

THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 2
June 2019

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From the President

Dear members,

In this issue, I want to share with you a blog piece that I have read: “Questioning Techniques to Engage Students in Critical Thinking” (<http://blog.tesol.org/questioning-techniques-to-engage-students-in-critical-thinking/#sthash.5kHCrtku.PoAIBK6R.dpuf>).

Teachers, scholars, administrators, and educators all think that one of the most important skill for today’s learners is developing critical thinking skills effectively. Yet, one of the most challenging tasks for language teachers when working with English language learners is to engage students in critical thinking and encourage them to ask questions that go beyond factual information. They all try to find answers to the questions how they can start developing the learners' critical thinking skills rather than teaching to the test, and what strategies will bring out the critical thinkers inside the learners. Asking the right questions and engaging learners in inquiry-based learning are important steps to help students develop critical thinking skills and metacognitive skills.

a) Question Hierarchy Techniques

This technique is useful especially for lower level learners. It starts with a yes/no question. For example, if you use a picture to start a conversation about a classroom setting, a simple yes/ no question could be, “Is this room bright?” Then you move onto a choice question, such as “Is this classroom on the first floor or the second floor?” Then you can use three levels of “WH” questions. Examples of Level 1 WH questions could include, “How many students are there in the room?” or “How many desks are there in the classroom?” Examples for Level 2 WH questions may include, “What are the three things that you like about this classroom?” Examples for Level 3 WH could include “Why do you like or dislike this classroom?” Students can expand the questions to ask about their workplace, neighborhoods, daily life, etc. They can practice yes/ no questions, choice questions, and WH questions at the same time.

b) F.I.R.E Questions

Another technique for intermediate and advanced level students is called “F.I.R.E”. F.I.R.E. stands for four areas of thinking: Factual, Insightful, Rational and Evaluative.

Factual Thinking: This type of thinking involves gathering factual information and applying it to a given problem in a way that is clear and relevant. If we use Bloom’s taxonomy, it fits well with the knowledge and comprehension domain (e.g., what are the relevant facts?). The question words we often use are who, when, where, and how many.

Insightful Thinking: This is to “imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.” They are often the “big picture” and “depth” questions (e.g., what is the larger context, or “big picture,” of the problem or a situation in the story?). The question words often used are what, which, why, how, and what if.

Rational Thinking: This is to “analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or a situation” (e.g., what are the major components, necessary sequences or orders which structure this problem or situation, or what process did you use in working with this problem?). They are often “breadth” questions and require learners to make logical connections among facts and issues in a situation. The question words often used are what, how, and what steps. Insightful and Rational Thinking overlap with Bloom’s taxonomy Application, Analysis, and Synthesis domains.

Evaluative Thinking: This is “recognizing and articulating the feelings and value assumptions which underlie and affect decisions, interpretations, analyses and evaluations made by ourselves and others” (e.g., what feels most important to you in this situation and why?). Learners need to make a judgment, and reflect and relate to “real-life” experiences. The question words often used are what, how, and why.

With practice, students get better at using these questioning techniques whenever they read an article or a story, discuss a picture, or hold a debate on current issues.

c) Effective Questioning

Besides introducing the teacher as "reflective decision maker," responsible for planning, implementing, evaluating, and making management decisions in the classroom, James Cooper in his book (Cooper, James M. 2010. *Classroom Teaching Skills, 9th Edition*. USA: Cengage Learning.) outlined seven habits of highly effective questioners:

- Asking fewer questions
- Using wait time
- Differentiating questions
- Selecting students
- Questioning for depth
- Giving useful feedback
- Questioning for breadth

The blog post ends with a quote from James Cooper: “Once in school, children’s natural tendency to learn by questioning mysteriously evaporates. On that first day of school, the adult becomes questioner, while the student becomes the answerer.” As a teacher, we need to value and nurture our children’s natural tendency to learn by questioning and help them become effective questioners, critical thinkers, and active language users.

The teacher's role in achieving more engaging classroom teaching has moved to being classroom’s facilitator of learning, not its lecturer. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future. Teachers create the conditions for students to manage their own learning processes and learn collaboratively with their peers in order to become more independent learners.

As always - Together we stand!

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

It is the end of yet another academic year and some of you are still at school while others are away on holidays or are making plans. It is our sincere hope that you will agree that this issue is filled with ideas that will make you think during the summer. These articles include summaries of ELT events and also passages selected for you to browse in the coming weeks. You will also find the results of the Drama Festivals held in Ankara and Izmir with accompanying photos.

We are very pleased to announce that our Office in Ankara has now been officially opened. You can find pictures and impressions on the opening day activities in this issue together with several other reflections.

Lastly, we have received short essays from ELT students and have included two in this issue. The rest will be published in the coming issue.

We would like to remind you that the proposal due date for our upcoming conference has been extended to 21 June. We are eagerly awaiting your proposals.

We wish you all a relaxing holiday and an enjoyable summer. See you in our next newsletter in the fall.

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

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



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



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



NOTES FROM A CONFERENCE

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



TECHNOLOGY IN TEACHING

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



YOUR PAPERS

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



THE VOICE OF INGED MEMBERS

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



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

NEWS NEWS NEWS

THE NEW INGED VENUE

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



Dear members,

We are proud to announce that our new office in Ankara is now open. You can find the address and telephone number below. There are also photos taken from the small opening ceremony in April. After the opening ceremony, we had an INGED afternoon in our new office. Prof. Dr. Paul Kei Matsuda from Arizona State University, USA held a session entitled “Workshop on Grammar Feedback and Assessment: Shifting the Debate”. Following that, on behalf of INGED, Prof. Dr. Aydan Ersöz held a workshop entitled “Over to You: Giving Feedback on Papers”.

Remember our motto- Together we stand!

Office Address:

Bağlar Caddesi, No: 226/1, Büyükesat, Ankara

Telephone Number: 0312 445 0448



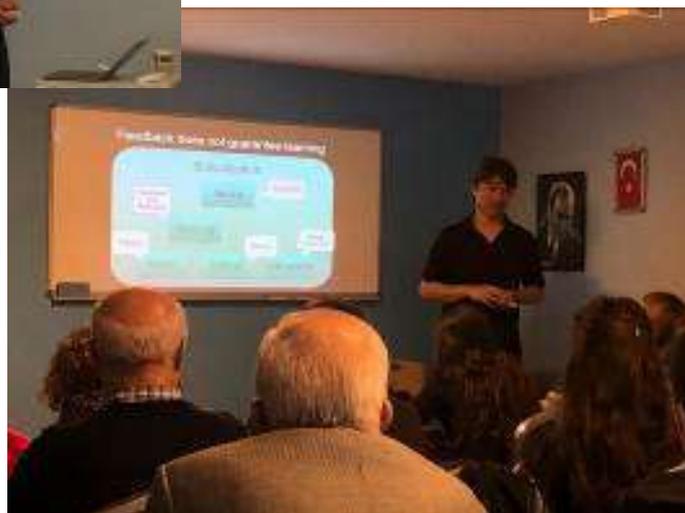
Prof. Dr. Sabri Koç, Başkent University (one of the founders of our association; Prof. Dr. Abdülvahit Çakır, Gazi University, Esen Metin (Çankaya University & INGED Board member), Dr. Büşra Çelen (Gazi University & INGED Board member); Dr. M. Nazlı Güngör (Gazi University & INGED Board member) and Prof. Dr. Aydan Ersöz (INGED President)

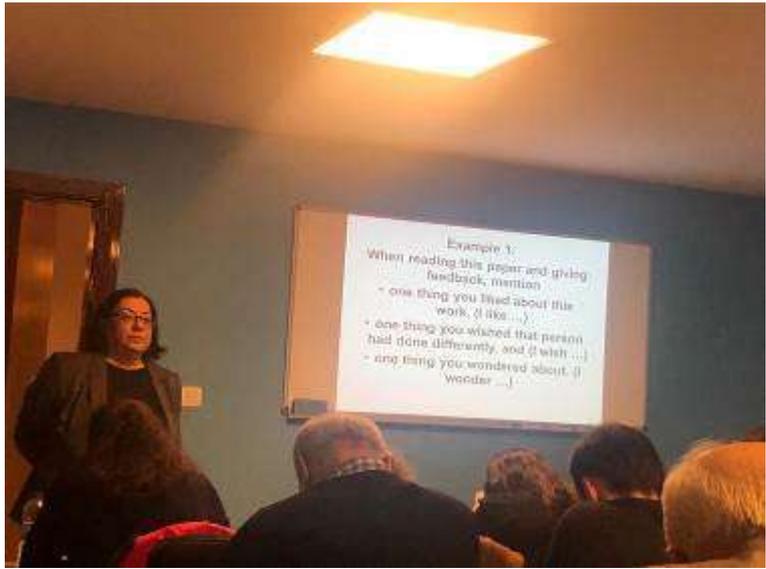




Front Row: Dr. Būşra Çelen; Dr. M. Nazlı Güngör; Prof. Dr. Hüsnu Enginarlar; Prof. Dr. Sabri Koç; Prof. Dr. Abdūlvahit Çakır.
Back Row: Esen Metin; Işıl Günseli Kaçar; and
students from Gazi University and METU.

Here are some pictures from our INGED Office opening:





THE 21st **inged** **DRAMA FESTIVAL**

IN ANKARA

**Hosted by
Batıkent Uğur Private Schools**

The Best Play Award

- 1st place: Love Letter-MEV Private School
2nd place: Wicked-İncek Maya Private School
3rd place: Peggy, the Little Pirate-Keçiören Sınav Private School

The Best Leading Actress Award

- 1st place: Yağmur Yakışık (İncek Maya Private School)
2nd place: Ekin Köstekli (MEV Private School)
3rd place: Sema Nur Bektaş (Keçiören Sınav Private School)

The Best Leading Actor Award

- 1st place: M. Berke Baran (MEV Private School)
2nd place: Eren Erdoğan (Aşiyen Private School)
3rd place: Efe Gezici (Batıkent Uğur Private Schools)

The Best Musical Award: Matilda (Gazi University Foundation Private School)

The Best Coaching Teacher: Ece Eyüpoğlu, Mariem Zoghلامي Çelik, Seher Tursun,
Gamze Timur (Gazi University Foundation Private School)

The Most Enthusiastic Group: İncek Bahçeşehir Private School

The Best Shining Star Award (Female)

- 1st place: Sare Acar (Kerem Aygün Private School)
2nd place: Sude Köksalan (Keçiören Sınav Private School)
3rd place: Deren Aygün (Kerem Aygün Private School)

The Best Shining Star Award (Male)

- 1st place: Mustafa Arslantaş (Aşiyen Private School)
2nd place: Kağan Adalı (MEV Private School)
3rd place: V. Poyraz Akpınar (Kerem Aygün Private School)

The Best Supporting Actor Award

- 1st place: Mehmet Ali Nalçacı (İncek Bahçeşehir Private School)
2nd place: Mert Ali Yıldırım (Anaşehir Private School)
3rd place: Arel Özer (İncek Bahçeşehir Private School)

The Best Supporting Actress Award

- 1st place: Merve Çiğçi (Anaşehir Private School)
2nd place: Elif Azra Koz (Gazi University Foundation Private School)
3rd place: Deniz Seral Bilen (İncek Maya Private School)

The Best Singer Award: Mustafa Can Benekli (Gazi University Foundation Private School)

The Best Contributing Actor Award

- 1st place: Can Emre Yüksel (MEV Private School)
2nd place: Emirhan Göksel (Anaşehir Private School)
3rd place: Berk Işık Koşaner (Batıkent Uğur Private Schools)

The Best Contributing Actress Award

- 1st place: Yağmur Mercik (MEV Private School)
2nd place: Duru Ada Kurucu (Anaşehir Private School)
3rd place: Bahar Özbay (İncek Maya Private School)

The Best Pronunciation Award

- 1st place: Türkan Aslan (Gazi University Foundation Private School)
2nd place: Defne Koca (Keçiören Sınav Private School)
3rd place: Miraç Dila Günel (Batıkent Uğur Private Schools)

The Special Jury Awards

- Sueda Akça-Zeynep Bulut (Aşıyan Private School)
Cindrella-Kerem Aygün Private School
Nurberru Yapıcı ((Batıkent Uğur Private Schools)
Berfin Duru Hasar-Ada Berk (İncek Bahçeşehir Private School)

MEMORIES FROM THIS DAY



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The 6th INGED İzmir Drama Festival By Esen Metin

The 6th INGED İzmir Drama Festival hosted by MEV College was held on May 25th in İzmir with the participation of Bornova Sevinç College, Turuncu College, Aydın Değişim College, FMV Ayazağa Işık College, Kuşadası Bahçeşehir College, Manavgat Maya College, Marmaris Çağdaş Bilim College, Ortaca Final College and MEV College (Özel Güzelbahçe Ortaokulu).



In the opening speech, Murat Zorluer, the School Coordinator Director, stated that they had been proud to host the INGED Drama Festival for the last six years, and added “I think that the schools that aim to educate the students of the 21st century should be the ones that prepare children for life, not for the exams. We should raise children who can solve problems, not children who can only answer test questions. For this reason, it is very important to carry out activities in which our children can demonstrate and develop their creativity. At the drama festival, our students not only have the opportunity to develop their English but also display their creativity and have fun.”



At the festival, Cambridge Education Consultant Anıl Bayır, Jane Yazıcı and INGED Association Representative Esen Metin acted as judges to evaluate the performance of students in various categories. At the end of the festival, the teachers of the participating schools were presented with a certificate of appreciation, and the award winning students and schools were presented their certificates.



The list of the award winning students and schools are as follows:

The Best Leading Actress Award

First Place: Helin Şencan – Marmaris Çağdaş Bilim College

Second Place: Elif Arman – Kuşadası Bahçeşehir College

Third Place: Hira Şura Arslan – Aydın Değişim College

The Best Leading Actor Award

First Place: Yağız İlhan – MEV College Özel Güzelbahçe Ortaokulu

Second Place: Ömer Doruk Durur – Kuşadası Bahçeşehir College

Third Place: Çınar Narin – Sevinç College

The Best Supporting Actress Award

First Place: Mina Sevinçli – FMV Ayazağa Işık College

Second Place: Adal Öztürk – Marmaris Çağdaş Bilim College

Third Place: Selen Bozkurt – Manavgat Maya College

The Best Supporting Actor Award

First Place: Poyraz Aksakal -Marmaris Çağdaş Bilim College

Second Place: Can Feridun Karakaya – FMV Ayazağa Işık College

Third Place: Tan Kurgen – Sevinç College

The Best Shining Star (Actress) Award

First Place: Doğa Tekin – Turuncu College

Second Place: Nazlı Gür Çavdı – Kuşadası Bahçeşehir College

Third Place: Betül Gençler – Ortaca Final College

The Best Shining Star (Actor) Award

First Place: Yiğit Çöllü – MEV College Özel Güzelbahçe Ortaokulu

Second Place: M. Ada Akçal – Turuncu College

Third Place: Ali Kağan Aktan – Aydın Değişim College

The Best Contributing Actress Award

First Place: Ada Sabuncu -MEV College Özel Güzelbahçe Ortaokulu

Second Place: Yaren Turan – Ortaca Final College

Third Place: Defne Türk – Sevinç College

The Best Contributing Actor Award

First Place: Umut Çetin – Kuşadası Bahçeşehir College

Second Place: Ömer Ozan Yıldız – Aydın Değişim College

Third Place: Ali Evran Yıldırım – Manavgat Maya College

The Best Costume Award – Corpse Bride – Sevinç College**The Best Pronunciation Award**

First Place: Pelin Uğurlu – MEV College Özel Güzelbahçe Ortaokulu

Second Place: Ceren Karakoç – Turuncu College

Third Place: Duru Gültekin – Ortaca Final College

The Best Story Teller: Asya Awan – Kuşadası Bahçeşehir College

The Best Story Dramatization: Romeo & Juliet – MEV College Özel Güzelbahçe Ortaokulu

The Best Story: Oh Dear! Kids are Gone – FMV Ayazağa Işık College

The Best Play Award:

First Place: The Sherrif Incident – Turuncu College

Second Place: Romeo & Juliet – MEV College Özel Güzelbahçe Ortaokulu

Third Place: Oh Dear! Kids are Gone – FMV Ayazağa Işık College

The Best Musical Award: The Wizard of Oz – Marmaris Çağdaş Bilim College

The Best Singer Award: Helin Şencan – Marmaris Çağdaş Bilim College

The Best Coaching Teacher/s: Kuşadası Bahçeşehir College

The Most Enthusiastic Group Award: Turuncu College – Locals

Jury Special Award: Harry Potter & The Philosopher's Stone – Manavgat Maya College

MEMORIES FROM THIS EXCITING DAY IN IZMIR









INGED ELT EVENT

June 15, 2019

City Hotel,
Turan Günes Bulvarı
Çankaya, Ankara



10.00-11.00 **Storytelling and Dramatization for Young Learners**
Prof. Dr. Aydın ERSÖZ (INGED President)

11.00-11.15 **Coffee / Tea Break**

11.15-12.15 **Preparing Assessment Tasks in EFL Contexts**
Dr. Müzeyyen Nazlı GÜNGÖR (INGED)

12.15-13.15 **Lunch**

13.15-14.15 **ICT Integration for Enhancing Collaborative Learning: Not Only for Learners But Also for Teachers**
Dr. Sedat AKAYOĞLU (Abant İzzet Baysal University)

14.15-14.30 **Coffee / Tea Break**

14.30-15.30 **Pygmalion Effect in the EFL Classroom: The Importance of Grit**
Dr. Nury GROVE (TED University) & Pınar ŞAHİN

*For registration, please send your name, institution, and affiliation to ingedturkiye@gmail.com by June 13, 2019.

**The event is certificated and free.

INGED ELT PROJECT II

“Bridging the Gap between Theory and Practice: Pre-Service Teachers’ Voices”

4 – 5 May 2019, City Hotel, Ankara

REPORT
By
Esen Metin

INGED ELT PROJECT II



**“Bridging the Gap between Theory and Practice:
Pre-Service Teachers’ Voices”**

May 04-05, 2019



Venue: City Hotel, Ankara

Project Goal: The INGED ELT Project II, funded by US Embassy, primarily aims to equip prospective teachers with critical thinking and teaching skills to assist them in overcoming challenges they face during their practice teaching.

Project Description: Nominated prospective (senior) ELT students from diverse universities will be provided with a two-day intensive English Language teaching program. The participants will have the opportunity to analyze the critical incidents they encounter during their practicum and to come up with solutions together, which will enable them to understand the realities of working conditions and classroom contexts.

Attending Universities:

Kocaeli University	Akdeniz University
Karadeniz Technical University	Pamukkale University
Çanakkale Onsekiz Mart University	İnönü University
	Anadolu University

INGED ELT PROJECT II

Program – Day 1 (May 04)

Part I -for nominated prospective teachers-

09.00 – 10.30 Dr. A. Suzan ÖNİZ, INGED

“Effective Instruction Giving and Checking”

10.30 – 10.45 *Coffee Break*

10.45 – 12.15 Prof. Dr. Aydan ERSÖZ, INGED

“Classroom Interaction: L1 in the Classroom”

12.15 – 13.15 *Lunch*

Part II -for nominated prospective teachers-

13.15 – 14.45 Esen METİN, INGED

“Enhancing Engagement through Motivation”

14.45 – 15.00 *Coffee Break*

15.00 – 16.30 Akan GÜNGÖR, INGED

“Reading and Listening (for Input)”

Program – Day 2 (May 05)

Part I -for nominated prospective teachers-

09.00 – 12.00 *Excursion*

12.00 – 13.00 *Lunch*

Part II -for registered ELT students*-

13.00 – 13.45 Heidi SALESKA, (English Language Fellow, US Department of State)

“Motivation and Cultural Responsive Teaching”

13.45 – 15.15 Dr. Büşra ÇELEN, INGED

“The Elephant in the Room: Productive Skills”

15.15 – 15.30 *Coffee Break*

15.30 – 17.00 Dr. Nazlı GÜNGÖR, INGED

“Classroom Practices in Language Assessment”

17.00 – 17.30 *Closing*

* Second part of the Program on May 5th (between 13.00-17.30) is open to all ELT students. To register for the program please send your information (name, school, contact information) to ingedeltproject@gmail.com between April 29-May 1. The number of the participants is limited to 28.

The INGED ELT Project II, funded by US Embassy, was held on May 04-05, 2019 at City Hotel (Turan Güneş Bulvarı, No: 19) in Ankara. The project primarily aimed to equip prospective teachers with critical thinking and teaching skills to assist them in overcoming challenges they face during their practice teaching.

Nominated two prospective (senior) ELT students from Kocaeli University, Karadeniz Technical University, Çanakkale Onsekiz Mart University, Akdeniz University, Pamukkale University, İnönü University and Anadolu University were provided with a two-day intensive English Language teaching program. Throughout the project, the participants had the opportunity to analyze the critical incidents they encountered during their practicum and to come up with solutions together, which will enable them to understand the realities of working conditions and classroom contexts.

The workshop themes of the program were collected via a needs analysis questionnaire. The nominated students were asked to send the problem cases they had encountered during their teaching practicum. In this respect, the sessions were designed in accordance with their needs. On the first day of the program, Dr. A. Suzan Öñiz from INGED gave a workshop on “Effective Instruction Giving and Checking” in which she encouraged the participants to try out several instruction giving techniques. The second session “Classroom Interaction: L1 in the Classroom” was held by the INGED president, Prof. Dr. Aydan Ersöz. Throughout the session, the importance of using the target language was discussed and ideas on advantages and disadvantages of using mother tongue in class were shared. The third workshop session “Enhancing Engagement through Motivation” was held by Esen Metin (INGED). In the session, several motivation tips were shared through a motivation framework, and the participants were asked to design an engaging lesson design at the end of the session. In the fourth session “Reading and Listening (for input)”, M. Akın Güngör (INGED) presented how to give input in reading and listening lessons and provided several examples accordingly. In the session, students also had a chance to analyze parts of the MEB language curriculum to design reading and listening tasks.

The second day started with an excursion to Anıtkabir. The afternoon sessions were open to the ELT students who registered in advance. The program started with the session called “Motivation and Cultural Responsive Teaching” held by Heidi Saleska, English Language Fellow. In the session, motivation and cultural aspects were discussed and several cases were studied. Next, Dr. Büşra Çelen from INGED gave a workshop on “The Elephant in the Room: Productive Skills” in which she shared insights on how to teach productive skills, and asked students to design a writing and speaking lesson flow. The last session “Classroom Practices in Language Assessment” was held by Dr. Nazlı Güngör from INGED. In the session, the participants were provided input on assessment tools, and they were asked to prepare assessment tool charts. All the sessions involved hands-on activities through which students had a chance to take concrete ideas with them to apply in their individual contexts, experience teamwork and collaboration, and learn from each other. The program is closed with the distribution of the certificates.

The feedback from the participants were collected via an online survey after the program. The collected feedback suggested that the participating student teachers would be able to

reach a milestone in their journey to learning teaching English with the rich input they have been provided with in this two-day event.

Excerpts from the collected participant feedback on the program are as follows:

- Giving instruction part was very useful. I reinforced my giving instruction skill thanks to this session.
- I comprehended the key points in language assessment.
- I gained experience in teamwork through workshops.
- It contributed to my practicum. I have young learners in my class. It sometimes becomes very hard to give children instruction. However, I don't have trouble any longer. I learned the key points while giving instruction in this session.
- In my practicum L1 use was a bit challenging. My students always want to speak in L1. I learnt how to encourage and prompt them through this session.
- Speaking and writing are very challenging skills. In my class, the students are very shy in both speaking and writing areas. I learnt how to prompt them in these areas.
- I learnt the language assessment items in detail. I will be very careful in this area in my classrooms while assessing my students' language proficiency.
- Giving clear feedback was a problem for me during the practicum. In Suzan teacher's part, I have practiced on that issue. It was so funny and useful for us. All of us know that instruction should be given clearly, but it was a perfect chance to practice it with the other friends.
- In a part of the project, we have prepared a lesson plan on listening skills. In short time, we created it in an effective way. During the preparation process, I have learnt lots of things from my friends. They mentioned about their experiences on practicum. In this way, it was given us to share our experiences each other, and for all that I have learnt some extra solution about problems which nearly all teachers encounter in their teaching process.
- We gained new perspectives during tis projects process. I will try to apply these in my teaching process.
- Actually, all of us that the teacher should change their behaviors according to learners' level. In that part, we shared our experiences with each other and try to learn some new things from our friends. In my teaching process, I will care my students' needs and try to form my lessons in terms of their needs.
- Again, all of us know that the motivation is a crucial issue in the teaching and learning process. But with that presentation, we had chance to talked about our experiences.
- It was so funny and useful for us. In that part we talked about the motivation and cultural effects. The family factor was so important issue in the teaching and learning process. We talked about this. Again, there were lots of experiences on that issue, our friends shared their experiences with us. This was so good.
- In that part, we talked about the productive skills. It was so useful. We prepared a lesson plan about writing skill. There were lots of ideas and experiences, again. It was so instinct environment. We talked about our experiences.
- The assessment process also is so important part of the teaching and learning process. We practiced about it during this part. We had brainstorming part about assessment.

- While preparing lesson plan, I will care about the assessment part. It was so crucial part to evaluate our teaching and learning process. While preparing assessment tools, I will take into account my students' levels and try to prepare an assessment tool which is appropriate for them.
- Firstly, I had a chance to be involved in this kind of workshop and seminar related with issues in ELT for the first time.
- I had a chance to meet and share experiences with different colleagues and awesome experts from different universities.
- I have learnt most of significant things in terms of providing effective language teaching atmosphere.
- In my practicum, I was always in difficulty to give instructions of the practices in the process of courses. Mostly I was using half of the course time for giving instruction. In this session, I have learnt the right ways for giving clear instructions.
- This session made me more conscious about teaching target language by using target language. If we provide the atmosphere which includes interaction in target language, we have a chance to obtain more success in terms of making learning more meaningful.
- From this session, I have decided to use target language totally in my courses, because it is good way to motivate students. When we use mother tongue and give direction they immediately feel bored.
- During the session, we handled the issue with all the point. I mean we clarified the factors which have impact on students' motivation to learning language. We discussed with our colleagues about motivational factors in a course.
- This session made me more conscious about their engagement with the language during a course. We have lots of ways to enhance their engagement like providing them effective feedbacks etc. In my teaching life I will motivate them firstly to my courses.
- Firstly, it was an excellent experience to meet with Heidi, and to discuss about importance of English. To hear place of English in the world from a native was another great dimension of the session. We discussed about methods to motivate students to learn a foreign language in other words lingua franca. I have realized that we have lots of cause to teach English to students.
- In this session, personally I had realized that there are so many elephant in the classrooms to explore. To make them more active and to expose their skills actually possible by becoming with themselves during the activities. If we success to provide right guidance for them it would be easy to make active them for learning, so in terms of learning all these thing the session was quite useful.
- The session was quite informative in terms of understanding the place of testing, evaluating and assessing students' learning in the process of education. Also to touch upon the principle of classroom tests was good for us.
- Future times we will be in difficult to provide testing and assessing I think. However thanks to this session we have acquired the points that we have to care and the ways for providing reasonable testing tools.
- It was a great pleasure to meet with you. Your contributions will always be in my pocket during my teaching life. In that teaching process I will never stop my development, and I will make my teaching more effective thanks to the things you mentioned. Thank you so much for all the things you did for us.

- I could see the importance of giving instruction again. Using chunks, involving more sts and using body language and voice were very effective so in my micro teachings and practicum sessions I will take into consideration all these points. Use of group work was really effective also.
- In this session, I learned that even if I have problem with my activity type, instruction or grammar topics, I shouldn't immediately rely on L1. We should arrange, modify our teaching method. When we have really important problems with establishing rapport in class, we can use L1.
- It was really useful for me because motivation is very important factor influencing learning a language process. I saw the importance of giving different kinds of activities, using different methods and reaching all types of learning styles.
- How to make our learning process more interesting part was really good. For example; instead of giving typical filling in the blanks activity, using board game was really good idea and using story pyramid for low level students. Moreover, growth mind set session was really effective to see how our brain works when learning a new thing. Lastly, writing a lesson plan with different people was effective
- I could see the importance of input and using authentic material in language learning process again. "Techniques to use" was really effective, I learned different interesting techniques to use while giving authentic materials. Lastly, writing lesson plan with pairs and then lecturer's questions about our lesson plan was effective.
- I could see the importance of speaking and writing skills again. We shouldn't ignore them and want our students really focus on these skills while teaching these skills. We saw that to be able to write a composition is not enough for using writing skill. Writing a lesson plan with group work was effective for us.
- Get a chance to be able to learn this receptive skills are not ordinary skills and they also working with the other skills as well so that we have to pay attention on these two skills
- The most important thing that I learned at this presentation was cultural responsive teaching. So the effective example was that we must show not tell the cultural elements in teaching.
- The technique that Büşra hoca starts her lesson was excellent and the way of preparing writing and speaking was so good.
- We had a chance to compare the usual assessment types, ways, and methods in the current turkey English teaching classroom with the one that must be in a contemporary ways in our class.
- With this project, I can see other universities' programs and learned about them.
- We discussed about our problem in practicum and how to solve them and it was really beneficial to hear other ideas and brainstorm about them.
- I learned different techniques form different teacher for 2 days and I will definitely use them.
- At this session, the instructor was very energetic, smiling and willing to teach. I learned how to pair students and give instructions in an effective way.
- It was really useful because L1 use in the classroom is a huge problem in Turkey. In this session, we talked about our problems in practicum and found solutions.
- I learned how to use authentic materials when teaching reading. I also learned some websites that we can assess our authentic materials for our students' level.

- It was useful because I didn't know anything about cultural responsive teaching but I learned it with this session.
- In this session, we created posters and we wrote a speaking plan as a group. This helped me a lot because I learned something from my group members.
- I saw from the examples that we need to prepare our assessments very carefully and think about them as a huge step of our teaching process
- I just want to thank all the people in this program. Thank you all to provide such an amazing, beneficial opportunity. I hope that there will be more programs like that so I can join them.
- I have improved my critical eye while assessing a language material by the session called “Classroom Practices in Language Assessment”.
- I have learned different ways of giving instructions in my academic life, but in this session I have learned how I can give, check, create better instructions. It was nice for me.
- I have joined different sessions about classroom interaction and L1 in the classroom, more or less they have mentioned similar things. This session was a little bit different. I thought on the reasons more critically which I think the presenter was effective to make us be critical. Also, we had opportunity to ask whatever conjured up our mind.
- It was nice to have a native speaker among the sessions. She showed me that administrators, parents, learners and teachers should work together and to be contact one another.
- It was fun to join this session. The instructor was energetic, and made us as active as possible. Her instructions were clear, she was open to be asked any question.
- I rethink on the philosophy of the English language curriculum toward testing and tried to see my mistakes by this session. The part we analyzed the different exam was nice to do.
- Instead of using L1, use non-verbal communication. Use facial expressions, gestures, mimes, tone of voice to the maximum. This project has been beneficial for me to use the target language and non-verbal communication at most.
- Teachers’ attitudes are contagious. In the class, teacher should be the guide, role model for language learning. Teacher motivates students when she smiles, when she is happy, when she knows their names, when she praises them etc. We need to be careful about how we behave in the class. This project has been beneficial for me to be the teacher I always wanted to have.
- Self-assessment, feedback and reflection are important for both students and teachers. We need to give our students effective feedback so that they can develop themselves and feel success. Make students do self-assessment so that we and also they can know their missing points and their progress. We need to reflect what we did, how we did it why we did it after every lesson. This project has been beneficial for me to realize how important assessment is.
- It was very beneficial and entertaining. I learned a technique called “pyramiding”, I can use it in my classroom, it helps collaboration and minimizes my work-load. I learned that RBI helps us be understood without getting exhausted.
- It was very useful because motivation is the difficult part while learning a language. I learned how to motivate our students and the importance of our attitudes.

- We were given a website for analyzing a text, it is very useful. Also, some techniques (skimming, scanning, fast forward, silent viewing, freeze frame, partial viewing) and activities were given so that we could use them in the class.
- I reviewed some exam papers and I saw that how an exam paper shouldn't be prepared. I learned how I should prepare them. We prepared an exam in a group work activity and we are given some feedback. So it contribute my professional development.



E- REFLECTIONS BY PARTICIPANTS

WHAT DID I LEARN TODAY?

By Hüseyin Bilgiç, Kocaeli University

Today, the presentation was about “Effective instruction giving & checking”. We started it



with an icebreaker activity. This was a quite beneficial activity for us because most of us didn't know each other, and I saw that these kinds of activities could make this process faster. I think I will use this activity in the future. I suppose, the main purpose was not learning the others name. The main purpose was how we could give better instructions. We realized what could happen when we could not give our instructions clear enough. I

understood again that to start to an activity the learners should be at the same spot.



Another important point was RBI (reflect back instruction) which I had never heard even though I thought myself as the follower of the terminology of my department which is ELT. That was a new thing for me. That's why I kept my eyes on the topic and I was all ears.

While listening, I learned that:

- We should give our instructions clear, easy, pre-determined syntactically.
- An example of how they would do the activity should have a place in our activity. Examples make their understanding better.
- We shouldn't repeat our instructions. We should let them reflect them back. Here we shouldn't let just one person repeat them all. In other words, we shouldn't make one person be the speaker of the class.

These were what I learned from your part. There were loads of “jeton-falling” moments which showed to me that I should refresh my knowledge by reading the theory again and again if it is needed, and I try to be as practical as possible.



INGED PROJECT EVALUATION

By B. Simge Bayındır

Çanakkale 18 Mart University

Firstly, I am very happy to be a participant for this project. The idea of bringing together both the mentors and the future teachers for the bridging the gap between theory and practice is very useful and brilliant. From the first e-mail that we received to the final transportation was very well-organized. In this paper, I will evaluate the project so I will mention what did we do, what did I learn and what are my suggestions.

On the 4th of May, there were 4 sessions. The topics of the sessions were very interesting. I knew that I will learn a lot. In the first session, effective instruction giving and checking, the warm-up and the hands-on activities were very useful. Our mentor was very energetic and positive. I learned that RBI is very important to check the instruction. I had a chance to get enough feedback both from my friends and the mentor. We gave instruction to each other and then we got feedback which was my favorite part. I saw my strengths and weaknesses so I could improve myself.



In the second session, L1 in the classroom, I realized the teacher needs to be a model for the



target language. If we use L1, our students will use L1. I learned that instead of using L1, we can use non-verbal things such as intonation, gestures and mimes, body language. I also learned that we need to be patient while using L2. Even if they don't understand in one lesson, they will understand in the other. For this session, I suggest that we can do some role-play or hands-on activities about classroom language. We

can be given some problems/cases and we can solve them without using L1.

In the third session, enhancing engagement through motivation, I learned that motivation is like fuel. If we provide them the fuel, they will be eager to study and learn. The hands-on activity was very useful. In groups, we did a lesson plan in a limited time. This helps me improve my problem solving and critical thinking skills. However, I think we didn't get enough feedback. We present our lesson plans but we didn't get feedback from the mentor. I realized that our attitudes are very important and have effects on every student. So, the saying of



the mentor “Be the teacher you always want to have.” impressed me a lot. In the last session the day, reading and listening for the input, we did a hands-on activity which was very useful. I learned some techniques to use in a listening or reading class. However, after we prepared our lesson plans, we can get more detailed feedback from our friends or the mentor.

On the 5th of May, the excursion was very good and emotional.





In the first session of the day, motivation and culturally responsive teaching, we learned that there are many cultures, school culture, home culture, classroom culture, youth culture and we need to be responsive against them as teachers. However, I think the session isn't useful. The teacher wasn't prepared enough to do the presentation. We did some discussion about the case studies but they weren't effective enough.



In the second session, productive skills, we did a hands-on activity which was very useful for me.

Because I didn't have a chance to prepare a lesson plan for speaking.

In this session, I

had the chance and I got some feedback about it. This session I learned a lot. In the last session, classroom practice in language assessment, we got some useful information, we revise what we have learned.



Then, we viewed some exam papers about all skills which I liked the most. Because we viewed a grammar exam paper or a writing exam paper. I analyzed writing, speaking, reading exam and I got informed about testing techniques and suggestions for test preparation. When we analyzed them, we determined the positive and negative sides and gave some suggestions. So, we don't do the same mistakes when we prepare our exams. Then, we were given a level and a skill, we prepared our own exam in groups. That was very beneficial, we shared our ideas and prepared a listening exam. This was my favorite session, I experienced new things and I learned a lot.



REFLECTIONS
By Kadir Kaymazalp

Firstly i want to state the most beneficial effect of inged's procedural workshop that we have an active role at these session is how to become a well-experienced teacher in our classrooms



an to teach English to young learners. Now, I want to express the contributions that i captured at these sections one by one, we began with teacher Suzan's presentation, it was a fascinating pleasure that i have ever taken part, because she showed us with using her body language in order to giving effective instruction. This was also showed by her energetic

teacher soul. I got picture at this session the effects of body language and how we should give instruction very effectively to our learners with some techniques just as we throw ball to ourselves and choose the rope to find and create a group in classroom. That session really contributed many things on my experienced that i faced during my practicum.

I want to keep on with the presentation of Aydan teacher. It was also another funny



workshop that we have got a chance in terms of working with her. The most important thing that I learned this part was that grammar is not important and do not put your students into a cage that represents your language rules. The classroom interaction is important in order that we should expose to our students the language to learn or negotiate. Actually, I do not think in Turkey the language teachers support this idea but it is a must as Aydan teacher said. We must be pure

and we must create our effective classroom atmosphere in terms of interaction. Active participation is always be an effective way to learn on behalf of language learners as our students.

The next presentation of Esen teacher was another effective workshop for me. She used numbers and we created our groups then she stated about enhancing the learners through motivation, at this part I learned how students can be motivated and how I can create an curious atmosphere for my learners, I also learned how can I write my lesson plan and arrange the lesson parts with an immense motivation. Now I listened carefully and we have got an opportunity to work together with group members then she handed us for creating an effective lesson with some criterion we could share our experience and we finally prepared a mini presentation, this was an encouraging and satisfied situation that we had at these section. Then the next one...



We gave an ear to Akin teacher's presentation "reading and listening". The language teachers are always ignoring these skills as Akin teacher said. The most important skill and with approximately %55 rate listening is important. Actually I knew this knowledge with Akin hoca because we just say "it is only listening and reading, just listen and

read" i learned that these are the most important also working skills in our brain during this presentation. We also worked with our peer in order to rearranging the reading passage and we wrote some questions on it, during this time Akin teacher has given us the feedback effectively how we can construct a scaffold to our students with an effective reading passage and question at pre-during-post. This part contributed many experince to me and provided to be give more attention to these skills.

Meanwhile i want to continue with second day the presentation of heidi saleska was good and we learned we must show the importance of cultural responsiveness not only telling somenone about the language also i learned how we can these cultural effects in my classroom according to the parts of the country because each part shows different approaches for language learning so i learned at this part how we can vanish these discriminational effects in our country for language learning.



Then the next presentation of Büşra teacher about productive skills. İ learned that The big elephant in the classroom that was fascinating. Then we were be able to create Our group with different friends who participated from Ankara. We listened the presentation of Busra teacher about writing and speaking then we wrote the writing lesson plan, also the other students prepared the speaking lesson plan.we stated our aim with the criterion that Busra teacher handed out so we wrote a wonderful lesson plan about writing including my perfect paintings and drawings, then we change with other grups our works then we negotiate how it should be or should not be so we asses the product of ourselves.



Finally the presentation of Nazlı teacher "classroom practices with language assesments" the presentation began with small steps of expressing the definition of assesment, testing, evaluation etc. Also she asked very attractive questions about the situations in terms of evaluation that we face in our practicum. We negotiated all together at the workshop, we also learned about traditional assesment and contemporary assesment how we can asses our students in terms of process- oriented or product-oriented so i learned such many thing that how should i do in my classroom in the future. Then she handed us some papers with curriculum so every group had a chance to express their thoughts about the hand-papers that include testing for different skills in terms of different age and grade. So i learned according

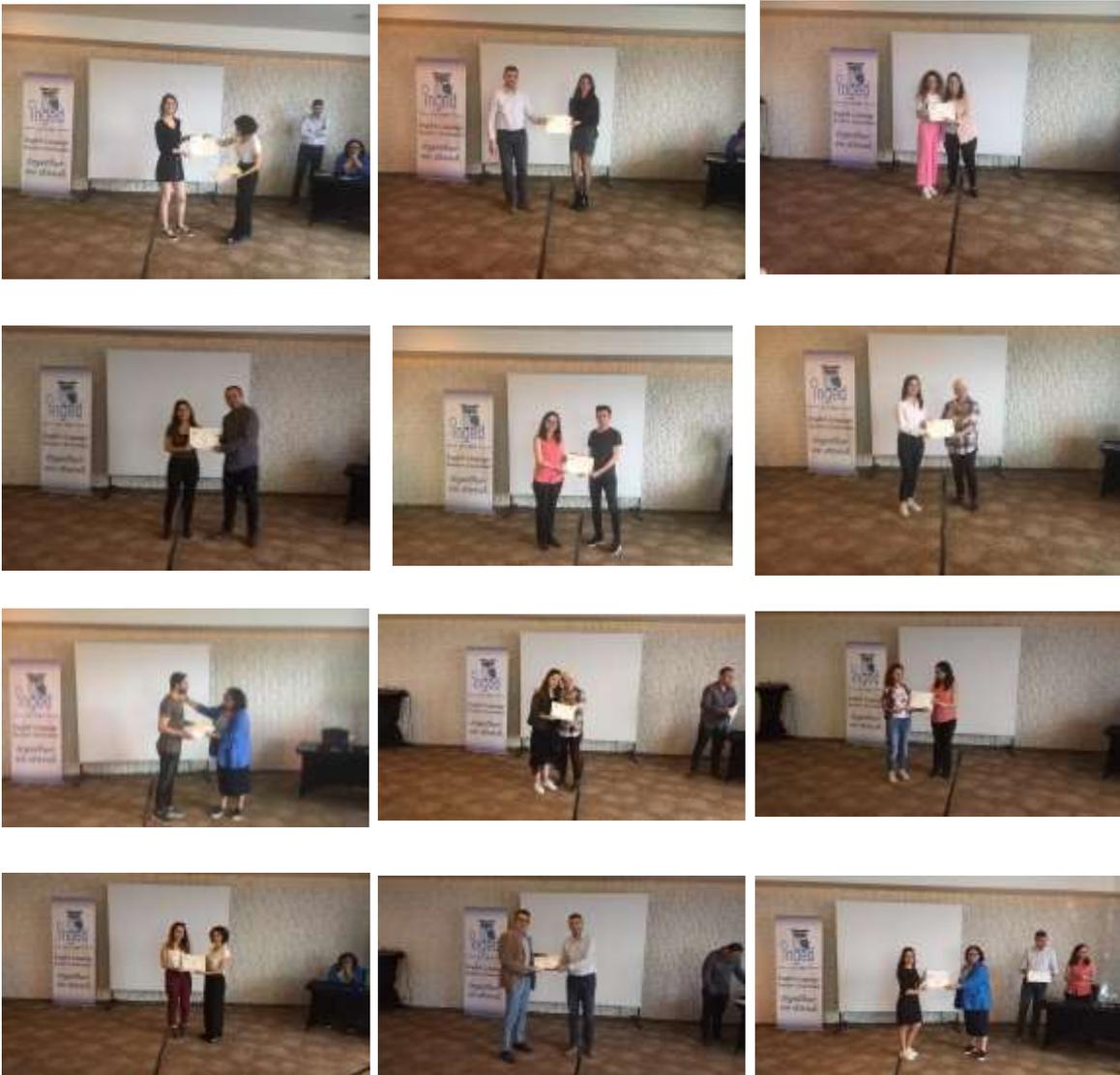


to these criterion we should design our tasks or assessment tools, and I learned some experiences about my friends who shared themselves.

I want to represent that I learned many things, many experiences from the INGED's well qualified teachers and I think that I must use all of these situations that I learned to use in my teaching days in the future.

Sincerely..

Pictures from the certificate ceremony:





The 19th INGED International ELT Conference



Outside
[THE BOX]



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

TECHNOLOGY IN TEACHING:

10 CLASSROOM APPS FOR CODING, PHILOSOPHY, FRACTIONS, AND MORE



By

Laura Ascione, Managing Editor, Content Services, @ESN_LAURA

<https://www.eschoolnews.com/2019/02/20/10-classroom-apps-coding-fractions/2/>

Apps are often a great way for educators to leverage classroom mobile devices and engage students in different concepts.

And by now, “there’s an app for that” certainly rings true in most situations. But educators don’t necessarily have time to sift through lists of apps and vet their functionality and content to ensure the apps will actually benefit students.

The editors of Common Sense Education review and rate apps for students of all ages. Common Sense Education helps educators find the best edtech tools, learn best practices for teaching with tech, and equip students with the skills they need to use technology safely and responsibly.

10 great apps for coding, VR chemistry, social studies, and more

1. Grasshopper: Learn to Code

Grasshopper is designed for individual learning rather than classroom implementation, so there’s no dashboard or central place to monitor student progress. This makes it better suited for students to learn and practice at their own pace with teacher support. Teachers with some coding experience can advise and coach students as they encounter complex problems, while teachers without much coding experience can encourage students to work collaboratively and/or use the available help in the app.

2. Community in Crisis

Community in Crisis is ideal for ELA, ESL, or Social Studies classes, but could be handy for summer or after-school classes, or even homeschool. Teachers should first orient themselves to what’s included in the game episodes. To do so, you can play through, or just check the episode’s goals, Common Core standards, assessments, and before/during/after suggestions.

3. Amplify Fractions

Amplify Fractions is a website that focuses on helping students learn all aspects of fractions through adaptive instruction and storytelling. Students are guided by a virtual tutor, making the program an ideal math center. In addition to independent classwork, students can also complete problems for homework.

4. Tyto Online

Tyto Online is great for practice and review of basic content and vocabulary, but it doesn't stand alone as a curriculum — teachers should still plan on using their typical ways of teaching new material. There are lots of tools that exist (or are planned) for teachers. These include the ability to track student progress, easily create or import rosters, and assign student usernames and passwords. There are Next Generation Science Standards (NGSS) correlations and summaries of the storyline and activities in each module, as well as additional quests that can be assigned for extra practice.

5. A History of Ideas

A History of Ideas is a podcast that provides valuable material for lessons on philosophy, history, or culture, but you'll need to provide the lessons, as there aren't any curricular resources.

6. Coral Reef by Tinybop

Teachers can use Coral Reef by Tinybop as a fun and somewhat realistic introduction to life in a coral reef. Begin by familiarizing yourself with the user manual, which includes a thorough background on a coral reef ecosystem in addition to instructions on how to use the app. Then base some classroom lessons on this material, giving students a helpful context and background for what they can expect to encounter in the app.

7. TapCoding

TapCoding is for individual students who want to learn how to program using Swift. It's possible to have students collaborate using an iPad, but this app is really best suited to individual learners. For students who are learning any coding language (but especially Swift), it's an ideal option for those who want to accelerate their learning or who just need additional practice.

8. HoloLAB Champions

Teachers can use HoloLAB Champions and the accompanying classroom guide to give their students a solid and fun set of VR chemistry activities. One of the big positives about a VR experience like this is that there's no lab equipment and no supplies to set up. Once students select an activity, the needed equipment and chemical substances appear in front of them.

9. Google Earth

Teachers can use Google Earth as a supplement to all kinds of lessons, bringing the geography and topography of different locations to life. Students can perform searches, zoom around the Earth, study layers of weather, and study eye-level photos. It's a highly engaging and interactive way to juice up lessons, and the Google Earth Community online (accessible via one's browser) has a plethora of user groups, teaching ideas, and classroom learning resources.

10. Siftr

Siftr is a simple way to collect images from a group of collaborators. This tool would work for any project where you want to send students out to look for things. For example, collect pictures of flora and fauna for a citizen science project.

SELECTED FOR YOU

In this issue of our newsletter, you will find two articles on what to do in the summer and 22 books for all levels of learners.

<http://www.educationworld.com/teachers/diy-summer-professional-development>

DIY Summer Professional Development

By Marissa King

During the school year, teachers are master balancers. In addition to the daily diet of rigorous academic content and classroom management, colorful sticky notes and intricate calendars remind us of pending tasks. Conferences next week! Make parent phone calls! Prep for Friday PLC! With all the hubbub, it can be overwhelming to tackle a large project or learn a new skill.

Fortunately, summer offers a slightly slower pace that's perfect for tackling serious professional development. Conferences and seminars give you access to experts but they're not your only option. If you're looking for a more customized plan, here are a few ideas to get you started on your own DIY summer professional development.

Tap Into Local Resources

Students love when we make lessons come alive with a tactile artifact or a perfectly timed field trip. Take time this summer to connect with local resources that can expand your lessons beyond the textbook. Start by making a quick list of local museums, aquariums, or zoos you want to visit and what collections might connect with your academic goals. Most institutions have an educational coordinator who can help you brainstorm the best way to access museum resources, direct you to field trip grants, or discuss increasingly popular "backwards field trips". Even if you can't fit a field trip into your curriculum, museum visits may yield helpful access to primary source documents.

Think beyond admission-charging institutions. Universities and historical societies often have impressive artifact collections and archives available to the public. Businesses and camps are another out-of-the-box option. Maybe a local yoga studio has resources on building kids' social emotional skills. When 5th graders at my school studied ecosystems, we followed up with a trip to a local camp to see their functioning aquaponics system. Your community is full of educational gems so use the summer to uncover which ones work for you.

Improve Your Tech IQ

Summer professional development is a perfect time to experiment with new technology. Improving your tech IQ doesn't mean you have to choose cutting edge tools. Summer PD is about working on skills new to *you*. Choose technology challenge that fits your needs. If you've been itching to move homework assignments to Google Classroom, get going! If you

keep hearing about engaging classroom websites, start thinking about how you might use one. Whatever technology you decide to focus on, savor the extra time you have to master the basic functions and plan how to implement it in your classroom.

Harness the Web

The internet offers a wealth of free resources for teachers but it usually takes some time to determine which ones will work for your summer development plan. First, figure out what format you're interested in. If you want the weight of a book in your hand, use the web to find curated reading suggestions for teachers. You can plan a trip to your local library based on teacher book lists on everything from classroom differentiation to learning innovation. If audio is more your beat, download a podcast app and learn from teachers, psychologists, and other school-based professionals. I like the Harvard EdCast for up-to-date interviews with education experts and authors. For conversation and connection, participate in Twitter ed chats. Many professional organizations host and publicize their own or you can use this spreadsheet to find one that works for you.

Make It Your Own

Whatever combination of reading, visiting, or Tweeting you decide upon, make it your own. Part of being a teacher leader is prioritizing growth. This summer, design a professional development plan that's perfect for your needs.

Marissa King teaches 5th grade at Tulsa Public Schools where she spills tea and misuses the coolest slang. She is also a Yale National Fellow.

If you don't have any new tech tool in mind, check out a compilation list of new Education World's coding class.



<https://www.eschoolnews.com/2018/06/15/9-resources-to-prevent-summer-learning-loss/>



9 Resources to Prevent Summer Learning Loss

By Laura Ascione, Managing Editor, Content Services, @Esn_Laura

22 Diverse Book Choices for All Grade Levels

Suggestions from teachers who are working to offer students at every grade level book choices that represent their lives.

By [Tom Berger](#)

In a vibrant, multicultural society, representing the richness of students' lives in a class or school library takes a conscious effort. Including writers and fictional characters with a variety of backgrounds, beliefs, and life circumstances is a way to increase the chances that students will find both [windows and mirrors](#) in the library—books that reflect their lives, and ones that give them insight into the lives and experiences of people who aren't like them.

No book shelf is going to represent the fullness of this nation. From the descendants of people who arrived here more than 15,000 years ago to the newest immigrants, we're simply too much. But the inclusive set of books below—many of which were recommended by multiple teachers—span all grade and Lexile levels up to 1140L, and include award winners and best sellers, books that have stood the test of time and newer options. We hope they reflect human diversity in the broadest sense, addressing race and ethnicity, religion, sexual identity, socioeconomic status, and other special circumstances.

GRADES PRE-K TO 2

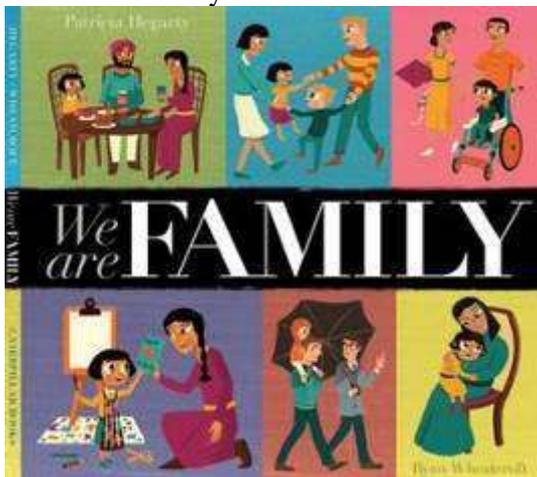
Red: A Crayon's Story

Red—a blue crayon in a red wrapper—has issues: He can't color strawberries or fire engines properly, and can't quite figure out just what he's good at. Michael Hall's illustrated book is a cute story with a serious message for kids: Believe in yourself and be true to who you are. It's a valuable message for all kids who feel like they're different from others—LGBT kids and kids with learning differences, for example—and for their peers.

Deena Misses Her Mom

Deena is a formerly well-behaved girl who has been lashing out in school ever since her mom was sent to jail. Deena's story—sensitively illustrated by Leslie Jindalay Pyo—was written by high school students Jonae Haynesworth, Jesse Holmes, Layonnie Jones, and Kahliya Ruffin to reflect the lives of the children they were tutoring in Washington, DC. Parental imprisonment is a shockingly common occurrence in America: More than [5 million children](#) in the U.S. have had at least one parent in jail.

We Are Family



Patricia Hegarty's book about the bonds of family, illustrated by Ryan Wheatcroft, presents children with a variety of family situations—traditional nuclear families of different races, same-sex parents, grandparents raising a child, a single mother and child, multiracial families—to make the point that what they all have in common is love.

Last Stop on Market Street

Written by Matt de la Peña and illustrated by Christian Robinson, this 2016 Newbery Medal winner shows kids the value of generosity and being satisfied with what you have. Young CJ asks his grandmother questions on a bus ride—why don't they have a car? why is one passenger blind? why do they get off in a dirty part of town?—as they travel from church to volunteer at a soup kitchen on Market Street. Her answers help CJ uncover the beauty in the world around him.

GRADES 3 TO 5

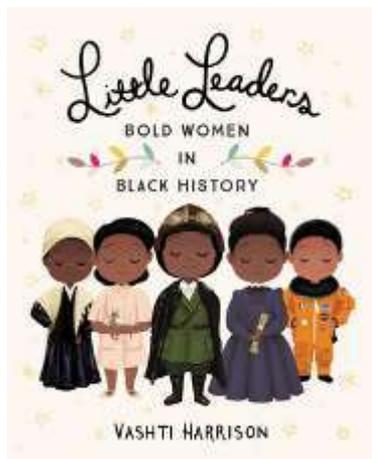
Paper Wishes

In this work of historical fiction by Lois Sepahban, 10-year-old Manami is forced to leave her home after the attack on Pearl Harbor—her Japanese American family is relocated from Bainbridge Island, near Seattle, to an internment camp in the California desert. When her dog is taken from her in the process, Manami stops talking. A good introduction to the tough subject of Japanese internment—and the personal and social cost of intolerance.

Drita, My Homegirl

An unlikely friendship blossoms between Maxie, a popular fourth grader, and the new kid in class, Drita, whose family has fled the war in Kosovo. In bringing together a refugee with limited English and an African American New York City kid, former public school teacher Jenny Lombard explores immigration and multicultural friendship.

Little Leaders: Bold Women in Black History



Vashti Harrison's beautifully illustrated mini-biographies of 40 black female trailblazers are meant to be inspiring for all readers; Harrison says she wrote it for her younger self, wondering "what kind of dreams I might have had if I had known about all these women when I was growing up." Harrison's subjects range from Sojourner Truth and Harriet Tubman to Mahalia Jackson, Shirley Chisholm, Octavia Butler, and Dominique Dawes—role models in politics, sports, the arts and sciences, and more.

Wonder

August Pullman—Auggie—has had numerous surgeries to correct facial anomalies, but when he enters school in fifth grade after years of homeschooling, he still has a face that draws nicknames like Freak and Freddy Krueger. R.J. Palacio's novel presents Auggie's perspective as well as those of friends and family members. Palacio has called the novel "a meditation on kindness."

GRADES 6 TO 8

The Rose That Grew From Concrete

This collection of poems was written by Tupac Shakur while still a teenager—making it a source of inspiration for young writers, particularly boys, who appreciate the musician's

authenticity. The poems are reproduced from Shakur’s journals; many show small edits he made, giving a glimpse of his creative process.

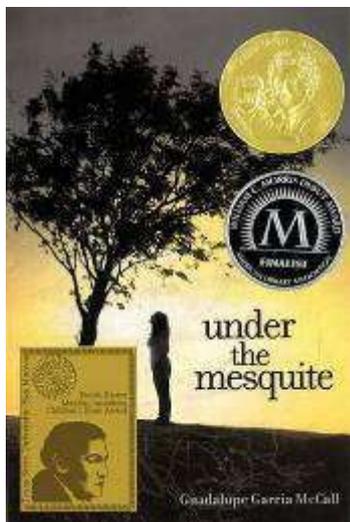
The Arrival

A sepia-toned marvel, *The Arrival* conveys in images—there is no dialogue—a man’s journey from his troubled home country to a new one. Artist Shaun Tan places the reader in the immigrant’s shoes by using an invented alphabet on the signs in the strange new world he enters—the language is as impenetrable to the reader as it is to the protagonist.

The Skin I’m In

Tackling bullying and the adolescent drive to build an identity, Sharon Flake’s debut novel is the story of Maleeka Madison, an African American seventh grader who struggles with poverty and self-consciousness about her dark skin—and fights the people who try to help her. The book won Flake the Coretta Scott King/John Steptoe Award for New Talent.

Under the Mesquite



Lupita, a Mexican American teen, struggles to take care of her younger siblings as her mother battles cancer in this free verse novel that makes effective use of interspersed Spanish. Guadalupe Garcia McCall’s debut was published by Lee & Low, which has been dedicated to publishing multicultural books since 1991.

Ghost

A National Book Award finalist, Jason Reynolds’s *Ghost* is the story of an African American middle school runner with the talent to qualify for the Junior Olympics—if he can learn to control his temper. Money is tight and his father is in jail, and Ghost has been having a lot of what he calls “altercations.” This is the first in a series of books about the members of a track team.

American Born Chinese

This graphic novel—the first to be nominated for a National Book Award—tells three stories: The legend of the Monkey King, a master of martial arts; the story of a Chinese American boy who wants to be just American; and a depiction of racial stereotypes of Chinese immigrants that features a character named Chin-kee. In weaving these stories together, Gene Luen Yang explores Chinese American identities, bigotry, and the process of assimilation.

George

George is a transgender fourth grader who wants to try out for the lead role in the school production of *Charlotte’s Web* so that her mother will see her as a girl. Alex Gino presents George’s struggles with both bullying and the painful reassurance that she will “turn into a fine young man.” *George* won a Stonewall Book Award—and made the American Library Association’s 10 Most Challenged Books list in 2016 and 2017.

GRADES 9 TO 12

The Absolutely True Story of a Part-Time Indian

In Sherman Alexie's National Book Award winner, Arnold Spirit Jr. is a teenager growing up on the Spokane Reservation. The school he attends is poor—when Junior opens his geometry book he finds his mother's name among the previous owners. A budding cartoonist, Junior eventually transfers to a wealthy high school 20 miles from home where the only other Indian is the mascot.

Bless Me, Ultima

A classic of Latino literature, Rudolfo Anaya's coming-of-age tale is an exploration of faith—Antonio, the young protagonist, makes his First Communion in the Catholic Church but also finds a spiritual guide in Ultima, an elderly *curandera*, or healer, who helps him explore indigenous traditions of New Mexico.

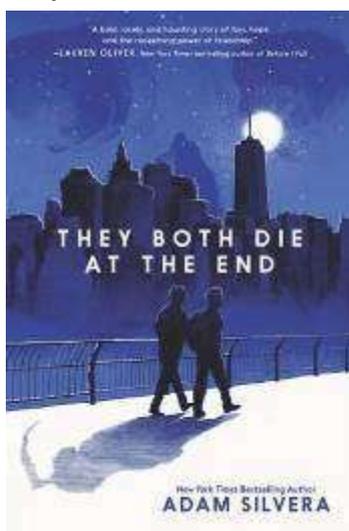
The Hate U Give

Angie Thomas's debut novel was a sensation when it was published in 2017, remaining on *The New York Times* best-seller list for 50 weeks. It centers on the killing of an unarmed black teen by a white police officer, a shooting witnessed by 16-year-old Starr, whose days are split between her black neighborhood and mostly white suburban school. The killing of her friend Khalil drives those two worlds farther apart than ever.

The Autobiography of Malcolm X

The life story of the man born Malcolm Little—coauthored by Alex Haley—is one of the most important memoirs of the 20th century. Based on interviews conducted over the two years before Malcolm's 1965 assassination, the book describes his upbringing and his conversion to Islam while in prison, as well as his philosophies of black power and black nationalism.

They Both Die at the End



In this novel by Adam Silvera—one of Book Riot's Best Queer Books of 2017—a company called Death-Cast calls two New York City teens just after midnight with the bad news: This is the day they're going to die. After meeting through the app Last Friend, Rufus, a bisexual Cuban American, and Mateo, who is of Puerto Rican heritage, spend their End Day together, making their way through the city and becoming friends—and then something more.

The House on Mango Street

Mexican American teen Esperanza Cordero longs to escape from a rundown section of Chicago. The short vignettes that make up Sandra Cisneros's book cover a year of Esperanza's life as she moves from childhood into her teen years—a key moment, full of promise but also a little scary, comes when a

neighbor gives Esperanza and her friends some high-heeled shoes, marking a rite of passage into womanhood.

The Namesake

Jhumpa Lahiri's debut novel—the story of children of a Bengali couple who immigrate to America—conveys in rich detail the experience of many immigrant families: The parents strive to be American even as they miss their home and mainly socialize with other Bengalis, and the American-born children chafe at the imposition of Bengali traditions that are foreign to them.

TWO REMINDERS

**THE NEXT INGED
CONFERENCE**
Our host: Atılım University, Ankara
Dates: 14 – 16 November 2019

OUR NEW SIG
The INGED Q-ELT SIG



REFLECTIONS ON THE INGED EVENT IN ELAZIĞ-I

16 March 2019

By
Prof. Dr. Aydan Ersöz

Upon an invitation from Yöntemim Schools in Elazığ, we held an INGED event in Elazığ on 16 March 2019. In this event, I had two sessions and A. Suzan Öniz had one session.

There were about 150 participants; mostly young learners' and teenagers' teachers working at private and public schools. The sessions were interactive. We all had great fun. The sessions turned out to be highly beneficial as we received lots of positive feedback. Participants claimed that it was a great awareness-raising opportunity. They also stated that they found some practical ideas that they could apply in their classes.

As I have shared the content of my sessions before in the past issues, I will write about classroom management briefly and share some photos of the event.

An ELT Event with INGED
Polishing Up Our Teaching Skills

inged

Prof. Dr. Aydan Ersöz
Making Learning Fun for Children
Part 1 - Using Songs and Games
Part 2 - Using Storytelling and Dramatization

Dr. A. Suzan Öniz
CREATIVITY: "THE BEST TOOL
A TEACHER CAN HAVE"

10:00 -11:15 : Breakfast
11:15 -12:15 : Making Learning Fun for Children-Using songs and games-Aydan Ersöz
12:15 -12:45 :Coffee break
12:45 -14:00 Making Learning Fun for Children-Storytelling and Dramatization -Aydan Ersöz
14:00 -14:15 :Coffee break
14:15 -15:30 : "Creativity: The best tool a teacher can have"-A Suzan Öniz
15:30 -16:00 : Wrap Up

Prices are limited.
Call for reservation:
0532 681 86 23
0424 247 59 00

Date : 16 March 2019 Saturday
Venue: **Yontemim Schools**
Elazığ

YÖNTEMİM OKULLARI
1988







Classroom Management with Young Learners

It is a commonly known fact that children develop differently from each other both intellectually and physically. With young learners, some may already be able to read whole words while others are still struggling to recognize individual letters. Some may be able to hold and use a pair of scissors independently while others need support from a teacher. Some may have problems concentrating on a task while others cannot be made to stop.

Some will be ready to obey classroom rules whereas some others can be a little bit difficult to control. A good teacher will try to meet all the needs and abilities of the children in the class. From the very beginning it is important to establish the rules of the class. You could set up a classroom contract which could involve the parents so that the message is clear to all. Children need order and quickly get used to routines and habitual activities. When making a rule, you should NOT state what the penalty will be for deviation. Each student and each situation may need special attention. If the penalty is stated from the very beginning, you may lose the flexibility. The penalty should fit the child, not the behavior. It may be advantageous to examine penalties individually together with children.

You should encourage the students to use English from the very first classes. You can expose them to the basic phrases and repeat these each time an opportunity comes up. You should ignore the students who insist on using their mother tongue and they will sooner or later adjust to your behavior. You can reward the ones who use English by giving them “stars” or “smiling faces”, clapping or verbal praise.

You should be consistent, firm and fair. It is important to reinforce rules of the class so that



children are treated fairly. It also helps children understand what is expected of them and become familiar with the routine of the class. You should also do what you expect the children to do i.e. speak English, listen to them when they speak etc.

If you have a chance, it is a brilliant idea to have an assistant in class. Assistants can help you monitor all the children and help with problems you may encounter with children who are not respecting the rules of the class. Since K classes need a lot of preparation, assistants can also help you prepare the class.

Using space effectively in the classroom is another challenge. In schools, space can be a problem. However, it is still possible to use space effectively even in a small room. Good materials and resources can help you divide up a room i.e. using a rug for storytelling or circle time. It is good to vary activities for change and to maintain level of interest and focus of children. You are also catering to all the abilities this way.

Splitting / rotating activities is useful particularly if you do not have enough space or resources for all children to be doing the same activity at the same time. This requires more effort than whole-group activities, however, it gives children the opportunities to make choices and work collaboratively which they would not do in whole group activities. Children can also learn to work independently and cooperatively like this. They also have some control over what they do.

Dividing room up into areas or centers (i.e. book/story corner, video corner, games corner/ circle time area) can be a good idea for classroom management. It is important to have tasks for children to do independently while you are still working with the rest of the group as some may finish earlier than others. Having these corners/areas provides an area for such activities. They can also be reward corners for children who have behaved well or for those who need time out of an activity where they can be monitored by your assistant.

Placing weak students with strong ones in small groups is highly advisable. Whether the children are doing split activities or the same activity, it is good to put them into small groups. The suggested number is three preferably weak + strong + average. The group size is easier to monitor, and it allows the children to learn from each other and communicate with you better.

Floating or monitoring during work time enables you to be available to all and anyone who needs you. It leaves you free to encourage a large number of children at once and assess their work. It also demonstrates that you are paying attention to the children's work and it allows you to help children who are having difficulty move towards the next level of understanding. Young learner classes tend to be noisy by definition so raising your voice or shouting has a poor chance of success. Instead, you can try using sound making objects - toy musical instruments (drums, maracas, trumpet), whistles, rattles, bells etc. Not only will you save your voice but you will bring some fun to the classroom as well.

Children have lots of energy. You can use this energy for learning. You should encourage them to move as much as you can. You can use games that involve running, races, coming to the blackboard, dancing, etc.

When classroom management is the issue, PREVENTION IS BETTER THAN ANY REMEDY. Whatever happens, you should try to be positive and optimistic. It is a good idea to make an angry face when the students are naughty but you should avoid shouting or threatening children.



REFLECTIONS ON THE INGED EVENT IN ELAZIĞ-II

16 March 2019

By
A. Suzan Öñiz

The INGED Event at Yöntemim Schools in Elazığ was held on 16 March 2019. This INGED Event consisted of three workshops: 2 presentations by Prof. Dr. Aydan Ersöz “Making learning fun for children I: Using songs and games” and “Making learning fun for children II: Using storytelling and dramatization” and my workshop “Creativity: The best tool a teacher can have.” The following is a summary of the workshop on creativity.

One of the major obstacles to creativity is burnout so the workshop looked at what is stress and what is burnout. Then several questions related to burnout and creativity were discussed. The main points are as follows:

WHAT IS STRESS AND WHAT IS BURNOUT?

Stress	Burnout
Characterized by overengagement.	Characterized by disengagement.
Emotions are overreactive.	Emotions are blunted.
Produces urgency and hyperactivity.	Produces helplessness and hopelessness.
Exhausts physical energy.	Exhausts motivation and drive, ideals and hope.
Leads to anxiety disorders.	Leads to paranoia, detachment, and depression.
Causes disintegration	Causes demoralization.
Primary damage is physical.	Primary damage is emotional.
Stress may kill you prematurely, and you won't have enough time to finish what you started.	Burnout may never kill you, but your life may not seem worth living.

WHAT ARE THE SYMPTOMS OF BURNOUT?

The road to burnout is filled with signs which tend to be more mental than physical. They can include feelings of:

- Frustration and powerlessness,
- Hopelessness,
- Being drained of emotional energy,
- Detachment, withdrawal, isolation,
- Being trapped,

- Having failed at what one is doing,
- Irritability,
- Sadness,
- Cynicism.

HOW CAN INSTITUTIONS HELP OVERCOME BURNOUT?

Chris Kyriacou (2001), who draws from an Education Service Advisory Committee report (1998), makes these suggestions on the organizational level:

- * Consult with teachers on matters, such as curriculum development or instructional planning, which directly impact their classrooms.
- * Provide adequate resources and facilities to support teachers in instructional practice.
- * Provide clear job descriptions and expectations in an effort to address role ambiguity and conflict.
- * Establish and maintain open lines of communication between teachers and administrators to provide administrative support and performance feedback that may act as a buffer against stress.
- * Allow for and encourage professional development activities such as mentoring and networking, which may engender a sense of accomplishment and a more fully developed professional identity for teachers.

Overcoming or avoiding burnout leaves teachers ready for change and innovation. This of course means teachers can engage in creative educational activities. Creativity is almost always related to a problem. Creative people are divergent thinkers; i.e. they think outside the box and come up with solutions. The solution, in turn, produces new problems and so the wheel turns.

WHAT PREVENTS CREATIVITY?

On the personal level

- Being too busy & getting too involved with a problem
- Having conflicting goals & objectives
- Not allowing yourself enough time to relax
- Lack of confidence
- Lack of belief in own creativity
- Strong beliefs
- Strong ego
- Fear of criticism & judgement (by others)
- Self criticism
- Stress
- Routines

Stemming from the workplace

- Competition
- Concerns with job advancement or opportunities
- Hierarchy
- Little/No democracy
- No opportunities to act with serendipity
- No time for quiet time, relaxation, reflection & introspection
- A sterile environment that does not feed the senses
- Demands for quick production of results
- Harsh words (from others or from ourselves)
- Rigid rules & barriers that prevent gathering of info or connecting with others

WHAT TO DO TO INCREASE CREATIVITY?

- Read selectively & actively
- Write; keep a daily journal
- Indulge in relaxation activities & sports, games & puzzles, hobbies
- Learn to draw (right brain)
- Develop an interest in a things different from your normal daily life
- Get regular fresh input especially through all the senses /Do sth new each day
- Arrange for 'time away'
- Experience things firsthand; travel
- Relax! Unwind!
- Learn mind mapping
- Think through associations
- Use metaphors
- Think of MANY new ideas
- Take on a new challenge (each week)
- Adopt a genius

HOW TO ACHIEVE THESE GOALS?

- Set a measurable goal
- Set up criteria
- Learn about creativity techniques
- Surround yourself with people who love & respect you, encourage you to take risks
- Celebrate your progress
- Begin thinking of yourself as a creative person.





REFLECTIONS ON THE ABANT İZZET BAYSAL UNIVERSITY SEMINAR IN BOLU

22 March 2019

By
Prof. Dr. Aydan Ersöz

ELT Department of Abant İzzet Baysal University held a one-day seminar in Bolu on 22 March 2019. In title of this seminar was “Collaborative Partnerships in ELT: Fostering Practicum Interactions”. The organizing committee, Dr. Anil Rakıcıoğlu-Söylemez and Dr. Sedat Akayoğlu, did a great job with both the academic and social aspects of this seminar. On behalf of INGED, I had a session at this seminar.

**Collaborative Partnerships in ELT:
Fostering Practicum Interactions**
Bolu Abant İzzet Baysal University
March 22nd, 2019 Red Hall, Culture and Convention Centre
Invited Speakers:
Prof. Dr. Armanda Yeşilbursa, Bursa Uludağ University
Prof. Dr. Aydan Ersöz, INGED President
Prof. Dr. Dinçay Köksal, Çanakkale 18 Mart University
Prof. Dr. Gölge Seferoğlu, Middle East Technical University
Assoc. Prof. Dr. Kenan Dikilitaş, Bahçeşehir University
Assoc. Prof. Dr. Sumru Akcan, Bogaziçi University
Seminar Organizing Committee:
Dr. Anil Rakıcıoğlu-Söylemez, Bolu Abant İzzet Baysal University
Dr. Sedat Akayoğlu, Bolu Abant İzzet Baysal University



Dr. Sedat Akayoğlu giving his
welcome speech.

Bolu Abant İzzet Baysal University
Collaborative Partnerships in ELT: Fostering Practicum Interactions
Seminar Program - March 22, 2019

Venue	Red Hall, Bolu Abant İzzet Baysal University Campus	
Registration		08.30-09.00
Welcome Speech		09.00-09.10
Prof. Dr. Gölge Seferoğlu	Turkey's 2023 Education Vision: Professional development as a mindset, not a skill-set	09.15-10.00
Coffee Break		10.00-10.15
Assoc. Prof. Dr. Kenan Dikilitaş	Cultivating and transforming teacher identity through inquiry	10.15-11.00
Coffee Break		11.00-11.15
Prof. Dr. Aydan ERSÖZ	How reflective are we?	11.15-12.00
Lunch		12.00-13.30
US Embassy Regional English Language Office	Grants and Scholarships	13.45-14.00
Assoc. Prof. Dr. Sumru AKCAN	Rethinking Practicum-related dynamics in Teacher Education Programs	14.00-14.45
Coffee Break		14.45-15.00
Prof. Dr. Amanda YEŞİLBURSA	In-service and prospective teachers working together to shape the future of ELT in Turkey: Practicum as a working context	15.00-15.45
Coffee Break		15.45-16.00
Prof. Dr. Dinçay KÖKSAL	Practicum in Practice: Pragmatic Approach	16.00-16.45
Closing Remarks and Raffle		16.45-17.00

Nearly all sessions focused on the importance of having a **“growth mindset”**, a term first suggested by Carol Dweck in 2006 (*Mindset: The New Psychology of Success*. Ballantine Books; Reprint, Updated edition, December 26, 2007).

A growth mindset is the belief that we can constantly develop and nurture our skills, helping us reach our full potential. According to Dweck, if we believe that we can achieve more, we'll be more willing to put in the effort to get there. Dweck makes a stark contrast between a growth mindset and a fixed mindset. The latter refers to those who believe our intelligence and skills are innate and cannot be changed. They tend to focus on looking smart and are

reluctant to take risks in case they appear somewhat incapable. On the other hand, a growth mindset prioritizes learning and refers to individuals who aren't threatened by the thought of challenge or even failure – they know it will ultimately push them to achieve more. As a result, growth-minded individuals will develop every single day, whilst those with a fixed mindset will always remain on the same level.

A growth mindset will lead to your professional development because:

1. You'll develop a positive mindset.
2. You'll embrace change.
3. You'll be inspired by the actions of others.
4. You'll always be satisfied.



Differences between "growth mindset" and "fixed mindset".





Prof. Dr. Gölge Seferoğlu, METU.



Assoc. Prof. Dr. Kenan Dikilitaş, Bahçeşehir University.



Prof. Dr. Aydan Ersöz, INGED.



Aycan Yaman-Esen, US Embassy.



Assoc. Prof. Dr. Sumru Akcan, Boğaziçi



Prof. Dr. Ayşegül Amanda Yeşilbursa, Uludağ



Prof. Dr. Dinçay Köksal, Çanakkale 18 Mart University.

Fostering a growth mindset in students is a priority for most educators, but sometimes teachers themselves operate with a *fixed* mindset. We all know some traditional teachers and administrators who refuse to change, are stuck in their practice, and/or reject new ideas. Just as we teach our students to continuously improve, grow, learn, and change, so must we as educators. Below are some suggestions to create a growth mindset:

**** Never stop growing***

No matter how old you are and no matter how good you are at your job, it's important to never stop growing and learning. Even the best teachers are constantly on the hunt for new ideas, new methods, and new ways of thinking to best serve their students. Sure, it might be easier to rest on one's laurels — and those already-finished lesson plans — but just as we encourage students to always push their learning further, teachers must be continuous learners. In fact, it's human nature to learn.

**** Experiment and innovate***

Many schools are teaching students to be young innovators, makers, and design-thinkers in order to succeed in an evolving global economy. Therefore, shouldn't teachers be innovators too? There is no one perfect method for teaching, so educators should experiment and innovate to provide dynamic, authentic, and effective instruction. Innovation isn't just about technology. It can be about the processes and systems within a classroom, new student project ideas, programming adjustments, interdisciplinary work — the options are truly

endless. It's easy to fall back on what's familiar, but that might not be what works best for today's modern students — or the exact students in front of you. Don't just follow the herd. Lead the charge and stay open to what's possible.

*** Ask questions**

When you observe toddlers and children, you'll witness how many questions they ask. In the education/school system, children lose that peak level of curiosity and wonder, coming to believe that one should only ask questions if they don't understand. Use inquiry techniques and guide your colleagues to become questioners again. The more we question, the more we learn and grow.

*** Be flexible**

Great things can be achieved when we let go of or stretch our rules, expectations, or boundaries, and include outside perspectives. In order to keep growing as teachers, we must be willing to adapt our practice to the needs and best interests of our students and find a way to include the input and contributions of our colleagues.

*** Learn new technology**

We teach kids new things all the time, so why can't we learn something new too? Just think how students feel when they're overwhelmed, uncomfortable, or feeling saturated during a lesson. Technology isn't slowing down and it's not going away, so we must continue to embrace a growth mindset — even if it's challenging — and continuously learn how to use, create, and integrate technology. If all else fails, ask your students!

*** Truly listen**

We expect students to listen all day long, but how often do we do the same? When we slow down and authentically listen, we not only open our minds to new ideas but create a community of colleagues who feel heard and understood. The next time someone is speaking to you, try this: Do not interject. Do not consider a response. Don't let your eyes or mind wander. Just look and listen. The more we listen and collaborate with one another, the more we grow together.

*** Reflect, reflect, reflect**

In order to continue to grow and improve, we must consistently take time to evaluate our work and analyze how we're doing. The school year is so busy and self-reflection is hard to prioritize. One solution is to build reflection activities into professional development or into teacher meetings to maintain a consistent and meaningful routine. The brain *can* adapt and change — no matter how much you are set in your ways or glued to your habits. When you regularly examine your strengths, weaknesses, triumphs, failures, and goals, you will continuously adjust, which ensures that you're on track with success in sight.



REFLECTIONS ON 53rd INTERNATIONAL IATEFL CONFERENCE AND EXHIBITION, LIVERPOOL

2 – 5 April 2019

By
Prof. Dr. Aydan Ersöz

The 53rd International IATEFL Conference and Exhibition was held in Liverpool, UK between 2 and 5 April 2019 this year. The welcoming party for the associates' representatives was on Sunday, 31 March 2019 and pre-conference events and "Associates' Day" was on Monday, 1 April 2019.



Harry Kuchah Kuchah, IATEFL President, giving his welcoming speech at the welcoming party

In his welcoming speech, Harry Kuchah Kuchah mentioned the importance of the conference stating “The IATEFL Conference is a unique opportunity to step out of your daily routine and step into the wider circles of the ELT industry”. There were four plenary sessions and over 500 sessions

offering a rich selection of topics, with speakers from a wide range of backgrounds and contexts, sharing their expertise and experience. The plenary sessions were open to everyone followed by an online audience of thousands.



David Crystal giving his very entertaining speech at the party.



Associates' representatives socializing



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

2019's PCE topics were: Business English and Teacher Training & Education; ESOL (Meeting challenges and exploring Solutions in the ESOL classroom); Inclusive Practices and SEN; Leadership and Management; Learner Autonomy; Learning Technologies; Literature and Materials Writing; Pronunciation; Research; Teacher Development and Global Issues; Testing, Evaluation and Assessment; and, Young Learners and Teenagers.

IATEFL has over 120 Associate members. An Associate is a national or regional Teaching Association (TA) that has entered into a mutually beneficial relationship with IATEFL. One benefit of becoming an Associate lies in linking up with a network of international TAs, and through this, a network of language educators from all over the world, and from a range of diverse backgrounds and nationalities. The Associates' Day on 1 April was a chance for representatives of these TAs to get together and discuss matters of common interest. During this day, some associates had poster presentations to promote their associations, and INGED was one of them.



INGED Poster Presentation

We also had several discussion groups to share our problems and tried to come up with some solutions. Some common problems we talked about were promoting our association, proving our value in order to retain members, increasing member engagement, increasing our sources of income, financial management, and using social media channels.



The first plenary on Tuesday, 2 April was by Paula Rebolledo from Chile. Her title was “Teacher empowerment: leaving the twilight zone”. She stated “Over the past few years and in different fields, the word “empowerment” has become increasingly used in talks, papers and social media. Education, of course, has not escaped this trend and the concept is frequently mentioned as a desired outcome of any educational activity and teachers, among the lucky ones to benefit from it. However, and interestingly, the notion of empowerment is usually not defined and hardly discussed in depth. Is then empowerment such a common concept these days that needs no clarification? Or, is it that its complexity deters any further analysis?” Paula Rebolledo believes the persistent calls for the empowerment of teachers demand a closer study of the process and a critical appraisal of its occurrence.

In this talk, she tried to examine the concept of empowerment and “teacher empowerment” more specifically. She focused on general education literature to present the different dimensions of teacher empowerment and what research findings suggest regarding its role in students’ achievement. She then moved onto English language teaching and looked at how empowered English teachers claim to feel by sharing stories of empowerment and disempowerment. In doing so, she expected the audience to reflect on enabling features, hindering factors and paradoxes identified to ultimately think of ways forward if we ‘truly’ wish teacher empowerment to leave the twilight zone.



The second plenary session was on 3 April, Wednesday by John Gray from the University College London. His topic was: Gender and sexuality in ELT – inclusive education vs. queer pedagogy. I did not attend his session because his topic was not one of my interest areas but from his abstract this is the summary I gathered: After more than half a century of profound social change and legislative reform across much of the world, issues of gender and sexuality remain problematic in English language teaching and in education more generally. Despite limited progress in certain domains, English language teaching materials, English language tests and many teacher education courses continue to reproduce and reinforce heteronormativity – referred to by Deborah Cameron and Don Kulick (2003: 55) as ‘those structures, institutions, relations and actions that promote and produce heterosexuality as natural, self-evident, desirable, privileged, and necessary’. Such a situation denies recognition to those students who are gender and sexuality nonconforming, ignores those who are questioning their gender identity or their sexual orientation, and fails to educate all about the complexity of the world in which we live. In this talk he tried to explore some of the reasons behind this state of affairs and look at ways in which it has been suggested this can be remedied. On the one hand, there is the case for inclusive education in which recognition is accorded to previously erased groups. Drawing on examples of how this has been done, he suggested that there are pitfalls to such an approach being thoughtlessly applied - as the appearance of terms such as homonormativity, homocapitalism, homonationalism and pink-washing reveal. On the other hand, there is the more radical case for queer pedagogy, which he argued is congruent with the principles of critical pedagogy and a view of education as 'the practice of freedom' (Hooks, 1994). Paradoxically, this approach may be more appropriate for teachers working in those parts of the world where inclusivity is taboo.

The third plenary session was on 4 April, Thursday by Aleksandra Zaparucha from Poland. Her topic was: Under one roof: considerations on integrating content and language. According to Zaparucha, Content and Language Integrated Learning (CLIL) describes an approach to teaching non-linguistic subjects, like Physics or History, through an additional

language. Since the term was coined in the mid-1990s, it has been gaining popularity, mainly in Europe but also elsewhere. Thus, it is time to review CLIL and see what it has to offer. First of all, although the term suggests there are two entities to be combined, this dichotomy of content and language has never in fact existed. There is no content without the language and no language without the content. Does this mean subject teachers should be allowed to



teach through the language that is not native neither to them nor to their students? What are their credentials? And how is CLIL different from other forms of merging subjects with languages, such as English Medium Instruction? Once these issues were addressed, she tried to examine 10 characteristics of CLIL, arguing they should be adopted to any other situation where content and language are integrated, be it at primary, secondary or tertiary education level. The most important notion would be that every CLIL lesson should adequately ‘tune in’ the procedure through which the relevant content is offered to students.

Ignoring it would mean the whole CLIL structure is lacking an indispensable element which, like a bridge, joins the language and the non-linguistic content. Finally, she stated that CLIL is here to stay and both teachers and students can benefit from getting involved.

The last plenary session was on 5 April, Friday by Lindsay Clandfield. His title was:

Methodology, mythology and the language of education technology. In his session, he mainly focused on how the way we talk about the idea of digital education has an impact on the way we do it. In his words: “Education is broken. Classrooms haven’t changed in hundreds of years. Robots are coming for our jobs. We don’t need teachers. Our learners are 21st century learners. Innovation and disruption. Adapt or die. One of the most interesting



aspects of digital education is the nature of the discourse that surrounds it. The way people often talk about the idea of digital education can have an impact on the way we do it.” He tried to critically examine some of this language as it has come into the field of English language teaching over the past 20 years. He also tried to explore key words being used to

describe some EdTech developments (words like interactive, personalization, gamification and disruptive to name but a few) and the stories that surround these words. Last but not the least he questioned what happens when the more recent popular stories about education technology collide with older narratives we've been telling about ELT.

You can watch recordings of the conference plenaries and a selection of talks here:
<https://www.teachingenglish.org.uk/events/IATEFL-Online/2019>

In this part, you can find a selection of sessions that I attended with photos and brief summaries.

Tuesday

Tuesday 2 April

1040-1125: Session 1.1

<p>Room 10 32 audience Workshop TTed, YLT e, le, p</p>	<p>Storytelling and dramatization for young learners: a sample lesson Aydan Ersoz (INGED) This workshop is for teachers of young learners. It has three parts: first, brief information about storytelling and dramatization; second, a sample lesson based on these techniques; and finally, the reflections of the audience. The sample lesson integrates various types of activities for children. The workshop requires active audience participation.</p>
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My session was great fun with an extremely enthusiastic audience despite the size of the room. Everyone joined the discussions and they were eager to take roles in the dramatization of the story.





A dialogical approach to bilingual teacher identity shift by Kenan Dikilitaş (Bahçeşehir University)



In his session, Kenan Dikilitaş reported on a qualitative study that examined identity shifts in three preschool teachers in their journey from Foreign Language (FL) to Bilingual English (BE) teachers. Throughout the study, these teachers kept their own journals and had face-to-face interviews with the researcher at certain intervals. The findings clearly illustrate a change in identity illustrated by the emergence of different I-positions. Implications for language teacher development were also discussed, with reference to transformative identity change processes.



Promoting high-quality thinking in the early years
by Carol Read (Freelance, Spain)

Carol Read tried to explore from theoretical and practical perspectives what emergent thinking skills young children are capable of, and what pedagogical strategies we can use to integrate high-quality thinking in pre-primary language programs. She also provided some flexible ideas to develop language and thinking in enjoyable, age-appropriate ways.

She claimed that by building up children's positive self-esteem through recognizing their individual strengths, valuing their contributions, respecting divergent views and establishing a classroom community in which collaboration and interaction are the norm, children are more likely to engage in the kind of fluent and flexible thinking, as well as the willingness to take risks, that characterize creativity.



Carol Read added that by offering children choice, they learn to take responsibility for their decisions. They also begin to develop autonomy and have control of their learning. Exercising choice also helps to make learning more personalized and memorable. You can offer children choice in a range of ways from micro-decisions, such as who to work with, to macro-decisions such as choosing topics to study. Offering choice can be a powerful tool in behavior management too.

She further stated that using questions to engage children and leading them to think creatively is an essential skill. Teachers also need to give children sufficient thinking time to answer questions and provide opportunities for them to construct and ask interesting and

challenging questions themselves. They also need to train children to evaluate and reflect critically on their own ideas, performance, actions and outcomes.



***What makes a good teacher good?
by Gülfem Aslan***

In her session, Gülfem Aslan stated that teaching is hard work and some teachers never grow to be anything better than mediocre. They do the bare minimum required and very little more. The great teachers, however, work tirelessly to create a challenging, nurturing environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude toward our students, our subject, and our work.





She mainly focused on the teaching and learning of social values, attitudes and social skills. She stated that a good teacher respects students. Each person’s ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This

teacher creates a welcoming learning environment for all students. A great teacher creates a sense of community and belonging in the classroom. The mutual respect in this teacher’s classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class. Furthermore, a great teacher is a skilled leader. Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

I also visited the poster presentation area and had a chance to learn from Prof. Dr. Birsen Tütüniş’ poster presentation entitled “Digital creative writing and academic writing skills”. English Language students usually shy away from writing in English due to the complexity of the skill. In this poster she presented a study that investigates B1 level creative writing ability based on web 2.0 tools. The results indicate that students’ cognitive levels of writing process improve and their level of success and motivation towards writing increase.



The conference was a great experience. Being among thousands of colleagues from all over the world who are devoted to their profession, open to new ideas, seeking answers to their questions gave me the energy and motivation I needed.

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article on the importance of reading to young children at home.

<https://www.sciencedaily.com/releases/2019/04/190404074947.htm>

A 'million word gap' for children who aren't read to at home

That's how many fewer words some may hear by kindergarten

Summary:

Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than kids who were never read to, a new study found. This 'million word gap' could be one key in explaining differences in vocabulary and reading development.

Young children whose parents read them five books a day enter kindergarten having heard about 1.4 million more words than kids who were never read to, a new study found.

This "million word gap" could be one key in explaining differences in vocabulary and reading development, said Jessica Logan, lead author of the study and assistant professor of educational studies at The Ohio State University.

Even kids who are read only one book a day will hear about 290,000 more words by age 5 than those who don't regularly read books with a parent or caregiver.

"Kids who hear more vocabulary words are going to be better prepared to see those words in print when they enter school," said Logan, a member of Ohio State's Crane Center for Early Childhood

Research and Policy.

"They are likely to pick up reading skills more quickly and easily."

The study appears online in the *Journal of Developmental and Behavioral Pediatrics* and will be published in a future print edition.

Logan said the idea for this research came from one of her earlier studies, which found that about one-fourth of children in a national sample were never read to and another fourth were seldom read to (once or twice weekly).

"The fact that we had so many parents who said they never or seldom read to their kids was pretty shocking to us. We wanted to figure out what that might mean for their kids," Logan said.

The researchers collaborated with the Columbus Metropolitan Library, which identified the 100 most circulated books for both board books (targeting infants and toddlers) and picture books (targeting preschoolers).

Logan and her colleagues randomly selected 30 books from both lists and counted how many words were in each book. They found that board books contained an average of 140 words, while picture books contained an average of 228 words.

With that information, the researchers calculated how many words a child would hear from birth through his or her 5th birthday at different levels of reading. They assumed that kids would be read board books through their 3rd birthday and picture books the next two years, and that every reading session (except for one category) would include one book.

They also assumed that parents who reported never reading to their kids actually read one book to their children every other month.

Based on these calculations, here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1-2 times per week, 63,570 words; 3-5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.

"The word gap of more than 1 million words between children raised in a literacy-rich environment and those who were never read to is striking," Logan said.

The word gap examined in this research isn't the only type kids may face.

A controversial 1992 study suggested that children growing up in poverty hear about 30 million fewer words in conversation by age 3 than those from more privileged backgrounds. Other studies since then suggest this 30 million word gap may be much smaller or even non-existent, Logan said.

The vocabulary word gap in this study is different from the conversational word gap and may have different implications for children, she said.

"This isn't about everyday communication. The words kids hear in books are going to be much more complex, difficult words than they hear just talking to their parents and others in the home," she said.

For instance, a children's book may be about penguins in Antarctica -- introducing words and concepts that are unlikely to come up in everyday conversation.

"The words kids hear from books may have special importance in learning to read," she said.

Logan said the million word gap found in this study is likely to be conservative. Parents will often talk about the book they're reading with their children or add elements if they have read the story many times.

This "extra-textual" talk will reinforce new vocabulary words that kids are hearing and may introduce even more words.

The results of this study highlight the importance of reading to children.

"Exposure to vocabulary is good for all kids. Parents can get access to books that are appropriate for their children at the local library," Logan said.

Story Source:

Materials provided by **Ohio State University**. Original written by Jeff Grabmeier. *Note: Content may be edited for style and length.*

Journal Reference:

1. Jessica A. R. Logan, Laura M. Justice, Melike Yumuş, Leydi Johana Chaparro-Moreno. **When Children Are Not Read to at Home.** *Journal of Developmental & Behavioral Pediatrics*, 2019; 1 DOI: 10.1097/DBP.0000000000000657



Our Calendar of Events is regularly updated.

So are the Announcements.

WRITE - WRITE - WRITE GET BETTER & BETTER- I

This is Part 1 of sample short essays by university students who tried their hands at expressing themselves on the topic of culture shock.

This is what their instructor M. Nazlı Demirbaş wrote as a brief introduction to these students' background:

Student teachers are provided with content knowledge, pedagogical content knowledge, general knowledge and general pedagogical knowledge courses during the four-year long English language teaching (ELT) programmes in Turkey. As part of the content knowledge courses, "writing skills" is a course which aims to develop student teachers' writing paragraph and essay skills through different topics in both academic terms. Although ELT programmes have a standard syllabus introduced by Council of Higher Education, each university follows different contents. For example, in Gazi University ELT programme, the writing skills course is introduced to student teachers through EAP (English for Academic Purposes) topics to help them raise their awareness, motivate them in the field, do some basic research about the hotly debated issues, and prepare them for the coming pedagogical content knowledge courses. In this course, student teachers are introduced to styles and strategies of paragraph and essay writing. They are asked to write paragraphs on the integration of culture into ELT, native-non-native dilemma, and the value of English in Turkish context as an international language, following paragraph types in the first term. In the second term, they are asked to write essays on topics by comparing and contrasting the culture shock in different contexts, by focusing on the causes and effects of failure in teaching English in Turkey, and by arguing the younger the better hypothesis. As a reinforcement to the Gazi ELT student teachers whose performances were outstanding in terms of structure, writing style and idea generation, some of them are sent for review to be published in INGED Newsletter. The below essays represent the ones which were found to be promising and selected by the editor. Student teachers express their experiences, analysis, and observations on "culture shock" through cause and effect essays. Enjoy reading!

Culture Shock Differences Between Cultures By Ezgi Aksoy

Culture shock is a natural case of psychological and physical confusion which appears when someone encounters a new environment and culture (Maclachlan, 2015). Culture shock is caused by loss of social support networks, self-government and ability to struggle with differences and challenges of entering a new culture. Moreover, this loss of feelings cause some symptoms such as depression, fatigue, insomnia, anxiety, confusion, loneliness and isolation. (Maclachlan, 2015). Culture shock has generally four main stages which are honeymoon, frustration, adjustment and adaptation stages. Since we feel culture shock because the new culture that we encounter has different rules from our own, its effects and stages can be various between cultures. For example, people who travel to Spain from Turkey and US have different and similar cultures in terms of cuisine, daily life rituals, transportation and the language they speak. For this reason, they have both similarities and differences in their culture shock process.

First of all, their cuisine have some differences and similarities. Cuisine is a style or method of cooking especially as characteristic of a particular country, region or establishment and since it is passed down from one generation to the next (Hau B Le, 2017) its effect on culture shock is important. For example, both Turkish and American may be amazed by the fact that there is no breakfast with egg and some other breakfast food such as cheese and olive because for both of their culture breakfast is an important meal which makes them energetic and happy when day starts. Moreover, lunch in Spain is different. To make it clear, while Turkish and American people eat sandwiches and fast food Spanish people often eat soup, fish and pasta. As a result, both Turkish and American people feel the same disappointment and confusion because of the fact that both of their meal is different from Spain .On the other hand there are some different culture shock factors which affect American most. For instance, Nurdan Saygın, who is a Comenius student state that she was shock when she saw milk and bread as her breakfast. She also adds the fact that she immediately thought that she will never have a perfect breakfast in Spain. But on the other hand, since Turkey has Mediterranean region generally Spanish cuisine and Turkish cuisine is similar .Both the Spanish and Turkish eat fish and rice in their dinner but the American eat meat and loaf with fast food and snacks .Thanks to that fact, Turks may feel more familiar and comfortable in Spain at least while having dinner whereas the American try to find another solutions for their dinner.

Secondly, daily habits play a critical role in culture shock process because developing a daily routine can help us to feel more in control of everything, which helps the ones who experience culture shock (Schmitt, 2015). For example, in Spain people have sleeping ritual which is called siesta but either Turkish people or the Americans do not have sieasta. While Spanish people are sleeping the others may get bored or find nothing to do which can lead to some anxiety and distress which are not good to get over with culture shock. Sinem Findık, who went Spain for Erasmus program from Turkey says that it was hard to get used to siesta because while other people resting she had nothing to do . In addition, Spain people frequently go parties which is good for Americans because of the fact that Americans are more used to going parties than Turkish people as . For example, Maciek Krol ,again an Erasmus student from US ,claims that he felt well and as he was at his home when he went to that parties while Sinem and Nurdan felt uncomfortable and apprehensive. As a result we can infer that Turkish people may pass through a more painful culture shock process in terms of daily habits than Americans.

Thirdly, language is the key role to get rid of culture shock and it creates some differences and similarities in culture shock stages as well as other factors. Language helps you to communicate properly when you need something or when you are needed to understood by others. If you try to talk about how you feel with some other people it may help to decrease the level of culture shock (Schmitt, 2015). Yet it is not enough to speak English if you are in Spain since their accent can be bad or they may speak faster than you speak English and this causes some misunderstanding. But Americans are lucky due to the fact that they are exposed to more different accents and speaking styles as their native language is English. To illustrate, Sinem and Nurdan says that it was hard to both understand and express themselves as they speak too fast and do not understand English very well. But on the other hand Krol states that he never think that it was difficult to understand his host family and he

adds the fact that in his country there were a lot of accents so he was used to different speaking styles in English. But Turkish people usually learn only one or two different accents at schools so it may create some problem in communication and that may lead to a big depression and culture shock. However, it seems that only differences they have Krol says he was amazed when Spanish students hugged him and kissed as soon as he arrived whereas Turkish students were used to sincere manners thanks to their culture.

To sum up, culture shock is a process in which people get depressed and anxious since they feel uneasiness of the new culture and new rules. In addition, culture shock has four main stages and because of the fact that the main reason of the culture shock is cultural differences as the culture changes culture shock's consequence can change in bad way but at the same time if one's culture is the same with the other culture that the one encounters culture shock's effect would decrease. Thus, if we compare Turkish and American people who travels to Spain we could see they experience some similar and different culture shock process. Sinem Findik and Nurdan Saygın are students who attend Comenius and Erasmus project and travel to Spain from Turkey and Maciek Krol is an American student who attend Erasmus project and travel to Spain like others. When we compare their culture shock process and their saying about their experience we could realize similarities and differences in some cultural factors such as cuisine, language and daily habits.

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Experiencing Culture Shock When Moving from Germany to Turkey By Berna Aydemir

Nowadays, there are many people in the world who move from one country to another. One example of this are the people who move from Germany to Turkey. After the Second World War, Turkish people immigrated to Germany in order to work there. In these days, their descendants want the other way round because of their irresistible desire to live with their fellow countrymen. I am also a member of these people as I moved from Germany to Turkey. At first it may seem fascinating to open a new chapter in your life. However, like all those people I have also forgotten that I may have culture shock. Have you ever experienced

culture shock? "Culture Shock is the feeling of disorientation brought on by experiencing an unfamiliar culture, lifestyle, or set of attitudes when moving to a different country." (Murphy,2017,1) Despite the fact that a person who is moving from Germany to Turkey does not want to experience culture shock, it is nearly impossible because of some differences among these two countries.

To begin with, there are some differences in education. In Germany, the teacher is more passive. Mostly, teachers there explain the subject of the lesson and simply answer the questions or demands of the learners. They ask students questions or their personal opinions about the subject in order to make them feel that they are a part of the lesson. In addition to this, students have to work in groups and make presentations about the subjects they have covered. Finally, so as to make them feel more relaxed and to create community among them, the teachers organize a trip to a museum, a zoo, a cinema, or even to an art gallery. Unlike Germany, students are more passive in Turkey. The teacher is like the leader of the lesson. He or she explains on himself or herself the subject and does not let the student to be that active. This was the point on which I began to experience the most culture shock. In my two years' time of high school, the teacher did not give at least one task, which required to work in groups. Each student was required to listen carefully to the teacher and work on her or his own. Another matter that let me feel uneasy and anxious was not going on a trip together with the whole class. I felt like only going to school and learning nothing. Moreover, I did not feel restful and serene like in Germany when going to an excursion. Secondly, the types of exams are different. In fact, in Germany I was asked to write my own feelings and thoughts in an exam. Besides this, I had to analyse a whole text and write a text in regard to this. On the contrary, in Turkey I was asked to cross out only the right answer in an exam. There were maximum two questions, where I had to write my own feelings. It was very hard to adapt to this kind of exam. However, in my first year at school in Turkey I already understood that I should get used to it and that there would most probably no exam where neither my feelings nor my thoughts will be asked to write about.

Secondly, there are a couple of distinctions in food. First and foremost, in Germany there are diverse sorts of sweetness and chocolate. For example, when you go to a supermarket, you will realize that there are so many sorts. Thus, you will have difficulties in choosing one of them. As a result, you might find yourself buying all of them. On the other hand, although there are also chocolate and sweetness in Turkey, I had difficulties adapting to the taste. The traces of culture shock began to appear again quickly for me. Another fact is that in Germany, you can get across restaurants where you can eat varieties of food from different world cuisines. For instance, when you go to the city centre, you can eat in a Japanese restaurant sushi, in a Chinese one Chinese noodles or in an Italian restaurant pizza with special Italian sauces. Moreover, while you are walking on the street, you can get bubble tea (a drink which contains flavoured tea and tapioca balls) or Italian ice-cream. Unlike Germany, in Turkey you cannot find these kind of restaurants in all cities except big cities such as Ankara and Istanbul. Even though I am now living in Ankara, when I first came to Turkey, I began to live in Zonguldak. There, I could neither find these restaurants nor that kind of food. Instead of this, I came across food from Turkish cuisine. The Turkish cuisine also consists of delicious food. However, I found myself always looking around for the

world cuisine and missing the luscious tastes of them. In fact, the category food was the most difficult part to pass in order to get away from culture shock.

Finally, there are differences in the lifestyle of German and Turkish people. To begin with, in Turkey, the rules are not as strictly followed in traffic as in Germany. For example, cars do not give right-of-way to pedestrians when crossing a pedestrian crosswalk. In addition to this, they do not pay attention to traffic signs. I even witnessed motorbikes riding on the pavement. On the contrary, in Germany it is the other way round. There, people strictly follow the rules and give priority to pedestrians. Besides this, if a car driver drives the car too fast, his or her driving licence can be taken away. Moreover, if a pedestrian crosses the street when the pedestrian traffic lights are red, he or she could be penalized and also could be forced to pay penalty. However, in Turkey, I witnessed people crossing the street while cars were driving along the road. Nonetheless, the police did nothing except watching them. Thus, I once again experienced culture shock. I was not sure if my life was in safety when crossing a road. Furthermore, I even now do not know why people do not take care of other people. In addition to this, I am always thinking whether most car drivers in Turkey are aware of the traffic signs or not. Last of all, in Germany all supermarkets and stores are closed not only on Sundays but also on public holidays. However, in Turkey, all supermarkets are open from 9 a.m. to 9 p.m. regardless of the fact that whether it is a public holiday or a religious holiday. At this point, when I first came to Turkey, I always had in mind on Sundays that all stores and supermarkets were closed. Indeed, when I went out on public holidays and saw an open shop, I got puzzled. I lost track of time and actually did not know if I confounded the days. In brief, culture shock did not stop following me, like it did in other areas of my life.

All in all, even though a person migrating from Germany to Turkey does not want to feel culture shock, owing to some differences among these two countries it is almost impossible. I am a member of those persons who moved from Germany to Turkey. Though I never thought of experiencing culture shock, I felt it in some areas such as education, food and lifestyle. It is reasonable to expect that in the near future more and more people will move to a new country, experience culture shock and look for ways on how to overcome it. In order to prevent culture shock, a person should obtain information about the country before moving, be both active and positive, and meet new people there.

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News



The 54th IATEFL Conference in Manchester

18 - 21 April 2020

The IATEFL Associates Day, as well as Pre-Conference Events (PCEs): 1 April 2019.

Speaker proposal deadline: 12 September 2019

<https://conference.iatefl.org>



Upcoming IATEFL events and scholarship applications for Manchester 2020!



'45th birthday of Pilgrims teacher training centre'

9th International ELT Forum with IATEFL LAMSIG & Pilgrims
Ekonomická univerzita v Bratislave, Bratislava
7-8 June 2019
[Register here](#)



'Unity in diversity'

FLE joint conference in collaboration with IATEFL TTedSIG and TESOL Turkey

TOBB University of Economics and Technology, Ankara, Turkey
21-22 June 2019
[Register here](#)

LASIG

'Reforming the foreign language classroom; empowering students to take ownership II'

IATEFL LASIG & TU Braunschweig joint conference
TU Braunschweig, Germany
6 Sept 2019
[Register here](#)

BESIG →

'Back to basics'

IATEFL BESIG 32nd annual conference with Global Issues SIG strand
Wista conventions Adlershof, Berlin, Germany
11-13 October 2019
[Register here](#)



'Exploring spontaneity in the ELT classroom'

IATEFL ReSIG, Oxford Brookes University & Creativity
Group joint event
Wolfson College, Oxford, UK
2 November 2019



[Register here](#)



Applications are now open to win a scholarship to attend the IATEFL 2020 Conference in Manchester (18-21 April).

With over 20 scholarships available there is something for everyone!

Go to <https://conference.iatefl.org/scholarships> to see:

- the full list of awards,
- the requirements for each of the awards,
- what you could win,
- a step-by-step guide to completing the application form,
- some frequently asked questions, and,
- a link to the application form.

The deadline for submitting your application is 16.00 (UK time) on Thursday 4 July 2019. Do not delay in applying as we cannot accept any late submissions.

For further information about scholarships, please email conference@iatefl.org.



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News from



TESOL 2020 International Convention & English Language Expo

31 March–3 April 2020

Denver, Colorado, USA

<https://www.tesol.org/convention-2020>

Proposal submission deadline: 10 June 2019

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



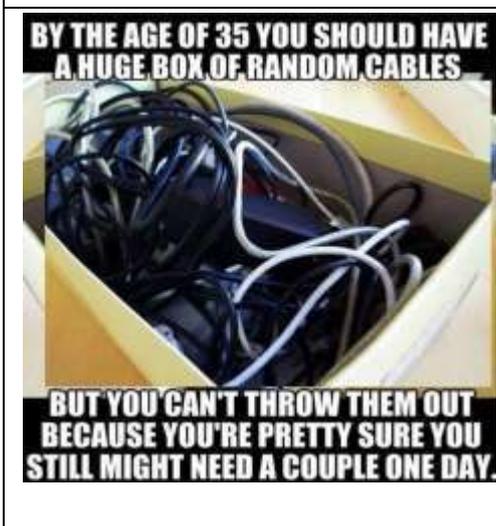
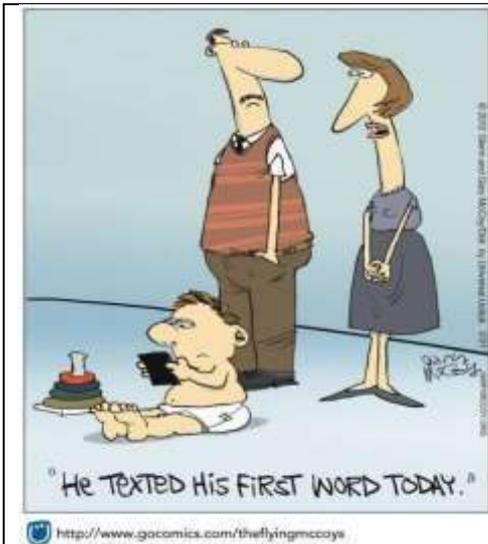
The Meeting for English Language Professionals

TESOL Preconvention Institutes (PCIs) Call for Proposals

TESOL invites proposals for PCIs that deal with classroom practices and applications of research in language learning and teaching. Proposals are welcomed from teachers, teacher educators, researchers, program administrators, materials and curriculum developers, and other professionals in communications, education, linguistics, foreign languages, and other related fields who have extensive experience in providing in-service programs and consulting for educational organizations. All proposals are refereed by TESOL's Professional Development Professional Council (PDPC).

To submit a PCI proposal, please read the complete TESOL preconvention institute call for proposals.

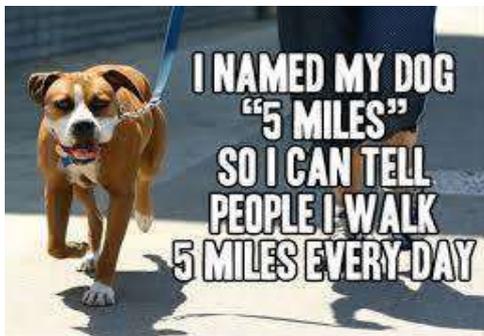
TO MAKE YOU SMILE !



Happiness is.. not having to set the alarm for the next day



"Nice iron. Your wife will love it. While I wrap it, you might want to go over to sporting goods and pick out a helmet."



Silence is golden.
Unless you have kids.
Then silence is suspicious.



"It's called 'reading'. It's how people install new software into their brains"



Retiree Mental Fitness Evaluation

This test is to ascertain your mental state now. If you get one right you are doing ok. There are 4 test questions. Don't miss one.

Giraffe Test

How do you put a giraffe into a refrigerator?

Stop and think about it and decide on your answer before you scroll down.



The correct answer: Open the refrigerator, put in the giraffe, and close the door. This question tests whether you tend to do simple things in an overly complicated way.

Elephant Test

How do you put an elephant into a refrigerator?



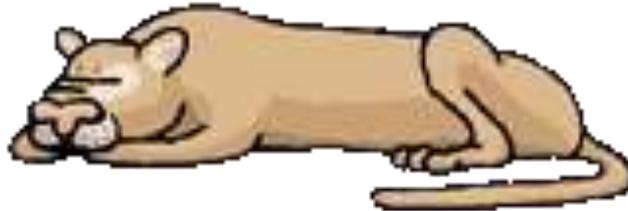
Did you say, Open the refrigerator, put in the elephant, and close the refrigerator? Wrong Answer.

Correct Answer: Open the refrigerator, take out the giraffe, put in the elephant and close the door.

This tests your ability to think through the repercussions of your previous actions.

Lion King Test

The Lion King is hosting an Animal Conference. All the animals attend except one. Which animal does not attend?



Correct Answer: The Elephant. The elephant is in the refrigerator. You just put him in there. This tests your memory.

Okay, even if you did not answer the first three questions correctly, you still have one more chance to show your true abilities.

Crocodile Test

There is a river you must cross but it is used by crocodiles, and you do not have a boat. How do you manage it?



Correct Answer: You jump into the river and swim across. Haven't you been lis-ten-ing? All the crocodiles are attending the Animal Conference. This tests whether you learn quickly from your mistakes.

According to Anderson Consulting Worldwide, around 90% of the Retirees they tested got all questions wrong, but many preschoolers got several correct answers. Anderson Consulting says this conclusively proves the theory that most Retirees do not have the brains of a four-year-old.