
- Time on task is NOT all learning time.
- LEARNING TIME is OPTIMUM LEARNING

She continued by saying that teachers all waste time in their classes. Ways of wasting time:

- Profitless “busy” time
- Wrong choice of language
- Inappropriate interaction pattern

When we look at our own classes, most teachers play HANGMAN or PUZZLES in their classes but why do they choose such an activity: **They’re busy, but are they learning anything?**

Tasks that involve a lot of (sometimes interesting / absorbing) activity that do not contribute much to learning because a lot of time is spent:

- ... puzzling out;
- ... searching;
- ... organizing group work;
- ... formatting/designing.

Lastly, she focused on what language teachers choose to do certain things: L1 or L2

- Teaching grammar
- Teaching vocabulary
- Giving instructions
- Group work /project work

Should we spend a lot of time explaining a vocabulary item in L2 or saying it in L1 so that students can continue with the task? Or should we explain the steps of some kind of project work in L2 in 15 minutes and not give adequate time to the project task that students need to prepare? The answer would be using students’ mother tongue is better because it is faster:

leaves more time for engaging with English itself. Or would teachers prefer to use L1 or L2 when teachers want the learners to understand a point of grammar? Probably L1 is preferred here because when the teacher explains it, it is likely to be quicker, clearer and more accurate. But if the level is appropriate, then the teacher can elicit the rules from the students.

All these questions that she raised in her plenary made teachers aware of what they really need to focus in their classes and use their precious times where real learning will take place.  
Effective Teaching = Real Learning in Class

She concluded her plenary by summarizing what was argued in the session:

1. Effective teaching is first and foremost that which brings about effective learning.
2. Effective teaching is primarily a function of appropriate use of time in lessons for learning

BUT:

1. How might the age / level / character of the class affect our priorities?
2. Is effective learning of English in a lesson always our main objective?
3. Are there situations where short-term 'ineffective' lessons may lead to long-term benefits?
4. Are there situations where 'time-wasting' activities are actually a good idea?

There may be various considerations in making decisions as to what to include in a lesson, but the most important principle should be:

**'What will bring about the most effective learning on the part of my students in the lesson-time at my disposal?'**

Thank you very much Penny. It was a pleasure listening to you.

My poem:

IMAGINE a class

IMAGINE a country

IMAGINE a world

Imagine a class where there is only peace, relaxation and laughter.

Where everyone is equal and where there is no slaughter.

Imagine a class in which all students are engaged and arranged

Imagine a class where all students understand you.

A class that doesn't want to hurt you.

So, where there is only love.

Just imagine and make it come true.

Imagine a country where there is only freedom.

Where there is only equality and there is no kingdom.

Imagine a country where all the people can live freely and safely.

Where women are not beaten up terribly.

Where children are not abused or hurt.

Imagine a country where there is no hate

Where no one is late.

Imagine a country where Syrians and other nations are welcome.  
Where all people have enough income.  
Where there is enough food for everyone.  
Where there is work for everyone.  
Imagine a country where there is only one LOVE.

Imagine a world without borders, without visas and without hostages.  
Imagine a world without languages, without misunderstandings.  
Imagine a world without plastic, without trash and without clashes.  
Imagine a world without kings, bombings or killings.  
Imagine a world where people have all the things.

Nazan Özçınar Sirel



## REFLECTIONS ON THE 52nd INTERNATIONAL IATEFL CONFERENCE AND EXHIBITION, BRIGHTON

10 - 13 April 2018

by Aydan Ersöz

The 52nd International IATEFL Conference and Exhibition was held in Brighton, UK between 10 and 13 April 2018 this year. The welcoming party for the associates representatives was on Sunday, 8<sup>th</sup> April 2018 and pre-conference events and “Associates’ Day” was on Monday, 9<sup>th</sup> April 2018.



**Margit Szesztay, IATEFL President,  
giving her welcoming speech at the welcoming party**

**David Crystal giving his very entertaining speech at the party. His speech was basically on why IATEFL sounds sexier than any other acronyms in our field.**





Associates representatives listening to David Crystal

Pre-Conference Events (PCEs) are specifically for delegates who wish to concentrate on a particular topic. PCEs are planned as professional development days by the IATEFL Special Interest Groups (SIGs) and participants receive a certificate of attendance.

This year the special interest groups were: Business English (BESIG) and English for Specific Purposes (ESPSIG); Global Issues (GISIG); Inclusive Practices and SEN (IP&SENSIG); Leadership and Management (LAMSIG) and Teacher Development (TDSIG); Literature (LitSIG); Learning Technologies (LTSIG); Materials Writing (MaWSIG); Pronunciation (PronSIG) and Teacher Training and Education (TTEdSIG); Research (ReSIG) and Learner Autonomy (LASIG); Testing, Evaluation and Assessment (TEASIG); and, Young Learners and Teenagers (YLTSIG).



IATEFL has over 120 Associate members. An Associate is a national or regional Teaching Association (TA) such as INGED that has entered into a mutually beneficial relationship with IATEFL. A benefit of becoming an Associate lies in linking up to a network of international TAs, and through this, a network of language educators from all over the world, and from a range of diverse backgrounds and nationalities. The Associates' Day on 9th April was a chance for representatives of these TAs to get together and discuss matters of common interest. One of the overarching aims of most TAs is to build professional communities.

During this day, some associates had poster presentations to promote their associations, and INGED was one of them.



We also had several discussion groups to share our problems and tried to come up with some solutions.



The first plenary on Tuesday, 10 April was by Lourdes Ortega who is a professor in the Department of Linguistics at Georgetown University. Her title was “What is SLA research good for, anyway?”. She stated that in her nearly 20 years of being a second language acquisition (SLA) researcher, she has met many language teachers who told her learning about SLA really shifted their thinking about their teaching practice and their approach to teaching. She has, however, also spotted many baffled or dismayed faces of language teachers, who just couldn’t believe what SLA had to say (or how little it had to say) about some of their most urgent classroom questions. Many professional development efforts focus on familiarizing teachers with the latest trends in SLA research. But why should language teachers care? In her talk, she tried to show new ways of seeing the relationship between research and teaching, from the perspective of a down-to-earth SLA researcher. First and foremost, research is about generating useful information for some community, of which the most important one is language teachers. A good example is motivation, an area where SLA researchers have sought, and mostly succeeded, to turn empirical evidence into knowledge that can make the lives of language teachers better. Often, findings from SLA need a large amount of contextualization and critical professional translation before they can be of use in actual local classroom contexts. A good case in point is research on error correction, which has yielded contradictory and fragmentary findings thus far. But the best research is about generating knowledge without which we would see the world of language teaching differently. Like discovering that the earth is round, not flat. She aimed to provide tools for thinking about research and teaching as imperfectly and not always obviously compatible perspectives that can enrich the professional lives of language teachers and researchers alike.



After the plenary, the concurrent sessions started. You can find brief summaries of the sessions that I personally attended.

The first one was by Paula Rebolledo Cortes (British Council Chile / RICELT) and Richard Smith (University of Warwick) and the title was “(Research) question time! a hands-on workshop”. The presenters main point was that developing suitable research questions is generally considered an important but challenging part of the (teacher-)research process. They demonstrated ways the process can be supported, using activities and question frames from the recently published Handbook for Exploratory Action Research (British Council) based on their experience of supporting teacher-research.



The next session I attended was “Seeing the wood for the trees: rethinking proscriptive teacher training” by Chris Strawson (The London School of English). This session aimed to examine balance on initial teacher training courses. The presenter discussed whether it is better to equip trainees with a single, effective methodology which they can fully get to grips with. He also questioned if we should introduce trainees to multiple approaches and foster individual style and creativity from the off, even if this means that they aren’t fully comfortable with any of them. He concluded that as trainers we may have to make a few cuts but we need to give trainees several alternatives that they can work with.



Another session I attended was “Our story: how we write stories for primary” by Cheryl



Palin (Freelance) & Katherine Bilsborough (National Geographic Learning). During their presentation, they shared their experience of writing a combined total of over 200 published ELT stories for primary learners. They explored the ever-increasing demands placed on coursebook stories, compared their approaches to developing a story from the outset, and provided practical tips for creating concepts with staying power, avoiding pitfalls, and breathing life into tired themes.

The first plenary on Wednesday, 11 April was by Dorothy Zemach who works at the School for International Training in Vermont, USA. Her title was “Sausage and the law: how textbooks are made”. Zemach asserted that “Those who love sausage and the law,” goes the saying, “should never watch either being made.” But given how influential textbooks are—they can shape a teacher’s activities, lesson plans, or entire course curriculum—it’s time to have a look inside the sausage factory at how textbooks are created.

In recent years, publishers have changed the ways in which they decide what is published, how those materials are written, how (and how much) writers are paid, how to respond to new technologies, and how much to charge the customer. All of these changes influence the final product—the books and materials we use. And although many teachers have little knowledge of how books are created, they hold enormous power over the publishing process. It’s time, she argued, for teachers to understand what’s going on, and to band together and use their power for good.

Having worked on everything from writing ancillary materials for most of the major ELT publishers to freelance and in-house editing to authoring coursebooks to running her own



micropress, she shared frank insights on materials creation from both the author's side and the publisher's side. After analyzing the transformation of the ELT publishing industry in the last half decade, she offered recommendations for what teachers and administrators can do to help get the highest quality and most appropriate books for their classrooms.

After the plenary, I attended several concurrent sessions. The first one was by Carol Read



and the title was "Little sponges? Child development and early foreign language learning". She started her session stating that teaching English to young children is happening on an increasingly global scale. She explored the pros and cons of the early introduction of English and

proposed how to optimize learning by contributing to the attainment of holistic child development goals that characterize pre-school. She also questioned the assumptions underlying a narrow language-driven approach.



Another session I attended was “Forget methodology. Learners just need more (and better) practice” by Jim Scrivener. In this practical session, Scrivener offered ways to 'push' learning by making small changes to the quantity, challenge, intensity, ambience, persistence, repetition and variation of practice, including an exploration of 3XP (Three times practice). He used example materials from Personal Best (the new course published by Richmond) to demonstrate how these techniques can work with any published exercise. 3XP (“Three times practice”) works like this: Don’t just do an exercise once and then move swiftly on. Can you go back in, mining the material for more value? For example, the first time you do an exercise in the normal way e.g. students do it individually or in pairs, and then you check answers with them. But then, instead of rushing on to the next thing, you ask them to go back – not to do the same thing again, but to go deeper into the task. A second visit might have the instruction: “Cover the words. Can you remember the sentences? Say them to your partner. (It is not a test! Check whenever you need to.)” And, having done that, you take them back in for a third go: “Practise saying the sentences more naturally to each other. (Also, think about facial expressions, gestures, etc.)” By the end of three visits and re-visits to an exercise, the language will be known better, remembered better and, possibly, be more available for use in future.

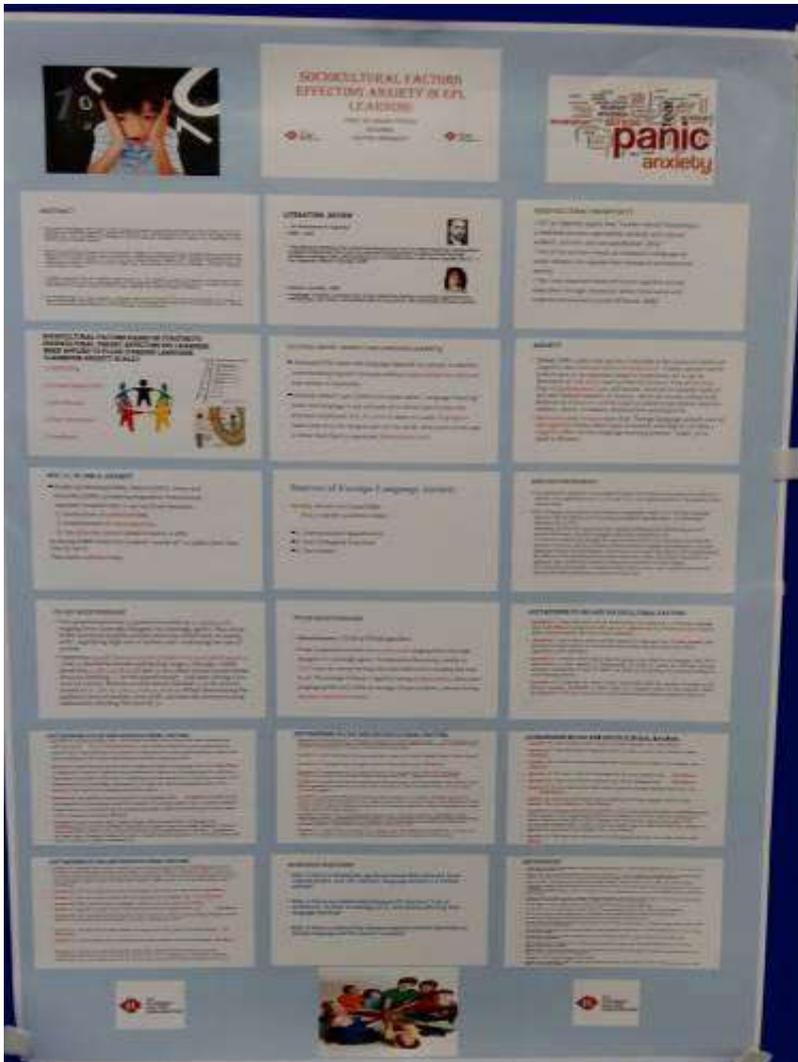
Then I attended a session called “Best practice for blended learning: approaches and outcomes” by Pete Sharma and Barney Barrett. After a short introduction to what the term Blended Learning means, they talked about their latest book *Best practice for Blended Learning*. Unfortunately, the session turned out to be a commercial one promoting the presenters’ new book.



I also visited the poster presentation area and had a chance to learn from Prof. Dr. Birsen



Tütüniş’ poster presentation entitled “Sociocultural factors effecting anxiety in EFL learning”. It investigated the impact of the anxiety caused by the sociocultural factors on EFL students. The research that gave birth to this poster was not finalized yet but when it does the presenter hopes that the implication for foreign or second language pedagogy will heighten the knowledge of the teachers and the language experts.



Unfortunately, I couldn’t stay for the last two days of the conference. This was my first IATEFL conference, and it was a great experience. All the talks and workshops I could attend, discussions during the breaks and networking, seeing old friends and making new ones were wonderful. But the best thing was the atmosphere – being among thousands of colleagues from all over the world who are devoted to their profession, open to new ideas, seeking answers to their questions.



REFLECTIONS ON THE INGED WORKSHOP  
AT TOBB, ANKARA  
“ONE WAY FOR CONFLICT AND STRESS AVOIDANCE:  
KEEPING THE LEARNERS MOTIVATED & BEHAVED”

16 April 2018

By A. Suzan ÖNİZ  
INGED Vice-President, Web Manager & Editor  
Retired METU Instructor & Teacher Educator

**Keeping the Learners Motivated & Behaved:  
Class Management Tips**

A. Suzan Öniz

INGED Vice-President, Web Manager, Editor

inged  
Since 1995  
<http://inged.org.tr>



This workshop covered ideas for teachers, including colleagues new to the field, about what teachers can do to keep the students lively but in order, participating but not rowdy, motivated and positive. The main part of this workshop consisted of tips directly related to learners and suggestions for what teachers can do to improve their management skills. In the process, participants were invited to think about and discuss the features of a teacher that they liked very much. The following points about what makes a teacher wonderful were then mentioned:

A Wonderful Teacher is ...

- ☆ passionate/Loves Tg/Leaves a mark/is remembered
- ☆ a risk taker

- ☆ hard working
- ☆ the different one
- ☆ a knowledge chaser using books, TV, films, IT
- ☆ structured AND spontaneous (creative, open-minded, flexible)
- ☆ sincere and genuine about what they know or don't know; can do or can't do
- ☆ modest ( they know about numerous aspects of teaching, psychology, guiding, etc. but keep it to themselves)

When the teacher has good qualities, then the students are motivated. Research findings (Alexander, Kulikowich, & Jetton, 1994; Krapp, Hidi, & Renninger, 1992; Tobias, 1994; Turner, 1993) show that motivated students are interested in curricular learning goals and activities and they perceive themselves as successful, thus becoming even more successful as learners. In other words, interest in the course contents leads to intrinsic motivation & better learning. This occurs because most motivated students make greater elaborations with learning materials as well as establishing more connections among topical info consequently they are able to recall information better. (Alexander, Kulikowich, & Jetton, 1994; Krapp, Hidi, & Renninger, 1992)



Another important feature in successful classes is happiness, which is closely related to the concept of 'Flow' coined by Csikszentmihalyi (1990, 1993). Csikszentmihalyi explains the conditions for a student to feel happy while learning. Happiness results from a situation where

- a. the learner's skills and a high level challenge are at an equal level,
- b. the teacher gets the learner to focus better,
- c. the student is concentrated in the activity without thinking of time or personal problems.

Flow is possible when the following are conditions are fulfilled:

- It is possible for the students to complete the task.
- The students can concentrate on the task.
- The task has a clear goal.
- Immediate feedback to the task is provided.
- The students can get busy with the task that shuts out personal worries and problems.
- The students have a sense of control over their actions,
- The students are not distracted by worries about themselves.
- Time is of no great importance and this is communicated to the students.



## REFLECTIONS ON THE INGED AFTERNOON AT MEF UNIVERSITY, ISTANBUL

10 MAY 2018

by Prof. Dr. Aydan Ersöz

Upon an invitation from the ELT Department, MEF University, I held two sessions on teaching English to young learners.

There were about 150 participants; students from the ELT Department and young learners' teachers working at private and public schools. The sessions were 60-minute long and interactive. The participants acted as young learners to learn a rhyme (Humpty Dumpty) and took part in a storytelling and dramatization demo. We all had great fun. The sessions turned out to be highly beneficial as I received lots of positive feedback. Participants claimed that it was a great awareness-raising opportunity. They also stated that they found some practical ideas that they could apply in their classes.

As I have already shared the content of these sessions, I will be content with sharing photos.



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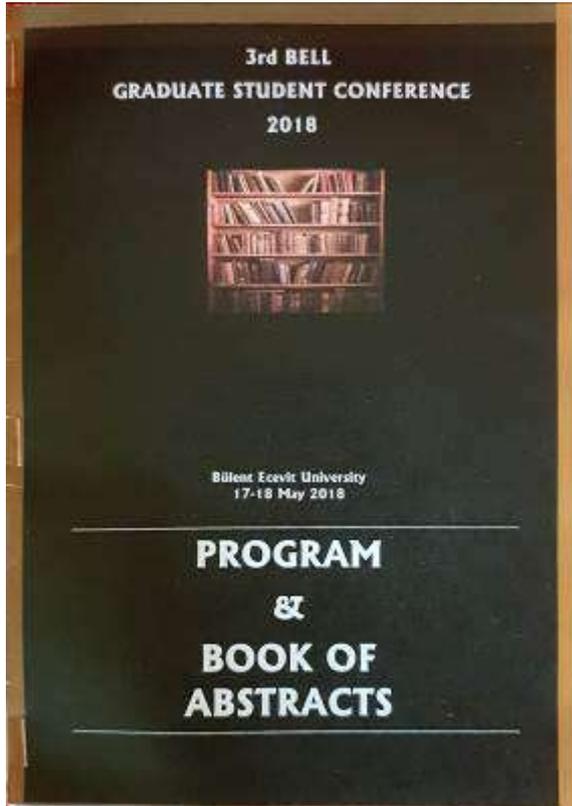
**IMPRESSIONS FROM  
THE 3<sup>rd</sup> BELL GRADUATE STUDENT CONFERENCE**

**Hosted by  
Bülent Ecevit University  
The Faculty of Arts & Sciences  
Department of English Language & Literature, Zonguldak**

**17 – 18 May 2018**

**Summarised by  
A. Suzan Öniz**

**INGED Vice-President, Web Manager & Editor  
Retired METU Instructor & Teacher Educator**



This two-day conference consisted of plenary talks, workshops and research findings. The topics were of a wide variety ranging from talks on Bergson's theory as applied to three plays to the topic of the subjugation of women in three American works; from the learning conceptions of EFL students in the voluntary prep programme to teaching foreign languages to children with disabled health.

Here are some of the highlights from Soner Sözlür's talk on "Flipping a prep school EFL class: Students' perspective." This study presented the results of a research about changing the stream of a traditional prep school class into a flipped one. 23 students (f:13, m:10) studying at a government university participated in the research. The research took 14 weeks in the spring term of 2016-2017 academic year. During the research, the researcher changed the typical weekly face-to face

schedule of the EFL class into a flipped one with the aim of observing the effects of the flipping procedure on students' school grades and their motivation. In order to do so, the researcher recorded lectures to be shared with the students in the study. The students were enrolled in an LMS to make synchronous classes each week possible. To help students get used to the new software, demo classes for one week were carried out.

In this study, students had one week to attend the online class. If they couldn't do so, they could not attend the next class. The teacher asked the students to make their own schedules; i.e., to fix a day and time to attend the online class, thus placing the responsibility on the students.

Students spent 6 hours online and 18 hours face-to-face. In addition, there were language labs made available to the students in the situation that their phones or internet connection did not work. There were 6 pilot classes and 10 weeks in total to start. The implementation took 14 weeks (a semester) and to collect feedback, at the end of the study, there was an online questionnaire and individual interviews (in Turkish because the students' language levels were low). The results indicated that using a flipped EFL model is more effective than a traditional EFL class to improve the English level. In addition, the students were asked to express their feelings about language learning in the individual interviews. All of the students stated that having no obligations and limitations made them focus on their topics of study more effectively and in this way they stated that they could study English whenever and wherever they wanted. They also added that this way was economically advantageous because they had time to work part-time and also saved the school shuttle expenses.

Student feedback revealed the following points:

- ☞ More flexible
- ☞ Can be applied to all prep schools
- ☞ 1 week is enough for the online session
- ☞ Makes classes more interesting
- ☞ The use of Youtube helped students understand better
- ☞ Addresses different learning styles
- ☞ Provides better feedback
- ☞ Must be rehearsed by pilot classes
- ☞ Enables peer learning
- ☞ Statistics motivated their class participation
- ☞ Makes them revise better especially before quizzes and exams
- ☞ Makes them get significantly better grades
- ☞ Enables them to contact their lecturer after school.

The study revealed that before the exams, especially the important ones, the students revised the classes more than ten times in order to understand the topic better. To sum up, this study revealed that flipping a prep school class can boost students' academic success, their motivation and can also contribute to their economic situation.

Asst. Prof Nuray Okumuş Ceylan invited me to do two plenary presentations at the 3<sup>rd</sup> Bülent Ecevit University Graduate Student Conference held over two days in May. My first plenary was aimed at graduate students working on their research. I shared with them what I learned about qualitative research while working on my PhD dissertation. My title was

“The Agony & Rewards of a Qualitative Dissertation: Tips for Thesis Planning & Writing”

This presentation described the problems encountered and the details of selecting the most suitable method to set up and evaluate research that aimed to investigate the topic that I wished to investigate. In my dissertation, I had aimed at focusing on the three teacher educators in the Department of Basic English of a state university and what they could and

did do to further develop themselves as professionals. As part of their regular responsibilities, the three teacher educators (TEDs) ran systematic pre-sessional programs and led regular workshops aimed to educate the newly hired experienced and inexperienced instructors as well as current instructors in their department in addition to running the two-year part-time teacher education diploma course (UCLES/DOPE) for the University of Cambridge Language Examinations Syndicate. The TEDs in question attended as many national or international presentations that they could but the input they thus received was not systematic as these were workshops and papers presented by professionals at one-off sessions or conferences. These presentations served as excellent opportunities for the three TEDs to be exposed to novel ideas that were often incorporated into the departmental teacher education workshops. However, what was lacking for these TEDs was a systematic way for professional development. As a PhD candidate, my research aimed to investigate what these TEDs could do to improve themselves as teacher educators while their daily teacher education work at the department continued.

In this presentation, I listed some of the difficulties of conducting qualitative research and the solutions that I developed. Some of the problems included the following:

Difficulties related to the method:

- \*I only knew about quantitative research in those days. However, this method was not suitable for my research topic! The researcher using quantitative research establishes a cause-effect relationship, sets up the experimental and control groups, lists the variables and then applies the ideas or methods or solutions. In a way, it can be said that the quantitative researcher sets out with a causal relationship or 'truth' and works hard to prove the remedy or point! Ethics? The control group gets nothing of this wonderful medicine!

- \* How could I measure the amount of 'need' or 'improvement'?

- \* How would I know it was real? It could be a temporary situation!

Difficulties related to qualitative research:

- \* The researcher's focal topic is often abstract! How to make it observable, measurable; i.e., concrete?

- \* How many samples are sufficient?

- \* How to select samples?

- \* How to analyze the loads of collected data?

- \* How to achieve RELIABILITY (the replicability of scientific findings. It requires that a researcher using the same methods can obtain the same results as those of a prior study.) and VALIDITY (the accuracy, truth, generalizability of the research. It answers the question: Do the propositions match the causal conditions in human life?)

Solutions:

Qualitative research: At the time, I was extremely fortunate because I could attend a course on qualitative research and learned about the details. This changed my whole method and approach. It also eliminated some of my problems.

What did I learn?

Approach the research topic with a WHAT? WHERE? WHEN? Use an open-minded approach. Do not work on pre-set remedies or solutions or pre-established relationships; just observe, register/take notes, observe some more, think! Connect all observations so that they relate to a theory or create your own theory. In other words, connect your data and findings to grounded theory (ideas arriving out of actual situations, real life situations)

Suggestions:

☞ Read read read!

☞ Mix your data collection and analysis methods. In other words, triangulate. Triangulation demands that the researcher use multiple data sources or (qualitative or quantitative) methods in order to increase the validity and credibility of the findings. There are four basic types of triangulation.

1. Data triangulation: the use of a variety of data sources in a study (e.g. interviewing people in difference positions or from different viewpoints.)
2. Investigator triangulation: the use of several different evaluators or social scientists.
3. Theory triangulation: the use of multiple perspectives to interpret a single set of data.
4. Methodological triangulation: the use of multiple methods to study a single problem or program. (e.g. interviews, observations, questionnaires etc.)

☞ Data analysis: Look for established checklists, codes, etc. but be UNafraid to develop and test your own. (I did this: I had to devise my own coding list and code definitions; tested and retested the coding and made adjustments according to the feedback.)

☞ New checklists, measuring tools, etc. As an outcome of your research there may be new checklists or other types of tools that measure some or all of the specific behaviors, situations, responses, insights that you observed and analysed. Design these, have them checked for reliability and validity and place them in your appendix.

☞ Charts & Diagrams: Write out your data analysis findings AND design suitable visuals that explain the same information.

☞ In the Further Research section of your thesis, include a list of topics, themes, issues that you were unable to investigate but that would shed more light on the research. This is where future reseachers will look if they wish to conduct research in this area.

☞ Share your research! Publish it!

My second presentation was a workshop and participants were invited to participate actively as if we were in a classroom so that they could develop a sense for the activities as future teachers. My workshop title was:

“Strings, Cards, Pictures: Ideas for Pairing and Grouping Learners.”

Here is one of the activities:

INTERACT WITH THE PICTURE (mainly for group formation and revision)

Procedure:

1. Give each st a picture as they enter.
2. Ask students to do the task on their pictures; warn students NOT to show their picture to anyone!

SAMPLE TASKS: What did this person see before she came here?  
What will the boy on the left do in 2-3 minutes?  
Why have they all gathered here?  
What is in the bag of the girl in the middle?

3. Get students to group themselves by finding 2 or 3 other students with the same little picture in the right upper corner of their picture by saying something like:  
"I've got a star", "Who's got a star?", "What have you got?" OR

If there are 30 students: to save time, the teacher places big copies of the signs on the pictures on every 4th or 5th chair and tells students to look for other group members by using language such as

"Are the stars here?", "Is this the star group?" etc.

4. FEEDBACK (After students gather in groups, the teacher asks each group to report back in the following way:)

- HIDE your picture and read to the others what you wrote down
- Others: Listen and try to guess what the picture is about/like

In the picture below, students were lined up facing each other. Each student picked someone in the other row to be partners with by only using eye contact and mimics.

Rules:

They can't pick the person directly across from them.

They can't use their arms, hands or legs; only their faces to communicate.

Their feet can't move; they must stay in line.

When two students agree, they sit down together (after a lot of laughter!)





# SOMETHING TO THINK ABOUT

In this issue we would like to share with you two articles: One on self-reflection and another one on things teachers and parents can do to gain children's trust.

<http://exclusive.multibriefs.com/content/the-importance-of-self-reflection-when-teaching-english-learners/education>

## **The importance of self-reflection when teaching English learners**

**By**

**Erick Herrmann**

Schools all over the United States have released students and teachers for the summer break, and teachers are beginning to decompress from the hectic schedule of the school year. Hopefully, they are also taking some time to relax and spend time with loved ones.

During this break, it is critically important that teachers take some time to consider the school year that has just closed, and think about what worked in terms of educating English learners as well as what they might do differently next year to improve their instruction and improve the success of each child in their classrooms, including the English learners.

Perhaps the first step in reflecting on our practice is the recognition that as teachers, we are all in different places in our educational journey.

Each of us has had differing experiences in our lives that have led us to become teachers. We have differing areas of expertise, we are educated on different topics, and have varying levels of experience teaching specific grade levels, topics, and student populations.

This is not only normal, but should be celebrated as a wonderful and beautiful part of our lives and profession. We all continue to learn and grow on our journey of life.

With this variety of experience and knowledge, and as we work to continually improve our practice, we are bound to both have great successes during the school year as well as make some mistakes. In the reflection process, people often first turn to the errors, areas of needed growth, or to considering what they would do differently.

This is a natural part of being human. In fact, we may be hard-wired to consider and focus on our mistakes as a survival technique. We want to avoid those things that are painful or that may harm us.

However, when it comes to considering our professional practice, we need to carefully consider both what went well throughout the school year, as well as consider what we might do differently.

What went well? How did you best meet the needs of your ELs?  
Begin your reflection by considering what went well and how you met the needs of your students. Consider these successes in both general terms as well as specifics.

For example, what are some of the strategies that you tried this year that worked well with students? What activities were your students most excited about?

The strategies and activities that were fun and exciting for students, and, more importantly, which led to high levels of learning and academic success should be incorporated into instruction again next year!

Once you have considered the students in general, consider specific students.

What were the specific academic and linguistic needs that you were able to meet for this student? How were you able to do that? What information did you need to best meet this student's specific needs?

What instruction did you provide to the student? What was your relationship to the student that facilitated deeper learning?

While no two students are alike, in considering the needs of specific students, you can apply the successful strategies you used to other students you work with in the future.

There is certainly some useful information when considering what worked with your English learners. To start, it is very helpful to learn and understand each student's English proficiency level.

When students are identified as English learners, they take an assessment that helps to determine their language proficiency level. While one score does not tell everything about what a student knows in terms of language, it is a useful starting point. It is important to gain knowledge on what the language proficiency scores mean as well, so that you can interpret the score and plan instruction.

Because language proficiency assessments only provide one piece of information, you likely used formative and summative assessments to also determine the content and linguistic skills of the particular student you are considering. You likely looked at what the student was able to produce in class in terms of assignments and activities as well how well the student participated in class or partner discussions to help you determine the specific needs the student has.

Consider now which assessments and activities were most beneficial to you in terms of learning about your students. You may want to build those activities into your instruction early in the year to help you get to know the students in your classroom more quickly.

What would you do differently?

After you have considered and taken note of what went well in your classroom and helped to meet the needs of your students, consider what you might do differently. Just as you considered the strategies and activities that were helpful, useful, and engaging, consider those that did not work so well.

It may be that there were factors outside of your control that prevented success. When possible, anticipate these barriers and try to avoid them. Also, reflect on how the strategy or activity might be improved, or how you might make adjustments or modification in order to better serve your students.

Gathering data is a key aspect to meeting the needs of your English learners, and indeed all students. Who has access to and can share information about language proficiency regarding your students? You might consider being proactive in gathering this data, as all school professionals are busy and it may take some time to distribute needed information.

Consider what new knowledge and skills would be beneficial for you to acquire in terms of better meeting the needs of the English learners in your classroom. You may have determined that you would like to better learn to teach reading or writing to your English learner students, how to best meet the social emotional needs of your students, how to make your instruction more comprehensible to newcomer students, or any range of topics that may be of interest.

Having identified your needed areas of professional growth will both make it more likely that you are able to get support in those areas as well as help you start the year with goals that you can share with school administration.

Having reflected on both what worked to meet the needs of your students in general, as well as what worked for specific students, consider sharing helpful information with next year's teachers.

As professionals, it is important that we communicate as much information as possible to other teachers in order to best meet the needs of our students. Just as doctors collaborate to share information with each other to best meet the needs of their patients, teachers can share information via a short letter or email to communicate the strategies and activities that were beneficial, as well as any anecdotal information that may be of use or assessment data you gathered throughout the year.

As you reflect on your practice and your students, take the time to talk about your reflections with other, trusted educators. Write down what was helpful and what you might want to change.

Set goals for what you want to accomplish for next year, and make a plan. Once you have a plan to meet the needs of your English learners, the next step will be to execute the plan!

Having a plan will help facilitate the execution of the plan and help you to continue to grow as an educator, and to better meet the needs of each of the children in your classroom.



**Erick Herrmann** is an educational consultant specialized in teaching English learners, and he runs Academic Language Learning Institute, Inc.. Erick has worked with thousands of teachers across the nation to help them improve their instructional practice and increase academic achievement for all students.



<https://www.middleweb.com/37101/10-ways-to-build-the-trust-kids-need-to-learn/>

## 10 Ways to Build the Trust Kids Need to Learn

*By Regie Routman*

It’s difficult to learn from someone we don’t trust. Years ago, esteemed New Zealand educator Don Holdaway noted, “You don’t have to love every student, but you do need to bond with each one of them if they’re to learn anything at all.”

Bonding means forming meaningful and respectful connections with all students and their families—and making an effort to do the same with our colleagues.

I’ll never forget the story Don told about going in to see his daughter’s kindergarten teacher when he and his family were living and working in Cambridge, Massachusetts. His daughter was not getting along well with her teacher and felt the teacher didn’t like her. In his booming voice Don told the teacher it was her duty as his child’s teacher to bond with her.

From that day on, the trouble between teacher and child seemed to vanish, with the teacher taking Don’s command seriously. Part of that bonding meant valuing the child and sending the message: *I see you, I know who you are, I understand you.*

Too many of our students—and colleagues and families, too—remain invisible to us. Even if they are physically present, they are often mostly silent and unseen. Attempt to “see” through respectful eyes all members of the school community and to affirm each one of them.

### Some Ways We Can Build the Bond

◆ **Let every parent or guardian know something positive about the student.** A phone call, text message, or note early on—and often, throughout the school year—serves to build trust and saves time in the long run. A parent who believes his or her child and culture are valued will be more likely to listen without feeling threatened and to cooperate when there is a problem. Bonding with families makes it easier to bond with our students.

◆ **Let every student know we value them.** Through our daily gestures, body language, and words, let's affirm every student. It is important to let students know we are glad to see them, that their contributions to the class matter, and that we recognize their unique talents (even on days when it's hard to do so).



Ask students, “What’s one or more important things you would like me to know about you?” Tell students, “Here are a few important things I would like you to know about me.” One thing I often tell students is: “I’m not interested in the ‘right’ answer. I’m interested in your thinking and how you got there.”

◆ **Let every learner know we want them to succeed.** As one middle school student said, “You can always tell when a teacher wants to help all students succeed.” That teacher demonstrates fairness, openness, effort, and flexibility. For example, if the whole class did badly on a test, the teacher willingly reteaches the lesson and gives a new test. As well, the teacher does quick check-ins with students to see how they are, if they understand the work, and what further support they might need.

◆ **Greet students warmly each day, which sets a personal, caring tone.** Check in with them every morning as they walk through the doors. Encourage students to wait their turn as others share quick greetings or stories as they file in. End each day in a similar manner. Even if it's just a smile, a handshake, a fist bump, or a high five, try to connect with each student



at the start and end of the day or class period. Use that opportunity to show a sense of humor, make a kind comment, have a bit of fun, and make each student feel valued.

◆ **Get to know students, and help them get to know each other.** Find appropriate ways to learn about students' lives and interests. At the start of a class, take several minutes to ask a few volunteers to respond to such questions as "What did you do over the weekend?" and "Who learned or did something unexpected yesterday?"

Ensure students are making friends and connections with other students, not just the teacher. Incorporate small groups for learning, and change them regularly, so students get to work with most of their peers.

◆ **Choose your language and the focus of your remarks carefully.** The words we use have the power to encourage and motivate or to turn off students from even attempting a task or a requested action. Seek to first recognize and acknowledge the strengths of students. It's easy to pass judgment on someone who disappoints us or we don't know well. As much as possible, give students, colleagues, and families the benefit of the doubt and keep an open mind.

◆ **Model empathy.** Take time to talk with an upset student, validate all points of view, and show respect to every student through words, actions, and body language. An empathetic response to an emotional student helps to keep our learning culture positive for all students. When we embody a culture of empathy, we make our classrooms and schools safe havens for our students and families.

◆ **Share favorite books, websites, videos, podcasts.** Carefully select texts and resources to engage students, pique their curiosity and interests, and jump-start conversations where all can join in.

◆ **Create class traditions.** For example, create special class celebrations or a special song and tradition on birthdays or other celebratory days throughout the year. One teacher has her students make up their own version of the birthday song every year and often includes other languages in the song, depending on the students.

◆ **Tell personal stories.** Ordinary stories from our lives supplemented with photos of



family, friends, and our special interests connect us with students and staff and show our common humanity. I always share some personal stories as a way to bond with a new group of students. (I include many such stories in my new Stenhouse book, [Literacy Essentials](#).)

### **Kids are always eager to learn**

Sitting side by side in a one-on-one reading conference with an older student, I began by bonding—highlighting the student’s strengths, picking a book he thought might be interesting, getting the gist of the story despite limited word-solving skills, using what he knew about the series to make predictions. Only then did we begin to discuss how and what he might work on to become a better reader.

Instead of thinking, “What’s wrong with the learner?” let’s ask, “What might I offer or do differently to ensure the student is successful?” Sometimes it just takes some compassion, honest but kind feedback, and easy-to-implement ideas to get students moving.

Kids are always eager to learn. Our job is to find a way in, and that way in depends on students and families knowing they can trust us. We must do everything we can to ensure that trusting relationships are the foundational, caring heart of our teaching and learning.

Without high trust, without building the bond, nothing of consequence regarding engagement, excellence, or equity will be possible. With that trust, the possibilities for what we can accomplish are endless.

**Regie Routman**, author of the new Stenhouse book, *Literacy Essentials: Engagement, Excellence, and Equity for All Learners*, is a mentor teacher, coach, and author who works side by side with teachers and principals in diverse schools and districts. For more information about her work and her many books and resources, see [www.regieroutman.org](http://www.regieroutman.org).



Don't miss this fab show

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*'A ripping romp through the roaring 1920s'*

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**Saturday 2<sup>nd</sup> June at 16.00 and 19.00**

**Bookings: [www.speechbubbles.org](http://www.speechbubbles.org)**

Speech Bubbles Theatre has been performing musicals in Istanbul for more than 25 years.

Speech Bubbles is an Istanbul based drama group  
with a mixture of professional and amateur actors, dancers and singers.  
The group aims to support charities that benefit children and education.

Speech Bubbles opened a part-time School of Performing Arts  
for three hours on Saturday mornings (9.30 - 12.30) in October 2013.  
Speech Bubbles School of Performing Arts is for anyone aged from eight years old.

Split into groups by age,  
students gain confidence, self-esteem and learn to express themselves creatively.  
All classes are run by professional teachers who are passionate about what they do.  
The aim is to prepare for two Speech Bubbles theatre performances.

For more information about Speech Bubbles and  
the work we do to raise money for education and children in Turkey, visit our web  
site: <http://www.speechbubbles.org>

**If you are a DRAMA fan,  
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in the  
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or Izmir.**

**News**



**The 52nd IATEFL Conference in Brighton**

**10-13 April 2018**

**The IATEFL Associates Day, as well as Pre-Conference Events (PCEs): 9 April 2018.**

**<https://conference.iatefl.org>**

**Join us in Brighton for the 52nd IATEFL Conference**

**IATEFL MEMBERSHIP**

Contact M. Nazlı Güngör at [nazlidemirbas\\_06@hotmail.com](mailto:nazlidemirbas_06@hotmail.com)

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**<http://inged.org.tr>**



The TESOL website: <http://www.tesol.org>

## The TESOL Teacher of the Year Award

### Who's Eligible?

Any English language teacher who has been a classroom teacher for a minimum of three years is not a previous recipient of this award or the TESOL Excellence in Teaching Award

**Note:** Applicants are not required to be members of TESOL International Association.

### Purpose

TESOL recognizes the hard work and dedication required to be an outstanding teacher. The TESOL Teacher of the Year Award, presented by National Geographic Learning, was created by TESOL and National Geographic Learning to recognize and honor exceptional English language teachers at all levels.

### Award

The winner will receive

- US\$1,000
- Free 1-year TESOL membership
- Free registration for the TESOL International Convention & English Language Expo the year of the award, plus 3 nights hotel and round-trip airfare
- A session as an invited speaker at the annual convention
- An invitation to the Leadership Luncheon at the TESOL Convention
- A profile and a published article in TESOL Connections
- US\$250 voucher for the TESOL Bookstore

### Criteria

A complete application consists of six short essays, CV submission, and two letters of recommendation (see the "To Apply Online" section below for more details).

Applicants are evaluated on their ability

- to inspire students of all backgrounds and abilities to learn.
- have a positive impact on students and colleagues.
- participate in continuing professional development.
- create a supportive and encouraging learning environment by providing quality language instruction based on well-articulated theory, philosophy, educational research and best practice.

- play an active and useful role in the community as well as in the school demonstrated through collaborative partnerships and relationships.
- demonstrate involvement in the field
- demonstrate evidence of positive teacher effect on student learning through formal and/or informal documentation.
- incorporate innovative and effective lesson strategies and evaluation techniques by utilizing new scholarship from TESOL or related fields.
- demonstrate a commitment to English language teaching.

Download the evaluation rubric at: <http://www.tesol.org/docs/default-source/awards/teacher-of-the-year-evaluation-rubric.pdf?sfvrsn=0>

### **To Apply Online**

To complete the online application process, you will need the following information.

#### Short Essays

- Please describe your educational background and your reasons for becoming a teacher. (300 words maximum).
- Provide an account of professional development. (Focus on teaching experience, association membership and participation, workshops conducted, current involvement in and/or plans for further education and other creative endeavors or activities that could enhance teaching (300 words maximum).
- Outline your role within your school and its community. (Include roles in which you provide useful and active service to students and the community, and any personal and social service to students outside the classroom. Describe any collaborative partnerships or relationships that you have begun or participated (300 words maximum).
- Describe a specific lesson plan or project you have taught in the past year. (Focus on the innovative qualities of the lesson plan, specific strategies, and evaluation techniques. Explain how the lesson motivated and encouraged students, and how the lesson plan is exemplary of your overall mode of teaching rather than a singular occurrence (300 words, maximum).
- Other accomplishments. (List any relevant accomplishments, awards, or recognitions not mentioned elsewhere (100 words, maximum).
- Explain your views on excellence in teaching. (Explanation should be in the context of your particular teaching situation and students (200 words, maximum).

#### Curriculum Vitae

Applicants are required to submit a CV (5 pages maximum).

#### Letters of Recommendation

A letter from the applicant's current supervisor and a letter from a colleague or former supervisor is required.

You will be asked to provide contact email addresses for the people writing letters of recommendation for you. They will receive a message from awards@tesol.org at the address that you provide inviting them to upload their letter of recommendation directly to the application system. The application system will not send the messages until you have completed your application and clicked on Save and Finalize.

Please ask your letter writers to watch for a message from awards@tesol.org. To ensure that they receive the message, please ask them to add awards@tesol.org to their contacts or their spam whitelist.

#### Additional Materials

Additional materials that support the applicant's competencies, such as teaching materials, letters from students, colleagues, or parents; and performance reviews are optional. Up to three additional materials may be uploaded to support the application (all additional materials are limited to two pages).

#### Convention Session Proposal Round

After the initial evaluation of application materials, the judges select the top candidates. This second round of candidates will be prompted to submit a convention session proposal for the annual TESOL International Convention and English Language Expo. Candidates will be asked to prepare a 10-word title, a 50-word abstract, and a 300-word session description. While they can prepare a presentation on any topic of their choice, it is important that the proposal be connected to the purpose of the Teacher of the Year Award and the convention theme. Upon review of the convention session proposals, the winner will be selected.

#### **Application Deadline**

Accepting applications starting 1 May. All applications must be submitted **by 19 July** with the two required letters of recommendation.

<https://www.tirfonline.org/grants-prizes/alatis-prize/>



#### **ALATIS PRIZE**

##### *Background*

TIRF's mission statement says that the Foundation will "influence the formation and implementation of appropriate language education policies, recognizing the importance of

indigenous languages and cultures worldwide, and of English as an international language.” Given the particular interest Jim Alatis had in language policy and planning, and remembering Jim’s many contributions to the Foundation since its inception, in 2015 our Board of Trustees established the TIRF James E. Alatis Prize for Research on Language Policy and Planning in Educational Contexts.

A prize of \$500 will be awarded for an article or chapter published in English and dealing with some aspect of language policy or planning in educational contexts. Submissions may be articles published in scholarly peer-reviewed journals or peer-reviewed chapters in edited books.

### **2019 Alatis Prize Competition**

For the 2019 prize, we invite nominations of outstanding articles or chapters that have been published during calendar years of 2017 or 2018. TIRF will only consider publications nominated by someone other than the author(s) of the published work. Individuals can only nominate one article/chapter per competition year. An author can have only one article/chapter under review per competition year. TIRF Trustees are ineligible to be nominated for the Alatis Prize. Papers that appear in TIRF publications, for example, chapters in the TIRF-Routledge *Global Research on Teaching and Learning English* series, cannot be nominated.

Submissions are reviewed based upon the quality of the work and its potential impact on the field of language policy and planning in educational contexts. The research can be country- and language-specific or country- and language-general. Reviewers will consider the degree of sophistication and/or innovation of the methodology used as well as the paper’s implications for policy formation and/or change. Each study had to assess the salience of the research question(s) asked, the appropriateness and rigor of the research methods used, and the significance of the paper’s contribution to knowledge within the field of language policy or planning in educational contexts. Studies using any appropriate analyses – quantitative, statistical procedures for data gathering and data analyses, qualitative/descriptive research approaches, or mixed approaches – will be considered.

Specific nomination procedures are given below. Nominations must be submitted before August 31, 2018 electronically through TIRF’s website at <https://www.tirfonline.org/research-grants/doctoral-dissertation-grants/application-submission-area/>.

To download the call for nominations as a PDF, please [click here](#).

### **Important Dates**

- May 1, 2018: Call for nominations is released
- August 31, 2018: Nomination deadline
- December 1, 2018: Awardee notified
- TBD: Awardee recognized during 2019 TESOL Convention in Atlanta, Georgia, USA

### **Nomination Procedures**

- Nominators must include a cover page as a PDF document that provides:

- Nominator’s name, title, affiliation, and email address
- Name(s) and title(s) of the author(s), affiliation(s), and email address(es)
- A one- to two-paragraph statement regarding why the article/chapter deserves to receive the Alatis Prize (maximum 200 words)
- Complete APA citation of the article/chapter
- Submit a PDF of the complete published article/chapter
- All files uploaded to TIRF’s website must be submitted as PDFs.
- Nominations will be submitted electronically [via TIRF’s website](#) . If possible, only one file should be uploaded. No more than two files may be uploaded per nomination – one cover page and one article or chapter.
  - When uploading a file, be sure to select “TIRF James E. Alatis Prize” from the “Submission Type” drop-down menu.
- Acknowledgement of the receipt of a nomination will be sent to the email address of the nominator within five business days after the file is uploaded.
- Late submissions will not be accepted.
- In the case of co-authored papers, the \$500 prize will be sent to the lead author with the expectation of the monies being shared with the co-author(s).
- The deadline for nominations is 11:59pm Pacific Time on August 31, 2018.
- Write to [info@tirfonline.org](mailto:info@tirfonline.org) with any questions.

#### **Past Recipients**

- 2018: [Sara Kangas](#)
- 2017: [Katherine Mortimer](#)
- 2016: [Shondel Nero](#)

#### **Supporting the Alatis Prize**

We are seeking financial support to sponsor the Alatis Prize for many generations to come. If your life has been impacted by Jim’s career, we would like to encourage you to donate to the Alatis Prize fund in honor of Jim.

To help sponsor the Alatis Prize, please visit our Donor page: <https://www.tirfonline.org/donate/>.

#### **Possible Constraints on Awards**

Please note that the ability for TIRF to make payments for a grant, prize, or other purpose may be restricted. Although TIRF is an independent foundation, it remains subject to the laws governing the United States of America (where TIRF is registered), including governmental sanctions that are in force and may limit doing business with individuals or organizations in/from certain countries.

## LIFE IS STRANGE

After age 30, the brain shrinks a quarter of a percent (0.25%) in mass each year.

Women have a better sense of smell than men.

10 seconds is the amount of time until unconsciousness after the loss of blood supply to the brain.

The brain can stay alive for 4 to 6 minutes without oxygen. After that cells begin die.

Most of the dust underneath your bed is actually your own dead skin.

The human brain has the capacity to store everything that you experience.

When you are looking at someone you love, your pupils dilate, they do the same when you are looking at someone you hate.

The most children born to one woman was 69, she was a peasant who lived a 40 year life, in which she had 16 twins, 7 triplets, and 4 quadruplets.

Your fingernails grow faster in winter.

'X' became symbolic for a kiss because in the middle ages when a lot of people were illiterate and they used to sign documents with an X and then kiss it for sincerity.

If you mouth the word "colorful" to someone, it looks like you are saying "I love you".

Caffeine boosts memory.

About two hundred babies are born worldwide every minute.

There are 170,000,000,000,000,000,000,000,000 ways to play the ten opening moves in a game of chess.

The average IQ is 100, while 140 is the beginning of genius IQ.

People who drink coffee are less likely to commit suicide than people who don't.

The most common name in the world is Mohammed.

You share your birthday with at least 9 million other people in the world.

You can start a fire with ice.