

THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 2
June 2017

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From the President

Dear members,

We are together again with a new issue. In this issue, I would like to write about the importance of games in language learning situations especially for young learners.

As Fred Rogers (see <http://www.brainyquote.com/quotes/quotes/f/fredrogers193081.html> and <http://www.fredrogerscenter.org/blog/why-play-is-the-work-of-childhood>) stated “Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.” Games are invaluable tools to teach language because they provide opportunities for exploring meaningful and useful language in real contexts. They can be used to provide practice in all language skills and to present or practice language chunks. Young learners can get very excited, so be careful to incorporate games in the class at an appropriate time.

Wright, Betteridge and Buckby (1984) stated “Language learning is hard work ... Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.” They also added that games are great tools to create contexts in which the language is useful and meaningful. (Wright, A., Betteridge, D. and Buckby, M. (1984). Games for language learning. New York: Cambridge University Press.)

Games are invaluable means to teach language because

- 1) they are amusing and interesting.
- 2) they encourage and increase cooperation. They develop leadership and followership. If teachers use follow-the leader-type activities in which the leader is constantly changing as a function of the game, learners will learn to value both leadership and followership.
- 3) they develop friendship and social relationship. They exchange ideas, negotiate and take decisions together. Children will learn to act as a group, trust each other, share the same interests, and as a result develop positive group synergy which is an excellent preparation for the future educational, business and professional worlds.
- 4) they are a natural part of the children’s world.
- 5) they provide opportunities for exploring meaningful and useful language in real contexts. They can be used to provide practice in all language skills and to present or practice language chunks.
- 6) they broaden children’s awareness of themselves and the world. They help children find meaning in their “routine” through games and play.
- 7) they teach children to follow rules.

- 8) they are the only activity that children take seriously. Bruner (1975) stated that play is the business of childhood. It is through play that a child becomes an enquirer, an experimenter and an explorer.'

For very young learners, competitive games can be frustrating. Games should encourage cooperation and collaboration rather than competition. With older children, teachers can introduce competition to involve winning or losing. Gradually, they can learn how to react appropriately when they win or lose.

Ersöz (2000) asserts that games should be regarded as supplementary activities. The whole syllabus should not be based on games only -- even for young learners. She adds that when choosing a game, the teacher should be careful to find an appropriate one for the class in terms of language and type of participation. A game which looks wonderful on the paper may not work in the actual classroom setting. If it is tiring or boring in the actual classroom setting, it should be stopped. (Ersöz, Aydan (2000). Six Games for the EFL/ESL Classroom. <http://iteslj.org/Lessons/Ersoz-Games.html>)

Games and play can be divided into two sub-categories: (1) Physical or action games, and (2) Cognitive or mental games. Physical/action games can definitely be used as 'warmers', and cognitive games can be used as 'coolers'.

Physical / action Games: When children play physical games, they develop large and small motor skills, coordination, balance, speed of multi-sensory perception, and speed of multisensory reaction.

Don't forget that children are highly kinesthetic. They cannot sit passively; they need to move and get involved in the activities actively. Such games also help children discharge their incredible energy.

Furthermore, children learn by doing but need a framework that is meaningful to their world. Games provide this meaningful framework which capturing their interest. Some examples are creative movement, dance and mime.

Cognitive Games: These games are extremely useful for the mental development of children. Children can develop their cognitive skills such as analytical, strategic, creative and global thinking; concentration; memory; independence; interdependence; and self-reliance. Some examples are brainstorming, riddles, crossword puzzles, word hunt, logic puzzles and games, creating and breaking codes,

HOW:

Whatever type of game you are planning to use

- a. Give short but clear instructions.
- b. Demonstrate.
- c. Use instruction checking questions and they can answer via TPR.
- d. Go straight to any group/ student that looks confused or is usually slow to catch on and get them started.

- e. Go around the class to make sure that everyone is doing the activity more or less correctly. If not, stop the whole class and explain again.
- f. Make sure you involve all the students at all times.
- g. If a student is reluctant to join the game, encourage him without offending him by pushing too much.
- h. Don't be a part of the game. You need to stay in control all the time.
- i. Once the game has begun, you should not interrupt to correct mistakes in language use.

That's all for now. Hope to be with you again in another issue. Together we stand.

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

After a long and busy winter, here is the summer and here are the holidays (for a lot of us) finally! We at INGED wish you all a happy summer... Relax, read the articles and books you put aside in the winter, enjoy not having to correct papers... Also please start to make plans to join us at our conference. As you know, we get together every two years and also hold our Annual General Meeting during the conference when most of you are still available.

As for our newsletter, you will find the results of the Drama Festivals held in Ankara and Izmir followed by some impressions from participants. There is also the information on our very first Spring Fest. Have a look at the program so that it gives you a clear idea as to what the children were asked to do. Maybe next year your school would like to participate in this fun day. Our technology section contains an article on social media for teachers. You can get practical tips in this section as in the section "Selected for You" where there are selected articles on Concept Mapping, Flipped Learning, Brain Based Learning and a summary of Learning Styles, and the relation between language and the concept of time. In the section "Something to Think About" you can find an article on 17 Fun and Easy Ways to Learn English.

We all wish you a relaxing and healthy summer and would like to remind you once again that our conference will take place in Istanbul in October. Our host is Istanbul Aydın University and we are all looking forward to seeing you there.

Warm regards,

A. Suzan Öniz
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.**



The 19th Drama Festival

6 May 2017
hosted by
Zafer Koleji

RESULTS

1. THE BEST PLAY AWARD

FIRST PLACE: Charlie and The Chocolate Factory, Özel Arı İlköğretim Okulu

SECOND PLACE: The Wizard of Oz, Zafer Koleji

THIRD PLACE: Pygmalion, İncek Maya Ortaokulu

2. THE BEST LEADING ACTRESS AWARD

FIRST PLACE: Sila Naz Çimen, Zafer Koleji

SECOND PLACE: Esmanur Çakır, İncek Maya Ortaokulu

THIRD PLACE: Azra Sarıkaya, MEV Özel Ankara Koleji

3. THE BEST LEADING ACTOR AWARD

FIRST PLACE: Marcos Gülerüzlü, İncek Maya Ortaokulu

SECOND PLACE: Kemal Mert Fırat, Özel Arı İlköğretim Okulu

THIRD PLACE: Eren Dönmez, Anaşehir Koleji

4. THE BEST MUSICAL PERFORMANCE AWARD

Grease, Anaşehir Koleji

5. THE BEST COACHING TEACHER(S) AWARD

T. Miray Özer, Seth Anderson, Gizem Oyguç, Ezgi Selçuk Arıcan (İncek Maya Ortaokulu)

6. THE MOST ENTHUSIASTIC GROUP AWARD

Oompa Loompas, Özel Arı İlköğretim Okulu

7. THE BEST SHINING STAR AWARD (FEMALE)

FIRST PLACE: Arya Sönmez, Ankara ODTÜ Geliştirme Vakfı Özel İlkokulu

SECOND PLACE: Eda Oktay, Kayseri ODTÜ GV Özel Erkilet Ortaokulu

THIRD PLACE: Elifsu Karadağ, Yükselen Koleji

- 8. THE BEST SHINING STAR AWARD (MALE)**
FIRST PLACE: Ali Efe Adıgüzel, Yükselen Koleji
SECOND PLACE: Deniz Yalçınkaya, Ankara ODTÜ Geliştirme Vakfı Özel İlkokulu
THIRD PLACE: Ege Dalgın, Özel Aşiyen Eğitim Kurumları
- 9. THE BEST SUPPORTING ACTRESS AWARD**
FIRST PLACE: Aslı Erkan, Kayseri ODTÜ GV Özel Erkilet Ortaokulu
SECOND PLACE: Zümrüt Kurşunlu, TEMA Koleji
THIRD PLACE: Ada Çağatay, TEMA Koleji
- 10. THE BEST SUPPORTING ACTOR AWARD**
FIRST PLACE: Çağatay Ergin, Özel Aşiyen Eğitim Kurumları
SECOND PLACE: Erez Koç, Özel Arı İlköğretim Okulu
THIRD PLACE: Tolga Öz, MEV Özel Ankara Koleji
- 11. THE BEST SINGER AWARD**
Tuna Gümrah, Ankara ODTÜ Geliştirme Vakfı Özel İlkokulu
- 11. THE BEST CONTRIBUTING ACTOR AWARD**
FIRST PLACE: Tan Kayabaşı, MEV Özel Ankara Koleji
SECOND PLACE: Ödülcan Bıkmaz, Zafer Koleji
THIRD PLACE: Tolunay Kaçmaz, Özel Arı İlköğretim Okulu
- 12. THE BEST CONTRIBUTING ACTRESS AWARD**
FIRST PLACE: İpekçe Özdemir, Özel Arı İlköğretim Okulu
SECOND PLACE: Ela Oktaylar, Anaşehir Koleji
THIRD PLACE: Azra Gündoğan, Tema Koleji
- 13. THE BEST PRONUNCIATION AWARD**
FIRST PLACE: Esmanur Çakır, İncek Maya Ortaokulu
SECOND PLACE: Melisa Bektaş, Ankara ODTÜ Geliştirme Vakfı Özel İlkokul
THIRD PLACE: Ali Kaan Uysal, Özel Aşiyen Eğitim Kurumları
- 14. THE SPECIAL JURY AWARD**
* Snow White, Kayseri ODTÜ GV Özel Erkilet Ortaokulu
* Tunç Yeğen, Yükselen Koleji



İNGED - MEV İZMİR SCHOOLS
The 4th Drama Festival
27 May 2017

RESULTS

1. THE BEST PLAY AWARD

FIRST PLACE: Aladdin's Magic Lamp (MEV)
SECOND PLACE: Alice in Wonderland (Marmaris Çağdaş)
THIRD PLACE: Maleficent (Gelişim)

2. THE BEST LEADING ACTRESS AWARD

FIRST PLACE: Güneş Kılıç (Gelişim)
SECOND PLACE: Helin Şencan (Marmaris Çağdaş)
THIRD PLACE: Aleyna Dilber Gençkurt (MEV)

3. THE BEST LEADING ACTOR AWARD

FIRST PLACE: Volkan Gülsoy (MEV)
SECOND PLACE: Uğur Ada (TAKEV)
THIRD PLACE: Doruk Erol (Rota)

4. THE BEST MUSICAL PERFORMANCE AWARD

Alice in Wonderland (Marmaris Çağdaş)

5. THE BEST COACHING TEACHER/S AWARD

MEV

6. THE BEST SHINING STAR AWARD (FEMALE)

FIRST PLACE: Berra Çetinkaya (Işık)
SECOND PLACE: Aynur Yaprak (Çakabey)
THIRD PLACE: Ekin Su Tuncer (Turuncu)

7. THE BEST SHINING STAR (ACTOR) AWARD (MALE)

FIRST PLACE: Mert Ada Korkmaz (Işık)
SECOND PLACE: Deniz Taygun (Rota)
THIRD PLACE: Yağız Ata Özkan (Rota)

- 8. THE BEST SUPPORTING ACTRESS AWARD**
FIRST PLACE: Delfin Layıkel (Marmaris Çağdaş)
SECOND PLACE: Buse Nur Polat (Aydın Değişim)
THIRD PLACE: Eda Güler (Çakabey)
- 9. THE BEST SUPPORTING ACTOR AWARD**
FIRST PLACE: Ekrem Cevahir (Işık)
SECOND PLACE: Berkay Balcı (Rota)
THIRD PLACE: Barış Ayaydın (Aydın Değişim)
- 10. THE BEST SINGER AWARD**
Defne Akbulut (Çakabey)
- 11. THE BEST CONTRIBUTING ACTRESS AWARD**
FIRST PLACE: Enis Kudak (Gelişim)
SECOND PLACE: Elif Duru Tanrıseven (MEV)
THIRD PLACE: Zeynep Deniz Sezen (Gelişim)
- 12. THE BEST CONTRIBUTING ACTOR AWARD**
FIRST PLACE: Remzi Enes Kızıılışık (Çağdaş Marmaris)
SECOND PLACE: Efe Koçak (TAKEV)
THIRD PLACE: Mete Deniz Yılmaztürk (Turuncu)
- 13. THE BEST PRONUNCIATION AWARD**
FIRST PLACE: Defne Nisa (Gelişim)
SECOND PLACE: Teoman Cereda (Işık)
THIRD PLACE: Ada Çam (TAKEV)
- 14. THE BEST COSTUME AWARD**
FIRST PLACE: Maleficent (Gelişim)
SECOND PLACE: Silly Scary Stuff (Işık)
THIRD PLACE: Alice in Wonderland (Çağdaş Marmaris)
- 15. THE BEST STAGING AWARD**
FIRST PLACE: Supernatural Bad Day at Black Rock (Rota)
SECOND PLACE: Silly Scary Stuff (Işık)
THIRD PLACE: Bus Stop (Aydın Değişim)
- 16. THE MOST ENTHUSIASTIC GROUP AWARD**
The Wisps: Zeynep Kissarlı, Defne Nisa, Alara Ürkmez, Beren Soykan (Gelişim)
- 17. JURY SPECIAL AWARD**
Natali Vanansi (Işık)



LIVING ENGLISH ON STAGE OF THE INGED DRAMA FESTIVAL 2017

Knowing that being a part of this fantastic festival would be an amazing experience for us, we were really excited and curious during our journey. We started our 'Charlie and The Chocolate Factory' journey with only 12 children and we wanted them to cooperate with their friends in a peaceful atmosphere and to continue their way knowing that team spirit is important.

As we took part in the 19th INGED Drama Festival on the 6th of May, we grew bigger and continued with another 20 little ones and finally, at the festival hundreds were in attendance. Both students and teachers very much enjoyed the festival, which for us was a very fruitful event. The fact that the festival encouraged the students to show their best performance and the jury members and audience who listened and watched them carefully and appreciated their performance on the stage made students feel even more self-confident. It was like an authentic environment for them to express themselves in English. Throughout this process our students worked the hardest, shared many memorable moments and learned many new things.

All the students prepared very well and it was also a great opportunity for them to make friends with other participants at the INGED Drama Festival. Thanks to the INGED organization, the students inspired each other. The sincere and warm attitude of the jury was the most significant point for us as it made us and our students feel at home. Thanks for your precious thoughts and evaluation. It was an honour to share these feelings with you and all the participants at the 2017 INGED Drama Festival.

ARI PRIVATE SCHOOLS



Drama Coaching Teachers

‘WORKING HARD ALWAYS BRINGS SUCCESS’

It is a very big honour to win the ‘The Best Play Award ‘, 1st Place. We thank our teachers and friends.

(Kemal Mert FIRAT, ‘The Best Leading Actor’ 2nd Place Award Winner)

We took part in the INGED Drama Festival with our play “Charlie and the Chocolate Factory” and we won “The Best Play Award”. Also, some of my friends got different awards like “The Most Enthusiastic Group”, “The Best Contributing Actress”, “The Best Supporting Actor”, “The Best Supporting Actor”, and “The best Leading Actor”. Throughout the year we worked really hard to be able to deserve these awards. It was really pleasure for me to take part in such a festival. **(Bahar YAZICI)**

When we went to the INGED drama festival, we enjoyed it a lot. Before our turn, I was very anxious and I was afraid we couldn’t win. But when I heard about the fact that we won lots of awards, I was very happy and proud. We enjoyed every moment while we were getting ready and while we were performing the play. I also appreciated the other schools. I am sure they did their best. It was more than a competition for us. **(Ebrar KARADENİZ)**

As Arı Schools we joined the INGED Drama Festival. We worked very much to do our best. Before the play, I was a little bit excited but after I saw the jury members I relaxed. That was a wonderful experience for me. I want to thank all of the INGED members. I am very pleased to have taken part in such an event. **(Sıla GÖK)**

It was very hard to win “The Best Play Award”. We worked very hard for this success. We feel very happy and we will celebrate this. Thanks for letting us take part in such an event.
(Reşat ÖZEN)

The INGED Festival was great fun. It wasn't hard for us to win because we worked and prepared a lot. We all did a great job and I feel as if we are professional actors. We all performed great. We won 6 awards including the “The Best Play Award”. It would be impossible without our school and teachers' support.
(Erez KOÇ, ‘The Best Supporting Actor, 2nd Place’ Award Winner)



The journey and preparations were pretty exciting. Even though it was hard, I really liked the play we performed in front of the audience. We had great fun backstage. I hope I will take part in the INGED Drama Festival next year. Being at the INGED Festival was an excellent opportunity for us and I want to say that although English Drama can seem boring, it is incredible. I am proud of my friends and myself. Thank you!
(Tolunay KAÇMAZ, ‘The Best Contributing Actor’, 3rd Place Award Winner)

We worked really hard to achieve our goal. Sometimes we were very tired but we didn't mind because we really had great time at the INGED Drama -Festival. It was also amazing to win lots of awards.
(İpekçe ÖZDEMİR, ‘The Best Contributing Actress’, 1st Place Award Winner)

I feel really happy to be part of this school and also this team. It was a great opportunity for us to take part in INGED Drama Festival. It was great fun.

(Çağıl ALTINTAŞ)

We enjoyed the atmosphere a lot. We enjoyed ourselves a lot during the preparation, too. It was a very enjoyable competition and I really had great fun. Thanks to INGED, my school, teachers and friends.

(Zeynep Güler)

The Third grade students who were in “Umpa Loompas” won “The Most Enthusiastic Group” award. I think after all that hard work we deserved it. Thanks to our teachers, we had a chance to attend this drama festival.

(Zeynep Nil ÜNAL)

The INGED Drama Festival will be a good memory for us. Being on stage was very exciting and enjoyable. If you ask me, we performed great. What’s more, we spent unforgettable time being together with our friends, acting out in English and having fun.

(Tunçalp DEMİRÖZ)



**INGED is proud to start
a new annual activity
for learners
to practice their English outside the classroom
and
also have fun:**

THE INGED SPRING FEST!

This June we were able to start off this annual event with the warm support of our hosting school **ONUR KOLEJİ**. We thank all the students, teachers and administrators who participated in the activities or assisted us, making this event possible.

A huge THANK YOU to ONUR KOLEJİ!

THE INGED - ONUR COLLEGE SPRING FEST PROGRAM

12.50 - 13.00 Opening Remarks

13.00 - 13.45 STORYTELLING

I- STORYTELLING PARTICIPANTS

1. 5/A Ahmet Bera Kurt - The lion and the mouse.
2. 5/A Sude Cönger-The fox and the cow
3. 5/A Gülru Kızılca- The gingerbread man
4. 5/A Damlanur Demirtaş- The goose with the golden eggs
5. 7/B Cansu Cönger- The grasshopper and the ant

13.45 – 14.00 Break

14.00 – 14.15 PASSWORD

II- PASSWORD PARTICIPANTS

1. 8/A Metehan Güleç
2. 8/A Ayşegül Duman
3. 8/B Atakan Yakışan
4. 8/B Seyit Erencan Taşpınar
5. 8/A Mert Yapıcı (substitute player)
6. 8/A Ayşenur Yerli (substitute player)

14.20 – 15.20 KARAOKE

III- KARAOKE PARTICIPANTS

1. 5/A Berra Kıraç and Damlanur Demirtaş- Selena Gomez/ Love you like a love song
2. 5/A Beyza Bozkurt and Ahmet Bera Kurt-Survivor/ Eye of the tiger
3. 5/A Selçuk Tuğra Müezzinoğlu- Maroon 5/Sugar
4. 5/A Gülru Bilge Kızılca- The Chainsmokers feat Daya-/Don't let me down
5. 7/B Begüm Özay- The Cardigans-/ Lovefool
6. 5/A Ahmet Bera Kurt and Murathan Doruk Oymak- One Republic/ Counting Star
7. 4/A Orhun Deniz Tanın- Chuck Berry/ Twist again
8. 5/A Osman Çağan Önder and Selçuk Tuğra Müezzinoğlu One direction-/ One way or another
9. 5/A Sude Cönger and Beyza Bozkurt- Avicii-/ Hey brother
10. 7/B Defne Başak Ünal- Frank Sinatra/ Fly me to the moon.

15.20 – 16.00 Break

16.00 Certificate Ceremony







The 18th International INGED ELT Conference

hosted by **Istanbul Aydın University**
Vocational School of Foreign Languages

The Winds of Change

Plenary Speakers

Prof. Dr. Birsen Tütüniş
Prof. Dr. Peter Medgyes
Prof. Dr. Miroslaw Pawlak
Dr. Richard Smith

Panelists

Prof. Dr. Aydan Ersöz
Prof. Dr. Birsen Tütüniş
Prof. Dr. Derin Atay
Prof. Dr. Yasemin Bayyurt
Prof. Dr. Dinçay Köksal

20 - 22 October 2017
Istanbul / Turkey
<http://www.inged.org.tr>



TECHNOLOGY IN TEACHING:
SOCIAL MEDIA FOR TEACHERS:
GUIDES, RESOURCES, AND IDEAS

By Matt Davis



Originally Published at: <http://www.edutopia.org/blog/social-media-resources-educators-matt-davis>



Although students are evermore connected to the social web, many of these networks remain out-of-class digital playgrounds where students congregate. In a 2014 survey of 1,000 teachers, just one in five said they use social media regularly with students.

Of course, it can be a challenge to incorporate social media into lessons. There are many gray areas for teachers to navigate, like setting guidelines, accessibility at school, and student safety. But to help teachers navigate this ever-changing landscape of social media tools, here are some of the best guides on the web for four popular networks, Facebook, Instagram, Twitter, and Pinterest.

- **The Teacher's Guide to Twitter via Edudemic:** This is a great guide from Edudemic for all teachers -- both the experienced tweeters and those new to the platform. You'll find everything you need to know about using Twitter in the classroom, including a list of useful education hashtags, search strategies, and ideas for the classroom. Also check out these resources:
 - "Dipping Into Social Media in the Classroom," via EdSurge
 - "Guide to Using Twitter in Your Teaching Practice," via KQED
 - "Twitter For Teachers," via Scholastic Instructor
 - "One-Stop-All-You-Need-to-Know Guide to Twitter," via David Truss' blog
 - "50 Ways to Use Twitter in the Classroom," via TeachHUB

- **Facebook for Educators and Community Leaders Guide:** Published in September 2013 by Facebook, this guide is the perfect resource for teachers interested in using the world's largest social network with students. Three main subject areas are covered, including digital citizenship, mobile safety, and guidelines for social media at school. The guidelines were co-produced by Edutopia: "How to Create Social Media Guidelines for Your School." Also check out these resources:
 - "A How-To Guide for Teachers Using Facebook in the Classroom," via *Education Week*
 - "Does Facebook Really Have a Place in the Classroom?" via *The Telegraph*
 - "7 Ways Teachers Use Social Media in the Classroom," via Mashable
 - "The Facebook Guide for Teachers," via eLearning Industry

- **Using Instagram in an Educational Context:** The EmergingEdTech blog is a wonderful source for tips, strategies, and ideas for using social media and other new technologies in the classroom. This guide is a great primer for understanding what Instagram is and how it can be used to teach and reach students. "5 Ways Teachers Can Use Instagram in the Classroom" is another great blog post from the site. Also check out these resources:
 - "10 Ways to Use Instagram in the Classroom," via We Are Teachers
 - "The Educator's Guide to Instagram and Other Photo Sharing Apps," via The Edublogger
 - Free Parents' Guides for Snapchat, Instagram, and Facebook from ConnectSafely, via ConnectSafely.org
 - "Using Instagram in the Classroom: Five Activities," via Education World

- **The Educator's Guide to the Use of Pinterest in the Classroom:** EducatorsTechnology.com published this useful guide for teachers interesting in using Pinterest with students. Here, you'll find everything you need to get started, including tips for building boards, pinning basics, and ideas for using Pinterest in the classroom. Also check out these resources:
 - "The Teacher's Guide To Pinterest," via Edudemic
 - "Infographic: The Role of Pinterest Inside & Outside The Classroom," via Getting Smart
 - "37 Ways Teachers Can Use Pinterest in the Classroom," via TeachThought

More Great Reads From Edutopia

In addition to those great guides, there is a lot of useful information right here on Edutopia. You can explore all things related to the subject on Edutopia's [social media](#) page; here are a few of the more popular, recent posts:

- "A Guidebook for Social Media in the Classroom," by Vicki Davis (2014)
- "8 Tips to Create a Twitter-Driven School Culture," by Elana Leoni (2014)
- "Using Social Media to Teach Visual Literacy in the 21st Century Classroom," by Dave Guymon (2014)
- "Engaging Your School Community Through Social Media," by Howard Stribbell (2014)
- "10 Social Media Tips for Reaching World Language Learners," by Sarah Wike Loyola (2014)
- "Creating a Dynamic Facebook Page for Your School," by Anne O'Brien (2014)
- "Five-Minute Film Festival: Pinterest for Teaching and Learning," by Amy Erin Borovoy (2012)

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on Concept Mapping, Flipped Learning, Brain Based Learning and a summary of Learning Styles, and the relation between language and the concept of time.

<https://www.language magazine.com/2017/06/drawing-ideas-language-learners/>



Drawing on Ideas for Language Learners

Mark Oronzio suggests concept-mapping strategies for language learners

For more than 40 years, education researchers have advocated the use of concept mapping as an effective approach to fostering higher-order thinking skills, moving students from mere knowledge acquisition to knowledge utilization and creation (Novak and Cañas, 2008). By specifying and linking concepts in a concept map, students and language learners create a visible structure of their understanding in a given domain that can be modified over time to assimilate new concepts and reflect new understanding.

In short, concept mapping can move learners toward more in-depth learning, i.e., more meaningful learning, by facilitating the process of linking new concepts with existing knowledge and experience. Concept mapping is an effective strategy for educators to use to support English language learners (ELLs) and prepare them for success in school and beyond.

There are several research-based methods for applying concept mapping to language learning. Here are some of the ways teachers can use concept mapping to differentiate instruction for ELL students:

Pre-Reading

- Invite students to share what they already know about a particular concept in a concept map prior to reading. This approach provides students with the concepts and words that they are about to encounter in the reading text as well as an overview of the content to be learned. Then, ask students to add information to their maps while reading to provide a visual aid for building on their prior knowledge. This could be an individual or whole-class assignment.

Pre-Writing

- Task students with brainstorming about a given topic by making connections among ideas and analyzing information in a concept map in preparation for writing. Allow students to

discuss their maps in groups and share their ideas for writing so they can hone or expand their focus as needed. After researching their topic, students can modify their maps to capture new information and organize their thoughts before writing their compositions. Research has shown that this approach helps ELL students improve their writing.

Vocabulary Building

- Enable students to create concept maps to define and better understand key vocabulary terms. Students can access videos, text, and images to learn about a term and then build a map that visually links the term to its various meanings, uses, related words, synonyms, and more. This allows students to personalize their connections to the vocabulary words, improving their recall and comprehension. The map provided in this post is an example of this approach.

Developing Critical Thinking

- Encourage students to create a concept map of a unit or topic with key terms and essential questions during and after a series of lessons. Help them to see the big picture of the topic as well as build a scaffolding of meaning, a governing framework for future success, by emphasizing the main ideas, key concepts, and principles.

By visually expressing the association of related concepts, concept maps help learners to find unseen connections between ideas, organize information easily, and create new knowledge, which in turn clarifies their thinking. This process of making knowledge explicit fosters the understanding of complex information for ELL students without elaborative written explanations. The concept maps are also useful visual aids that make later study and recall easier for language learners than with linear notes.

Assessment

- Use concept maps to ascertain student understanding of a concept or unit taught. By making students' thinking and learning visible, concept maps reveal to teachers, and to the students themselves, the gaps in understanding at any given moment. After reteaching or employing interventions, have students adjust their concept maps to assess their knowledge development over time.

Reading Comprehension

- Ask students to build a concept map as they read a book or text, identifying main ideas, finding subconcepts, and linking related ideas together. An earlier post on close reading strategies shows how this method can help all learners, particularly ELL/ESL students, improve reading comprehension. Try any of these methods with ELL students to help them develop content-area knowledge, literacy skills, and critical thinking, as well as to evaluate their learning needs and progress.

Additional Background

The Ideaphora concept-mapping environment is the latest and most comprehensive tool for facilitating critical thinking through web-based concept mapping. It builds on decades of research investigating the use of concept mapping as an effective approach to fostering meaningful learning (Hilbert and Renkl, 2008; Novak and Cañas, 2008). In addition, it

benefits from years of research experience designing and integrating technology-supported concept mapping in the classroom (Anderson-Inman and Ditson, 1999; Anderson-Inman and Horney, 1996/1997; Liu et al., 2010; Muirhead, 2006).

For more than 40 years, Novak and colleagues have advocated the use of concept mapping as an effective approach to fostering higher-order thinking skills, moving students from mere knowledge acquisition to knowledge utilization and creation (Novak and Cañas, 2008). By specifying and linking concepts in a concept map, students create a visible structure of their understanding in a given domain that can be modified over time to assimilate new concepts and reflect new understanding.

In short, concept mapping can move learners toward more in-depth learning, i.e., more meaningful learning, by facilitating the process of linking new concepts with existing knowledge and experience. Research on concept mapping reveals the process can have a powerful effect on learning. For example, Brullo (2012) found that students who created concept maps while taking notes had better test recall, could access information more quickly during tests, and scored better on content post-tests than students who did not have the concept-mapping experience.

According to Brullo, students who created concept maps were thinking on a deeper level about the text prior to taking the post-test, as these students quickly recalled information and answered the questions. Research also reveals that technology can play an important role in simplifying and supporting the creation, modification, and management of learners' concept maps (Chang et al., 2002; Liu et al., 2006; Liu and Lee, 2013).

In 1956, Bloom proposed a taxonomy of intellectual behavior important for learning, with acquisition of knowledge at the bottom and evaluation of knowledge at the top. Decades of research on how to promote higher-order thinking skills has led to a revision of Bloom's taxonomy and closer alignment with 21st-century learning goals (Anderson and Krathwohl et al., 2001). The lowest level of learning in the revised taxonomy is "remembering" existing knowledge, and the highest is "creating" new knowledge—a differentiation in skill level also found in the Common Core State Standards.

In response to the revised taxonomy, Mayer (2002) advocated moving from instruction that focuses on retention of learning (remembering and understanding) toward instruction that fosters transfer of learning (applying, analyzing, evaluating, and creating)—in other words, "meaningful learning." Key to the concept of meaningful learning is the learner's ability to link new ideas and information to prior experience and existing knowledge (Anderson-Inman and Ditson, 1999).

Mark Oronzio is CEO and co-founder of Ideaphora, a concept-mapping platform for students to improve their comprehension of digital content while building higher-order thinking skills. Oronzio's insight and leadership is based on more than 20 years of experience in executive-level positions for education technology companies, including Inspiration Software.



You've Flipped Your Class and...

by John Graney



More than 4 years ago, I flipped my writing class with some trepidation. It was one of the best decisions I have made. While I have experienced challenges and frustrations, now I work more closely with my students, watch them take more responsibility for their learning, and observe them do more creative work displaying deeper understanding.

In the process, I have evolved from just flipping my classroom to becoming a flipped learning practitioner. Flipped learning is defined as

a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment, where the educator guides students as they apply concepts and engage creatively in the subject matter. (Flipped Learning Network, 2014)

In evolving toward flipped learning, we work to make group learning spaces better active learning spaces. Three challenges face the flipped learning teacher: use of video, formative assessment, and higher order thinking skills.

Video

As I described in a [previous article](#) (Graney, 2013) many resources can be used for making videos, and more have become available. These resources have expanded with new computer, tablet, and phone applications like [ExplainEverything](#) and [Powtoon](#). Also, with more teachers making videos, curating videos has become easier for the teacher facing the inevitable time challenges. With a library of made and curated videos, we can now differentiate learning and make feedback videos for specific purposes or students.

However, no matter how wonderful the videos are, the students may not watch them. Our approach to this problem will revolve around two questions: How crucial are the videos to our classroom activities? And how much responsibility do we give the students for their learning?

If we identify videos as crucial to our instruction, we can integrate the videos into our learning management systems or use sites like [EDpuzzle](#) or [Zaption](#). At these sites, teachers import a video and insert questions at points during the video. When the students watch the video, the video stops where the questions have been inserted, so the students cannot breeze through the video while chatting or texting. If we prefer to give responsibility to the students, we can assign the video, refer to it for review, and reference the video when a student experiences a problem addressed by the video, thus addressing a need in a timely way.

We should keep in mind that the videos are meeting the first steps toward learning: remember and understand. The videos allow us to use the collective space, the classroom, for active learning. However, videos are not the only materials for the individual learning space. Textbooks, blogs, quizzes, research question, infographics, and slideshows provide other possible resources and variety.

Formative Assessment

We use formative assessment to help us identify student progress. The use of exit tickets, quizzes, and tests are what we might call formal formative assessment. With flipped learning or other active learning approaches where teachers spend more time at the side of their students, formative assessment occurs almost constantly. The effectiveness of formative assessment revolves around immediacy and individualization. Informal formative assessment occurs as we circulate among the students observing, suggesting, and interviewing. These types of in-class formative assessments can involve a three-part process: observation, analysis, and feedback.

Observation

With observation, we pay attention to each student in relation to their previous performances and current activity. We determine the differences between a mistake and an error (Fisher & Frey, 2014, p. 15). An aberration is a mistake, the head-slapping misspelling of a simple word, for example. Consistently failing to recognize a comma splice is an error that reveals faulty understanding. Along with these observations, we pay attention to individual affects and group interactions.

Analysis

Using the information gained from observation, we analyze the situation based on the student or students and lesson goals. Because each student differs, we use our knowledge about the student affectively and cognitively to determine what is going on with the success or failure in order to inform the feedback plan. In other words, at this point, we determine what future instruction adjustments are needed and how to provide feedback.

Feedback

Feedback may well be the most important element of this in-class formative assessment. Because the primary purpose of feedback is to cause thinking (William, 2011), we consider what kind of thinking we wish to stimulate. Two general types of thinking are cognitive and metacognitive. We provide cognitive feedback to nudge a student down a different path, as in “that is not a verb,” or to reorient a student, “remember the difference between a proper and a common noun,” or “focus only on the nouns.” Metacognitive feedback involves asking questions that lead to analysis of personal learning, task demands, or knowledge gaps. We use questions like “What do you need to know to do this activity?”, “Where can you find the information to complete this task?”, or “What do you still need to learn to do this task?” Combining this feedback with the affective elements, we tailor our feedback to the student’s situation.

Higher Order Thinking Skills

While formative assessment helps us with understanding our students and their needs, a key challenge revolves around using the class time freed up by individual space activities. Flipped learning challenges us to provide students with meaningful activities without the teacher being central and scaffold the activities so they are accessible to all students. We want to encourage our students to use the higher order thinking skills, or HOTS, of application, analysis, evaluation, and creation.

Involving students actively presents the challenge of moving beyond worksheets. As we continue flipping, and especially as we work to incorporate the HOTS, we will look for ways to provide students with opportunities to be makers. This involves incorporating project-based and task-based learning activities, or, in other words, “to-show-what-they-know” projects. These can include creating slide decks, infographics, making videos, and hands-on projects. In creating these activities, we scaffold learning: by determining the elements of the knowledge/content students need to know, assisting the students by identifying and meeting their needs, giving them enough time to fail and succeed, and providing opportunities to revise.

The evolution from flipping the classroom to flipped learning encourages us to make our classrooms active learning spaces for both students and teachers to continue to grow and learn.

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<http://exclusive.multibriefs.com/content/brain-based-strategies-for-english-learners/education>



Brain-based strategies for English learners

by

Erick Herrmann

In the past two decades, knowledge of how the brain functions has increased tremendously. New, less invasive technologies such as PET scans have helped scientists determine various ways people learn and how to facilitate learning through using brain-based teaching techniques.

In some ways, teachers have been using strategies that are brain-based long before they were proven to be so. Teachers are astute and look for specific strategies that help their students learn. We continue to implement those strategies knowing they work, even before we learn about their congruence with how the brain functions.

It is, of course, always good to get affirmation that what we know to work in the classroom is backed up by research on the brain and human learning. This article, of course, does not encompass all brain-based research or strategies that can be utilized with English learners, but may share some key ideas that are new, good reminders, or inspire you to try a new strategy in your own classroom.

Movement

The brain is made up of a complex web of veins and arteries. It is important that our brains continuously receive blood in order to survive and function, but blood is also important to facilitate learning.

The brain is the largest consumer of oxygen and glucose in the body. It uses these to function more efficiently and more effectively. Movement can facilitate the pumping of blood into the vascular system of the brain, and enhance the learning process.

All of us have experienced, for example, feeling tired after eating a large meal. This is due in part to the blood going to our stomachs to help to digest food. But keeping students active, and having them move around the room, will help to keep them more engaged. Of course, this applies to all students, not just English learners.

Movement can be applied to language learning in a variety of ways. Students can move about the room to interact with other students, for example, through strategies such as Find a Friend, Give and Get, 4 Corners and more. These strategies require students to get up and meet with other students in the room to discuss content or practice skills that are related to what they are learning.

Gestures are also powerful in helping English learners learn new vocabulary. Associating a movement of some kind to a word, concept or skill can help students to retain the information by adding a different modality. Gestures can also make

complex academic language more comprehensible to students as they make associations between the movement and the meaning of the word.

Prior knowledge

The importance of activating prior knowledge is well documented in the literature about teaching English learners. The brain does not take in meaningless information.

Consider your day thus far: What are the various sensory stimuli to which you have been exposed? For example, the images you have seen, the sounds you have heard, the textures you have touched, etc. How many of those can you explicitly name? If you have driven somewhere, you probably saw a variety of cars, people, street signs, buildings, trees, etc. How much of that do you remember?

Many of us have had the experience of purchasing something — a car, a bicycle, a new item of clothing — and then we begin to notice that other people have the same type of car, bike or clothing as well. We may not have noticed just how many people until we attached meaning to it.

Our brains now have a reason to notice and retain that information, even in the short term. In other words, for new information to stick, it must be integrated into an existing neurological pathway within the brain.

Depending on the particular student, their prior knowledge and experiences may differ significantly from our own or our expectations. English learners are a diverse group of students; they come from many different countries and have differing socioeconomic levels, differing native language proficiency levels, and different amounts of prior schooling and education.

Their cultural perspectives, beliefs and experiences may differ significantly from those of the teacher. It is important that we, as teachers, are aware of this and help students make connections that make sense to them, and that fit within their schema.

Patterning

The brain is designed to look for "remember" patterns. As we analyze what we are learning, we look for patterns that make sense, and this helps us to comprehend and retain new information. Patterns in science, history and mathematics can be pointed out explicitly to students to help them retain the content and skills being taught.

Additionally, using rhymes, songs and chants help students retain information. Although some secondary teachers balk at using songs and chants in the classroom, it is important to realize that songs and rhymes are used in our everyday lives to help us remember information in the form of radio and television advertisements.

Marketing experts use songs, chants and repetition to emphasize their brand in a way that will help us to remember it. They would not be spending millions of dollars a year to create jingles if they did not work!

Using chants, songs and rhymes in the classroom that embed vocabulary and content concepts can have a similar effect on our students; they help them to retain information in a fun and meaningful way. Incorporate gestures into the songs, chants and rhymes, and you are utilizing two or more brain-based strategies at the same time.

Sketching

New research is showing the benefit of students sketching and doodling during note-taking activities. Students can add sketches or simple drawings to their notes to help them remember concepts and to help link ideas and concepts together. The sketches do not need to be complex in nature; stick figures and simple drawing suffice to help students make their notes more comprehensible and to link ideas together.

Sketching benefits English learners as they may not have the vocabulary or phrasing necessary to record the ideas with words, and may find sketching easier and more accurate. Of course, English learners should be encouraged to utilize language as much as possible, and enhance their notes with the sketches. The same can be said of assignments; sketching can and should be used by students to help get their message and point across, especially at the more beginning levels of English proficiency.

Teachers can and should also incorporate sketching into their instruction to increase comprehensibility and help students make connections. The same principles apply; sketches and visuals can be used to help English learners comprehend text, instructions and content concepts.

Novelty

It has been said that variety is the spice of life. The same holds true for our brain and learning. Mixing up routines, at least to a degree, can help students stay engaged in the learning process and make the classroom a fun and interesting environment.

One way to add novelty to instruction is to incorporate multiple modalities. Having English learners engage in reading, writing, listening and speaking all within one lesson make the learning more engaging. By incorporating movement, gestures, songs, chants, rhymes, sketching and art, we are also adding in multiple modalities. Keeping our instruction varied keeps the lesson fun and exciting for students.

Sometimes, less is more

Overwhelming students with information can impede learning. It is important to find a balance between cognitively challenging and engaging content and cognitive overload. To prevent students from shutting down, it can be helpful to lower the demand when helping students move information from working memory to long-term memory.

Be cautious of lowering expectations; students can handle large amounts of information if they are given the opportunity to process the information. At the same time, too much information can cause burn out and cause some students to become frustrated and shut down.

Extended or repeated practice over time

It can be tempting, given the amount of information in today's rigorous standards, to move on once we have taught content concepts or skills. We sometimes say or hear "we covered that already." But in order for students to master and remember information over a long term, they will need to practice and review the material multiple times over an extended period of time.

It is important that both content concepts and language be reviewed over time and practiced again. Remind students of key vocabulary and language structures that can be incorporated into their speech and writing, or that they will be hearing or reading as a way to help students retain skills and concepts over longer time periods.

Memorable retrieval

Practice is not the only way to help students integrate material, concepts and language into long-term memory. Frequent, low-stakes quizzes also help students to remember concepts and language over longer periods of time and move toward mastery.

Cognitive psychologists refer to this concept as memorable retrieval; referring back to what has already been learned and accessing information stored in our memories. In the classroom, short, informal quizzes and discussions can help students remember content and language that is related to the current information being taught and practiced, and help students to retain information for longer periods.

Effective and frequent feedback

All students benefit from feedback as they learn. Feedback for English learners should be clear and specific, and may focus on the task or the language students are learning and practicing, including grammar skills, vocabulary and syntax.

When providing feedback to English learners, be aware of their proficiency level and the types of errors that students typically make at that proficiency level. In the

past, some educators have felt that errors should only be corrected by modeling the appropriate or correct language form.

For example, if a student says "I goed to the store," teachers would respond with "Oh, you went to the store? Who else went to the store? I also went to the store." While this can be helpful, sometimes students do not realize their error or that you are attempting to correct it.

There is nothing wrong with sharing with students that the past tense of "go" in this case should be "went," not "goed." It is important to consider the student in this case, and if the feedback you provide will be given publicly or privately. If you notice multiple students overgeneralizing the past tense -ed, you may consider pulling a small group of students to do a mini-lesson, for example.

In any case, the brain thrives on appropriate, clear and specific feedback that is focused on a task or language, and that is focused on improvement.

Classroom environment

Students are more motivated when they feel a sense of belonging and acceptance in the classroom. This is true for any student, but English learners are not only learning academic content and skills, but also learning a new language. They need to be encouraged to take risks with language as well as content, and not feel ridiculed or made fun of when they make an error.

If students feel nervous about taking risks, it is more difficult for them to process, practice and master the material being presented.

These concepts, known and utilized by teachers all over the world, are beneficial and effective because they align with how the brain functions. While this list is far from complete, the ideas presented here should continue to be utilized in the classroom, or be incorporated into instruction moving forward.

All students benefit from these concepts and strategies, including English learners as they move toward mastering not only the content at a particular grade level, but also continue to develop English language skills and proficiency.

About the Author



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.



<http://www.psych2go.net/learning-styles/>

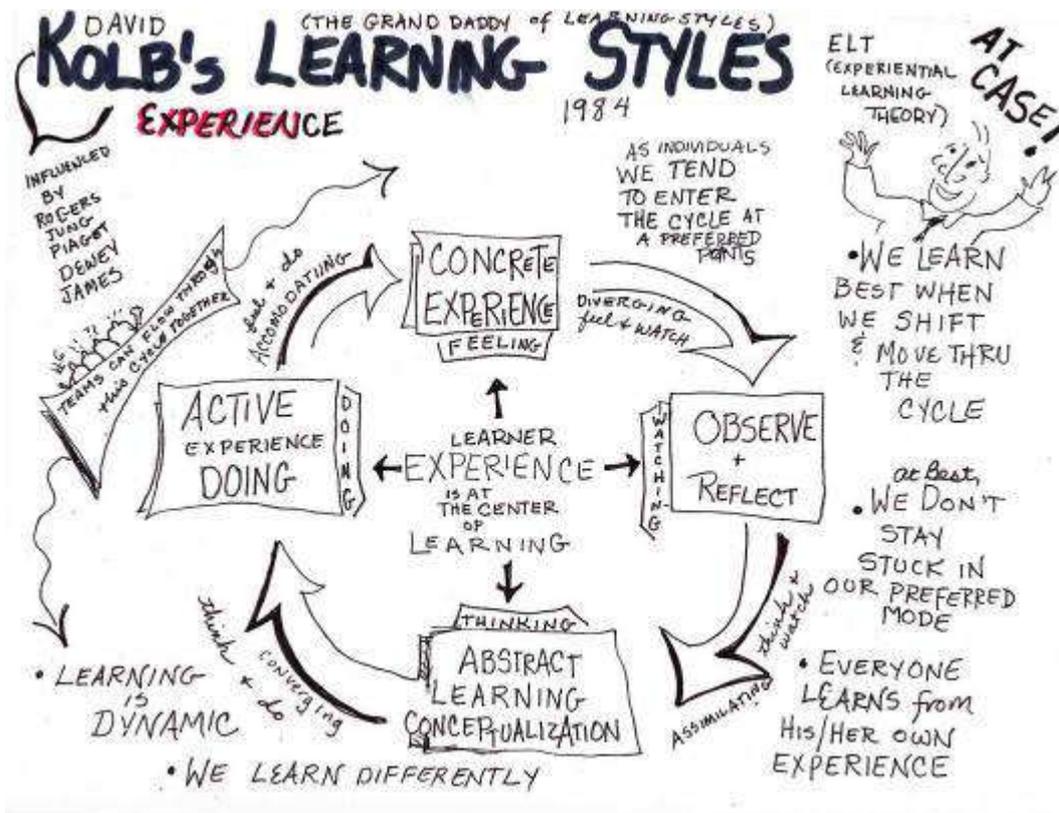
LEARNING STYLES
By Vladislava Susanina

There is a theory which states that people learn most efficiently in different ways. One of the popular divisions of learning styles is this:

- People who work best when learning is language-based – also called Verbalizers
- People who work best when learning through images and photos – also called Visualizers
- People who work best when focusing on details – also called Analytical
- People who work best when looking at the big picture – also called Holistic (Alloway, 2013).



There are other learning styles as well such as kinesthetic or tactile learners, reading-writing preference learners, and auditory learners (Hawk & Shah, 2007). Other learning styles include:



It is thought that that if there was alignment between instruction and the learning preferences of the students, optimal learning could be achieved which is also known as the meshing hypothesis (Adams, 2013).

However, as good as this theory sounds, there has been very little empirical evidence that supports it. For example, the results of a study done by Rogowsky, Calhoun, and Tallal (2014) shows no significant relationship between the learning preferences of the students and a learning comprehension task (Learning Styles, 2014).

Further research into the area shows that people do have preferences about how information should be presented to them. Evidence also points that people are better suited for specific kinds of thinking and for processing information. Review of the literature on the matter, however, does not find studies which point to the validity of the use of learning styles in educational settings. Furthermore, several studies found evidence that contradicts the meshing hypothesis (Pashler, McDaniel, Rohrer, Bjork, 2008).

Despite the fact that the evidence gathered so far does not support the effectiveness of learning styles do you think that more thought should be put in them? Could teachers find a way to incorporate people's learning preferences in the process of education which would actually yield positive results?

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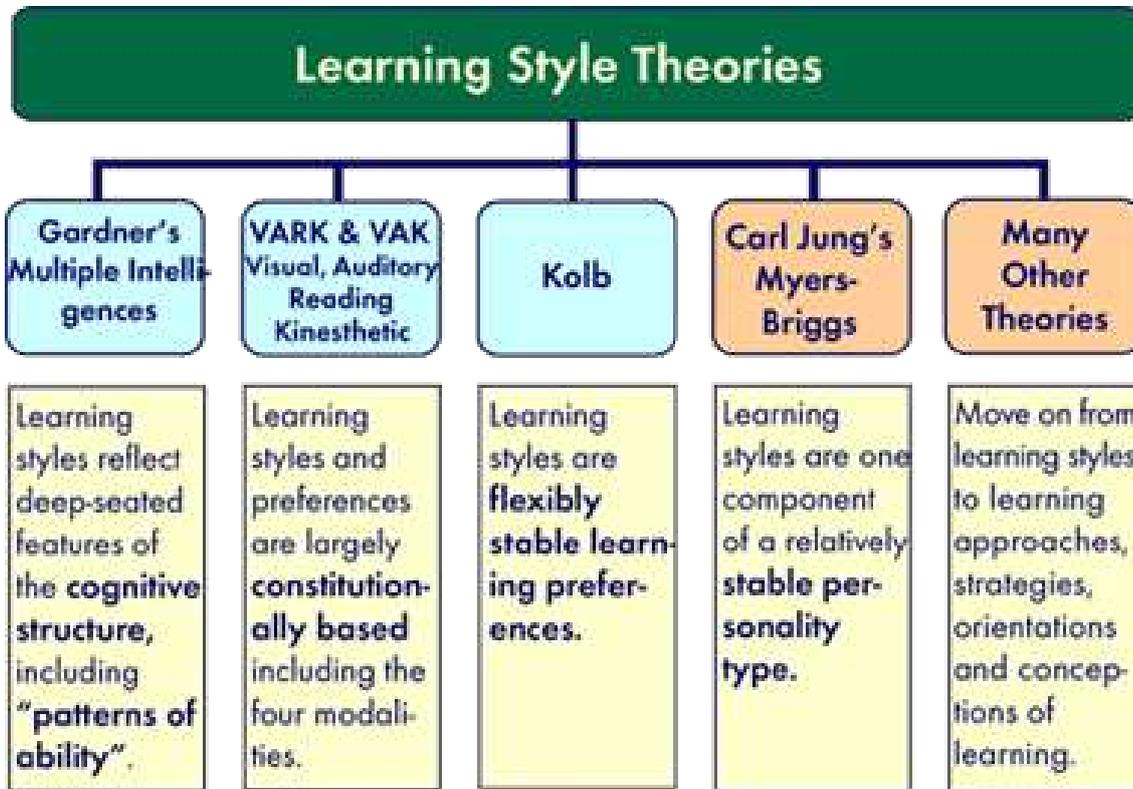


Vladislava Susanina

My name is Vladislava Susanina and I'm pursuing a degree in Psychology. Psychology for me is a field which is in constant progress because of the complicated nature of the human mind. I hope that writing articles for

psych2go will improve both my and your understanding of different psychological conditions, concepts, and terms.

http://www.acdowd-designs.com/sfsu_860_11/overview.htm



<https://thewire.in/148187/language-alters-perception-time/>

Does Language Alter How We Perceive Time? By Panos Athanasopoulos

Learning languages rewires the brain and changes how we experience time.



Amy Adams in Arrival. Paramount

It turns out, Hollywood got it half-right. In the film *Arrival*, Amy Adams plays linguist Louise Banks who is trying to decipher an alien language. She discovers the way the aliens talk about time gives them the power to see into the future – so as Banks learns their language, she also begins to see through time. As one character in the movie says: “Learning a foreign language rewires your brain.”

My new study – which I worked on with linguist Emanuel Bylund – shows that bilinguals do indeed think about time differently, depending on the language context in which they are estimating the duration of events. But unlike Hollywood, bilinguals sadly can't see into the future. However, this study does show that learning a new way to talk about time really does rewire the brain. Our findings are the first psycho-physical evidence of cognitive flexibility in bilinguals.

We have known for some time that bilinguals go back and forth between their languages rapidly and often unconsciously – a phenomenon called code-switching. But different languages also embody different world views and different ways of organising the world around us. The way that bilinguals handle these different ways of thinking has long been a mystery to language researchers.

Time, imagination and language

Time is a case in point. Time is fascinating because it is very abstract. We cannot touch or see it but we organise our whole lives around it. The really cool thing about time is the way we actually experience it is in some ways up to our imagination and our language. Because time is so abstract, the only way to talk about it is by using the terminology from another, more concrete domain of experience, namely that of space. For example, in Swedish, the word for future is *framtid* which literally means “front time”. Visualising the future as in front of us (and the past as behind us) is also very common in English. We look forward to the good times ahead and to leaving the past behind us.

But for speakers of Aymara (spoken in Peru), looking ahead means looking at the past. The word for future (*qhipuru*) means “behind time” – so the spatial axis is reversed: the future is behind, the past is ahead. The logic in Aymara appears to be this: we can't look into the future just like we can't see behind us. The past is already known to us, we can see it just like anything else that appears in our field of vision, in front of us.



These differences in how time is visualised in the mind affect how Aymara speakers gesture about events. Those that are bilingual in Spanish (a future-in-front language like English) tend to make forward moving gestures, whereas those with little or no knowledge of Spanish gesture backwards (consistent with the Aymara future-is-behind pattern), when talking about the future. Mandarin Chinese employs a vertical time axis alongside a horizontal one. The word *xià* (down) is used to talk about future events, so when referring to “next week” a Mandarin Chinese speaker would literally say

“down week”. The word *shàng* (up) is used to talk about the past – so “last week” becomes “up one week”. This affects the way observers perceive the spatial unfolding of the ageing process. In one study, Chinese-English bilinguals were asked to arrange pictures of a young, mature, and old Brad Pitt and Jet Li. They arranged the former horizontally, with the young

Brad Pitt to the left and the old Brad Pitt to the right. But the same people arranged the pictures of Jet Li vertically, with young Jet Li appearing at the top and old Jet Li appearing at the bottom. It seems that culture and meaning form a tight bond as this context-dependent shift in behaviour shows.

Our study showed that these language differences have psycho-physical effects in the bilingual mind: they alter the way the same individual experiences the passage of time depending on the language context they are operating in. For example, Swedish and English speakers prefer to mark the duration of events by referring to physical distances – a short break, a long party. But Greek and Spanish speakers tend to mark time by referring to physical quantities – a small break, a big party. Speakers of English and Swedish see time as a horizontal line, as distance travelled. But Spanish and Greek speakers see it as quantity, as volume taking up space.

As a consequence, English and Swedish monolinguals estimate how much time it takes for lines to lengthen across a computer screen based on how far the lines expand. If two lines stretch to different lengths over the same time period, participants judge the shorter line to have travelled for less time than it actually did and the longer line to have travelled for more time than it actually did. Spanish and Greek monolinguals on the other hand are affected in their time estimations by physical quantity – how much a container has filled with liquid. If two containers fill up to different levels over the same time period, participants judge the container with the smaller amount to have filled in less time than it actually did and vice versa.

Flexible bilinguals

But Spanish-Swedish bilinguals are flexible. When prompted with the Swedish word for duration (*tid*), they estimated time using line length. They were unaffected by container volume. When prompted with the Spanish word for duration (*duración*), they estimated time based on container volume. They were unaffected by line length. It seems that by learning a new language, you suddenly become attuned to perceptual dimensions that you weren't aware of before.

The fact that bilinguals go between these different ways of estimating time effortlessly and unconsciously fits in with a growing body of evidence demonstrating the ease with which language can creep into our most basic senses, including our emotions, our visual perception and now it turns out, our sense of time.

But it also shows that bilinguals are more flexible thinkers and there is evidence to suggest that mentally going back and forth between different languages on a daily basis confers advantages on the ability to learn and multi-task, and even long term benefits for mental well-being.

So, to refer back (or is it forward?) to Arrival. It's never too late to learn a second language. You will not see into the future, but you'll definitely see things differently.

Panos Athanasopoulos is professor of linguistics and English language at Lancaster University.

This article was originally published on The Conversation. Read the original article.



“Have a great summer and please do not throw your books in the air or run through the halls -- wait until the students have left the building.”

Reprinted from Funny Times / PO Box 18530 / Cleveland Hts. OH 44118
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REFLECTIONS ON THE ULED MEETING ON

18 March 2017
Summarized by
Prof. Dr. Aydan Ersöz

As you will all remember, INGED became a founding member of *ULED* Platform (Ulusal Eğitim Dernekleri Platformu – National Education Associations Platform) in November 2014. The aim of this platform is to increase the communication, cooperation and collaboration among national education associations so that we can not only offer better services to our professional fields but also have a louder and clearer voice as civil organizations. This platform also had held an annual national symposium on education for a long time before it became international in 2016.

The meeting started with a moment of silence to commemorate those who died at the Battle of Çanakkale and then Prof. Dr. Özcan Demirel, the head of the Platform, gave a short speech about the importance of Çanakkale victory.



Then we talked about the final preparations for the 26th International Conference on Educational Sciences which was to be held between April 20 and 23 in Antalya. The keynote speakers were Prof. Dr. Michael W. Apple, Prof. Dr. Efremova Galina Ivanovna, and Prof. Dr. Ziya Selçuk.

Prof. Dr. Michael W. Apple's major interests lie in the relationship between culture and power in education and in democratizing educational policy and practice. His presentation was entitled "*Global Challenges to Democracy in Education and the Larger Society*".

Prof. Dr. Efremova Galina Ivanovna is the honorary professor, scientific secretary and head of the advanced scientific research department at the Russian Academy of Education. Her major interest areas are problems of General psychology and psychology of labor; instrumental psychophysiological research; overcoming behavior; social adaptation for the child's personality in difficult life situations; inclusion. Her presentation was entitled "*Dilemmas in supporting inclusive and integrative processes to create positive socialization and education culture*".

Prof. Dr. Ziya Selçuk main interests are guidance, behavioral observation, communication, development, learning, teacher training and temperament. His presentation was entitled "*The Function of Pragmatism in Estranging Reality as a Lever of Globalization: The Case of Education*".

As the last part of the meeting, the dean of the Faculty of Education, Atatürk University, Erzurum expressed their wish to host the 27th International Conference on Educational Sciences in 2018. However, the conference will not be held in Erzurum due to the lack of the necessary physical conditions; the venue will be decided later. The members of the Platform all approved this wish. INGED will be a part of this organization as always.





REFLECTIONS ON THE 15th ELTA CONFERENCE IN BELGRADE

19 May 2017
Summarized by
Fatima Nur FIŞNE
INGED Member



THE 15th ELTA CONFERENCE – BELGRADE

For a long time I have been interested in the conferences held in the field of English Language Teaching. ELTA, as an association of IATEFL, captured my attention with this year's conference theme "Awaken Your Curiosity". My colleagues and I decided to take part in this conference by presenting our research studies and workshop. In the light of our observations and experiences in Belgrade, we could say that the 15th ELTA Conference was notably well-organized. All staff and speakers were friendly and helpful. After the registration on the 19th of May, we had a chance to attend plenary sessions and workshops. Rosenberg's keynote speech was highly motivating and encouraging for English language teachers to try out new methods and techniques. Other sessions including research paper presentations and workshops about how to improve the profession of language teaching and develop academic skills. In some sessions, speakers promoted our awareness of the implementation of CEFR in foreign or second language teaching. Furthermore, we reinforced our knowledge of pronunciation in English and familiarized ourselves with the development process of speaking tasks.



Discussions with other participants were also important to witness different language teaching experiences across European countries. In addition to academic content of this conference, social facilities provided a relaxing time for the conference participants and helped them get to know cultural figures and traditions.

With regard to target audience, the 15th ELTA Conference was especially for the researchers and language teachers. That's why most of the participants were English Language Teachers working in Serbia or other countries in Europe. Regarding the target audience, my colleague and I decided to make a contribution to English Language Teaching and Assessment by presenting our workshop aiming at the integration of language assessment into teaching. We presented a number of research studies in different conference programs; however, this was the first time that more than twenty-five language teachers participated in our workshop. At the beginning of the session, we talked about theoretical underpinnings of teaching English to young learners such as their characteristics, assessment activities and rubrics.

After that, we introduced our assessment games, which were designed for language classrooms with the purpose of observing young learners' (aged between 10 and 11 years) performance in productive and receptive skills. During our workshop, we requested language teachers to follow our instructions. Not only did they enjoy the assessment games, but also they learnt how to develop such games in view of their classroom context. According to end-of-workshop feedback, English language teachers thought that colorful materials and skill-based games would be useful for young learners. Language teachers also showed a positive attitude towards using these games in their schools.

To conclude, the 15th ELTA Conference, as its theme suggests, is remarkably effective to awaken the participants' curiosity. My humble observation elucidates that English language teachers who attended this conference were highly motivated and willing to improve their professional and academic skills. For that reason, I believe that the conference sessions were productive and enjoyable since they offered language teachers opportunities in terms of tracking their own professional development.



A Sample Reading Lesson Plan by Prof. Dr. Aydan Ersöz

CEFR level: A2 or B1

Age: Teenagers or young adults (high school or university)

Theme/Topic: Superstitions

Reading Text:

Superstitions

Superstitions can be defined as "irrational beliefs, especially with regard to the unknown". They cause us to act in strange ways, believe in odd things and leave us unable to explain the reasons why. Many superstitions may seem silly, even stupid to us today, but they continue to influence our behaviour and many people would argue that there are in fact some very good reasons for avoiding black cats and walking around ladders.

Common Superstitions Explained

In most cases, the reasons behind common superstitions can be traced back to medieval or even ancient times. They are quite often even more peculiar than the beliefs they attempt to explain.

Black cats are the source of literally hundreds of unlucky superstitions. It's a sign of bad luck if they walk in front of you. It's unlucky to step on their tails. They even bring bad luck into a house if they sneeze inside. This unfortunate connection with misfortune dates back to the Middle Ages when they became associated with witches and were thought to harbour evil spirits.

There are very practical reasons for thinking twice before walking under a ladder, but a more mysterious explanation can be traced back to ancient Egypt. The early Egyptians believed that the shape of the Pyramids had a special power. It was considered very bad luck to break the 'power' of this shape and that's exactly what walking under a ladder would do!

Not all beliefs are negative. For example, if you blow out all of the candles on your birthday cake with the first breath you will get whatever you wish for. An itchy palm means money will come your way. Or, to find a four-leaf clover is to find good luck. White doves have represented peace and friendship way back into ancient times. This is why we see them released during the Olympics. Doves are believed to be the form taken by holy spirits. If a dove defecates on you, it will bring you good luck and it may bring you riches.

If you're like most people, you occasionally participate in superstitious thinking or behaviour often without even realizing you're doing it. Just think: When was the last time you knocked on wood, walked within the lines, avoided a black cat, or read your daily horoscope? Being superstitious is something we often learn as children. There is nothing wrong with being a little superstitious, but phobic (fearful) superstitions can interfere with our lives, and cause a lot of anxiety.



Pre-reading activities (You can use one or more of these activities):

I) Put the title of the text in an anagram and ask them to work it out.

T I R S O S I N U P S E T

(Key: Superstitions)

II) Dictate the first line or read the first paragraph and ask them to discuss what they think it is about.

Superstitions can be defined as "irrational beliefs, especially with regard to the unknown". They cause us to act in strange ways, believe in odd things and leave us unable to explain the reasons why.

III) Pick out 8 or 10 key words from the text. Give each pair half and ask them to explain their words to their partner and vice versa.

superstitions	superstitious
influence	ancient
unlucky	misfortune
luck	anxiety

IV) Ask students to write two or three questions that they would like to be answered when they read the text (This makes it personal to them and it doesn't matter if they find the answer or not).

V) Cut up the text and get the students to put it in order. This activity is good for short stories, but can be used for other types of texts. This helps with referencing and also learning how texts are constructed.

VI) Running / walking (safer) dictation: Copy the text and cut out the first two or three paragraphs depending on the class size. Stick each paragraph on the wall and students have to go up one by one remember a few words and then go back and tell their partner or group members.

While reading tasks (You should always give the students a reason to read):

I) Skimming (gist): Ask the students to read the text quickly and answer the question. According to the text which of the following is true for superstitions beliefs?

- a) They have scientific facts and historical truths behind them.
- b) They all have negative connections to bad luck.
- c) They are harmless if they don't influence your life.

II) Scanning (specific information): Ask the students to read the text quickly and fill in the table. What brings “good luck” and what brings “bad luck”?
Fill in the table with ticks or crosses.

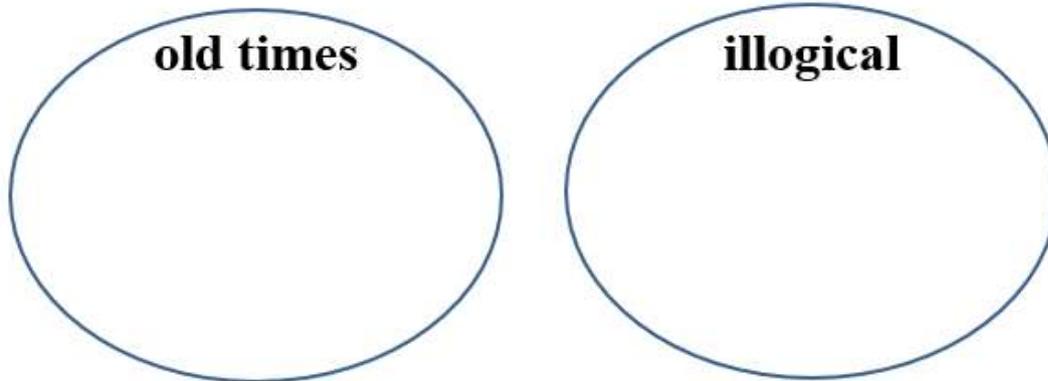
	Good luck	Bad luck
Black cats		
Walking under a ladder		
Blowing out all of the candles at once		
An itchy palm		
Finding a four-leaf clover		
Doves		

III) Choose the right answer.

- 1) Superstitions may sound crazy but they still
- a. have negative connections.
- b. influence our behaviour.
- c. help us explain odd things.
- d. cause us to act in rational ways.

- 2) The reasons behind common superstitions
- are strange but logical.
 - show a connection with misfortune.
 - go back to the Middle Ages.
 - bring about mysterious explanations.
- 3) Black cats are a sign of bad luck because
- they may walk in front of you.
 - their tails are also black.
 - they may sneeze inside a house.
 - they were associated with witches and evil spirits.
- 4) Walking under a ladder brings bad luck because.....
- you break the power of the pyramid shape.
 - you act like the early Egyptians.
 - ladders represent peace and friendship.
 - you lose whatever you wish for.
- 5) Fearful superstitions may cause a lot of
- luck.
 - riches.
 - stress.
 - spirits.

IV) In the text there are words with similar meanings. Find them and write them in the correct set.



- V)** Vocabulary study: Examine the following words. What is common in them? What is different? What do they mean?
- Superstitions / superstitious
 - Luck / unlucky
 - Misfortune / unfortunate

VI) Vocabulary study: Find 5 words or phrases in the text that you do NOT know. Work with a partner. Try to find out what they mean.

VII) Paraphrasing:

In the text, find sentences that mean:

- a) We can define superstitions as "irrational beliefs, especially with regard to the unknown".
- b) In most cases, people can trace the reasons behind common superstitions back to medieval or even ancient times.
- c) People considered it very bad luck to break the 'power' of this shape.
- d) People believe that holy spirits take the form of doves.



VIII) Which pictures are NOT relevant to the text?

Post-reading tasks:

Discussion

- * What about you? Do you have superstitious beliefs? What are they?
- * Do you have any objects that you think bring you good luck?
- * Do you know any superstitions that are specific to our country?
- * Do you know anything about the origins of some of the superstitions in your country?

The Greatest Teacher of All

Submitted by Anonymous

Taken from

<http://www.values.com/your-inspirational-stories/874-the-greatest-teacher-of-all>

'I hope you like kindergarten.'

'Today's my first day.'

The secretary gave a whistle. 'Good luck. You got a tough one down there.'

The room was at the end of the hall. I was glad to see it was next to the emergency exit, just in case I had to make a run for it. There was half an hour before the bell. I paced and the sticky notes that the teacher had left for me.

Then came the sound of their feet, hundreds of them, thundering down the hall. I braced myself and tightened my tie. The stampede turned the corner. It grew louder and louder and stopped all of a sudden. I turned around to see twenty wide-eyed, uncertain faces staring at me.

I managed out a 'good morning.' There was no response, just their eyes following my every move. My breath escaped me and I started to question myself. Why was I here? You're too young; what are you thinking? Then someone started to cry and a wash of fear ran through me.

We spent the morning sizing each other up; twenty of them versus one of me; I was in over my head.

'That's not how Mrs. Peterson does it.'

'You're doing it wrong.'

'Why does your tie look like that? It doesn't look right.'

And the boogers, and the crayon eating, and the mystery stains I was getting all over my new shirt, and the ever-sticky hands that every kid seemed to have, and everything I did that seemed to be wrong' added up so that by the time I dropped them off at the cafeteria I was ready to hit that emergency door running. But I stayed, giving myself up to the great teacher of experience.

'You're late.'

'I almost went to the bathroom in my pants.'

'Why are you still here?'

They led me back to the room from the cafeteria. I messed up putting together the pattern blocks. I coughed during reading time. And I mispronounced enough names to seal my fate. I was a stranger in their world and to make it worse we both knew it. Victory was theirs; I just hoped to leave with all my limbs intact.

The final sticky note said very simply 'play movie.' Finally. Collapsing onto the alphabet rug, I hoped that death would come quickly. But it didn't. Instead one little girl came up, plopped herself down right next to me, and held my hand. A little boy came up and laid his head down on my shoe. More came, each one finding a spot on me to lean against, lie on, or simply be near while we watched the movie. I didn't mind their sticky hands or their burps or nose picking. We sat in complete silence, complete tranquility, and learned about baby animals and colors.

'I'm learning how to tie my shoelaces and they look just like yours.'

'My pet cat just had babies.'

'Are you coming back tomorrow?'

I did come back tomorrow. Not there, but another class just like that one. And I came back the next day and the next after that. I came back and went back to school myself.

Now I'm one week from getting my teaching certificate and one shot away from getting my first teaching job. I never thought I could be a teacher until I got a lesson from the best teacher of all: experience.

Do the best you
can until you
know better.

Then when you
know better, do
better.

- Maya Angelou

SOMETHING TO THINK ABOUT

<http://www.fluentu.com/blog/english/fun-easy-ways-to-learn-english-esl/>

17 Fun and Easy Ways to Learn English for ESL Learners

By Jessica Dawdy and Alan

Struggling with English grammar?

Or are you getting tired of your textbook? The key to learning English well is to not give up. But how can you stay motivated when you're frustrated or bored? Try something new. Here are some ideas to make your studying more fun and effective.

1. Add Some Music

Listening to music while you study English can wake up your mind and put you in a better mood to learn. Happy songs can help you feel re-energized and motivated if you're getting bored, while calming music can help you feel more relaxed if you're feeling nervous about an upcoming test.

Keep in mind, however, that listening to music with lyrics can actually distract you from what you're studying. The words of the song can take your attention away from the English words you're trying to learn. If this bothers you, then you can study with music that doesn't have lyrics, like jazz or classical.

2. Play Scrabble

Scrabble is a classic board game in which players use random lettered tiles to create words in a crossword fashion. It's a fantastic way to strengthen your English vocabulary. Playing Scrabble challenges you to really think in English as you try to come up with different words with your set of letters.

If you're taking an English class, buy the board game and invite your classmates to play with you. You can also play Scrabble online through websites like Facebook, where the game is called Words With Friends.

3. Learn English with Fun YouTube Channels

Not only does YouTube have funny entertainment videos, but there are also some excellent resources for learning English! Here are nine awesome YouTube channels that you can use to study English!

4. Learn English with TV

No matter your preference, you'll find something to watch with these lists of the greatest TV shows for learning English. If you're looking for a laugh, here are the 10 best modern American sitcoms to learn English.

If you're not so much into modern humor, check out the 10 best '90s sitcoms for learning English. And finally, for those sci-fi fans out there, here are the 10 best sci-fi shows to learn English.

5. Study in a New Location

Sitting in the same place, in the same room, every time you study can start to get boring very quickly. If you always study at home, try going to a library or a coffee shop. The change of scenery will improve your enthusiasm, plus changing locations has been shown to improve memory.

Your brain makes connections between what you're studying and where you are. When you study somewhere different, you force your brain to make new connections to what you're studying. The more connections your brain makes, the more likely you are to remember what you learned!

6. Find a Conversation Partner

Get more English conversation practice by searching for English friends online. You might be able to connect with another language learner in your area, or even just exchange emails, instant messages or have Skype conversations in English. Try Conversation Exchange, a free website that helps language learners connect for language exchange.

In a language exchange, you have conversations with an English speaker who is studying your native language. This way, your partner practices speaking your native language with you, and then you get to practice speaking English with him or her.

7. Learn English with Movies

Who doesn't enjoy a great movie? And if you can watch a movie while learning English, even better! To get started, use this complete guide to learning English through movies and films. In addition to the seven movies recommended in the guide, you could also watch one of these modern American classics or a classic American film.

8. Learn English with Real-World Videos on FluentU

FluentU lets you learn with engaging videos like commercials, news and TV shows. Now you can throw away your dictionary because FluentU provides captions that let you immediately look up any word. Definitions include multiple example sentences that show you how the word is used.

Of course, you can add words to your own vocabulary list. Not only that, FluentU's "Learn Mode" turns videos into learning experiences. "Learn Mode" teaches you new vocabulary by using video clips that are personalized for you. How are they personalized for you? Based on the words that you have been learning.

9. Use English Resources for Children

Pick up some English children's books from your local library to use for reading practice. The simple language will be easy to follow, and the stories are usually more entertaining than

the typical dialogues you find in English grammar books. You could also play some interactive games that are geared towards young English readers, like educational video games or even free online ESL games.

10. Get a Book of English Jokes

While at the library, you could also look for joke books, which are surprisingly useful learning tools. In order to have English conversations, not only do you need to speak the language, but you also have to understand English culture.

Humor is very culture-specific; something that's funny in one country might not make sense in another. Reading a joke book is also a good way to practice tricky concepts like puns and idioms. You might find the joke book entertaining, and they will teach you how English speakers laugh and have fun.

11. Learn English Slang

One of the most fun parts about learning English is the slang. Slang is more informal and interesting, plus you'll sound less robotic and have more of your own personality when using it.

Here are some essential American English slang words and phrases to get you started. To better describe your exercise activities and health habits, check out these health and fitness English slang words, too.

12. Sing Karaoke

Learn a few English songs and sing along with them. It might be interesting to finally learn the meaning of the lyrics to some of your favorite English songs. Both FluentU and Lyrics Training are great online platforms to learn the lyrics to your favorite English song.

You can sing at home while you're cooking or taking a shower, or gather some friends and go sing at a karaoke bar. Singing English songs is a great way to practice speaking and intonation, plus you can have fun singing songs that you already know and enjoy.

13. Read Blogs About Learning English

Following a blog is an excellent way to add some fun to your English learning. And lucky for you, there are lots of fantastic blogs out there about learning English! With a selection that spans from "ESL Hip Hop" to "English with a Twist," you're sure to find a blog that interests you.

14. Start Your Own Blog in English

Once you're familiar with the idea of a blog, why not start your own in English? Spend a little time writing in English every day. It doesn't have to be exciting; you could write about what you did that day or how your English studies are going.

While you certainly could publish the blog for all to see, keep in mind that you can always keep it private too – or you could even just write in a journal. This exercise is a perfect way to become more comfortable describing your interests and hobbies in English.

15. Get an English App for your Phone

You're probably constantly on your phone, right? So why not use it as an opportunity to practice English? There are dozens of great apps, and so the hardest part is simply narrowing it down to just a few. Here are the current eight best smartphone apps for ESL learners.

16. Make a Mnemonic Device

A mnemonic device helps you remember information by associating it with words, images or sounds you already know. For example, to remember how to spell "because," you could think of the phrase "Big Elephants Can Always Understand Small Elephants."

You can find many examples of mnemonic devices online, but mnemonics are most useful when you make up your own. You can connect the mnemonic device to your native language, and you're more likely to remember something that has personal meaning for you.

17. Track Your Progress on "Giveit100"

"Giveit100" is a community of people all striving to get better at something in 100 days. Simply record a 10-second video every day that you practice/study English, and upload it to the site.

Not only will you be able to see and hear your progress over time, but the supportive community will encourage you along, while also creating some accountability! Even more, you'll get practice writing in English to real people through the comments on your videos.

And One More Thing...

If you like learning English in fun ways, you will love the FluentU app. [Like the website, the FluentU app lets you learn English from popular talk shows, catchy music videos, and funny commercials](http://www.fluentu.com/english/), as you can see here: <http://www.fluentu.com/english/>

Speech Bubbles: School of Performing Arts



Speech Bubbles Theatre are performing the musical “SKOOL OF ROK ”
on Friday 2nd (19.30),
Saturday 3rd (15.00 and 19.00) and
Sunday 4th June (15.00).

Reserve your tickets on-line: www.speechbubbles.org

Based on the smash hit 2003 film starring Jack Black, Skool of Rok is currently a smash hit on Broadway and the West End. The show is a fun theatrical experience for all the family.

Down-on-his-luck wannabe rock star Dewey Finn poses as a substitute teacher at a prestigious prep school to make ends meet. When he discovers his students’ musical talents, he enlists his fifth-graders to form a rock group and conquer the Battle of the Bands.

The youthful, dynamic talented performers from Speech Bubbles School of Performing Arts range from 8 years old and these youngsters play music live on stage. Speech Bubbles Theatre has been performing musicals in Istanbul for 25 years. Speech Bubbles is an Istanbul based drama group with a mixture of professional and amateur actors, singers and dancers. The group supports charities that benefit children and education.

Speech Bubbles are available to perform “SKOOL OF ROK” at your institution in May. Our professional drama tutors are also available to conduct drama workshops for your learners.

For information please email: tom@speechbubbles.org
<https://www.facebook.com/groups/368062319920861/>
<https://www.facebook.com/speechbubblestheatre/>

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/conference.html>

SCHOLARSHIPS

Each year a range of scholarships enable the winners to attend the IATEFL Conference, with their costs covered, and have the chance to contribute. This may be, for example, as a conference reporter or as a presenter.

Click [here](#) to find out more about the scholarships available for the 2018 Brighton IATEFL Conference, the deadline for applications and the requirements for each.

Registration and speaker proposal applications now open!

You can now register to attend the IATEFL Conference, and IATEFL members can also submit their speaker proposal. Click on the following link for information on becoming a member of IATEFL.

We advise that you visit our registration support page before you begin your online registration or speaker proposal. You will be able to download one of our Helpful Guides to aid you through each step of the process.

Speaker guidelines

If you are considering applying to present, or to apply for a scholarship to present, at IATEFL 2018 please ensure you read the speaker guidelines before submitting.

IATEFL MEMBERSHIP

Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com



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

The TESOL Teacher of the Year Award

Presented by National Geographic Learning

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: <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

1. Please describe your educational background and your reasons for becoming a teacher. (300 words maximum).
2. 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 (200 words maximum).
3. 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 (200 words maximum).
4. 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).
5. Other accomplishments. (List any relevant accomplishments, awards, or recognitions not mentioned elsewhere (100 words, maximum).
6. 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.

Click here to begin the application process:

<https://tesol.secure-platform.com/a/solicitations/login/1108?returnUrl=http%3A%2F%2Ftesol.secure-platform.com%2Fa%2Fsolicitations%2Fhome%2F1108>

Application Deadline

Accepting applications starting 15 May. All applications must be submitted by 19 July.

Questions? Please contact TESOL Awards.

See more at: <http://www.tesol.org/enhance-your-career/tesol-awards-honors-grants/tesol-awards-for-excellence-service/tesol-teacher-of-the-year-award#sthash.WRIN6rtt.dpuf>

TESOL 2018 Session Types

/ *Convention 2017* / TESOL 2018 Call for Proposals / Session Types A Word of Advice Audience engagement ... TESOL 2018 Session Types facebook twitter linkedin share instagram play first last Hotel & Travel ... Schedule At A Glance Education Sessions Featured Speakers Engage With TESOL TESOL 2018 Call

TESOL 2018 Call for Proposals

Home / *Convention 2017* / TESOL 2018 Call for Proposals TESOL 2018 Chicago, Illinois 27–30 March 2018 ... 2018 International *Convention* & English Language Expo. You may also submit a proposal for a Pre ... - or Postconvention Institute . The submission system is now closed. TESOL 2018 International *Convention*

Apply to be the 2018 TESOL Teacher of the Year

Apply to be the 2018 TESOL Teacher of the Year Welcome to TESOL's Press Room, where members ... Release Archive TESOL News and Press Releases Apply to be the 2018 TESOL Teacher of the Year by David ... \$1,000 • Free 1-year TESOL membership • Free registration for the TESOL International *Convention*

Just for Students

rate of US\$140 (before 1 February). Why attend the TESOL International *Convention*? Graduate Student ... participate in the TESOL *convention* without having to meet the early deadlines for submitting ... proposals or to compete with experienced professionals for time on the *convention* program Experience

Call for Volunteers - 2018 Conferences Professional Council

.Additional responsibilities include Attend both the 2018 and 2019 TESOL International *Convention* ... Call for Volunteers - 2018 Conferences Professional Council TESOL International Association ... and the Annual *Convention* are focused on current issues that impact the field of English language

<http://www.tesol.org/docs/default-source/tesol-convention/proposal-rating-rubric-tesol-2018.pdf?sfvrsn=0>

<http://www.tesol.org/docs/default-source/tesol-convention/proposal-rating-rubric-tesol-2018.pdf> ... ?sfvrsn=0 proposal-rating-rubric-tesol-2018.pdf

Proposal Rating Rubric

Each proposal is blind reviewed ... to select the proposals that will appear in the *convention* program. Proposals are rated in five



OPPORTUNITY STARTS HERE

Get the funding you need to stay connected in the field and enhance your professional practice.

Apply for one of the [NEW Rosa Aronson TESOL Professional Development Scholarships](#) today!

These scholarships were established to honor Rosa Aronson, TESOL Executive Director 2010-2017, and her deep commitment to the professional learning of teachers in underserved countries.

This program will award seven scholarships for a maximum value of **US\$500 each** to cover the cost of the [Global Professional membership](#) and any [professional learning opportunity](#) offered by TESOL International Association (online courses, convention, face-to-face events, and more!).

Who's Eligible?

Any TESOL professional who is a legal or native-born resident of a country with a gross national income of [US\\$15,000 or less per capita](#) (as defined by World Bank) and has not received any type of cash award, travel grant, or scholarship from TESOL within the past two years.

How Can I Apply?

Simply [submit a 500-word statement](#) addressing the following questions:

- Why do you need this scholarship?
- How will this scholarship help further your professional development?
- How will this scholarship benefit your community?

When is the Deadline?
All applications must be submitted by 1 September 2017.

Apply Now!

TESOL International Association
1925 Ballenger Avenue, Suite 550
Alexandria, VA 22314
[Website](#) | [Email](#) | +1 703.836.0774



NEWS FROM TESOL INTERNATIONAL ASSOCIATION

TESOL 2018 INTERNATIONAL CONVENTION AND LANGUAGE EXPO TO TAKE PLACE IN CHICAGO

TESOL 2018 International Convention and Language Expo will take place in Chicago, Illinois on 27-30 March. The submission system for the proposals has been closed, but registration as a participant will be open in the upcoming months.

CALL FOR TESOL RESEARCH MINI-GRANT PROPOSALS

TESOL now accepts applications for research in line with TESOL Research Agenda. For further information, please visit: <http://www.tesol.org/news-landing-page/2016/05/11/tesol-offers-research-mini-grants>

PROFESSIONAL DEVELOPMENT OPPORTUNITY FROM TESOL INTERNATIONAL: TESOL TEACHER TRAINING

TESOL International introduces another professional development course titled “Training of Trainers”. If you are interested, you can see the details regarding the course at <http://www.tesol.org/events-landing-page/2017/07/12/default-calendar/training-of-trainers-strengthening-your-english-language-programs> .

TO BE A TESOL INTERNATIONAL MEMBER...

After you have completed your membership procedure with INGED, all you have to do is log into the TESOL website and process your membership online. For details please see <http://www.tesol.org/about-tesol/membership>.

...and you can always send us an e-mail for further information. ☺

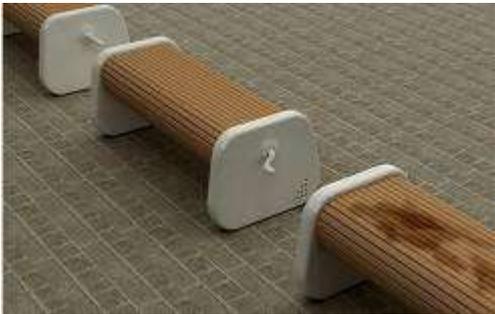
FUNNY INVENTIONS



Backpack with hood



Earbuds that won't tangle



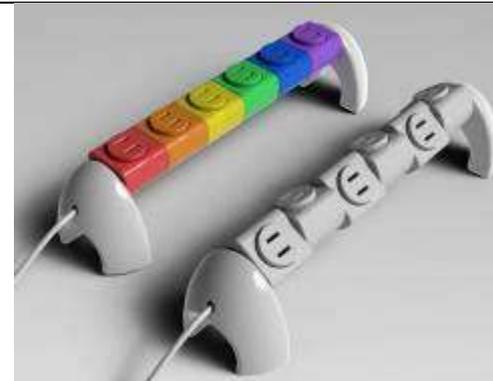
Benches you can turn when wet



Bike racks that dont take up space



Power strips you can expand and rotate



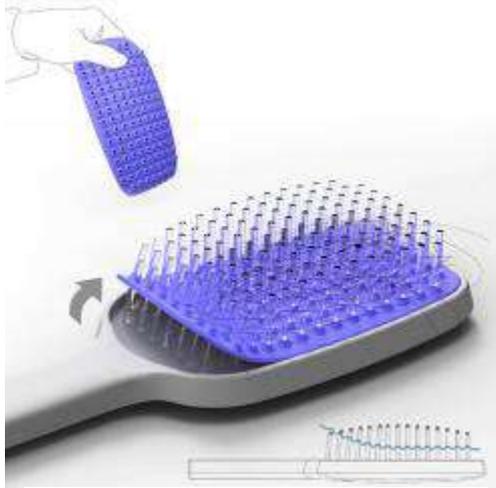
Power strips



Pay by recycling (subway)



Parking garage showing open space



Easy to clean hairbrush



Solar powered charger



Wall outlet with cord



USB rechargeable batteries



Stairs with slides



**Wall outlet with usb
charger**



**Traffic countdown with
indicator**