

THE INGED NEWSLETTER



**The 19th INGED
International ELT Conference**

**Outside
[THE BOX]**

Date: 14-16 November 2019
Venue: Atılım University, Ankara
The School of Foreign Languages

NEWS ON-LINE

Together we stand!

Issue 1
March 2019

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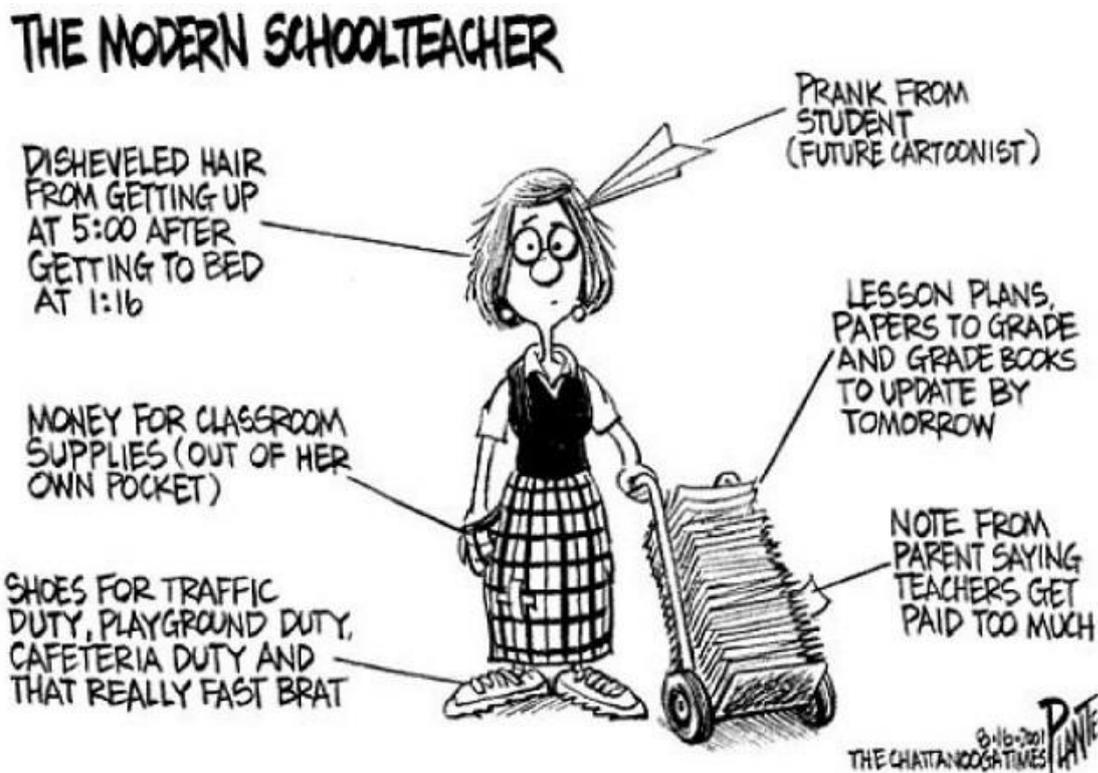


From the President

Dear members,

As Janelle Cox (<http://www.teachhub.com/how-stay-motivated-teacher>) has stated, being a teacher in today's world is an enormous challenge. It takes patience, passion, resilience, and a lot of commitment. Today's students bring a lot to school — many struggle with behavioral or family issues, learning disabilities, and more. As a result, we, teachers, must embrace an even bigger job than just educator—we are also social workers and surrogate parents. These are duties that can easily overwhelm *any* adult.

The expectations of the society, students, parents, administration and authorities are exhausting. Teacher burnout is a common issue that we all encounter on daily basis. Cox says, “We’re *supposed* to be a positive, guiding light for our students—providing them hope and the tools they’ll need to succeed well beyond their school-bound years, but how can we do that when we’re feeling defeated?”. Surely, we don’t NOT get much appreciation from the society, students, parents, administration or authorities. So how can we stay motivated?



In <https://www.impactteachers.com/motivated-teacher-key-classroom/teacher-tips>, it is stated that a motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time. It involves working towards goals and tailoring activities to achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more.

Part of being a motivated teacher comes through your general behavior and attitude. Some people always wear a nice smile, and they are very pleasant to be around. It is possible to create a positive atmosphere for ourselves and our colleagues. There are some suggestions in this piece.

The first thing we should do is to value each and every teacher for their hard work and achievements. All teachers deserve appreciation for what they have brought to their school, students and colleagues as they all have strengths and/or at least one special talent. We do NOT need substantial things to motivate and inspire teachers. But sometimes little things (a card, an e-mail, an announcement in the teachers' lounge, any form of positive feedback) work perfectly well.

Another possibility is to have a small pot-luck party during the lunch time. We can organize a party once a month where everyone brings some food and soft drinks. We can share the food and drinks and socialize during the lunch break. This may be a great time to share stories, jokes and problems. You can also organize other social events just for fun (a book club, a visit to a museum, a school dinner, a movie night at school, etc.).

Another suggestion (https://www.educationworld.com/a_admin/admin/admin289.shtml) is to seek out growth opportunities such as professional development courses, workshops, seminars, conferences, webinars, and the like, and encourage your colleagues to join them, too. If you can't find one, you can arrange a special professional development day at your school. You can invite an outsider to hold a workshop or you can have peer workshops. Teachers can share with their peers their ideas and/or certain activities that have worked for their classes. Doing the same thing all the time makes it boring and repetitive. Sharing ideas and activities can bring variety and creativity to your colleagues' classes and their daily routines.

Most teachers feel like they don't have a say in decision-making (like curriculum changes, or coursebook selection). Janelle Cox asserts, "Leaving us out of the loop is a strange practice indeed, considering we teachers are the ones responsible for implementing these changes into the classroom." We may try to give them a voice. At the end of each term, we can hold a meeting where teachers are expected to express their opinions and suggestions in their own groups. We can even summarize the results of these meetings in the form of official reports to be given to the administration.

Another suggestion is to avoid school related work for a period (an hour, two hours, etc.) every day. We can shift our focus to something else (our family, watching a movie, reading, listening to music, knitting, etc.) and forget all about grading, lesson planning, or checking homework.

Articles in both <https://www.teachthought.com/pedagogy/25-tips-reduce-teacher-burnout/> and <https://globaldigitalcitizen.org/10-safeguards-avoid-teacher-burnout> assert that we should get enough sleep and exercise every day. We should walk, swim, run, do yoga or Pilates, but find a way to exercise. It helps you sleep better, and it keeps you healthy. Burnout won't happen if you're busy taking care of your mind and body. Exercise also releases endorphins that will help you smile in the face of difficulties.

Wherever you are and whatever level you teach, you should keep in mind that we need the support and guidance of our colleagues. Together we stand!

Prof. Dr. Aydan Ersöz

**If you are a DRAMA fan,
start to plan to watch the new stars
in the**

**INGED Drama Festivals in Ankara
and Izmir.**



From the Editor

Dear Colleagues,

We are all very excited to invite you to the 19th INGED International ELT Conference on 14-15-16 November 2019 at Atılım University, Ankara. The Call for Papers and the Guidelines for Writing the Abstract are all ready and in this issue as well as on our website. We are always looking for practical presentations so that teachers can share and discuss classroom practices. If, on the other hand, you are involved in research and are looking into a specific topic, please share with us your methodology and findings. Research is the basis and guides teachers and managers in their decisions. In brief, we eagerly await your proposals.

In this issue, you will find articles on introversion, a common case for all teachers. What is going on in the mind of the quiet learner in your classroom? Is this learner dreaming or paying attention? What type of classroom organization can help these types of learners? You will find answers to these and some other questions that you may have in these articles. We hope that they will be of practical use to you.

On the last page you will find a long list of words that all basically mean 'money.' You could use some of these in your teaching by eliciting as many from the students and then surprising them with the rest.

We wish you all a fruitful second term. And a final reminder: The deadline for submitting proposals is **31 May 2019**.

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

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



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.**

NEWS NEWS NEWS

THE NEW INGED VENUE

**Bağlar Caddesi No: 226/1,
Yukarı Ayrancı, Ankara**



THE NEXT INGED CONFERENCE

**Our host: Atılım University, Ankara
Dates: 14 – 16 November 2019**

**OUR NEW SIG
*The INGED Q-ELT SIG***



The 19th INGED International ELT Conference



Outside
THE BOX



Date: 14-16 November 2019
Venue: Atılım University, Ankara
The School of Foreign Languages



The 19th International INGED ELT Conference
Hosted by Atılım University, School of Foreign Languages
on 14-15-16 November 2019
Ankara, Turkey.

CALL FOR PAPERS

INGED / ELEA-Turkey (English Language Education Association) is an international organization whose mission is to strengthen the effective teaching and learning of English as a Foreign Language in Turkey while developing international connections. The 19th International Conference aims to provide TEFL professionals with opportunities for professional development through the exchange of ideas and practices in English language teaching and research, thus enable them to integrate their knowledge of current trends in the TEFL field with their ELT practices.

We warmly invite everybody in the field of TEFL / TESOL to be a part of this significant event. We hope that the discussions will assist the progress of TEFL / TESOL around the world.

TOPIC AREAS

This year's theme, "Outside the Box", has been set in the hope that the participants will share and compare their own teaching practices and collaborate in finding solutions to common problems. This conference aims to focus on innovative theories and practices in the following areas:

- *Teaching Language Components and Skills*
- *Classroom Applications*
- *Culture and Literature in ELT*
- *ELF Awareness*
- *Curriculum, Syllabus and/or Materials Design*
- *Foreign Language Teaching Policies*
- *Technology in the Classroom*
- *Assessment and Evaluation*
- *Teacher Training, Development & Education*
- *ELT Management*
- *Very Young and Young Learners*
- *Drama in ELT*
- *Intercultural Communication*
- *Second Language Acquisition*
- *Preparatory Schools*

VENUE AND DATE

The 19th INGED International ELT Conference will be held on **14-15-16 November 2019** at the School of Foreign Languages, Atılım University, Ankara/ Turkey.

PRESENTATIONS

Paper

A paper is a 15-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language, language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenter is requested to allocate time for questions and discussion.

The presenters are requested to present their papers with **only** occasional reference to their notes rather than by reading out previously prepared texts or overhead transparencies or slides.

The summary should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper. 5 minutes should be allocated for question and answer.

Workshop

A workshop is a 45-minute hands-on session. It should include active audience participation whereby participants temporarily take on student roles and later discuss the tasks provided by the presenter. The presenter is requested to allocate time for questions and discussion. The summary should be no more than 250 words and should explicitly outline and discuss the steps and procedures that will be followed during the workshop. If presenters wish to restrict attendance to their session, they should tick the appropriate box for their preferred audience size on their proposal form. 10 minutes should be allocated for question and answer.

Poster

A poster session gives a visual presentation illustrating or summarizing a project, research study, or a feature of language teaching and/or learning. Each poster will be allocated wall space and there will be a 60-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates.

The poster presenters will be expected to be on hand during this slot. Their summary should be no more than 250 words and should explicitly outline and discuss the steps and procedures that they will present in their poster.

CRITERIA FOR PROPOSAL SELECTION

Proposals fulfilling the following criteria will be considered for selection:

It is clear from your summary that:

- You will shed new light on the topic.
- You have respected the level of knowledge of your audience.
- Your session will consider practical issues and implications.
- Your session, will provide the audience with the opportunity to link this experience to their own if it describes a study or project in your local context.
- Your session will report on a complete study or a significant phase that has been completed if it is based on research.
- You have not given this session, or a version of it, at a previous INGED conference.

Important Note for Proposals

While writing your summaries, please keep in mind that

- a) if your proposal is accepted, your summary will be printed in the conference booklet.
- b) the screening committee members evaluate the summaries to accept or reject a proposal. Please make sure that your summary reflects your study. The clarity and flow, originality, significance, relation to the theme and detailed description of the study all effect the members' decision.

PROPOSAL DEADLINE

The Speaker Proposal should be sent via <https://www.surveymonkey.com/r/inged> by **31 May 2019**. Speakers will be notified of the status of their proposals via e-mail.

CONFERENCE REGISTRATION

All forms regarding the conference can be found at: <http://inged.org.tr>

CONFERENCE FEES

INGED Members 350.-TL MA and PhD Students: 200.-TL	Non-Members 450.-TL MA and PhD Students: 300.-TL BA Students: 100.-TL
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Become an INGED member today and save up to 25% off the conference fee. To become a member, please visit

https://inged.org.tr/index.php?option=com_content&view=article&id=47&Itemid=54

***Each presenter can present a maximum of 2 papers and/or workshops.**

*** Joint presenters must also register and pay the conference fee individually.**

IMPORTANT DATES:

Deadline for proposal submission:	31 May 2019
Response to proposals via e-mail:	28 June 2019
Registration deadline for presenters:	22 September 2019

SCHOLARSHIPS:

At this year's conference INGED will award a "**Serper Tümer Scholarship**" and a "**Gülten Hergüner Scholarship**" to two participants whose speaker proposals are accepted. Speakers receiving the award will be exempt from the conference fee.

SCIENTIFIC AND ADVISORY BOARD

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Contact: ingedconference@gmail.com

ABSTRACT WRITING GUIDELINES

Identify your paper within this box with a theme from the [Call for Papers page of the conference](#).

Place the Title of the Abstract Here in Titlecase, Boldface, and Centered and Set the Font to Times New Roman 12 Points

Name & Surname of Presenter1 (single-spaced)
Affiliation of Presenter 1 (single-spaced), Country
email@address.com

Name & Surname of the Other Presenter(s) (single-spaced)
Affiliation of the Other Presenter(s) (single-spaced), Country
email@others.com

One line-break after the presenter info is where your abstract begins. Use Times New Roman 12 pt. throughout the abstract. Justify the text, do not use italics or boldface, and set the line spacing to single. **Make sure you go through the comments of the reviewers (if any) thoroughly and restructure your abstract accordingly.** In addition to presentation-specific comments of the reviewers, please consider this as a guideline to get your abstract ready for the final submission before publication in the Program Book of the 19th INGED International ELT Conference. Start your abstract with a brief statement of the current literature in relation to the scope of your work and use this statement as a signpost to the purpose, significance, and the research gap that you intend to fill. State the purpose and significance of your research clearly. Then, refer to the research area/gap that your research sets out to contribute. This should take two or three sentences. Describe the research methodology of your study clearly and your research design step by step. State some -but not all- of your major findings. Finally, draw some conclusions and refer to the implications of the study based on these findings. Check the word count and make sure that your abstract is around 250-300 words.

Keywords: keyword1; keyword2; keyword3; keyword4

TECHNOLOGY IN TEACHING:

THE BEST APPS FOR TEACHERS AND EDUCATORS



By

<https://www.digitaltrends.com/mobile/best-apps-for-teachers-education/>

Students attempting to text in class might be the bane of teachers everywhere, but even the most jaded luddite would have to admit: Tablets and smartphones in the classroom bring a number of advantages too. From greater student engagement to an expansion of the learning environment beyond normal school hours, gadgets can open new educational doors. But hardware is only part of the puzzle. You also need the right software to spool up those eager young minds.

That's where these come in. From creating lesson plans and keeping attendance, to behavior records and communicating with students outside the classroom, these apps let teachers harness tech instead of fighting it. Knowing, it turns out, really is half the battle.

KAHOOT



Teachers love to turn a boring lesson into a game to motivate their students, but not everyone has the skills to make a game from scratch. Thankfully, the GetKahoot website makes it easy to turn your class into a gameshow. All you have to do is enter your prepared questions and answers into the site to create an instantly playable game with a web browser. Your students can then download the Kahoot app to use as a buzzer to join in on the fun.

[ITUNES](#)

[GOOGLE PLAY](#)

SEESAW

Parents want to celebrate their kids' achievements every step of the way, so it's important to keep them in the loop on their kids' progress throughout the school year. With Seesaw, a student portfolio app, students can store and post their best work to share with their parents. Teachers, on the other hand, can provide concrete examples of their students' strengths and weaknesses to their parents during teacher-parent meetings.

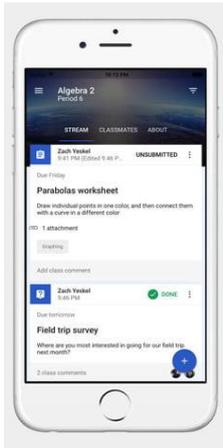
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GOOGLE CLASSROOM



If your school already uses the G Suite for Education (formerly known as Google Apps for Education), chances are you already know about Classroom. Not only can you distribute and grade assignments through the app, as well as organize all class materials on Google Drive, you can also reach your students more easily — either to make announcements or to engage them in discussions.

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TEACH LEARN LEAD

Don't you wish you could meet other teachers who teach the same subject or grade as you, even if they don't work at your school? Teach Learn Lead is like Facebook for teachers, where you can meet like-minded colleagues who may be anywhere in the country, but have relevant experience to share. You can start discussions and polls to share lesson plan ideas or career advice, or just gab about your students.

[iTUNES](#)

[GOOGLE PLAY](#)



REMIND



Remind (formerly known as Remind 101) makes it easy for teachers to communicate with students and their parents beyond the classroom. You can make class announcements, group chats, or contact individuals privately through the app. Your messages can even be translated into over 70 languages, making it possible to communicate with parents who are non-native English speakers.

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CLASSTREE

Collecting those pesky parental consent forms for field trips can be a nightmare, but Classtree makes the process painless and paperless. Unlike Remind, which simply notifies parents of the logistics of an upcoming field trip, Classtree actually lets you attach a consent form for parents to e-sign to go along with the announcement. The app even shows you exactly who has seen your note and who owes you a signed form.

[iTUNES](#)

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SLACK



It's not just businesses that rely on Slack to keep employees connected: Professors and college students are increasingly turning to the messaging tool to stay in touch beyond school hours. Not only are some instructors hosting text-based "office hours" on the platform, they are even pushing important reminders through the app to their students, just in case.

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ADDITIO

There is a better way of keeping attendance, grades, and class notes than in easily misplaced notebooks or on random pieces of paper. As a digital gradebook and classroom management app, Additio lets you take attendance, calculate grades, and plan your timetable, all on your mobile device. For additional features, like performance analytics and note-keeping, you need to opt for the \$8-per-month Plus edition.



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DOCERI (5 USD)



Taking advantage of the iPad's touchscreen and portability, the Doceri app turns the mobile device into a portable interactive whiteboard. You can annotate whatever material you have on-screen as you teach, which makes for a more interactive lesson. Besides letting you handwrite complicated math equations or brainstorm Venn diagrams

on the fly, the app can also record the class and post it online directly from your iPad.

[ITUNES](#)

EPIC UNLIMITED BOOKS FOR KIDS



Elementary school teachers are always on the lookout for new books for their students, but worry about spending too much of their own money for their classrooms. With the aptly-named Epic Unlimited Books for Kids app, teachers in America and Canada get free access to over 15,000 kid-friendly books ranging from *National Geographic Kids* to the *Goosebumps* series. The Educator's version also includes lesson ideas and videos to make life easier for teachers.

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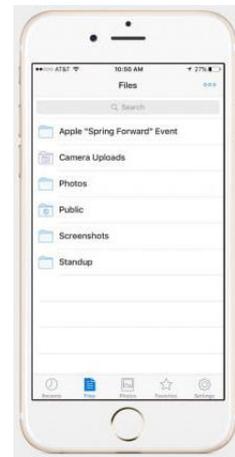
[GOOGLE PLAY](#)

DROPBOX

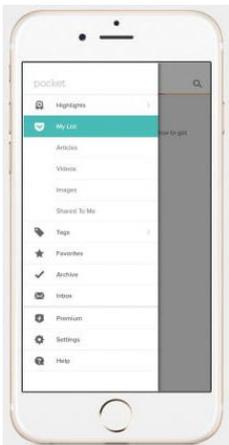
Chances are you're already familiar with Dropbox. The service and accompanying application are terrific when it comes time to upload and store presentation photos, assignments, videos, and anything else you might need to access while at home or in the classroom. The dedicated app also lets you create and edit Microsoft Office files on your mobile device, and moreover, share file links with your students so you don't have to clutter their inbox with a cacophony of enormous files.

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POCKET



Education takes place inside and out of the classroom. That said, Pocket gives you a way to quickly save articles, videos, and other Web content that might seem pertinent to your current or future class lectures. The app also lets you view anything you save offline, while presenting your articles with an easy-to-view layout that typically enhances the reading experience, regardless of your device. Sharing that enlightening article on the Roanoke colonists with your students couldn't be easier.

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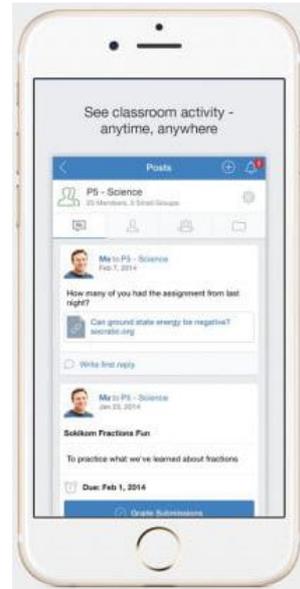
CLASS DOJO



ClassDojo isn't your typical classroom-management platform. Whereas others concern themselves with gold stars and charts, this app lets teachers emphasize positive feedback, allowing you to elaborate on the behavior of your students with comments such as "working hard" or "participating." You can even send parents public and private messages regarding their child's progress, and if they desire to do so, they can view their child's feedback in real-time. No school newsletter required.

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GOOGLE PLAY



EDMODO

Edmodo allows the discussion to continue even after that school bell rings. Teachers and students can share content and use the app as a conduit for new information or notifications, submitting assignments and receiving grades in the process. The ability for teachers to post assignments, messages, polls and quizzes, while providing access to relevant resources and calendars, is simply invaluable.

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EDUCREATIONS



Simply put, Educreations is an interactive whiteboard app that allows you to create easy to follow tutorials for students. You can record audio to narrate your actions as well, allowing you to create diagrams, commentary, simple animations, or instructions with coupled audio covering any topic. Plus, you can share video via email, Facebook, or Twitter in addition to the classroom.

ITUNES

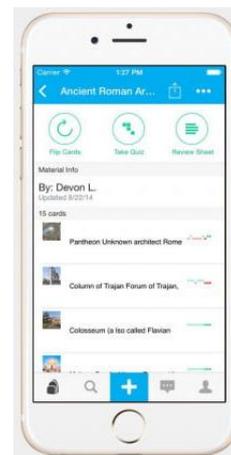
STUDYBLUE

Flashcards are a time-tested method of study, but they can be easy to lose track of given their size and durability. With Studyblue, teachers can create digital sets of flashcards, study guides, and quizzes, each complete with optional audio and video. Moreover, students can create and share their own sets of flashcards and study tools, giving them a convenient place to start studying outside of simple lectures and text books. For \$8 a month per semester, students have access to more study materials with StudyBlue PRO.

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TED



You can't go wrong with TED. The organization's official app houses hundreds of inspiring and intriguing TED Talks, featuring fascinating lectures from industry and subject matter experts spanning a wide swath of categorical topics (neuroscience, traditional folk music, human evolution, etc.). Some of them are perfectly suited for sparking classroom discussions and online debates, while others can serve as inspiration for educators creating new lesson plans or lectures.

ITUNES

GOOGLE PLAY

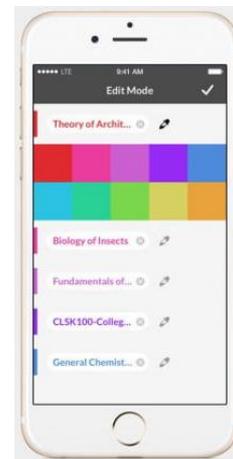
AMAZON

BLACKBOARD MOBILE LEARN

Transparency and collaboration are pivotal with students. With Blackboard Mobile Learn, you can send push notifications regarding course activity and start discussion boards among your students, and even post blogs, grades, and announcements in addition to mobile-friendly exams and other content items. Though some schools offer the app for free, a life-long personal license only costs a mere \$6.

ITUNES

GOOGLE PLAY



TRELLO



Group projects can be difficult when everyone is operating on a different schedule and page. Fortunately, Trello lets students stay organized, providing handy tools designed to keep them on task. The app allows them to create checklists, upload images, and assign tasks to other users among other actions, while conveniently syncing content across devices via the cloud. Content is displayed within a card-peppered interface, with options to easily delete tasks once completed.

ITUNES

GOOGLE PLAY

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SELECTED FOR YOU

In this issue of our newsletter, you will find various articles on the English language and how confusing some of the words may be and

<https://owlcation.com/humanities/Examples-Of-Why-The-English-Language-Is-So-Confusing>

A Humorous Look at How the English Language is So Confusing

By Ron Bergeron

English Is Confusing

There are approximately 375 million people who speak English as their first language. That makes it the third largest after Mandarin Chinese and Spanish. It's the most widely taught foreign language in the world.

English has been the world's universal language for many years. Much of the world's business is conducted in English. International treaties make it the official language for all maritime and aeronautical communications.

However, even though the language is widely used, it's not easy to learn. There are many confusing oddities such as homophones, homographs, homonyms, and inconsistent spellings that conspire to make English difficult to learn and easy to misunderstand.

Origins

English originated as a mixture of related dialects brought to England and Scotland by Germanic settlers (the Anglo-Saxons) by the 5th century. Viking invasions in the 9th and 10th centuries brought the influence of Old Norse. In the 11th century, the Norman conquest of England brought a heavy Norman French influence. Throughout this entire time, Latin, being the official language of the Christian church, also had a strong effect on the language.

With such a tumultuous beginning, it's no surprise that the language developed its share of oddities. Many of the words and rules from the original languages, which frequently conflict, carried over into English grammar. This makes it hard to learn, especially for students of English as a second language.

Homonyms

Homonyms are words that are spelled the same and pronounced the same, but have different meanings. Native speakers usually know what is meant based on the context, but imagine the confusion of someone trying to learn the language for the first time!

Here are some examples.

- ✚ A tire is the round rubber thing on a car or what happens to you if you stay awake too long.
- ✚ A bat can be a flying mammal or what you use to hit a baseball.
- ✚ Change can mean “to alter” or it can be money you get back after a purchase.
- ✚ A deck is what you shuffle on poker night or it could be where you relax with a glass of wine on a summer evening.
- ✚ A groom is half of the special pair at a wedding or how you keep your horse healthy.
- ✚ Gross is excessively icky or it’s twelve dozen of something.
- ✚ Hail is chunks of ice falling from the sky or it’s a way to get a taxi.
- ✚ Fall is what happens if you don’t watch where you’re going and it’s my favorite season of the year.
- ✚ Light can help you see in the dark, be the opposite of heavy, or a way to make your fireworks do something interesting.
- ✚ Well can be how you feel after recovering from an illness or it can be the source of your drinking water.
- ✚ Bark is what a dog does when a stranger approaches or it’s the protective outer layer of a tree.

Homophones

Homophones are words that have the same sound as another word but are spelled differently and have different meanings. Here is a short list of examples.

- ✚ two/to/too - I’ll give two of these to you, too.
- ✚ they’re/there/their - They’re in there studying for their test.
- ✚ team/teem - Each of the teams teems with talent.
- ✚ horse/hoarse - The horse trainer went hoarse calling out commands all day.
- ✚ morning/mourning - The new widower was still in shock, but he would be mourning by morning.
- ✚ ads/adds - The savings from all the ads adds up over time.
- ✚ baron/barren - The baron never had any children because his wife was barren.
- ✚ see/sea - We could all see the ship sinking into the sea.
- ✚ coward/cowered - When the fight started, the coward cowered in the corner.
- ✚ crews/cruise - The crews on the cruise ships worked hard to make sure everyone enjoyed the experience.
- ✚ symbol/cymbal - The drum kit’s manufacturer had its symbol engraved on the cymbal.

Words like these can be very confusing for someone trying to learn conversational English.

Homographs

Homographs are words that have the same spelling but a different sound and a different meaning:

- ✚ Lead means to go in front of or it’s a heavy metal used in car batteries.
- ✚ Wind is a gust of air or it’s what you do to an old clock.
- ✚ Bass is the deep sound from your stereo or is a type of fish.
- ✚ Sow is what farmers do with seeds in the spring or it’s the mother of piglets.

- ✚ Wound is an injury, but wound is what a clock is after you wind it.
- ✚ A dove is a bird related to a pigeon, but dove is what you did at the pool last summer.
- ✚ Close is what you are when you're nearby, but close is what you do to the freezer door to keep the ice cream from melting.
- ✚ A minute is 60 seconds, but something minute is very tiny.
- ✚ A record is a vinyl disk containing your parent's music, but record is what you do to your favorite TV show so you can watch it later.
- ✚ Tear means to rip up, but a tear is what falls from your eye when you're sad.

Negatives Without Positives

In English, the prefixes in- and un- are used to denote the opposite of a base word. For example, insane is the opposite of sane and unsatisfactory is the opposite of satisfactory. However, as these examples will show, these rules don't always apply.

- ✚ "Inert" means (among other things) lacking any chemical reactions. However, there is no word "ert" to indicate the opposite.
- ✚ "Inhibit" means to prevent or discourage from doing something. There is no word "hibit".
- ✚ If something is "inverted", it's upside down. However, if something is rightside up, it's not called "verted".
- ✚ I've met a number of disgruntled people, but I've never met someone that I could call "gruntled".
- ✚ I've heard awkward people described as "ungainly" or "inept", but I've never heard someone described as "gainly" or "ept".
- ✚ Then there are the words "flammable" and "inflammable". You'd expect that adding in- to "flammable" would produce its opposite. In this case, they mean exactly the same thing!

Odd Spellings

English spelling "rules" seem more like suggestions than rules. Some words have the same sounds but use different letter combinations to make those sounds. Other words use the same letter combinations, but sound completely different. There are silent letters that are written but not pronounced, and there are lists of exceptions to the various rules.

- ✚ The letters "ough" can sound like "uff" as in tough, like "oh" as in though, or like "ot" as in thought. They can also sound like "ow" as in bough or "off" as in cough.
- ✚ The long "A" sound can be spelled in a variety of ways such as in pain, weight, great, rein, and mate.
- ✚ The long "I" sound can be spelled like in sight, height, align, isotope, bayou, wine, and rhyme.
- ✚ The long "U" sound can be spelled as in do, two, flue, flu, shoe, threw, who, loom, duty, or chute.
- ✚ There are also silent letters such as the "g" in reign, the "p" in psychotic, the "h" in hour, the "k" in knee, the "w" in write, and the "b" in doubt.

I'm glad I learned all this as a child; this would be difficult to learn as an adult!

Ghoti

“Ghoti” is a word constructed to illustrate the spelling and pronunciation irregularities of the English language. The first published reference to ghoti was in 1874. In this word, the “gh” is pronounced like the “gh” in the word “tough”, the “o” is pronounced like the “o” in the word “women”, and the “ti” is pronounced like the “ti” in the word “nation”. Put that all together, and “ghoti” is pronounced exactly like “fish”.



To Make It Plural, Add An “S” (Sometimes)

Even a simple task like making a noun plural has its challenges in English. Typically, you add an “s” or perhaps and “es” to the end of the word to make it plural as in book/books and box/boxes. They there are slightly odder words where you have to replace the last letter (y) with an “ies” as in lady/ladies and baby/babies.

Then things start to get strange. The plural of “ox” is “oxen”, not “oxes”. The plural of “child” is “children” rather than “childs”. Then there’s tooth/teeth, foot/feet, person/people, mouse/mice (but not house/hice), knife/knives, wife/wives, and goose/geese.

There are even words that are both singular and plural depending on the way they’re used. You can have one deer or five deer, one sheep or a dozen sheep, one species or many species, one moose or five moose (never mooses or meese).

Conclusion

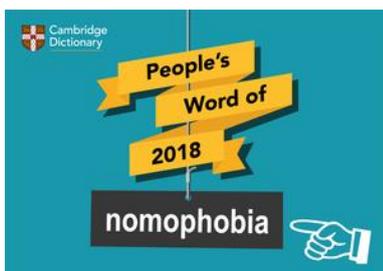
There’s no shortage of examples of odd and curious inconsistencies with English. If you enjoy learning about the language, its history, and how it developed the way it did, I highly recommend the book Mother Tongue - English & How It Got That Way by the author Bill Bryson.

It’s an amusing examination of the history of the language. You’ll learn something and be entertained at the same time.



<https://dictionaryblog.cambridge.org/2018/11/29/the-peoples-word-of-2018/>

The People’s Word of 2018



From New York to London to Tokyo, fans of the online Cambridge Dictionary have been voting for the word that they believe best sums up the year 2018. Our editors chose a shortlist of four words from this year’s new additions by looking at which ones were most popular and most relevant

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to 2018, and then asked you – our blog readers and social media followers – to vote.

The votes have now been counted and the People’s Word of 2018 has been decided. The word that received the most votes is:

nomophobia noun [U]

fear or worry at the idea of being without your mobile phone or unable to use it

The Cambridge Dictionary is one of the most popular online dictionaries in the world, and you, our users, are part of a very smart and enthusiastic global community using our free resources. So we were eager to give you the opportunity to tell us which words out of the thousands of new words and definitions we add every year best reflected 2018’s trends and events.

Your choice, nomophobia, tells us that people around the world probably experience this type of anxiety enough that you recognized it needed a name! Like many modern coinages, nomophobia is what’s called a blend: a new word made up of syllables from two or more words, in this case ‘no mobile phone phobia.’

Of course nomophobia isn’t a scientific word; a true phobia (extreme fear of something) is different from anxiety (extreme worry). The word has actually been around a lot longer than you would think. The earliest known use was in 2008 – not by psychologists, but by YouGov researchers, in a report commissioned by the UK Post Office. It then began to appear in UK media and has since spread around the world. Having proved its staying power, it was added to the online Cambridge Dictionary earlier this year.

Other words on the shortlist for the People’s Word of 2018 were:

gender gap noun [C]

a difference between the way men and women are treated in society, or between what men and women do and achieve

ecocide noun [U]

destruction of the natural environment of an area, or very great damage to it

no-platforming noun [U]

the practice of refusing someone an opportunity to make their ideas or beliefs known publicly, because you think these beliefs are dangerous or unacceptable

For more information about how the Cambridge Dictionary editors decide which new words to add to the online dictionary, take a look at the two-minute animation on our YouTube channel.



<https://dictionaryblog.cambridge.org/2018/11/07/its-such-an-effort-words-and-phrases-meaning-needing-effort/>

Painstaking work and uphill battles (Words and phrases relating to effort) by Kate Woodford

We recently shared a post on words meaning ‘difficult’. This week we look at a related area of the language – words and phrases that we use to describe tasks and activities that require a lot of effort.

Let’s start with expressions that we use for activities that require mainly *physical* effort.

A **strenuous** activity requires the body to work hard: *He was advised not to do strenuous exercise for a few days.*

The adjective **arduous** usually describes things such as journeys and climbs that are hard and need a lot of effort: *It was an arduous climb to get to the top.*

Gruelling UK/**grueling** US is similar, but emphasizes that a difficult and tiring activity continues over a long period, requiring determination as well as effort: *Junior doctors often have to work a gruelling 80-hour week.*

The word **punishing** is also used of tiring activities that continue for long periods. It suggests that the activity is so tiring, it is almost *damaging* to the person. It is often used before the noun ‘schedule’: *The team currently faces a **punishing schedule** of eight games in twenty days.*

Work that is **backbreaking** is physically very hard, often causing pain to the back itself: *Digging the vegetable garden was backbreaking work.*

Of course, not all effort is physical. Tasks can require you to work hard in other ways. For example, a job that is **painstaking** needs a long period of concentration, requiring great care over small details: *It took months of painstaking research to write the book.*

A **laborious** task needs a lot of work that is boring or repetitive: *We then began the laborious task of logging the data.* An **onerous** task, meanwhile, involves great effort and responsibility. This is a formal word: *She found her duties onerous./ the onerous task of finding a peaceful solution*

If something that you have achieved is **hard-won**, it is the result of a great deal of hard work and effort: *hard-won success/wealth* Similarly, a **hard-fought** battle or victory involves great effort and determination: *Eventually, they won but it was a hard-fought victory.*

You might describe a task as an **uphill battle** or **uphill struggle** when it will require so much effort, you are not confident that it is even possible: *It’ll be an uphill battle to get these proposals accepted.*

Finally, a task that (*informal*) **takes some doing** requires a lot of effort: *We could plant the whole of this area but it would take some doing.*



REFLECTIONS ON THE INGED AFTERNOON IN KAYSERI

8 December 2018

By
Prof. Dr. Aydan Ersöz

Upon an invitation from the TAD Preschool Kayseri, I joined a local TV program on 7 December 2018 and held two sessions on teaching English to young learners on 8 December 2018.

The TV program “Akademik Bakış” airs every week and is hosted by Associate Prof. Dr. Ali Cesur Onmaz. In this 60-minute program, I first gave information about INGED, its mission and vision. Then I tried to answer questions related to language teaching/learning in our country. If you are interested, you can find the full video of this program on our Facebook page.





On 8 December 2018, I held two sessions. There were more than 300 participants; students from the ELT Department of Erciyes University 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 write about children and fun briefly and share some photos of the event. At the end, you can also find the

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news on our event in local newspapers.

As Brian Gatens (2016) claims in his article “Let the Children Play: Why Adding Fun to the Classroom Helps Kids Learn”, learning can be caught, not just taught. As teachers, we often fall into the trap of thinking learning is best done by teaching or explaining in a purely academic way. Well, it is NOT the case when we are working with young learners. If we want to break down barriers for these children, we need to make the experience enjoyable and memorable.

Judy Willis (2007) asserts in her article “The Neuroscience of Joyful Education” that the findings of brain research show us that when the fun stops, learning often stops, too. She adds “Unfortunately, the current emphasis on standardized testing and rote learning encroaches upon many students' joy. In their zeal to raise test scores, too many policymakers wrongly assume that students who are laughing, interacting in groups, or being creative with art, music, or dance are not doing real academic work.” The truth is that when we scrub joy and comfort from the classroom, we distance our students from effective information processing and long-term memory storage. Instead of taking pleasure from learning, students become bored, anxious, and anything but engaged. They ultimately learn to feel bad about school and lose the joy they once felt. In fact, when we take joy and comfort away from the classroom, we distance our students from effective information processing and long-term memory storage. Instead of taking pleasure from learning, students become bored, anxious, and anything but engaged. They ultimately learn to feel bad about school and lose the joy they once felt.

When students are engaged and motivated and feel minimal stress, information flows freely through the affective filter in the amygdala and they achieve higher levels of cognition, make connections, and experience “aha” moments. Such learning comes not from quiet classrooms and directed lectures, but from classrooms with an atmosphere of exuberant discovery (Kohn, 2004).

When stress in the classroom is getting high, it is often because a lesson is overly abstract or seems irrelevant to students. Teachers can reduce this type of stress by making the lesson more personally interesting and motivating. What can be more interesting and motivating than art and craft activities, songs, rhymes, games, stories and dramatization for children? Furthermore, all these provide input which allow independent discovery learning. Willis (2007) states that students are more likely to remember and understand what they learn if they find it compelling or have a part in figuring it out for themselves.



THE NEWS ON OUR KAYSERİ EVENT IN LOCAL NEWSPAPERS

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Ersöz, Kayseri'de konuştu



TAD Kayseri Anaokulu ve İngilizce Eğitimi Derneği (INGED) tarafından düzenlenen "Children just wanna have fun" konulu eğitim semineri düzenlendi. (3.Sayfada)

Kayseri Paşa'ya konuk oldu

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DERNEĞİ BAŞKANI PROF.
DR. ERSÖZ KAYSERİ'DE
SEMINER VERDİ

Sayfa 6/6



ERSÖZ, KAYSERİ'DE SEMİNER VERDİ

TAD Kayseri Anaokulu ve İngilizce Eğitimi Derneği (INGED) tarafından düzenlenen "Children just wanna have fun" konulu eğitim semineri düzenlendi.

bilen, üretken ve başarılı bireyler olmalarına yardımcı olurken aynı zamanda çocuklarımıza İngilizceyi sevdirecek, yabancı dile olan ilgiyi artırmayı hedeflemekteyiz. Bugün burada, çok değerli hocamız Prof. Dr. Aydan Ersöz'ün katkıları ile İngilizce eğitiminin önemli unsurlarından olan "çocuklarda şarkı ve oyun kullanma ile hikâye anlatımı ve tartışma yöntemlerinin" ele alınacağı bu önemli etkinliğin, amacına uygun ve başarılı olacağına inancım taındır" dedi.

Erciyes Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı Öğr. Gör. Erdem Akbaş da erken yaşta yabancı dil eğitimine başlamanın önemine ve bu gruba eğitim verecek öğretmenlerin sahip olması gereken çeşitli becerilerden bahsetti.

Açılış konuşmalarının ardından INGED başkanı Prof. Dr. Aydan Ersöz sahne almış ve salondaki akademisyen, öğretmen ve öğretmen adaylarına çocuklara İngilizce öğretiminde teorik ve pratik bilgileri anlattı.

Etkinlik, INGED Başkanı Prof. Dr. Aydan Ersöz'e plaket takdiminin ardından sona erdi.

Kurum Bülteni

Kayseri Valiliği Yatırım İzleme Koordinasyon Başkanlığı Konferans Salonu'nda düzenlenen etkinliğe, INGED Başkanı Prof. Dr. Aydan Ersöz'ün yanı sıra çok sayıda öğretmen katıldı.

Etkinliğin açılış konuşmasını yapan TAD Kayseri Anaokulu Kurucu Müdürü Türkan Kaplan Boyraz, kurum olarak eğitim seminerlerine önem verdiklerini söyledi.

Boyraz, "Günümüz şartlarında İngilizce bilmek ve edinmek bir gereklilik haline geldi. Buradan hareketle, TAD Kayseri Anaokulu olarak Kayseri ilimizde, tam gün İngilizce Eğitim vererek 2-6 yaş gruplarımızı gelecekteki eğitimlerine donanımlı bir şekilde hazırlamaktayız. Bizler çocuklarımızın eğitimi, sorumluluk ala-



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Prof. Dr. Aydan Ersöz Kayseri'de Seminer Verdi

TAD Kayseri Anaokulu ve İngilizce Eğitimi Derneği (INGED) tarafından düzenlenen "Children just wanna have fun" konulu eğitim semineri düzenlendi. Kayseri Valiliği Yatırım İzleme Koordinasyon Başkanlığı Konferans Salonu'nun da düzenlenen etkinliğe, INGED Başkanı Prof. Dr. Aydan Ersöz'ün yanı sıra çok sayıda öğretmen katıldı. Etkinliğin açılış konuşmasını yapan TAD Kayseri Anaokulu Kurucu Müdürü Türkan Kaplan Boyraz, kurum olarak eğitim seminerlerine önem verdiklerini söyledi. Boyraz, "Günümüz şartlarında İngilizce bilmek ve edinmek bir gereklilik haline geldi. Buradan hareketle, TAD Kayseri Anaokulu olarak Kayseri ilimizde, tam gün İngilizce Eğitim vererek 2-6 yaş gruplarımızı gelecekteki eğitimlerine donanımlı bir

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bahsetti. Açılış konuşmalarının ardından İNGED başkanı Prof. Dr. Aydan Ersöz



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ve başarılı olacağına inancım tamdır" dedi. Erciyes Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı Öğr. Gör. Erdem Akbaş da erken yaşta yabancı dil eğitime başlamanın önemine ve bu gruba eğitim vererek öğretmenlerin sahip olması gereken çeşitli becerilerden

sahne almış ve salondaki akademisyen, öğretmen ve öğretmen adaylarına çocuklara İngilizce öğretiminde teorik ve pratik bilgileri anlattı. Etkinlik, INGED Başkanı Prof. Dr. Aydan Ersöz'e plaket takdiminin ardından sona erdi. KURUM HABER

Different Ways of Saying “Very Good”

by Aydan Ersöz

As teachers, we all know the power of praise in changing student behavior. If we want to encourage our students to try harder and motivate them to challenge themselves even more, we should use praise. Here are some useful phrases to do so:

- Super!
- Awesome!
- Great!
- Wow!
- Excellent!
- Perfect!
- Marvelous!
- Wonderful!
- Fabulous!
- Remarkable!
- Magnificent!
- Terrific answer!
- Sensational idea!
- Brilliant idea!
- Fantastic answer!
- Good thinking.
- Amazing Effort!
- Unbelievable Work!
- What an imagination!





PRAISE

is about what
already
happened.

ENCOURAGEMENT

is about
what's next.

THE THINKER
BUILDER 

SOMETHING TO THINK ABOUT

In this issue we would like to share with you three articles on introverts and extroverts and how they learn.

<https://www.kqed.org/mindshift/51811/six-strategies-to-help-introverts-thrive-at-school-and-feel-understood>

Six Strategies to Help Introverts Thrive at School and Feel Understood

In every classroom, teachers try to engage students who have a variety of temperaments: extroverts, introverts and ambiverts. They work with children who crave sensory stimulation and with those who are [highly sensitive](#) to noise and [visual distraction](#).

While one temperament is not better than any other, introverted students are often “overlooked, undervalued and overstimulated in our schools,” said Heidi Kasevich, a 20-year teaching veteran and director of education for [Quiet Revolution](#), an outgrowth of Susan Cain’s best-selling [book](#) on the power of introverts.

When Kasevich was a student, she was often told, “Just come out of your shell” and “Just speak up.”

“I had no idea I had an inborn temperament,” she said, “and I often felt unsafe in school environments.” A person’s basic [temperament](#) is [rooted in biology](#), with differences emerging in [infancy and early childhood](#). For example, some babies are more sensitive than others to stimuli such as loud noises; and some toddlers are more cautious when presented with novel objects, such as a robotic toy. Many of these careful and sensory-sensitive children grow up to be introverts.

Now, as a leader of the [Quiet Schools Network](#), Kasevich has worked with Cain to develop accessible techniques to help introverted students “hit the ground running, with a sense of well-being instead of the feeling that ‘there’s something wrong with me.’”

What Do Teachers Need to Know About Introverted Students?

We all fall somewhere on the introvert/extrovert spectrum, said Kasevich. In schools -- which are highly stimulating environments -- introverts are often “expected to fit into the extrovert ideal, and this leads to the danger zone of self-negation, turning inward or withdrawing.”

To better understand the needs of students, teachers can spend some time at the beginning of the year getting to know students’ preferred work and communication styles. For example, said

Kasevich, introverts tend to prefer:

- Conversing one-on-one or in small groups

- Thinking before sharing aloud
- Weighing options before making decisions
- Looking (and assessing risk) before leaping
- Recharging in a quiet, calm environment

Thoughtful teachers can help children see their preferences as adding value to the classroom environment and as opportunities for growth. For example, a disposition toward caution can be nurtured into *prudence* -- or, as Kasevich defines it, “risk-taking that is rooted in practical wisdom, that takes the time to consider the ‘what-if’s.’ ” Similarly, a proclivity toward listening and reflection supports [intellectual humility](#). And a preference for small-group conversation can bolster perspective-taking skills.

Six Classroom Strategies that Help Introverts Thrive

When Kasevich works with schools and educators, she shares several strategies for creating temperament-inclusive classrooms, including the following.

Make Space for Quiet Reflection: Teachers can take an inventory of the “silence-talk continuum” in their teaching methods, making room for both quiet reflection and active discourse. For example:

- Provide opportunities for one-on-one conversation within the classroom -- such as [think-pair-share](#).
- Ask students to first respond to questions on a Post-it note before inviting verbal responses. This primes the pump for students who need more think time.
- Try a “One-Minute Paper”: Pause in the middle of class and ask students to reflect on what they are learning. Prompts might include: “What’s striking me? What’s challenging me? Why is this relevant? How can I connect this to something else I’m learning?”
- Count to 10 in your head before calling on students. According to Kasevich, “studies show that three to 10 seconds of wait time helps introverted students and increases the complexity of responses for *all* students.”
- Integrate purposeful silence. For example, put up an image, a painting or a line from a book and ask students to carefully observe and think about it for four minutes.

Consider the Physical Environment: Because introverts can become overstimulated by the action-packed pace of a school day, “they need time and space to restore their nervous system.” Think about providing niches for quiet reading or mind-wandering. Explore inclusive lunchroom and playground options, such as a coloring table or open library time.

Provide Previews: Some introverted students instinctively avoid unfamiliar challenges, said Kasevich, “so give them a long runway.” This might take the form of

- An essential question on the board as class starts
- An agenda before a meeting
- A detailed calendar or syllabus (middle and high school)
- A posted daily schedule (elementary school)
- A thorough preview of a unit, project or assessment

Watch Your Language: Introverts are sometimes labeled negatively by peers and teachers. The [Quiet-Friendly Comment Guide](#) offers teachers with alternatives to common phrases that they can use when providing feedback to students or talking with parents. For example, instead of noting a deficit (e.g. “She needs to speak up more in class discussion”), frame a student’s strengths (e.g., “She is an insightful student who thinks deeply and thoughtfully before responding”).

Scaffold Meaningful Stretching: Teachers can help introverts stretch outside their comfort zones and take comfortable risks. Since “they won’t take a risk for risk’s sake,” tie needful actions to their passions and interests -- to something *meaningful*. Framing risks in this way “is the ticket for helping introverts stretch.” Kasevich gives the example of a student who wants to bring sustainability initiatives to his high school -- a passion that might require becoming a club officer or giving a speech or presentation. Teachers can remind such a student to “keep your mission in mind. Go to auditorium beforehand to practice, and remember a time in the past when you spoke with confidence and conviction.”

Structure Temperamentally Inclusive Group Work: If you simply put kids into groups with no training, a minority of members will likely do the majority of the talking. Train students in techniques such as [brainwriting](#) and [design thinking](#). Establish [group norms](#) for inclusive conversation and stick to them.

Creating a temperament-inclusive classroom takes time, said Kasevich. It’s about striking the balance between collaboration and individual work, creating a classroom culture that values deep listening, reflective pauses and [multiple forms of engagement](#). “We are not waging war on group work,” said Kasevich. “We want educators to think more broadly about classroom participation and engagement,” creating an environment where all students can thrive.



<http://www.omniglot.com/language/articles/introextrolanglearning.htm>

How Introverts & Extroverts Learn Second Languages

By Yana Schottenstein

There are [several misconceptions](#) about how personality traits correlate to language learning. Many people falsely believe that introverts have an innate, superior cognitive ability that helps them to understand a new language. At the same time, other people falsely believe that extroverts are better at human communication in general, so this helps them speak a new language better.

To learn a second language, it takes determination and a variety of practice techniques - and introverts and extroverts alike can become fluent speakers of any language they work hard at, regardless of personality type!

Generally, though, introverts and extroverts seem to prefer slightly different ways of learning new languages, even if both personality types get to the same result. Here are just a few varying ways that introverts and extroverts might learn a second language.

Introverts hear grammar

During conversations, introverts tend to listen to other people, and are more comfortable weighing the exact meaning of words before they speak. When studying a second language, introverts will habitually [listen to each individual meaning](#) of a new word, and discern how different grammatical rules in a language will rearrange the order of words and phrases.

Whereas many people may choose to learn grammar and syntax rules through textbook learning, some introverts can absorb grammar rules simply by listening and being accustomed to others' conversation.

Extroverts seek out conversation

For extroverts, talking with others and sharing social experiences is energizing and motivational. This is especially helpful for [practicing speaking skills](#). Extroverts perform well when learning in a classroom setting, because there is constant encouragement to practice speaking with neighbors.

If abroad, some extroverts may even feel comfortable approaching strangers and speaking the local language with them. The ability to practice a new language with a fluent speaker can be a huge asset in language learning.

Introverts have large passive vocabularies

As mentioned above, introverts often listen to a group conversation, and they prefer to take the opportunity to practice one-on-one with a friend in a more comfortable setting later. Because introverts listen more than they might speak, they pick up words that otherwise fly by too quickly in the conversation, and piece together that word's meaning through context clues. As a result, introverts might have a large [passive vocabulary](#) - words that they understand and can use in a written sentence, but generally do not use in spoken language.

Extroverts recollect personal stories

When extroverts practice speaking skills, they tend to tell stories about people they personally know. Extroverts will share [actual experiences or anecdotes](#), and in part, a speaking exercise becomes a social exchange. In contrast, introverts are more likely to use articles ("a", "the") when speaking, as they tend to discuss hypothetical subjects.

For example, if prompted to use 'jump' in a sentence, an extrovert is more likely to tell a story like: "My brother jumps over the car", as opposed to: "The boy jumps over the car."

Learning a second language is a highly personal experience, and people simply learn best in different ways. Although there are slight, generalized differences between how introverts and extroverts experience a second language, in the end, both personalities have equal ability to become fluent in a new language! In fact, numerous studies on the correlation between personality and language learning skills have [failed to come up with a statistically significant distinction](#) between how well introverts and extroverts learn a language. Introverts and

extroverts may prefer different language practice techniques, but ultimately there is no evidence that one set of techniques is more effective than another set.

What do you think? Have you noticed how your personality might affect the way you prefer to learn languages?

About the writer

Yana Schottenstein, founder of [Access 2 Interpreters](#), contributed content to this article. Access 2 Interpreters is a leading translation and interpretation company in Columbus.



<https://www.shmoop.com/teachers/classroom-management/students-classrooms/introverts-vs-extroverts.html>

The Differing Needs of Introverts and Extroverts in the Classroom

The bullies are crossing their fingers you'll turn around so they can pinch the do-gooders. The do-gooders are avidly waving their hands to answer your question. And the class clowns are acting like little monkeys until bullies *and* do-gooders are forced to crack a grin. Meanwhile, the shy kids have curled into tiny balls and are doing their best to cram themselves into their desks.

Are we exaggerating? Maybe. Do we have a point? You better believe we do.

If you want to brush up on the place of introversion and extroversion in modern society, look no further than *Quiet: The Power of Introverts in a World that Can't Stop Talking* by Susan Cain. One thing that Cain points out in her well-researched and insightful analysis is that introverts are often undervalued and overlooked.

And one place that happens fairly regularly? In schools. Think about it.

- We tend to grade students on class participation, which often means higher marks for students who demonstrate their participation by contributing verbally to the class and by doing it often.
- We often place great emphasis on [group work](#) and collaboration, arranging desks in pods, encouraging students to be contributing members of a team (where there is no "I"), and sometimes even assuming that there's something wrong with students who prefer to work alone.
- Lunch tends to be a noisy, boisterous affair with few (if any) options for students to retreat to quiet spaces or sit alone without looking like a loner.
- The example from the beginning with the kids trying to fit into their desks. It may be just a metaphor, but hey, the struggle is real.

Of course, on occasion, the needs of the extroverts in your school may not be adequately met, either. Silent Sustained Reading (SSR) sessions or quiet study halls and in-class

assignments that prohibit all forms of communication (including texting, IM, old-fashioned note writing, and the like) probably don't rank high on many extroverts' favorite-parts-of-the-day lists.

But let's get down to the science (well, social science) of it. As Cain points out in *Quiet*, and as many researchers have pointed out in the past, one of the main differences between introverts and extroverts is that extroverts draw energy from social interactions while introverts draw energy from internal reflection and quiet time.

So when a class focuses on group work, emphasizing discussions, peer feedback, and a lot of social interaction, the extroverts in the class will tend to gain energy and enthusiasm while the introverts find themselves increasingly drained.

And when a lesson's emphasis is on quiet reflection or individual research, the opposite is likely to occur: introverts will tend to thrive and blossom while extroverts may lose interest, become lethargic, or repeatedly get in trouble for talking, passing notes, or being otherwise off-task or disruptive.

Are we saying that no matter what activity you assign, someone is bound to be miserable?
Let's go with no.
And with that, onto solutions.

I before E, or E before I?

Come on, you knew we were gonna say neither.

Okay, so we'll admit that you won't ever be able to meet every student's needs on every occasion. (Seriously, you really have to let go of that perfectionist streak.) But there are steps you can take to make your classroom—and school—a place where both introverts and extroverts have equal opportunities to feel welcome, valued, and successful.

The People's Choice

Whenever possible, offer students the option of working in groups or individually on projects and assignments. Sure, extroverts should complete some assignments alone and introverts should occasionally collaborate.

But the more you allow students to work in the manner that best engages, inspires, and sustains them, the more likely they are put in their best efforts and produce their best results.

Adjust Your Mindset

It's easy to assume that students who are raising their hands and volunteering answers in class, or those who dominate small group discussions, are more engaged than those who are sitting quietly. But that just ain't the case.

According to Dr. Tami Isaacs (writing in [an article](#) for [Magna Publications](#)), extroverts process information quickly using their short-term memories while introverts tend to use recall stored in long-term memory to make deeper connections. Who knew?

Before you jump to judgments, listen to this: neither method is preferable. The study just shows that when a question is asked in class, an extrovert will often have a quick response and formulate ideas based on social interaction, while an introvert may take a bit longer to process and develop a response based on internal processes.

In other words, as Isaacs writes:

"In a lively classroom the extrovert appears excited by the discussion and eager to participate, while the introvert may seem unenthusiastic and unsociable. These perceptions are not presenting a complete picture of our students. The introvert is so busy reflecting on the ideas that it does not occur to him to volunteer to answer questions."

And that's why you need to change your mindset and reconsider the way you assess class participation. Participation, after all, isn't just about spouting off. It's also about showing up, coming to class prepared, being attentive, completing assignments on time, offering written comments on other students' work, being helpful, revising work, and doing one's best, which an introvert can totally do without piping up all the time.

Change the Way You Moderate Class Discussions

Don't get us wrong. We love extroverts, and we want them to continue their participating prowess. We just want to give the introverts a chance to have their ideas heard, too. Here are few things you can do to help make that happen.

- **Offer discussion questions in advance.**

When possible, give students a chance to prepare for class discussions by pre-circulating a list of questions or issues you plan to tackle in class.

- **Establish this key rule for discussions.**

Here it is: "If you've contributed to the discussion, you can't speak again until someone else contributes." Isn't that just golden? In case that's too daunting, you can always amend it to "until two (or three, or more) other voices have been heard," or whatever is necessary to keep one or two students from monopolizing a conversation.

- **Institute a moment of silence.**

After you ask a question you're hoping will stimulate class discussion, impose a waiting period. Tell students you're going to ask a question (or write one on the board), but that you want them to think before answering. Put on a timer and make them wait 60 seconds before anyone can speak. And watch those extroverts turn bright red trying to face the wait.

- **Incorporate technology.**

Often referred to as "backchanneling," technology tools that allow students to weigh in on discussions digitally—both during and after the discussion—can give introverts a chance to comment in a digital space that may be more comfortable for them—not to mention more effective if their ideas arise upon reflection following a discussion. [Today's Meet](#), [Backchannel Chat](#), and [Collaborize Classroom](#) are three popular programs for this purpose.

Be Creative with Seating Arrangements

If at all possible (and we know classroom furniture can be a bit limiting), [create spaces in your room](#) to encourage both collaboration and independent work, and give all students equal opportunity to choose the spaces that work best for them from day to day. After all,

most people are not purely extroverted or introverted; most of us possess a mix of both, and our needs can change depending on the circumstances or the assignment at hand.

If you do have the flexibility to change up your room's layout, place some desks in groups and others individually. You may even see if you can establish a quiet corner (or a special group work zone), by placing medium-height bookshelves perpendicular to the walls near a corner in a way that creates a space that is somewhat insulated from the rest of the class. This space could be used by a few individuals, a single soul, or a group that needs to interact while the rest of the class is doing individual work.

You're Off to a Great Start

Instituting a few of these ideas will get you off to a great start, but we know you. You're an overachiever. You want more.

For more strategies to optimize your classroom for both introverts and extroverts, check out:

- Susan Cain's TED Talk, "[The Power of Introverts](#)"
- "[How to Teach a Young Introvert](#)," a TED Ideas follow-up conversation with Cain
- TILT's excellent blog post, "[Introverts — Extroverts](#)"

And there you have it. What's most important is to remember that students learn in a variety of ways, and putting them in categorized boxes isn't going to help anybody. Even the introvert who's secretly trying to hide in there.



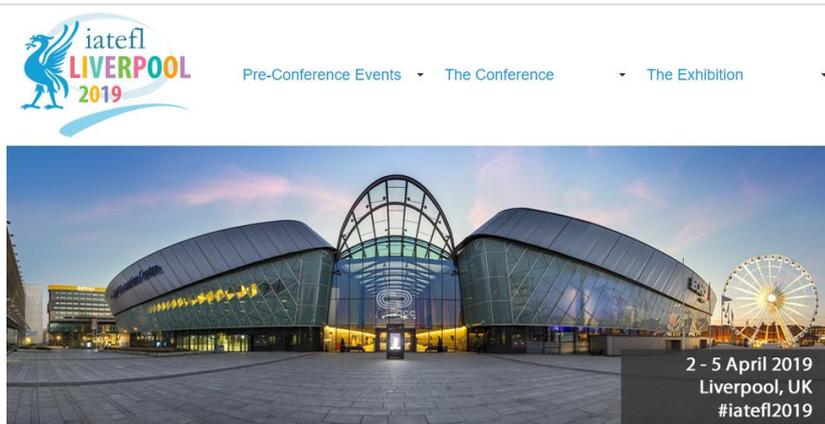
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In divorce, **alimony**.

When you owe someone, it's **debt**.

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In court, it's **finer**.

Civil servant retirees, it's **pension**.

Employer to workers, it's **salary**.

Master to subordinates, it's **wages**.

To children, it's **allowance**.

When you borrow from bank, it's **loan**.

When default in the payment of loan **penalty**

When failed to settle loan it is call **bankrupt**

When you offer after a good service. it's **tips**.

To kidnappers, it's **ransom**.

Illegally received in the name of service, it's **bribe**.

When Politician steal is **scandal**.

When white collar professional steal is called **mismanagement**.

Ordinary Civil Servant steals is called **corruption**.

Money received from unknown source **money laundering**.