

NEWS ON-LINE

2022- Issue 2 ~ Together we stand!



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From the President

Dear members,

We are together again with a new issue. In this issue, I want to write about homework, how necessary it is, how much homework we should give, what kind of homework we should give, and parents can help with homework.

Some educators believe that homework fosters independence, self-reliance, self-esteem, co-operation, and responsibility and lifelong learning. Some educators, however, assert that homework causes more problems than benefits. And, students, of course, do not really like having any kind of homework.

The purpose of homework is to practice what has *already* been learned and/or what is done in school. Meaning, you should only assign homework your students fully understand and are able to do by themselves. It can be designed to challenge student's ability and provide opportunities for creativity.

Homework assignment is not a must but if needed the timetable given below can be used. Please keep in mind that these suggested time periods cover all the courses combined. So, the best idea is for the teachers of all courses come together and share the suggested time period; or they can share the week days. If possible, Fridays and weekends should be free time for students.

Teachers who are teaching different subjects should share school nights and time themselves carefully. For example, the Math teacher can have Mondays and the English teacher can have Tuesdays. For higher levels teachers can share the same night with careful timing. For example, both the Math's teacher and the English teacher can have Mondays, but the math's homework should be for 10 minutes and the English homework for 10 minutes.

<i>Grade</i>	<i>Time per school night (Monday through Thursday only)</i>
Kindergarten	10 minutes
Primary 1	10 minutes
Primary 2	10 minutes
Primary 3	20 minutes
Primary 4	20 minutes

Middle School 5	30 minutes
Middle School 6	30 minutes
Middle School 7	40 minutes
Middle School 8	40 minutes
High School 9	50 minutes
High School 10	50 minutes
High School 11	60 minutes
High School 12	60 minutes

Denise Pope and her colleagues ran some research at the Stanford Graduate School of Education and found too much homework can diminish its effectiveness and even be counterproductive. Their study found that too much homework

- is a primary source of stress
- causes health problems such as headaches, exhaustion, sleep deprivation, weight loss and stomach problems.
- gives the kids less time for friends, family and extracurricular pursuits
- cuts down on productive family time. As the stress levels increase, fights begin, which takes away from any quality family time.
- leaves not enough time to go outside, play with friends, or just "chill" which can take away from the milestone experiences of childhood.

If you want to make sure that all of your students do their homework,

- include up to 5 items in the exam taken directly from the assignments.
- ask students to prepare something that you will use in the classroom.
- make sure that there is some challenge and fun for the students.

Checking homework and giving feedback

Ideally, teachers check homework the following day or class. As teachers, we need to check the homework in order to evaluate the students' progress; and, checked homework provides a correct model for students to look back on when necessary. If you are too busy or tired to check homework, do NOT give any. Or, find a way to involve self-checking and/or peer checking under your supervision in the class. Self-checking and/or peer checking can be a useful part of the learning process for children as it promotes responsibility and self-esteem.

Checking the homework in a fun way:

- Self-checking: Show the correct answers and ask the students to check their answers.
- Peer-checking: Show the correct answers. Students switch the assignments and check each other's paper. Meanwhile walk around to monitor what they are doing.
- Listen to your friend and stand up if you have the same answer.
- Listen to your friend and put a red card up if you think the answer is NOT correct.

- Telephoning: The student gives the answer and then nominates another student saying “I am calling” The other student answers the phone and says “Right” or “Wrong”.

What to do to reward or punish the students?

- Punishment usually does NOT give any positive results, so I strongly suggest you stay away from that. The only punishment can be recording it in the chart in student portfolios.
- Likewise, you can record all completed assignments in a chart and then give a certificate at the end of each month.
- You may also consider giving an award (a thank you note, or a certificate) at the end of each term for the students to keep in their portfolios.

Some practical tips:

- Spare enough time to give the assignment. Don’t leave it to the last minute.
- Allot the last five minutes of class time to going over class preparation (homework).
- Never allow yourself to just give homework orally. Always write it up on the white board, no matter how simple it is. If you don't, you will always lose some students.
- After assigning homework, get students to report back the assignment. Once you've given out the homework, always ask a student or two what the homework is.
- Have a place in your folder where you write down daily homework (preparation). It's very easy to forget about what homework you've assigned. If you do forget, it's very easy for students to begin to forget about it.
- Include homework review in the lesson plan of the following class.
- Give students a chance to show off their preparation. This can be as simple as positive feedback on a job well done.
- Try to avoid berating someone for not doing homework. Try instead to give those students who have tried to do the homework praise and other students will follow.
- Homework is an agreement between you and your students. Parents shouldn’t be involved (it shouldn’t be an expectation or a requirement of them).

Vicki Hoefle (<https://www.vickihoefle.com/homework-help/>) says to parents “The homework is not your problem and the only one who can learn to ‘fix’ homework issues is your child. The teacher is who your child can turn to for homework help.” Here is what parents can do to help their children with homework:

- * They can establish clear communication channels with teachers to get help when necessary.
- * They can help the child make a plan: Children need a break and physical play after school. They may also need some food or snacks. The child may need to break the assignments in doable pieces.
- * They can sit down with the child to plan their time after school. This is a good activity for time management. When the plan is set, they need to remind the child to stick to the plan. They can also give the child something to look forward to once homework is complete such as watching a favorite television show or playing video games.
- * They should establish a fixed place or an organized study area in your house where the child can do the homework or any reading.

- * They should make sure the child has all the materials needed to complete homework assignments.
- * They should keep distractions to a minimum: no TV, loud music, or phone calls unless it is homework related.
- * They should be a motivator and monitor: They should be available for questions and concerns but they should NOT take over. They should praise the child's work and efforts. If they have any job-related work to do, or a book to read, or make a budget for their expenses, they can use the same time with their child. That will give the child a model.
- * They should avoid being overly intrusive or controlling. Make sure kids do their own work. They won't learn if they don't think for themselves and make their own mistakes. Parents can make suggestions and help with directions.

Kj Dell'Antonia says: "Home should be a safe place for students. A child goes to school all day and they're under stress. If they come home and it's more of the same, that's not good for anyone." Having a one or two-hour teacher-parent conference may save the teacher one full year of struggling with the misconceptions and wrong beliefs about language teaching/learning, and parental pressure. Teachers need the parental cooperation.

We are much more powerful and likely to succeed when we work together with our colleagues, students, and their parents. Together we stand!

Prof. Dr. Aydan Ersöz

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

The cover picture of this issue is the second in a series of four photos you may want to use in class. The cover picture of the last issue was a full moon that looked like it was held up by a branch.



The cover photo of this issue is a bus that looks transparent... You could use these as brief warm up pictures or as fillers, whereby you ask students individually or in pairs to describe the picture in X number of words or you can ask them to describe the feeling/s that the picture awakens in the viewer. You could also invite students to decide what product or service the picture advertises. In short, you can use these photos in any way you like as long as students use English to do the activity.

In this issue, in the Technology in Teaching section, you will find descriptions of apps that you can make use of in the classroom. There are also articles on audiobooks, the role of movement in the classroom, etc... We at INGED hope that you will put time aside to read all these articles that we compiled for you.

Finally, there is a short article on the Online TESOL Affiliate Assembly held in April this year. This was especially meaningful because 2022 was INGED's 25th year of affiliation with TESOL, an event recognized at the online meeting. In other words, INGED has been a TESOL Affiliate member for the past 25 years and we hope to remain an affiliate member for as long as it benefits our members.

Wishing you healthy, successful and happy weeks before the summer holidays start!

Warm greetings

A. Suzan Öñiz
INGED Newsletter Editor



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.**

INGED ZOOM SERIES

On 9 October 2020, we launched an online series of seminars and workshops called

THE INGED ZOOM SERIES

in order to cater for the needs of teachers and also parents.

It was exactly for this reason that we planned some of these in Turkish.

In this way, we aimed to address issues relevant to ELT teachers as well as instructors working in other fields and who may feel more comfortable in using Turkish.

We have completed our **68th** Zoom Session!

We also conducted two more Zoom Sessions with our esteemed professors!

Go to **INGED Turkey Youtube** to watch these Zoom sessions. Please subscribe to our channel and LIKE all our social media posts.

Here is a reminder of what you have participated in or missed:

INGED ZOOM SERIES # 61

4 March 2022

"CLIL: Time to Stop Teaching about Language"

Presenter: Assoc. Prof. Dr. Ceylan Yangın Ersanlı

INGED ZOOM SERIES # 62

11 March 2022

"Affordances of Digital Age: Building Resilience in Teaching and Learning, and Global Collaboration"

Presenter: Prof. Dr. Ayşegül Daloğlu

INGED ZOOM SERIES # 63

25 March 2022

"Integrated and Segregated Teaching of Language Skills"

Presenter: Prof. Dr. Paşa Tevfik Cephe

INGED ZOOM SERIES # 64

1 April 2022

"Workshop: AR we Ready? Augmented Reality in Language Education"

Presenter: Cemil Gökhan Karacan

INGED ZOOM SERIES # 65

8 April 2022

"Raising Media Literacy in ESP Classroom via Authentic Materials"

Presenter: Dr. Tamari Dolidze

INGED ZOOM SERIES # 66

15 April 2022

"The Power of Using Hypnotic Language Patterns in Language Teaching"

Presenter: Prof. Dr. Feyza Doyran

INGED ZOOM SERIES # 67

22 April 2022

"Principles of Effective Online Teaching"

Presenter: Assoc. Prof. Dr. Mehmet Bardakçı

INGED ZOOM SERIES # 68

13 May 2022

"Learning Vocabulary in a Foreign Language"

Presenter: Umut Salihođlu

INGED USTALARLA SÖYLEŞİ # 3

Prof. Dr. Özden Ekmekçi

18 March 2022

USTALARLA SÖYLEŞİ #4

Prof. Dr. Zulal Balpınar

27 May 2022

**CHECK OUT OUR WEB PAGE
FOR THE UPCOMING ZOOM SESSIONS!**

HAVE YOU RENEWED YOUR MEMBERSHIP?

**INGED
NEEDS
YOU!**

PLEASE RENEW YOUR MEMBERSHIP!

TECHNOLOGY IN TEACHING



ESSENTIAL APPS FOR THE PHYSICAL AND DIGITAL CLASSROOM

By Vicki Davis

<https://www.edutopia.org/article/essential-apps-physical-and-digital-classroom>

Teacher-recommended tools for promoting collaboration, communication, creativity, critical thinking, and equity whether students are in school or at home.

As educators face uncertainties this fall, it helps to focus on a few things that are certain. The modern classroom is more than a physical room—it's also a digital space for learning and collaboration. As I look at the fall, I'm certain that no matter what happens, my students and I will need to master our digital classroom.

One positive of distance learning is that I have gained a deeper knowledge of tools that work everywhere. The tools below are my personal favorites, ones that I recommend for everywhere learning this fall.

It isn't the tool that teaches, of course—it's us. As professionals and craftspeople of teaching in the information age, it's our responsibility to learn to use these tools in ways that promote collaboration, communication, creativity, critical thinking, and equity for all. Let's do this!

DIFFERENTIATED TEACHING

Having the ability to customize a formative assessment based on a student's learner profile without that being obvious to all students makes differentiation easier. In my opinion, only one tool does this. Because it is deceptively simple, it's easy to not understand the complexity of this tool.

Wizer: [Wizer](#) is a Swiss Army knife for teaching. The creators call it a “digital worksheet” tool, but that gives too much credit to paper worksheets—this is one of the best online

differentiation tools out there. It allows teachers to add video, audio, and images to interactive worksheets, making them very accessible to all students.

Wizer is simple to use, and other teachers' digital worksheets are available as well. During quarantine, I interviewed the CEO, Nira Mayorchik Sheleg, and [recorded a tutorial](#) with her. I think this free tool is a must-use, although some teachers say it is targeted to younger students.

Beware of posting a test or quiz publicly as a student could easily find it before they take it if they figure out your username. That said, I think this is a fantastic tool for teaching; assessment is perhaps better left to other methods.

Other similar apps: [HyperDocs](#) from Google is similar, but it would take a plug-in like [Read&Write for Google Chrome](#) to even begin to add differentiation like there is in Wizer.

ESSENTIAL FORMATIVE ASSESSMENT TOOLS

With face time at a premium, formative assessment is moving even more to the forefront of excellent teaching. As knowledge is forming, teachers need to review the data on student understanding so that they can make the most of face-to-face instruction time. And even when we're back in classrooms, movement around the room and paper passing should be limited, so these tools are excellent digital alternatives to many things we used to do on paper.

Video lessons and flipped learning: If a class has to meet online, watching a video together—as is done in the classroom—is pointless. However, teachers who assign videos may be concerned that students are not watching or are not engaging with the material. [Edpuzzle](#) solves this problem. With Edpuzzle, teachers can pause videos, ask both multiple-choice and open-ended questions, and prevent students from skipping ahead in the video.

To improve accessibility, teachers should use YouTube's advanced search to find videos with closed captions.

Other similar apps: [PlayPosit](#), [Vizia](#)

In-Class and Self-Paced Presentations: [Nearpod](#) is my favorite tool for presenting in person and online because I can add quick questions, games, and more. With formative assessment tools and mini-quizzes built in, learning and teaching become fluid.

Students in class or at a distance can learn together in the same space inside Nearpod. The slides show up on the device being used by the student, whether that's a laptop, tablet, or smartphone. Using their own devices helps students closely observe the slides even if they are spaced out and cannot be as close to the board as they would like, making material more accessible to everyone.

You can build a [Nearpod presentation in Google Slides](#) by using the Nearpod add-on. I recommend creating a self-paced version of each Nearpod presentation and posting it to

your online classroom so students who are not in attendance can work through content at another time. You'll still be able to review their results.

Other similar apps: [PearDeck](#)

Quizzing and Review: [Quizizz](#) is a tool that lets you make flashcards, give quizzes, and review material in a game-based environment. Recent updates allow polls, subjective questions, sound files, and math problems to be put into Quizizz, but perhaps the greatest feature for teachers is the “teleport” feature: Teachers can look for other decks of cards based on the content they are creating, and use and modify other teachers’ questions.

This tool uses memes, so make sure to look at those before you use them to make sure they are appropriate for your classroom—some of them may seem less funny during a pandemic, for example. A fun activity is to have the students create memes and to put them in the games. I recommend not using the timer—some students don’t perform well with timers.

I also like [Quizlet](#), which is similar to Quizizz. I use Quizlet to have students make and share their own decks of flashcards. However, I’ve seen many decks in Quizlet with wrong answers, and I suspect it is because so many students make decks here. The accuracy of decks has been much higher in Quizizz for me, but the classroom feature seems more powerful in Quizlet. Just double-check all answers.

Other similar apps: [Kahoot](#), [Quizalize](#), [Socrative](#), and [Formative](#). I talk to a lot of educators who love [Gimkit](#), which they say has some fun games. And there’s [Flippity](#), which takes content entered in Google Sheets and turns it into flashcards and games.

PERSONALIZED LEARNING AND REVIEW

A big problem with traditional homework from a textbook—particularly when students are in distance learning—is academic dishonesty. For many students, the temptation presented when every student has the same 10 problems is to have top students do the homework and text answers to the other students.

I in no way make excuses for this behavior, but when teachers don’t take this into account, students are penalized for honesty and rewarded for dishonesty. It’s better to use tools to personalize the learning experience based upon standards for the class and give each student a set of problems based on their abilities.

IXL: [IXL](#) allows teachers to assign standards in core subjects. Students are given questions and level up based upon successful or unsuccessful answers. As they advance, the problems adapt to their current level. Students are given different questions, so it becomes a much more accurate method of analyzing student abilities.

While IXL has a free app for practice, it has standards assignment and feedback for teachers in premium models (a classroom license starts at \$299 per year). This tool received rave reviews at my school from many parents with one exception—the SmartScore, an algorithm that is not released to students or you. I think it’s better to use the number of problems correct or time spent or another measure as a grade than a nontransparent algorithm. Be super-clear how you are assessing, but I do not recommend SmartScore as the grade. That

said, IXL can help students improve their math and grammar skills. It has history and science modules too, but I have not used those.

The live classroom feature allows a teacher to give time for practice and to see which students need extra help. This can replace the students doing homework on paper as the teacher walks around the class and looks over their shoulders, something we shouldn't do as much this fall.

For younger children, I recommend checking out [XtraMath](#), [Starfall](#), [ABC Mouse](#), and [Freckle](#).

CLASS CONVERSATIONS

Flipgrid: This year when our fifth-grade teacher, Jill Johnson, wanted to have her students present a “wax museum”—where they researched and dressed up as historical figures for presentations—she picked [Flipgrid](#) to make an [awesome video](#). We also used it for senior “last wills” for the junior class. However, class conversations are the best use for this tool, with many classrooms joining [#GridPals](#) and connecting in conversation with other classrooms.

Equity Maps: [Equity Maps](#) is an iPad app that costs \$1.99 for 20 students; it is such a powerful tool for sparking conversations that it is worth mentioning. Whether you have students in class or online, if they can't face one another it can be difficult to facilitate conversation. This tool lets the teacher track who talks. Characteristics such as gender, race, or other information can be input by the teacher, who can see data on talk time, the number of times a student talks, and patterns of who converses with each other—the teacher can see engagement by students.

This is the best tool I've ever used for promoting and assessing conversations that include everyone. With the current atmosphere of inclusiveness and equity—a long-overdue change, in my opinion—this is a must-use tool, especially as spread-out classrooms will likely make it hard to be sure everyone is included.

In my classroom, I started out using this tool without showing students the results, although I told them what I was doing. Then, I began to show it on the board and asked the class to make sure everyone was included in the conversation. Our class goal was “an equitable conversation where everyone contributes.” When we completed a conversation, we discussed the patterns. If I use it in Zoom, I'll share it from my iPad to the whiteboard using the iPad connection tool.

Zoom: While most teachers have [Zoom](#) fatigue, if your school ends up in distance learning, a must-learn technique is [breakout rooms](#). When I taught my Artificial Intelligence course online during distance learning, my students would interview experts, and then we would break out for conversations on individual aspects of the discussion. When students knew we were using breakout rooms, attendance was significantly higher. As in the physical classroom, the online classroom must be collaborative.

Other similar apps: While Google Meet doesn't have breakout rooms as a feature, there is [an extension](#) that allows you to create them. Currently, Microsoft Teams doesn't have this feature, but it is [on their roadmap](#) for the fourth quarter of 2020.

READING

Epic: [Epic](#) was a big winner during distance learning at my school. Our media specialist took the media center online, and Epic became her virtual bookshelf and center for reading. Many parents said their students read more books than ever. With more than 40,000 books, Epic also has listening options and methods for students to share book reviews for their favorite books.

SCREENCASTING

Screencastify: [Screencastify](#) is our teachers' favorite way to screencast. The super-tight integration with Google Classroom made it an easy win for all of us as we recorded and shared content and technology instruction this way. I also like that it's easy to put your face on the video for a personal touch at a distance.

Other similar apps: [Screencast-O-Matic](#), [WeVideo](#) has screencasting built in as well. Windows and Mac OS machines now have screen recorders built in, as do most smartphones. Whatever tool you use, all students and teachers can benefit from screencasting.

Jamboard: This [free tool](#) is part of Google Suite but must be enabled by domain administrators. While you can combine it with other screencasting tools, think of it as a digital whiteboard that can also be collaborative. Many teachers use it as part of screencasting, but it really is in a class by itself.

PLN BUILDING

It will be more important than ever for teachers to have a personal learning network this fall. My favorites on Facebook include the [Global Educator Collective](#) and [Pandemic Pedagogy](#), and on Twitter the [#RemoteLearning](#) hashtag has lots of interesting information. Learning quickly is going to be so important.

For example, I recently learned more about the [HyFlex—hybrid flexible—model of teaching](#), in which some students are in the class and others are remote. Schools are finding this seems to work only when there is an assistant teacher who can monitor the remote students. This is an example of how quickly information on best practices can travel through the world if you're paying attention to the right places.

This fall the ability to learn quickly and be flexible is certain to be part of our teaching. One other thing is certain: Our students and this world need us more than ever. We must improve and redefine what online teaching looks like in this age. Let's work together and tackle this challenge together.

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on what research findings show about audiobooks, how to flip your classroom, what role computer games play in education, and how to combine movement with elementary math lessons.

<https://www.techlearning.com/news/listen-without-guilt-audiobooks-offer-similar-comprehension-as-reading>

Listen Without Guilt: Audiobooks Offer Similar Comprehension As Reading

By [Erik Ofgang](#)

Kids and adults learned a similar amount if they read text or had it read to them, according to new research.

A new meta-analysis looking at reading vs. listening to text either via an audiobook or other method has found no significant difference in comprehension outcomes. The **study** (opens in new tab) was recently published in *Review of Educational Research* and provides some of the best evidence yet that those who listen to a text learn a comparable amount to those who read the same text.

“It is not at all cheating to listen as opposed to read,” says Virginia Clinton-Lisell, the study’s author and associate professor at the University of North Dakota.

How This Research Came About

Clinton-Lisell, an educational psychologist and former ESL teacher who specializes in language and reading comprehension, began researching audiobooks and listening to text in general after hearing colleagues talk about it as if they were doing something wrong.

“I was in a book club and there was one woman who was like, ‘I have the audiobook,’ and seemed embarrassed about it, like she wasn’t a real scholar because she was listening to the audiobook because she had to do a lot of driving,” Clinton-Lisell says.

Clinton-Lisell began thinking about universal design and audiobooks. Not only could audiobooks provide access to course materials for students with vision or other learning disabilities, but for students in general who might have everyday life obstacles to sitting down and reading. “I thought about my colleague, who was driving a lot who had the audiobook. ‘Well, how many students have long commutes, and would be able to listen to their course materials, during those drives, and be able to comprehend it, and otherwise may not have the time to sit down and read it,’” she said. “Or students who just have to do chores around the house, or watch the kids, if they could be playing their course materials, they could still get the content and the ideas and be able to stay on top of the materials.”

What the Research Shows

Some **previous research** suggested comparable comprehension between audiobooks and reading but these were smaller, isolated studies and there were also other studies that demonstrated an advantage for reading. To learn more about the difference in comprehension between reading and listening, Clinton-Lisell embarked on a comprehensive search of studies comparing reading to audiobooks or listening to text of some type.

For her analysis, she looked at 46 studies conducted between 1955 and 2020 with a combined total of 4,687 participants. These studies include a mix of elementary school, secondary school, and adult participants. While a majority of the studies looked at in the analysis were conducted in English, 12 studies were conducted in other languages.

Overall, Clinton-Lisell found reading was comparable to listening in terms of comprehension. “There wasn’t a difference where anybody should be concerned about having somebody listen as opposed to read to understand content, or to understand a fictional work,” she says.

In addition, she found:

- There was no discernible difference between age groups in terms of listening vs. reading comprehension – though Clinton-Lisell only looked at studies that examined competent readers because those who struggle with reading will obviously learn more from an audiobook.
- In studies in which readers were able to choose their own pace and go back, there was a small advantage to readers. However, none of the experiments allowed audiobook or other listeners to control their pace, so it’s unclear if that advantage would hold up with modern audiobook technology that allows people to skip back to listen to a passage and/or speed up narration (anecdotally this helps some people concentrate on audiobooks).
- There was some indication that reading and listening were more similar in languages with transparent orthographies (languages such as Italian or Korean in which words are spelled like they sound) than in languages with opaque orthographies (languages such as English in which words are not always spelled as they sound and letters don’t always follow the same rules). However, the difference was not big enough to be significant and may not hold up in larger studies, Clinton-Lisell says.

Implications of The Research

Audiobooks can help students with a wide range of accessibility needs including unexpected ones such as haptic concerns holding a book or inability to pay attention to text for long periods of time.

“Audiobooks are also a great way to help students who have reading disabilities so they can build their language base and build their content knowledge from listening, so they don’t fall behind,” Clinton-Lisell says.

In addition, Clinton-Lisell advocates for greater access to all students whether they have accessibility needs or not. “It’s a way to make reading fun,” she says, noting that a book can be listened to while walking, relaxing, traveling, etc.

Audiobooks are increasingly common in school libraries and text-to-speech is now a built-in feature of many apps and programs. Even so, some educators still see listening as a shortcut. Clinton-Lisell recounted an anecdote about a dyslexic student whose teachers were reluctant to provide listening alternatives because they wanted the student’s reading to improve, but she says such concerns are misguided.

“Language builds language,” Clinton-Lisell says. “There are a wealth of studies showing that listening and reading comprehension benefit each other. The better you are at reading, the better you'll be at listening. The better you are at listening, the better you will be at reading.”

Erik Ofgang

Erik Ofgang is Tech & Learning's senior staff writer. A journalist, **author**(opens in new tab) and educator, his work has appeared in the *Washington Post*, *The Atlantic*, and Associated Press. He currently teaches at Western Connecticut State University’s MFA program. While a staff writer at *Connecticut Magazine* he won a Society of Professional Journalism Award for his education reporting. He is interested in how humans learn and how technology can make that more effective.



<https://www.eschoolnews.com/2022/04/29/how-to-flip-the-classroom-and-create-avid-learners/>

How to flip the classroom and create avid learners

By Fred Fransen, Ph.D., CEO, Certell

Instructors in a flipped classroom model can spend class time answering student questions and implementing course concepts

The traditional sequence of teaching using lectures, discussion, projects, and testing was upended during the pandemic as teachers adapted to digital classrooms and students took on more responsibility for their learning.

Now that students are back in school, many teachers are finding that continuing to use a blend of digital and face-to-face classroom learning methods can be effective in boosting student engagement and fostering constructive discussions.

The flipped classroom is one pedagogy that has been especially fruitful by reversing the traditional lecture and homework components of a class. In many traditional classrooms, the majority of class time is spent in a lecture-and-listen format. The flipped classroom replaces this static model by engaging students in active, dynamic learning.

In a flipped classroom, teachers use digital technology instead of lectures to provide most of the learning “inputs” and spend their time fostering social participation and imparting

wisdom. These inputs might be a video lecture or other mixed media content, reading, or listening to audio. Inputs can include music, paintings, maps, illustrations, podcasts, and video clips from television shows or movies. There is no limit to what might be included. The main point is that the live lecture is dispensed with.

In-class time is then dedicated to engaging with the learning in a variety of activities, such as discussions, debates, activities focused on projects or problems, or laboratory exercises.

Instructors in a flipped classroom model are able to focus class time answering student questions, guiding students, and implementing course concepts. Synchronous learning takes place with face-to-face support of students as they engage with the material.

There is no single template for a successful flipped classroom. Most teachers will adjust the amount of flipping that goes on based on the need of a particular class or course. While covering one topic, a teacher may decide it is more effective to deliver all content outside of class, reserving class time for group learning activities. In teaching a different concept, they might instead choose to integrate hands-on learning activities and content delivered via lecture in a given class period.

There are several advantages to a flipped classroom:

- **A focus on imparting knowledge.** More class time is spent actively engaging students in learning rather than spending valuable in-person time on content delivery that can just as easily be spent outside of class.
- **More individualized learning.** Students learn in different ways, and providing the inputs using a mix of content can be more effective for students. It also allows students to learn at their pace.
- **Content appeals to digital-native students.** Infusing multimedia into the learning students do at home and delivering it via smartphone or other device is how digital-native students are accustomed to consuming content and can succeed in reaching easily distracted students.
- **Everyone is accountable.** If students come to class unprepared, it becomes apparent not only to their teacher, but also to their peers, since much of what happens requires student input in games, activities, and discussions. Likewise, teachers will be called upon to react to students' insights, as well as their difficulties, and can't rely on notes and prepared lectures.
- **It's more rewarding for teachers.** Instead of being a scheduler, motivator, and discipline provider, teachers can focus on what they do best: impart knowledge and help students grow.

While it may be tempting to simply record lectures and post them online, this often is not the most effective method of conveying content. Students are savvy consumers of video content and will expect high production values and variety.

There is a huge quantity of high-quality videos available to teachers for educational purposes free on the internet. And there are [free sources](#) that already have mapped digital content to lessons to help students see the relevance of a topic to their lives. How better to make dry

topics like history or economics come to life by illustrating key concepts with clips from *Friends* or *Gladiator*.

The availability and scope of information available online also mean that students can do their own exploring if a topic interests them or if they need additional context. While this happens, soft skills, such as digital literacy and time management, also improve.



<https://www.sciencedaily.com/releases/2022/03/220303112210.htm>

Computer games in the classroom: Educational success depends on the teacher

Future teachers see educational potential in computer games, study shows. Teacher training should therefore address their potential in the classroom.

New study results by a research team at the University of Cologne show that future teachers increasingly want to use computer games in the classroom. The study identifies particularly relevant aspects that should be addressed in teacher training programmes in order to support this intention. The study results have been published under the title 'Teaching with digital games: How intentions to adopt digital game-based learning are related to personal characteristics of pre-service teachers' in the *British Journal of Educational Technology*.

Computer games play a major role in the lives and media use of children and adolescents. However, current school teaching rarely takes this medium into account. The future generation of teachers currently being trained at universities could change this. 'In our current study, we focused on the teachers of tomorrow and how they can be better prepared to employ computer games in the classroom because computer games have great potential for teaching', said Marco R uth from the University of Cologne's Psychology Department.

In previous studies, the authors had already shown that as a learning tool in the classroom, computer games can support students' skills development. They also found that after using computer games in class, students can reflect critically and constructively on their experiences with the medium. Based on this, the researchers surveyed 402 teacher trainees from German-speaking universities online about their intention to integrate computer games as learning tools and as an object of reflection in their future school lessons. The team examined 21 personal characteristics, including perceived effectiveness of computer games, knowledge about computer games, and fear of using computer games in the classroom. 'Above all, the perceived effectiveness of computer games and perceived connections of computer games to curricula play a central role in the intention of teacher trainees to actually want to use them in school lessons,' Professor Kai Kaspar explained.

The current survey also revealed differences between the scenarios in which computer games are used: 'If teacher trainees want to use computer games to promote the competencies of students, they pay particular attention to their own fear of using computer games and the

extent to which people important to them think they should use computer games,' explained Marco R uth. 'If, on the other hand, they want to use computer games for media-critical discussions, the focus was instead on the effort involved for them.'

Since computer games are currently rarely included as a relevant medium in teacher training programmes, the researchers recommend that, above all, insights into the effectiveness of computer games and their relevance to curricula should be included in teacher training programmes. Likewise, teacher trainees should be aware of potential pitfalls in practical implementation and be able to deal with them, so that teaching competencies with computer games are promoted in the long term. 'This would require not only adjustments to the curriculum of the teacher training programme, but also further support services and research findings so that teachers in their later school practice know exactly when and how they can use computer games effectively in the classroom,' said Professor Kaspar.

Story Source:

Materials provided by **University of Cologne**. *Note: Content may be edited for style and length.*

Journal Reference:

1. Marco R uth, Adrian Birke, Kai Kaspar. **Teaching with digital games: How intentions to adopt digital game-based learning are related to personal characteristics of pre-service teachers.** *British Journal of Educational Technology*, 2022; DOI: [10.1111/bjet.13201](https://doi.org/10.1111/bjet.13201)



<https://www.edutopia.org/article/reinforcing-elementary-math-lessons-movement>

Reinforcing Elementary Math Lessons with Movement

By **Elizabeth Peterson**

Combining simple exercises with math instruction can help ensure that elementary school students remember these lessons.



If you were to walk by my classroom at 9:01 a.m., you might see my math students out of their seats, moving their arms around and doing squats. It's not because I'm trading in math time for aerobics. My third-grade students are warming up for their hour of math instruction.

Each move has a purpose and is integrated with the content we're learning. Sometimes the movements act as a review; other times they're a preview of what's ahead. Regardless, the moves my students make are meant to help math concepts stick.

WHY MOVEMENT?

In their book *The Kinesthetic Classroom*, Traci Lengel and Mike Kuczala cite studies that show us how learning certain concepts through movement is efficient and long-lasting.

Movement gives learning experiences something fresh and new, which the brain likes. This novelty helps keep the attention of the students, making their learning efficient. It's been my experience over years of using movement in math class that even those students who are timid and reluctant to participate at first are nevertheless paying attention and are interested in what's going on around them. Their brains are still activated.

Movement, although considered an art form, is an ideal example of hands-on learning. Generally, the teacher asks students to listen and look at math examples. By adding movement, students can involve themselves with the learning in a more concrete way. The brain likes that. The more active the body is in learning, according to *The Kinesthetic Classroom*, the more connections the brain can make with the content.

The brain also likes repetition and practice, which forms and strengthens neural pathways in the brain, which helps concepts move more quickly from short-term to long-term memory. The key to using movement in the classroom, regardless of the subject matter, is consistency. That's why my math students do the math moves every day.

PRACTICE MATH VOCABULARY WITH MOVEMENT

So much of math instruction is learning and mastering vocabulary. Parallel lines, isosceles triangle, rotations, 180 degrees: Students can learn all of these terms and more through movement. Here's an example warm-up sequence we do to get ready for math class.

First, my students start with what we call "isosceles triangle," or "mountain" in yoga terminology: We spread our feet about two feet apart, firmly planted on the floor. Then, we take a moment to trace the three sides of the triangle with our hands. We start at the top point (our belly button) and move down one side, across the base, and up the third side.

Then it's time for some butterfly "symmetry" breaths. While we move our arms out and up, we notice what about our body makes us symmetrical. After the second deep breath in, we pause with our hands over our head and stretch to one side, becoming asymmetrical, and then to the other side before bringing our arms back down.

Next is a shoulder stretch. We move one arm straight out in front of us and across our body. Then, with our other arm we bend our elbow and make a perpendicular intersection with

our forearms. I look around and see who needs a little adjustment, telling the students that paying attention to precision is an important part of math.

Then I ask, “What are some other ways to describe our arms?”

- “Right angle.”
- “Square corner.”
- “90 degrees.”

As this becomes routine day after day, the students recognize the terms and say them with me. We often add more movement, depending on what we’re learning or what our bodies need.

If the kids are having a hard time with parallel versus perpendicular, we’ll run through a series of arm movements to show the difference. If they have a little extra energy, we get it out with some 180 degree jumps (followed by a few more symmetry breaths to get back to calm).

MOVING PAST VOCABULARY INTO CONTENT

Not only can you practice math vocabulary with movement, but also you can reinforce content learning. My favorite activity to practice with my third-grade students is skip counting as a way to prepare for multiplication.

Students come to my classroom knowing how to skip count by 2s, 5s, and 10s, but just as important and helpful is being able to skip count by other numbers as well. I love focusing on 4s and 6s.

For the 4s, we hold four fingers up in both hands and then do slow, controlled “high knees,” bringing one knee at a time up to touch our four fingers: “4, 8, 12, 16 . . .,” all the way up to 48.

Then, it’s time for the 6s squats. As we squat down, we count by 6: “6, 12, 18 . . .” holding up fingers to show which multiple we are on, all the way to 72.

Giving students this additional, whole-body experience to practice these facts using movement and rhythm has truly helped the kids memorize them.

In addition, students learn how to correctly move with a simple dance sequence involving a side step and a jump, chanting, “Over, and *up!* Over, and *up!*”

And we ease any confusion between area and perimeter when we chant the two words in rhythm while moving our hands to show the space that area covers versus drawing the perimeter with our fingertips.

THE SOCIAL AND EMOTIONAL CONNECTION

There’s a huge social and emotional benefit to this five-minute whole-body math warm-up as well. With these math moves, students are able to wake up their minds, get their jitters out, and prepare their bodies for calm and focused work.

Also, teachers are always looking for ways to build community in the classroom, and movement can certainly do that. As students get up, move, and interact with the content, they're doing something together. Activity and interaction within the classroom creates a unique community.

Do all kids participate all the time? No. This is an important aspect to consider when teaching through the lens of social and emotional learning, or in this case, social-emotional artistic learning. Instead, the emphasis is on encouraging students to participate at their level of comfort and physical ability. Sometimes this means that students will remain sitting; other times they may just look on.

With consistency, all students find ways to participate in the movements, which brings a new sense of joy to the classroom. The smiles, the smirks, and the laughs all help the students' learning to stick and add a positive vibe to the classroom.





REFLECTIONS ON A SESSION FOR PENDİK VİZYONER ÖĞRETMEN AKADEMİSİ

14 March 2022

by Prof. Dr. Aydan Ersöz

Upon a request from the Pendik Vizyoner Öğretmen Akademisi, I held an online session on 14 March 2022. About 30 teachers working in Pendik district joined the session. After the session, we also had a 20-minute Q/A part.

The title of my session was “Young Learners in English”. I focused on three issues in this talk: materials for young learners, classroom management, and the use of L1. Here is a summary of the talk.

Speeches, lectures, long and detailed explanations, and directions or formulated rules all contain complicated language which usually sounds nonsense, confuses children and causes frustration. These are all full of abstract grammar jargon, and highly boring, confusing and meaningless for children.

Children want to actually use the language (Procedural knowledge), not to learn about it (Declarative/Metalinguistic knowledge). For children, learning is a matter of experiencing rather than storing information to memory.

Materials for young learners should include contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on.

If you do NOT have these, you should

- adapt the activities (traditional to fun)
- insert (add relevant and related activities)
- decrease TTT and engage students more (be more like a mentor not a master)

Materials for young learners should be appropriate for their age, level and needs. This will increase student motivation and participation. As a teacher, you should have a variety of fun and engaging activities ready. If one activity does not work, you should always have a Plan B. Spratt et.al (2005. *The TKT (Teaching Knowledge Test) course*. Cambridge: Cambridge University Press) suggest several questions that teachers can use as guidelines:

1. Is the material visually attractive? Is it visually clear (using different colors, different fonts, headings, etc.)? Does the visual material help pupils to understand contexts and meaning?
2. Is it well-organized? Can you and your students follow the logic of the material and find your way around the page or the unit quickly and easily?
3. Is it culturally appropriate? Will the context(s) be familiar to learners?
4. Is it suitable for your learners' age and their needs and interests?
5. Will the topic be motivating to suit age, gender, experience and personal interests of your learners?
6. Is it at the right level? Does it provide a clear enough context and/or explanations for the learners to understand new language?
7. Does it give learners enough opportunities to use the language?

What do you think causes disruptive student behavior?

Busy and engaged students

- interact successfully;
- cause less discipline problems;
- learn more effectively.

There are many reasons why children may become disruptive including personal issues such as anxiety, depression, eating disorders and other emotional problems, or learning or behavioral issues (<https://lynnslearning.com.au/disruptive-behavior-in-the-classroom-causes-what-to-do/>). Of course, in such cases, professional help is a must. However, if the discipline problem is a result of students being bored, uninterested, confused, or annoyed, it is the teacher's responsibility to address the issue. Actively engaging students, bringing fun and interesting activities/tasks, creating a positive atmosphere, and building good rapport with students will help the teacher prevent most of the disruptive behaviors.

When do teachers use L1?

- When they are explaining grammar
- When they want to clarify meaning
- When they give complicated instructions
- When they monitor/assist the students (management/interaction)
- When they are teaching vocabulary (to give the meanings of words)
- When they are correcting
- When they want to check comprehension

Heavy reliance on L1 gives our students the wrong impression that

- translation is a natural language skill, and
- there is a one-to-one correspondence between L1 and the target language.

A language teacher SHOULD be able to do all these in the target language. Furthermore, the national curriculum asks the teachers to avoid the use of L1 in the classroom and refrain from the Grammar-Translation Method.

There are several studies showing how beneficial the use of L1 can be provided that it is minimal and restricted use; however, with young learners, teachers should know how to keep the target language simple and clear and have meaningful and fun activities with it so that children do not need to use their native language.

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REFLECTIONS ON A SESSION FOR THE ELT DEPARTMENT OF TED UNIVERSITY

30 March 2022

by Prof. Dr. Aydan Ersöz

Upon a request from the ELT Department of TED University, I held an online session on 30 March 2022.

The title of my session was “Common Issues with Young Learners”. Third- and fourth-year students and their professors joined the session; we were about 35 people altogether. I started the session with some brief information on the characteristics of children. Then we discussed some common issues with young learners. Since the content of this session was very similar to the one that I did for Pendik Vizyoner Öğretmen Akademisi, I will not summarize the session here. Instead, I will summarize the Q/A part where most of the questions were related to using L1 in the classroom.

Seminar by Prof. Dr. Aydan Ersöz
**Common Issues with
Young Learners**

Date: March 30, 2022
Time: 19:00-20:00

<https://tedu.zoom.us/j/7284318770>
Meeting ID: 728 431 8770

TED ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ

Young learners may need to speak their mother tongue on occasion, and a complete ban on L1 is often not the best solution. But we must stick to English and encourage students to use

English wherever and whenever possible. If the teacher begins using L1, it will invade the whole course. L1 can be used if the teacher needs to deal with emotional issues.

Heavy reliance on L1 gives our students the wrong impression that

- translation is a natural language skill, and
- there is a one-to-one correspondence between L1 and the target language.

A language teacher SHOULD be able to communicate with the students in the target language with the help of simple language, body language, gestures, hand movements, demonstrations, and other visuals.

When the teacher gives the Turkish meaning of a word, they usually use the present context only. Students may get the wrong idea that the word has only one meaning and may not learn the collocations. A collocation is two or more words that often go together. These combinations may carry a different meaning from the single words.

So when the teachers says “raise means kaldırmak” because it is in the phrase “Raise your hand”, students will get confused when they encounter

- Raise a child
- Raise awareness
- Raise your voice
- Raise money (for charity)
- Raise questions/doubts, etc.

It is always a better idea to teach “phrases” or “cliches” rather than teaching each and every word in isolation. Learning words and their collocations in groups when students encounter them in a context can help them keep those in memory more effectively.

Michael McCarthy (<https://www.cambridge.org/elt/blog/2018/01/04/why-good-language-teachers-should-take-collocations-seriously/>) explains why collocations are so important in language learning? He states, for one thing, research has shown that knowledge of collocations is a good indication of general ESL proficiency. Other research suggests that natural use of collocation is a distinguishing feature when native-speaker texts are compared with texts written by expert users or near-native speakers. So, we can say that acquiring collocations is an integral part of acquiring proficiency in the target language.

Another important point is that, McCarthy adds, if we had to create every word, one single word after another, every time we speak or write, we could never achieve fluency. Fluency depends on being able to produce combinations of words automatically. Collocations, phrasal verbs, idioms and everyday chunks such as bitterly cold, set off, get rid of and at the moment, are used as ready-made pieces of language. They are not assembled every time we use them; they have ‘addresses’ in our minds that we can access quickly when we need them.



REFLECTIONS ON A SESSION FOR THE ELT DEPARTMENT OF MEF UNIVERSITY

12 April 2022

by Prof. Dr. Aydan Ersöz

Upon a request from the ELT Department of MEF University, I held an online session on 19 April 2022.

The title of my session was “Characteristics of Effective Teachers of English”. Third- and fourth-year students and their professors joined the session; we were about 40 people altogether. You can find a summary of the session below.

Teachers have a direct influence not only on the student achievement and academic growth but also on student attitudes and belief systems.

In a study carried out by Chang (<http://www.tesl-ej.org/wordpress/issues/volume20/ej79/ej79a1/>), the findings revealed that a good language teacher has

1. Good command of the L2 (e.g., good command of L2 vocabulary)
2. Sound teaching skills (e.g., diverse teaching methodology)
3. Empathy toward students (e.g., understanding students’ needs)
4. Personal qualities (e.g., being patient)
5. Reflection and improvement (e.g., regularly reflecting on teaching)



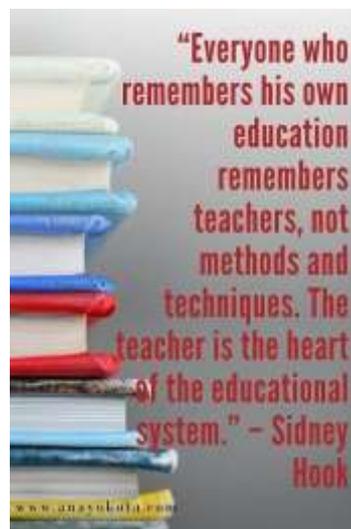
My teaching experience, the readings I have done, and years of observation inspire me to make the following list of characteristics of an effective language teacher:

- Effective teachers are proficient and competent.
- Effective teachers inspire (being passionate about learning, loving kids, wanting to get them ENGAGED, and communicating).
- Effective teachers see mistakes as learning opportunities.
- Effective teachers are always improving.
- Effective teachers choose content wisely.
- Effective teachers learn and use effective techniques.
- Effective teachers are patient and approachable.
- Effective teachers work with their colleagues as a team.
- Effective teachers integrate technology into the classroom.
- Effective teachers emphasize behavior management.
- Effective teachers have high expectations. They know that higher expectations lead to higher performance (The Pygmalion effect).

The article “Education for Our Times” (https://humanjourney.us/health-and-education-in-the-modern-world/education-in-the-modern-world-solving-for-the-future/?gclid=CjwKCAjw2f-VBhAsEiwAO4lNeOTYH73n5KcbbEwUhhUf7uepfRBtCSbOG7438cEQ00zzLHUOg1io9hoC8A4QAvD_BwE) analyzes this issue perfectly. In the article it is stated that humans are natural learners. The challenge, and a primary goal of education, must be to nurture already curious, flexible, creative, and potentially critical thinkers – to keep their natural predisposition for learning alive throughout their school lives and beyond. Too often we underestimate the innate creativity of young people, and multiple studies have shown a clear link between what teachers expect and what students accomplish.

Yong Zhao maintains that education today is “*obsessed with what children do not know or are unable to do. Worse, education today has developed various ways to speak about children’s deficiency, publicly and loudly, in the forms of tracking, grade retention, and sorting into different programs such as special education, summer remediation, and extra tutoring.*” What we need instead, he says, is an education that “*supports passion and enhances strengths, instead of fixing deficits or closing gaps.*” We must shift the model, he says, from deficiency to strength.

Yue Shen points out that non-academic skills such as personality, emotions, empathy, and metacognitive skills such as curiosity and self-efficacy, though they are not an inherent part of any subject-specific curricula or classroom instruction, are crucial to the long-term well-being of individuals, the ultimate purpose of education.



In the same article, it is asserted that we all learn best from people we like or admire and from people who believe in us. The most successful teachers show their students that they matter. They have high expectations, build relationships, and are present to provide personal

feedback and guidance. Children need to be valued individually and as a group and they need a safe space in which they can think for themselves and learn how to learn, without fear of asking questions or making mistakes. Lisa Delpit adds, “The most successful teachers show their students that they matter.”

Teaching is a demanding profession that requires both passionate commitment and a broad range of complex knowledge and skills. Teachers need to be well grounded in the subjects they teach and proficient with the latest classroom technologies. They need to be skilled in managing a classroom and interacting with and engaging their students. They must be able to recognize and move beyond their own biases in order to identify the unique strengths and talents of students from every background. They need a command of a variety of effective pedagogical practices, as well as the latest neurological research, especially about how different age groups develop and learn. As a society, we need to value and respect teachers, maintain a high bar for entry into the profession, and pay them as professionals. Principals should also be experienced teachers who are capable of supervising and helping their teachers.

Diane Ravitch says “*Collaboration is also key for good teaching. Teachers should work in schools where collaboration and teamwork are prized. They should expect to get help from their colleagues and to give help in return. A school should have a professional tone, where colleagues cooperate, not compete.*”

Lisa Delpit advocates for “focused, collaborative learning environments” where teachers meet regularly not just to “report” on what they are doing, but to work together to solve problems. They may visit each other’s classrooms and give feedback to help each other improve, and work together to refine mandated instruction to be more appropriate for their students.



“Students learn what they care about, from people they care about and who, they know, care about them...”

-Barbara Harrell Carson, 1996, *Thirty Years of Stories*

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article discussing how to boost critical thinking skills.

<https://www.edutopia.org/article/5-ways-boost-critical-thinking-world-language-classes>

5 Ways to Boost Critical Thinking in World Language Classes

By Elena Spathis

One way to raise students' engagement is to ask them to do more work—meaningful work with authentic materials from the target culture.

As teachers, we've all experienced lessons that fell flat. The students were uninspired or disengaged, and wore blank, expressionless faces. While these moments can feel disappointing and discouraging, they help us learn and improve by honing our instructional choices.

These experiences have provoked me to think differently about my lessons—what could I do differently? Where was I going wrong? I realized that part of the reason my students seemed uninspired in these moments was likely because I was not asking them to do much. They were not thinking critically, making cultural comparisons, or problem-solving. This realization led me to boost the levels of rigor and critical thinking in my world language classes.

5 WAYS TO INCREASE STUDENTS' CRITICAL THINKING

1. Evaluate the questions you're asking: Are your questions crafted to produce detailed, in-depth responses, or do they lead to one-word answers? Do they allow students to draw on their personal experiences or offer their opinions? Do they inspire students to passionately debate, or to engage in an exchange with a peer? Are students answering these questions enthusiastically?

Let's look at an example of a flat question versus a dynamic one.

"Why is global warming a serious issue?" is an important question, but it doesn't require students to offer details about their thoughts or opinions on the matter, and it is unlikely to result in an enthusiastic response. Changing it to, "How could the effects of global warming impact or change your future life, and how does this make you feel?" directly solicits students' perspectives. This question gets students thinking about their own lives, which can heighten their engagement.

2. Place culture at the core of your lessons and units: Language teachers are not solely responsible for teaching a language—we should also be exposing our students to the

culture(s) associated with the target language. Our students often make deeper connections with cultural aspects of the language rather than with the linguistic ones. Embrace this!

If a Spanish teacher, for example, is teaching a unit about foods, they can focus on the Mediterranean diet in Spain and make a connection to healthy lifestyle practices. If they're teaching a unit about the environment, they might focus on why Costa Rica is a leader in sustainability and ecotourism. Weaving cultural points into essential questions adds another layer of rigor to our units of study.

Try requiring that students make cultural comparisons between their native culture(s) and the target one. This gives them the opportunity to think critically about their own cultures and allows them to recognize that not every culture is the same, guiding them to be more culturally competent global citizens.

3. Plan lessons and design activities with Bloom's Revised Taxonomy: Some powerful verbs featured in Bloom's Revised Taxonomy such as recall, interpret, infer, execute, differentiate, critique, and produce — draw attention to the skills we want to develop in our students.

For example, we want our students to interpret authentic resources such as infographics or podcasts. We want them to infer the meaning behind the titles of news articles or short stories. We want them to differentiate between cultural practices in the target language country and the United States. We want them to critique statements or texts that we present to them, and we want them to produce well-executed pieces of writing or oral presentations.

Let these verbs guide your methods and lesson planning. Engaging in the acts of recalling, interpreting, inferring, executing, differentiating, critiquing and producing will aid your students in accomplishing more rigorous tasks.,

4. Incorporate authentic resources: There's no better way to expose students to culture and higher-order thinking than with authentic resources—real-life materials from the target country, including infographics, articles, songs, films, podcasts, commercials, written ads, and so on.

Authentic resources need not be reserved for higher-level classes—they can be used at any level. Adapt the task—not the resource—for the appropriate level. Level one students often need an authentic resource to pique their interest in the language and culture. For example, when teaching novice students about foods and eating habits in the target country, incorporate an authentic menu for them to examine and analyze. Create a basic task like a graphic organizer for them to complete with the menu. They don't need to understand every word in order to complete the task. Intermediate level students can likely interpret an authentic resource with little to no assistance.

Using authentic resources can entice students to continue on their language learning journey, igniting their curiosity. Such resources also present an increased level of rigor and challenge. Students are required to evaluate and analyze an authentic cultural product when evaluating these resources.

5. Give students independence: While it's sometimes tempting to lecture students and control the entirety of the class period, releasing some control can be empowering. Let students think independently and design some of their own tasks. Require them to problem-solve. Give them choices. Let them own their learning and take an active role in it. Giving students time to work independently fosters a rigorous environment in which students are able to think critically without constant assistance.

Rather than providing questions immediately after reading an article with your students, allow them to come up with the questions. Identify key vocabulary by asking students which words they associate with the given topic instead of providing a list. And instead of leading every class discussion, assign students different jobs in group discussions, or allow them to take turns facilitating a whole-class discussion. When students are given a chance to lead, they generally rise to the occasion, which can lead to deeper learning.



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Submission Deadline: 1 June 2022

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

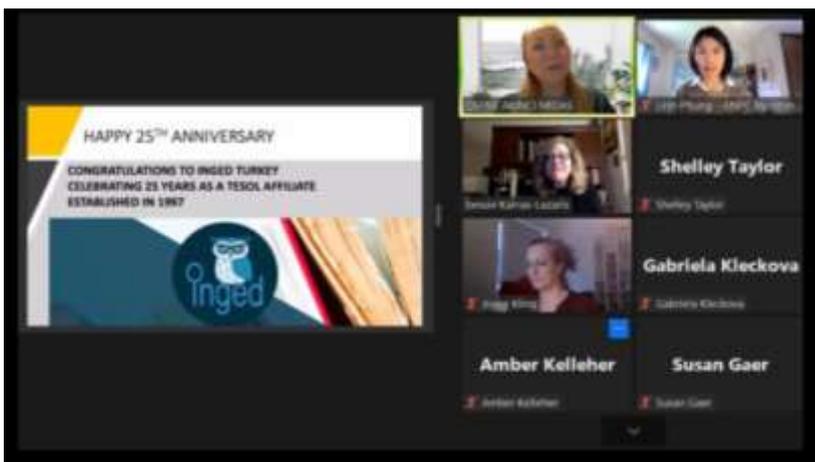
INGED Attended the Online TESOL Affiliate Assembly

**Summary by
Defne Akıncı Midas**

The 2022 TEFOL Affiliate Assembly was held online as a Zoom meeting on April 9th, 2022 on Saturday at 20:00 hours. İNGED Board member Defne Akıncı Midas represented İNGED in the meeting as the TESOL Affiliate Leader. The one-hour meeting was attended by the affiliate associations from within the USA and outside the USA. The countries that were represented, based on the friendly salutations in the chat box, could be counted as, in alphabetical order, Argentina, Bangladesh, Canada, Colombia, Costa Rico, Egypt, Greece, Hawai'i, Italy, Peru, Puerto Rico, Russia, Saudi Arabia, Thailand, Turkey and Japan.



In this meeting, İNGED’s 25th year of affiliation with TESOL was recognized.



The messages to İNGED in the chat box were the following:

“Congratulations İNGED!”

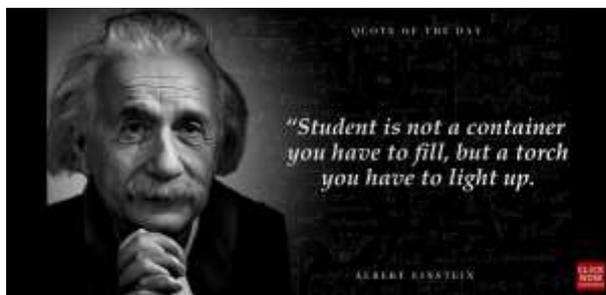
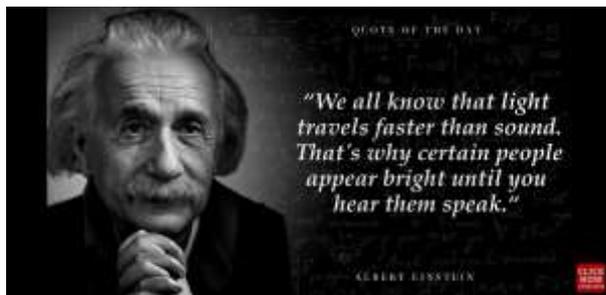
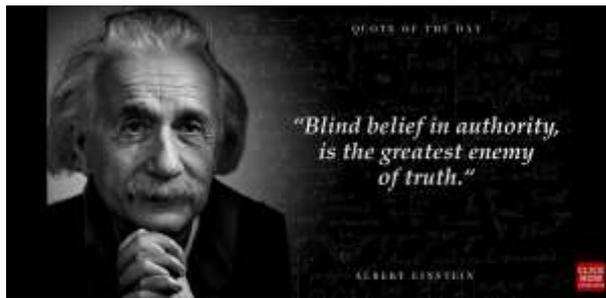
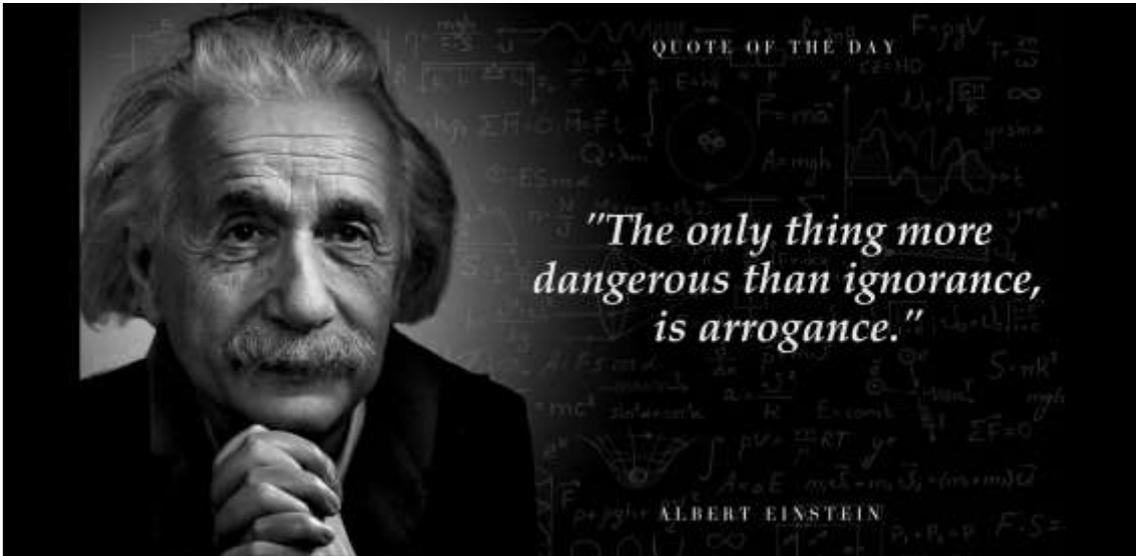
“Congratulations, İNGED! That 1997 was a 25 years ago is amazing.”

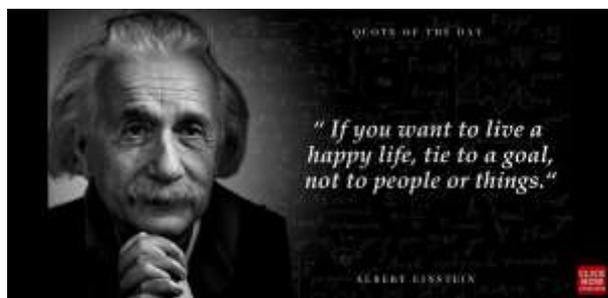
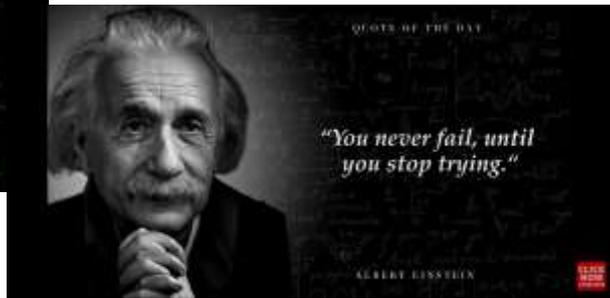
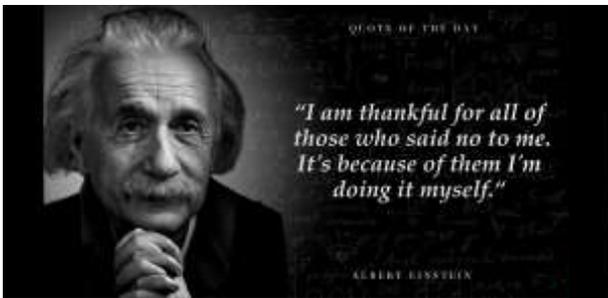
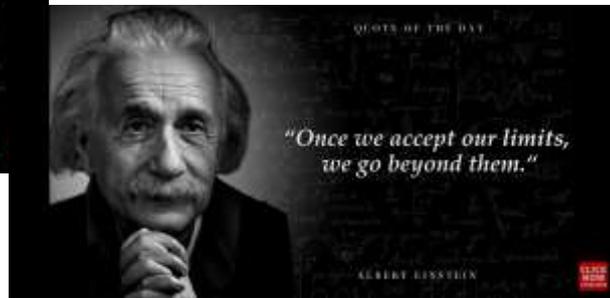
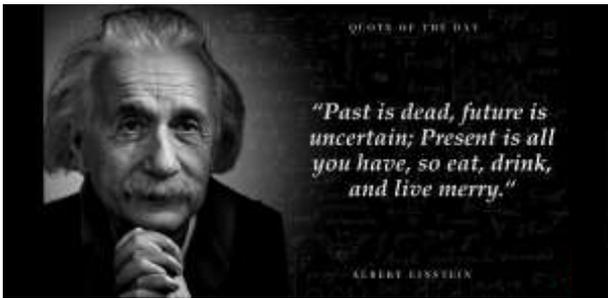
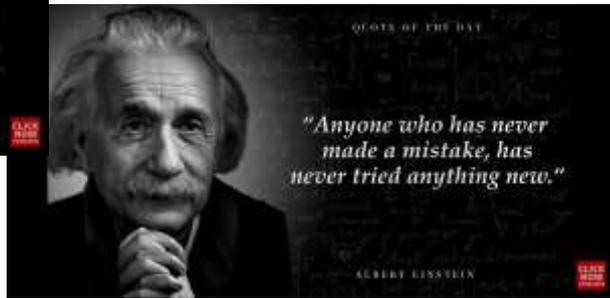
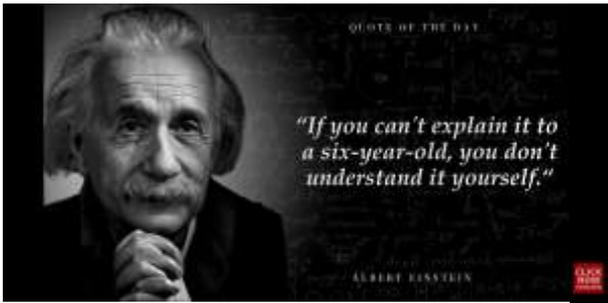
“Silver Anniversary! Congrats”

As the representative, I was excited as I expressed our gratitude about the recognition, feeling proud that we have been working with TESOL for 25 years, and looking forward to many more years to come.

The affiliate assembly welcomed a new affiliate which was from Bangladesh, and the representative expressed his excitement and appreciation of this warm welcome.

WISE WORDS FROM ALBERT EINSTEIN





ENGLISH HAS A WORD FOR A LOT OF THINGS

DID YOU KNOW THESE THINGS HAD NAMES?

1. The space between your eyebrows is called a glabella.
2. The way it smells after the rain is called petrichor.
3. The plastic or metallic coating at the end of your shoelaces is called an aglet.
4. The rumbling of stomach is actually called a wamble.
5. The cry of a new born baby is called a vagitus.
6. The prongs on a fork are called tines.
7. The sheen or light that you see when you close your eyes and press your hands on them is called phosphenes.
8. The tiny plastic table placed in the middle of a pizza box is called a box tent.
9. The day after tomorrow is called overmorrow.
10. Your tiny toe or finger is called minimus.
11. The wired cage that holds the cork in a bottle of champagne is called an agraffe.
12. The 'na na na' and 'la la la', which don't really have any meaning in the lyrics of any song, are called vocables.
13. When you combine an exclamation mark with a question mark (like this ?!), it is referred to as an interrobang.
14. The space between your nostrils is called columella nasi.
15. The armhole in clothes, where the sleeves are sewn, is called armscye.
16. The condition of finding it difficult to get out of the bed in the morning is called dysania.
17. Illegible hand-writing is called griffonage.
18. The dot over an "i" or a "j" is called tittle.
19. That utterly sick feeling you get after eating or drinking too much is called crapulence.
20. The metallic device used to measure your feet at the shoe store is called Bannock device.

HOW MANY OF THE ABOVE DID YOU ALREADY KNOW?