



NEWS ON-LINE
2024- Issue 2 ~ Together we stand!

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From the President

Dear Members,

As we reach the midpoint of the year, I would like to extend my heartfelt wishes for a wonderful summer holiday to all our dedicated teachers. You have worked tirelessly throughout the year, and you truly deserve this time to relax and enjoy with your families, friends, and loved ones. May your summer be filled with joy, rejuvenation, and cherished moments.

Reflecting on our recent activities, I am delighted to share some of the highlights from the past few months. We successfully organized two drama festivals this past spring, which were remarkable in every way. The first was held in İzmir on May 4, 2024, followed by the second in Ankara on May 25, 2024. The students' performances were nothing short of fantastic, showcasing their immense talent and dedication. Their passion and creativity on stage were truly inspiring, and the festivals provided a wonderful platform for them to shine. We are committed to continuing these festivals next year, and you will find more details and delightful moments from these events in this newsletter.

Looking ahead, we are excited to announce that we are planning to organize the ELTER (English Language Teacher Education Research) Colloquium at the beginning of the fall term. This event promises to be an exciting opportunity for professional development and scholarly exchange, bringing together educators and researchers to discuss the latest trends and research in English language teacher education. Please keep following us for announcements related to this event and be sure to check out the comprehensive article about ELTER included in this issue.

Our commitment to ongoing professional development remains strong, with Prof. Dr. Aydan Ersöz continuing her highly regarded Zoom series. These sessions have been instrumental in providing valuable insights and practical strategies for our members. Below is a list of the inspiring speakers who have shared their expertise with us recently:

- Patricia Arbona – Spicing up Communication Skills Through Drama
- Assoc. Prof. Dr. Sezen Arslan – ELT's Big Conversation: Putting Dialogic Teaching into Practice
- Dr. Ymer Leksi - Making Teaching Fun Through Jokes and and Songs in the Age of AI
- Burakcan Bakırcı – Shaping Stories, Amplifying Voices: Leveraging Photo Story and Voice in Language Education

I would also like to express my sincere gratitude to Asena Karaduman for her outstanding work as our social media coordinator. Her efforts in updating our social media content and

making timely announcements have significantly enhanced our online presence. Asena's dedication ensures that our members are always informed about the latest news and events.

Additionally, special thanks are extended to Dr. Suzan Öñiz for her exceptional design of our newsletter. Her dedication and creativity have resulted in a publication that we can all be proud of. The newsletter not only informs but also reflects the vibrant spirit of our association.

As we move forward, our commitment to providing platforms and opportunities for the exchange of professional experiences, opinions, and research findings remains steadfast. Your active participation and support are what make INGED a thriving community. We greatly appreciate your continued engagement and look forward to many more successes together.

Warm wishes for a restful and enjoyable summer! Let's recharge and come back even stronger.

Together we stand!

Assoc. Prof. Dr. Sedat Akayođlu
INGED President



From the Editor



Dear Colleagues,

May 2024 was a busy, exciting and rewarding month! The main reason was the INGED Drama Festivals in İzmir and Ankara! We were able to organize these wonderful events after a long break due to COVID restrictions. This year the following schools (in alphabetic order) participated in the INGED Drama Fest in İzmir:

İzmir Fen Bilimleri College Bornova,
İzmir Gelişim College,
Private Kuşadası Bahçeşehir College,
Rota College

Jurors:

Esra Yatağanbaba (Ph.D.), Ege University
Fatma Feyza Öztürk, İzmir Katip Çelebi University
Seda Altınır (Ph.D.), İzmir Yüksek Teknoloji University

Ankara

Participating Schools (alphabetically):

Bahçeşehir College Dr. Burhan Kara Campus,
Maya Schools İncek Campus,
Maya Schools Oran Campus,
Private Arı Schools

Jurors:

Prof. Dr. Aydan Ersöz
Asst. Prof. Dr. Gözde Balıkcı
Asst. Prof. Dr. Seda Coşar Çelik

We would like to thank all schools for their wonderful efforts and participation but special thanks go to IZMIR GELİŞİM PRIVATE SCHOOLS for hosting our event in İzmir and to PRIVATE ARI SCHOOLS in Ankara! Thank you for opening the venues and making the fest a success! This festival can only be realized through the selfless and tiring hard work of the teachers and the fabulous little stars that shone on the stage. Thank you dear children and thank you dear teachers and administrators! We really feel very special as INGED thanks to your amazing performances...

And thank you dear jury members. What a difficult task you had while deciding on the finalists!

You will find details, impressions and photos (albeit with blurry faces to protect our children's identities) on the following pages. There is also an article on ELTER, which stands for English Language Teacher Education Research, written by our president. In it he describes 'communities of practice' and the role of ELTER. We hope you will enjoy reading the article and even think about joining this wonderful community. Another interesting piece is in our tech section: How to delete your digital footprint! The Selected for You section has five articles on various topics generally related to virtual learning.

Now is also time for all of us to take a break, longer for some shorter for others nevertheless A BREAK... So without more delay, we as INGED wish you all a healthy and happy summer and say goodbye till the end of the school break. See you again in the fall...

Warm greetings

A. Suzan Öniz
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.**

I N G E D Z O O M S E R I E S

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 now completed **121** Zoom Session
and an additional session with one of the masters of teaching!
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 TALKS WITH COLLEAGUES

29 March 2024

“İngilizce Öğretmeni Olmak”

Guest: Dr. Ece Sarıgül

INGED ZOOM SERIES #116

1 March 2024

“İngilizce İçerik Hazırlamada Kullanılan Programlar ve İçeriklerin Dijitalleştirilmesi”

Speaker: Demet Cansu

INGED ZOOM SERIES # 117

15 March 2024

“The Benefits of Social and Emotional Learning Competencies for L2 English Teachers”

Speaker: Dr. Yağmur Ersoy

INGED ZOOM SERIES # 118

22 March 2024

“Understanding Learning Styles”

Speaker: Giti Jafari

INGED ZOOM SERIES # 119

3 May 2024

“Spicing up Communication Skills through Drama”

Speaker: Patricia Arbona

INGED ZOOM SERIES # 120

10 May 2024

“ELT’s Big Conversation: Putting Dialogic Teaching into Practice”

Speaker: Assoc. Prof. Dr. Sezen Arslan

INGED ZOOM SERIES # 121

31 May 2024

“Making Teaching Fun through Jokes and Songs in the Age of AI”

Speaker: Dr. Ymer Leksi

All of these talks and many more ideas on teaching can be found on our Youtube channel.
Please go to *ingedturkey* at Youtube.

SEE YOU ALL SOON AT THE ZOOM SESSIONS

CHECK OUT OUR WEB PAGE!

THE JOB POSTINGS & CALENDAR OF EVENTS ARE

UP-TO-DATE

THE INGED DRAMA FESTIVALS

WE ARE BACK AT IT!

THE INGED DRAMA FESTIVAL WAS HELD IN IZMIR AND ANKARA!

The nation-wide known INGED Drama Festival had to come to a halt due to COVID-19 and the Association could not organize any event for the past three years. With the arrival of 2024, INGED started the Drama Festival in two different locations. With great joy and enthusiasm, this year's Drama Festival events were held in two cities: one in İzmir, hosted by Gelişim College on May 4, 2024 and the second one in Ankara hosted by Private Art Schools on May 25, 2024.

Here are further details on the Drama Festivals held in Izmir and Ankara:

İZMİR:

Participating Schools (alphabetically):

İzmir Fen Bilimleri College Bornova
İzmir Gelişim College
Private Kuşadası Bahçeşehir College
Rota College



Jurors:

Esra Yatağanbaba (Ph.D.),
Ege University
Fatma Feyza Öztürk,
İzmir Katip Çelebi University
Seda Altınır (Ph.D.),
İzmir Yüksek Teknoloji University

**Awards:****The Most Enthusiastic Group**

Enchanted Fairy Tale Mix-up
(Private Kuşadası Bahçeşehir College)

The Best Shining Star Female

Umay Talay
(İzmir Fen Bilimleri College Bornova)

The Best Shining Star Male

Deniz Avcı (İzmir Gelişim College)

The Best Coaching Teacher

Aysun Akçin and Md. Nooran (İzmir Fen Bilimleri College Bornova)

The Best Leading Actor Male (1st, 2nd and 3rd place)

Selçuk Batu Kancı, Kadir Ege Akın, Mert Efe

The Best Supporting Actor Male (1st, 2nd and 3rd place)

Semir Aslan, Aras Erden, Yunus Abdullağoğlu

The Best Leading Actor Female (1st, 2nd and 3rd place)

Karen Kumbaracı, Derin Yıldız, Feraye Neva Sürecek

The Best Supporting Actor Female (1st, 2nd and 3rd place)

Serra Yallı, Nagehan Duru Karer, Tanem Taktakoğlu

The Best Play (1st, 2nd and 3rd place)

Dorothy Meets Alice (İzmir Gelişim College), Cinderella (İzmir Rota College), Enchanted Fairy Mix-up (İzmir Fen Bilimleri College Bornova)

Unforgettable moments from the INGED DRAMA FEST in İzmir







ANKARA:

Participating Schools (alphabetically):

Bahçeşehir College Dr. Burhan Kara Campus
Maya Schools İncek Campus
Maya Schools Oran Campus
Private Arı Schools

Jurors:

Prof. Dr. Aydan Ersöz
Asst. Prof. Dr. Gözde Balıkcı
Asst. Prof. Dr. Seda Coşar Çelik



Awards:

Jury Special Award

Bahçeşehir College, Dr. Burhan Kara Campus

The Most Enthusiastic Group

Bahçeşehir College, Dr. Burhan Kara Campus

The Best Shining Star Female

Kumsal Çakır (Maya Schools, Oran Campus)

The Best Shining Star Male

Batuhan Özben (Private Arı Schools)

The Best Coaching Teacher

Private Arı Schools Team

The Best Leading Actor Male (1st, 2nd and 3rd place)

Oğuz Kaan Özüdođru (Maya College, İncek), Osman Kaan Yılmaz (Maya College, Oran), Kıvanç Özgür (Bahçeşehir College)

The Best Leading Actor Female (1st, 2nd and 3rd place)

Ela Uđur (Arı Schools), Melis Köse (Bahçeşehir College), Beril Gedik (Bahçeşehir College)

The Best Supporting Actor Male (1st, 2nd and 3rd place)

Kerem Demirci (Bahçeşehir College), Toprak Akarsu (Maya College, Oran), Ahmet Yavuz Gül (Arı College)

The Best Supporting Actor Female (1st, 2nd and 3rd place)

Nevra Ertan (Maya College, Oran), Şerife Duru Yılmaz (Maya College, İncek), Ela Hazer (Maya College, İncek)

The Best Play (1st, 2nd and 3rd place)

The Little Prince (Arı Schools), Alice in Wonderland (Bahçeşehir College), The Enchanted Celebration (Maya College, İncek)

**Here are the impressions of
Melike Ünal Gezer (Ph.D.),
INGED Executive Board Member:**

The Children's Drama Festival stands as a testament to the transformative power of the arts in the lives of young people. Attending and observing this festival provided not only an opportunity to witness raw, unfiltered talent but also to reflect on the profound impact such events have on the participants and the audience alike.

From the moment the first curtain rose, it was evident that the festivals would be more than just a series of performances. It was a celebration of creativity, teamwork, and the boundless imagination of children. Each performance, regardless of the size of the crew and the magnitude of the production, carried with it the unique perspectives and voices of young minds. Their stories ranged from fantastical adventures in mythical lands to poignant narratives about everyday life, each one echoing the universal themes of joy, fear, hope, and resilience.

One of the most striking aspects of the festival was the sense of community it fostered. Children from various backgrounds and schools came together, united by a common passion for drama. This melting pot of ideas and cultures created a rich tapestry of performances, each contributing to a broader understanding of our shared humanity. Watching these children collaborate, often overcoming differences and challenges, was a powerful reminder of the importance of inclusivity and cooperation.

The dedication and effort put forth by the young performers were palpable. Months of rehearsals, countless hours of memorizing lines, perfecting gestures, and understanding

characters culminated in moments of pure theatrical magic. It was in these moments that the true value of the festival shone through—not in the pursuit of perfection, but in the process of creation and expression. The children’s faces, beaming with pride and accomplishment, were a testament to the confidence and self-esteem that participation in the arts can build.

For many children, the festival was a platform for self-discovery and personal growth. Stepping into a character’s shoes allowed them to explore different facets of their personalities, to empathize with others’ experiences, and to articulate emotions they might otherwise struggle to express. This immersive experience in drama education is invaluable, offering skills that extend far beyond the stage—skills such as public speaking, critical thinking, and emotional intelligence.

The festival also served as a poignant reminder of the role of educators and mentors in nurturing young talents. Behind each performance were dedicated teachers and mentors who guided, encouraged, and inspired these budding actors. Their commitment to fostering a love for the arts in their students’ hearts was evident in every well-rehearsed scene and every heartfelt performance.

At the personal level, as an observer, INGED’s Children’s Drama Festival was a deeply moving experience. It was a reminder of the unifying power of storytelling and the arts. In a world often divided by differences, the festival highlighted the common threads that connect us all. It was a celebration of the unique voices of children, voices that are too often overlooked or underestimated.

In conclusion, the Children’s Drama Festival was not merely an event but a profound journey into the hearts and minds of young individuals. It showcased the incredible potential of children when given the platform to express themselves and highlighted the critical importance of supporting arts education in our communities. Reflecting on this festival, one cannot help but feel a sense of optimism for the future, inspired by the creativity, empathy, and enthusiasm of the next generation.

On behalf of the Association, I would like to extend my gratitude to our dedicated teachers who spent days and nights for rehearsal and everything else involved in the backstage, to our future, participating children who shone like little stars on the stage, the families for their support, the jurors for being a part of these events, and finally the host schools and affiliates who patiently worked behind the scene to organize these events. Special thanks go to Carla Nadia Dornukie, the host teacher from İzmir Gelişim College, İzmir and Bülent İnal, representing Private Arı Schools in Ankara for their continuous collaboration with me.

We are already looking forward to the next INGED Drama Festival that will be hosted by Bahçeşehir College Dr. Burhan Kara Campus in Eryaman in the spring of 2025!

Melike Ünal Gezer (Ph.D.)
INGED Executive Board Member

Unforgettable moments from the INGED DRAMA FEST in Ankara





Thank you
GELİŞİM COLLEGE for hosting the
INGED Drama Festival in İzmir.

Here are the impressions of the İzmir jurors. Thank you for taking the time to participate and also for sharing your thoughts...

A Day of Theatre and Teamwork: the INGED Drama Festival

The buzz of excitement crackled in the air on the morning of the English Drama Festival. As jury members, we arrived with a mix of hopes and eager anticipation. The itinerary, with its detailed schedule of performances, transitions, and awards, offered a glimpse into the day's whirlwind.

Looking back, the most memorable aspect of the festival was not simply their performance (though the quick costume changes between them and each school was definitely a fun challenge). Instead, it was the sense of camaraderie that grew throughout the day.

Though we did not see the backstage area, it was quite obvious that it was a place which transformed into a zone of mutual support. While one school competed for awards, the others cheered the one during the performance, offering encouraging smiles and helping hands with props. Even during the short transition times detailed in the itinerary, students from different schools collaborated, working alongside to efficiently switch set pieces. This unexpected teamwork fostered a wonderful sense of community within the festival.

The festival also highlighted the dedication of the teachers. Witnessing the support staff from Gelişim Private School, Fen Bilimleri Private School, Rota Private School, and Kuşadası Bahçeşehir Private School ensuring everything ran smoothly was truly inspiring. Their tireless efforts, along with the support from the custodians, ensured a positive experience for everyone involved.

Overall, the INGED Drama Festival was more than just a competition. It was a celebration of theatre, teamwork, and the dedication of both students and teachers. The experience has left us with a newfound appreciation for the collaborative spirit that thrives in the performing arts.

Dr. Esra YATAĞANBABA (Ege University, İzmir)
Dr. Seda ALTINER (İzmir Institute of Technology, İzmir)
PhD Candidate Feyza ÖZTÜRK (Katip Çelebi University, İzmir)

English Language Teacher Education Research

(ELTER Turkey)

as a Community of Practice

By

Assoc. Prof. Dr. Sedat Akayođlu

Communities of practice (CoPs) are essential for professional development, offering a collaborative environment where individuals can share knowledge, experiences, and innovative practices. These communities foster continuous learning, support each other's growth, and contribute to the collective advancement of their field. CoPs provide a structure for professionals to work together on common goals, fostering a sense of belonging and mutual support that is particularly beneficial in professions that are continually evolving, such as education.

In the context of education, CoPs facilitate the exchange of pedagogical strategies, research findings, and practical insights, fostering a culture of ongoing professional improvement. By participating in such communities, educators can stay current with the latest developments in their field, refine their teaching methodologies, and collaborate on innovative solutions to common challenges. This collaborative learning environment allows for the sharing of best practices, troubleshooting of common issues, and support in implementing new techniques and technologies.

Moreover, CoPs serve as a powerful vehicle for professional growth and career development. Through regular interaction and collaboration, educators can expand their professional networks, gain new perspectives, and enhance their skills. This not only benefits the individual educators but also has a positive impact on their students, as teachers who are engaged in continuous professional development are more likely to employ effective teaching strategies and stay motivated in their careers.

The sense of community and shared purpose within CoPs can also lead to greater job satisfaction and reduced feelings of isolation, which are common challenges in the teaching profession. By creating a space where educators can openly discuss their experiences and challenges, CoPs foster a supportive environment that encourages resilience and innovation. The collaborative nature of these communities helps to build trust and a shared sense of accountability, making it easier to implement changes and improvements in educational practices.

CoPs also provide a platform for mentorship and peer support, which are crucial components of professional development. Experienced educators can mentor newer members, offering guidance, feedback, and support. This mentorship helps to bridge the gap between theoretical knowledge and practical application, ensuring that new teachers are well-prepared to handle the complexities of the classroom. Peer support within CoPs allows

educators to share their successes and challenges, learn from each other, and develop a collective wisdom that benefits all members.

In summary, communities of practice play a crucial role in the professional development of educators by providing a collaborative and supportive environment for continuous learning and improvement. They help bridge the gap between theory and practice, ensuring that teachers have access to the latest research and best practices in their field. This, in turn, leads to more effective teaching and better outcomes for students. CoPs not only enhance the professional skills of educators but also foster a sense of community, support, and shared purpose that is vital for sustaining motivation and passion in the teaching profession.

ELTER as a Research Community

The English Language Teacher Education Research (ELTER) group embraces the principles of a community of practice, bringing together scholars and practitioners dedicated to advancing English language teacher education in Turkey. ELTER serves as a scholarly forum where members design and share research proposals, focusing on both pre-service and in-service teacher education. This collaborative effort ensures that the latest research informs educational practices, ultimately enhancing the quality of English language teaching across the country. The group's annual meetings provide a platform for rigorous academic discourse, allowing members to discuss their studies, share findings, and plan future research endeavors.

ELTER: Aims and Mission

ELTER is an organization primarily for those involved in English Language Teacher Education Research in Turkey. It aims to contribute to the improvement of the overall quality of English language teacher education in Turkey, both pre-service and in-service, by encouraging effective teacher education practices and making recommendations to relevant stakeholders and policymakers. ELTER also provides a forum for English language teacher educators and researchers (in Turkey and beyond) to discuss and share their practices, experiences, and research. By fostering a collaborative and supportive environment, ELTER helps bridge the gap between research and practice, ensuring that insights from academic studies translate into real-world educational improvements.

ELTER's Milestones and Future Plans

Since its establishment, ELTER has successfully organized nine significant events, each contributing to the field of English language teacher education through the promotion of research collaborations and the dissemination of cutting-edge findings. These events have covered a wide range of topics, reflecting the diverse interests and expertise of ELTER's members. The tenth event is scheduled for September or October, marking a milestone in ELTER's ongoing commitment to fostering a vibrant research community. Details of previous events, showcasing the breadth and depth of research undertaken by the group, can be found on the ELTER website: <https://www.elterturkey.com/events>

"As ELTER Turkey, we are back again. Due to the pandemic, we gave a break to our events but we will restart our activities as a Special Interest Group (SIG) of INGED."

This announcement signals a renewed commitment to advancing English language teacher education through robust research and collaborative efforts. ELTER, now functioning as a SIG of INGED, aims to continue its mission of improving teacher education practices and influencing relevant stakeholders and policymakers.

Criteria for Membership

ELTER prides itself on maintaining a high standard of scholarly engagement. Prospective members must meet specific criteria to join this esteemed group:

- Ability to conduct collaborative research studies.
- Holding an MA or PhD degree in English Language Teaching.
- Demonstrated interest in and active involvement in teacher education (focusing on either in-service or pre-service teachers).

For more information and updates on our activities, please visit our website: [ELTER Turkey](<https://www.elterturkey.com>).



HOW TO DELETE YOUR DIGITAL FOOTPRINT

BY
Luke Dormehl

<https://clean.email/have-you-been-pwned/how-to-delete-digital-footprint>

Your digital footprint can tell a pretty detailed story about you, particularly when it comes to what you do online, what your interests are, and the things you like to buy. Here is a step-by-step guide on how to delete your digital footprint.

What Is a Digital Footprint?

The more you use the internet, social networks, and online services, the more information you leave behind. This kind of data is regularly used by advertisers to build profiles about you so that they can serve you targeted ads.

The likelihood of you clicking on an advert is greatly increased when those you see are for products you want to buy. However, your online footprint can also be seen by others, including potential employers who you want to impress.

In this article, we'll look at how to erase your digital footprint so that the data you've left behind so far can be greatly reduced. We'll also look at how you can minimize your digital footprint going forward.

How To Delete Digital Footprint

Before we get into how to delete your digital footprint, it's important to look at exactly what can be removed. Although it's possible to reduce what kind of information on you is available, it's impossible to completely erase all of it. Sadly, some of your data will have already been recorded by third parties and you'll have no control over it now. It should also be noted that unless you stop using the internet altogether, you will always be leaving more behind.

That's just unavoidable, since everything you do online leaves a trace of some kind. However, it is possible to delete a lot of the information you've built up to date. Here are five ways to start.

1. Delete old and unused accounts

The first step toward reducing your online footprint is to delete all your old and unused accounts, particularly those embarrassing MySpace and Tumblr pages. Getting rid of these can prevent others from seeing old social media posts you don't want to be seen anymore, and the fewer accounts you have, the less data there is to find on you.

It's also important to remove old forum, shopping, online storage, and email accounts — and to follow email security best practices. Remember, you're less likely to suffer a data breach or leak if you have fewer online accounts that can be targeted.

If, for whatever reason, you are unable to delete an old account, change the information — name, address, phone number, and other personal information — to something random so that it is no longer linked to you when someone searches your name.

2. Make social media accounts private

It's not easy to remove yourself from social media entirely these days since many of us use it to keep in touch with friends. However, you can make it so that others can't see everything you post. Make your Facebook, Twitter, Instagram, and other social media profiles private so that only those you're friends with (and not potential employers) can see what you post.

3. Tell data collectors to forget you

Although this isn't a simple step, it is possible to ask data collection sites — also known as “data brokers” — to remove the information they have about you, and it can be hugely beneficial to reducing your online footprint. You can do this manually by searching your own name to find out which sites return information, then following the process each one has for removing your records. However, this can be time-consuming and complicated.

To make things simpler, there are third-party services that will automatically take care of things for you. DeleteMe, which charges \$129 a year, is one of them. The great thing about services like this is that they're not just a one-time thing; so long as you maintain an active subscription, they'll keep working to ensure your information is removed from data collection platforms.

4. Get Google results removed

Deleting parts of your data footprint can be incredibly difficult, so the next best thing is making them a lot more difficult to find by removing them from Google. Simply file a legal request to get the results removed. It can take a while, and Google won't always approve these requests, but if you're successful it can be incredibly effective. Other search engines offer this service, too.

5. Hide your browsing habits

If you want to keep your data footprint as small as possible going forward, you can use services that help hide your browsing habits from websites, trackers, and sometimes even your internet provider. A good VPN is a great option, while taking advantage of services like Private Relay and Hide My Email on your Apple devices can also work wonders.

HAVE YOU RENEWED YOUR MEMBERSHIP?

**INGED
NEEDS
YOU!**

PLEASE RENEW YOUR MEMBERSHIP!

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on language learning in virtual conversations, giving corrective feedback, giving feedback in distance learning, 4 questions to teach educators how the brain learns, and changing brain circuitry through instruction.

https://phys.org/news/2024-04-students-teachers-key-language-virtual.html#google_vignette

Students as teachers: The key to learning a language in virtual conversation exchanges by Laura Rodríguez, Open University of Catalonia

Current levels of interest in learning a foreign language are unprecedented, and there have never been so many ways to learn. The internet has given rise to a wide variety of tools for listening, reading and writing in another language. It has also led to the emergence of platforms where students can improve their speaking skills through virtual conversation exchanges.

Busuu, which has more than seventy million users, and Tandem, with more than ten million, increase their number of users every year, especially among learners of English, Mandarin Chinese and Spanish. Estimates suggest that the online education market will increase in value to \$325 billion by 2028, and language learning is predicted to be one of the most important sectors in that growth.

A study by a researcher at the Universitat Oberta de Catalunya (UOC), published as open access in the journal *Studies in Second Language Learning and Teaching*, highlights the benefits of these online conversation exchanges between students, as well as the potential they offer for learning about other cultures.

The study, a qualitative analysis of real conversations between learners of English and Spanish, shows that learners adopting the role of teachers has beneficial effects, as it enables the participants to correct each other. The study found that in linguistic digressions in which the conversation drifted towards the more technical aspects of language, such as explaining a new term, the climate of camaraderie that was created offered a safe environment, and fostered corrective feedback and learning.

"Virtual exchanges are hugely beneficial, as they can be adapted to each student's time and pace, and they are very flexible," explained Laia Canals, the author of the study and a researcher in the UOC Faculty of Arts and Humanities' TechSLA Lab, "but in order to make good use of this method for authentic oral practice, teachers need to have more material and didactic units prepared in advance that they can use for different levels, contexts and languages."

Busuu, which has more than seventy million users, and Tandem, with more than ten million, increase their number of users every year, especially among learners of English, Mandarin Chinese and Spanish. Estimates suggest that the online education market will increase in value to \$325 billion by 2028, and language learning is predicted to be one of the most important sectors in that growth.

A study by a researcher at the Universitat Oberta de Catalunya (UOC), published as open access in the journal *Studies in Second Language Learning and Teaching*, highlights the benefits of these online conversation exchanges between students, as well as the potential they offer for learning about other cultures.

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<https://www.edutopia.org/article/strategy-giving-corrective-feedback-ells>

A Strategy for Giving Corrective Feedback to ELLs **By Shveta Miller**

Using sentence frames and explicit feedback thoughtfully can provide the right balance of structure and scaffolding for English language learners.

When I started teaching English language learners, I avoided addressing my students' language errors in class because I was just grateful that they volunteered to speak at all. I was also unsure how to provide feedback in the moment. On top of that, I thought that I simply lacked the time to address all the errors that students were making.

One day, I had the chance to explain to a student why he needed the article *a* before certain nouns. He told me this was an "aha" moment for him, and I was reminded of the value of corrective feedback.

Here are some ways to address students' language errors in class while also building their confidence with spoken and written academic language.

HOW TO GIVE CORRECTIVE FEEDBACK THAT BUILDS CONFIDENCE

Teach and practice how a vocabulary word is used in different situations: When introducing a new vocabulary word, I also teach the correct conjugations, prepositions, parts of speech, and collocations of the word when used in different contexts. (A collocation is a series of words that are often found together. For example, after defining the word *indicate*, I explain that it's typically paired with *that, why, or how*.)

If the word is a verb, we practice using it in different tenses and paired with different subjects. I include the correct prepositions alongside the vocabulary word on our class word wall. If students use the word with an incorrect preposition, I direct them to the word wall and ask them to choose one of the correct pairings.

Explicitly model how to correctly complete a response frame: Language teachers commonly use response frames to model the academic language their students need to practice. For example, to practice using the word *persuade*, we might use this frame: "Citizens can persuade political leaders to ____."

I improve the quality of students' shared responses when I demonstrate how to generate the correct language in the blank. In this example, first I clarify the meaning of the word *citizens*. Then I highlight the word *to* as a grammar clue in the sentence. When paired with *persuade*, the word *to* signals that next we need a base verb (an action word with no changed endings). I write *improve public transportation* in the blank as I think aloud, "People are late to work because the buses don't arrive on time. Many people want to persuade our mayor to improve public transportation."

I recite the completed sentence aloud, modeling the correct pronunciation and emphasis. I prompt students to repeat out loud together so they will be more comfortable sharing their own examples. With this added step, students build fluency.

Provide word banks for a response frame: A word bank is a list of possible words or phrases that correctly complete a sentence frame. For the example above, I post additional base verbs (like *repair, build, and fund*) and define each one. I also invite suggestions from the class, helping students phrase their choices as base verbs.

When students share completed sentences aloud that do not use base verbs, I either ask them to choose a base verb from the word bank or remind them how to change their word into a base verb.

Use response frames with the same grammatical structures over several lessons: To reinforce the grammatical structures I teach, I review additional frames with the same structure both throughout one lesson and across several days. I do this until students demonstrate more independence with the structure.

Ask students to explain their choices: When I provide explicit guidance on how to complete a particular response frame, my students become more prepared to justify their own language choices. While explaining, they often self-correct or ask for assistance.

Provide corrective feedback to all students: Since I don't have time to check each student's response to every frame, I have them share their examples with a partner or group. I circulate while listening for mistakes and strong examples. When I notice common errors, I redirect students' attention to the front and provide corrective feedback to everyone at once, often drawing their attention back to the grammar clue embedded in the response frame. I might also share a strong example from a student and ask them to explain why it works.

Create regular opportunities for students to improve their responses: I often ask students to review their written examples after receiving feedback. Students can then edit their sentences. If they used the target language correctly, I invite them to improve the rest of the sentence with more precise language. When students regularly improve their work, they come to see the value of receiving corrective feedback.

Model a growth mindset: As teachers, we can model how to learn from our mistakes. Maybe we had no backup plan when our technology failed, or we didn't catch the typos on a handout. I invite students to correct my mistakes using the same respectful tone that I use when giving them feedback. I acknowledge the error, thank them for the feedback, and commit to fixing it.

Our learning environments are stronger when our students are empowered to participate, make mistakes, and use feedback to improve. English language learners are working to understand how to use a language fluently, which means learning the nuances of how the language works at the sentence level. With a classroom culture of targeted instruction with corrective feedback, not only will our students learn English—they'll learn how to learn.



<https://www.teachingchannel.com/blog/feedback-loop-distance-learning>

HOW TO DO THE FEEDBACK LOOP IN DISTANCE LEARNING

By Jennifer Pieratt

During these times of distance learning, teaching is hard; and closing **the feedback loop** is especially difficult right now. Every teacher knows the power of an “over the shoulder glance” when it comes to checking for understanding. But how do we do this in a virtual classroom? We can't simply depend on adaptive technology programs to let our students know if they are actually mastering content; this feedback is not descriptive enough to allow for assessment for learning but rather assessment of learning. So what can this look like in our new reality of teaching and learning?

In a **previous post** I shared what assessment-feedback and reflection specifically could look like with the use of single point rubric. And while I think this continues to be a good

“northstar” to guide us, most teachers are still trying to wrap their minds around how to simply provide feedback to students. So for those of us that are planners and appreciate guardrails to guide us, this one's for you!

Establish systems

As tech tools continue to be thrown your way, proceed with caution and try to be mindful of entry points to these apps and platforms as tools to help you teach. What I mean by this is to try to first consider what systems you want in place to help you deliver content and engage with students in a meaningful way; then find the technology that best supports that process-not the other way around. Here are a few systems that support **Blended Learning**, which is a helpful approach to teaching during distance learning.

- **Asynchronous Learning Modules**-these are self-paced “workshops” that include content offered in a variety of formats (PPT slides, videos, reading, etc.)
- **Live workshops**-these are very similar to the lectures or mini-workshops you likely ran in your classroom, only they are in front of your screen rather than in your classroom. You can even record these workshops in case students need to reference them again later or in the event they can’t attend at the time you offer it.
- **Office hours**-you likely remember these from college. These are simply blocks of time that you are available to support students who need extra help. Although these are optional, you can strongly encourage specific students to attend them.
- **Group break outs**- you can assign students to meet as groups during specific times to either work on a collaborative task or to provide one another feedback on their work. These should be short meetings (15-30 min) and a teacher should be present to ensure that students are on task.
- **Feedback Friday**- this is a day dedicated to checking in with each student and providing *descriptive feedback* on their work and learning.

I have **vetted and collected technology resources** to help you with the above systems; and in this post I highlight my favorite tech tools.

Establish structures

A weekly schedule can be useful to guide the process for collecting resources for students, but also helpful for parents and students to see “at a glance” what they should be completing during the week, and what supports are available to help them. Below is a weekly schedule structured to support teaching a science concept, from **this project** that I designed for parents or teachers to run at home.

	Mon	Tues	Weds	Thurs	Fri
Science Week 3: Content	“Intro to the Magnus Effect”	“The Reverse Magnus Effect”	“Applying the Magnus Effect”	“Explaining the Magnus Effect” Teacher Office Hours	Feedback Friday
Learning Opportunities	Asynchronous Learning module [reading, video]	Small group workshops, Teacher Office Hours	Live Synchronous workshop	Group breakout rooms (peer feedback)	
Pacing:	Complete assignment 3A	Complete assignment 3B	Complete assignment 3C (self revision)	Complete assignment 3D	Individual reflection

Share the load

Teachers don't have to **carry this load alone**- we can think about how to share the load with students and experts. In a perfect world we would be able to sit next to every student and "catch them" before they go too far down the wrong path in their learning. However, most teachers in the current set up aren't able to do that; So here are a few ways that students can get feedback independent of the teacher:

- **Self checklist**-This is a great "safety net" for students to be sure they have what they need in a given assignment.
- **Peer feedback**-Students can use Flipgrid, Google Doc comments, or group break out rooms to do this. Pro tip: **Scaffold this process for students** the first time they do it and be sure to provide students with sentence frames.
- **Seek out feedback**-Require students to request feedback from three individuals (this could be parents, older siblings, family friends, etc.)
- **Ask an expert**- Provide students with an email template to ask an expert for their feedback on their work.

Close the loop

In the sample science schedule posted above you will notice that I have "Feedback Friday" built into the week. Not only is this a time for the teachers to "catch up" on assessment and feedback, but it's also a time for students to self reflect on their learning which, as we know, is an important part of assessment *for* learning, rather than *of* learning. These reflections are beyond **daily reflections**, and are more in-depth opportunities for students to think about themselves as a learner.

As we continue to navigate these unprecedented times, topics like assessment and feedback will likely flesh themselves out a bit more. Until then establishing systems and structures will help chart a path toward teaching and learning that likely feels a bit more familiar to you and your students.



Jenny Pieratt, Ph.D. is a Progressive Educator, published Author and Edupreneur. She was a founding staff member at High Tech High North County, a former School Development Coach at New Tech Network, and National Faculty at BIE. In 2016 Jenny became the Founder and President of CraftED Curriculum — a leading voice for the "mainstream wave" of PBL implementation, through virtual and onsite professional development and coaching, active networking, and practitioner-based publications. With a PhD in educational philosophy, specifically PBL, Jenny prides herself on staying in the trenches with teachers and advocating for teacher support to bring HQPBL to classrooms across the U.S. Jenny is an active blogger and speaker, former teacher of grades 5-10, equity advocate, and proud small business owner. Jenny resides in Cardiff-by-the-Sea, CA with her husband and two children.



<https://www.edsurge.com/news/2020-03-04-this-large-district-uses-4-questions-to-teach-every-educator-how-the-brain-learns>

This Large District Uses 4 Questions to Teach Every Educator How the Brain Learns

By **Margaret Lee**

I've always been fascinated by watching the movement of ships. It probably comes being part of a Navy family, but seeing massive floating vessels of steel gingerly navigate through locks, canals and beside intricate docks reminds me of the power of carefully steering organizations.

Just as changing the direction of a ship requires a series of small, calculated movements, undertaken over a period of time, so is the work of transforming the instructional practices of a large, complex school district. Quick spins of the wheel are the equivalent to flash-in-the-pan initiatives that result in haphazard decision-making, new idea fatigue and educator overwhelm. Long-term effectiveness is born from many small nudges in a consistent direction, never losing sight of the goal on the horizon.

My school district, Frederick County Public Schools (FCPS) in Maryland, has undertaken a careful, strategic turn towards [Mind Brain Education \(MBE\)](#)—the intersection of research in the areas of education, neuroscience and psychology—with a goal of ensuring that every educator understands how the brain learns, works, grows and thrives in order to improve outcomes for every learner.

Our district serves 44,000 students and employs more than 6,000 staff who share many of the same concerns as our colleagues across the country: our schools range in size, our communities are diverse and rapidly changing and our students face challenges of poverty, trauma and language acquisition.

Teachers and leaders in our district strive to create the best conditions possible for learning while juggling increasing demands and limited resources. In 2019, twenty-five years after joining FCPS as a teacher, and experiencing a variety of roles, I stepped into a position leading the department of organizational development. Our team is tasked with providing professional learning and leadership development through the lens of research-informed practices. Steering a ship as big as ours requires careful and strategic nudges that lead to innovation and growth.

From the start, we knew we'd need an area of focus—and to get buy-in, it had to build upon prior work to move the needle further. We decided to build our work on a solid foundation that started in 2012, when we created a [school culture framework](#) around mindsets. With a thorough understanding of both the power and the limitations of the [research around mindsets](#), we determined that MBE was a through line to our three systemic priorities—a focus on equity, high quality instruction and a collaborative process to monitor student progress. MBE could also be used as an anchor in discussing instruction, assessment, equity, social emotional learning, teacher evaluation and more. Ultimately, we prioritized ensuring that every FCPS educator understands how the brain learns.

Figuring out how to leverage MBE research to transform the instructional practices of such a large school district took time. One thing we recognized right away was that we couldn't make MBE an initiative—no quick spins of the wheel, no year-of-the-brain posters, no jazzy guest speakers. Making MBE an initiative would run the risk of our teachers and principals perceiving the work as one more thing on their already heavy plate.

Like many large school systems, FCPS is fortunate to have a dynamic and committed group of teacher specialists. These educators work directly with teachers and administrators, serving as mentors, curriculum writers, and professional learning facilitators for our workforce. We began our intensive MBE learning with this group, recognizing that their influence would catalyze the work organically.

We framed our work around four questions, through the lens of research:

1. **What should we keep doing?** There are many research-informed strategies to improve instruction and support student wellbeing that are rooted in truths that my colleagues and I saw daily in our own classrooms. Even though we don't always have the knowledge of brain science or the academic research that proves why a strategy—like having students quiz themselves using flashcards—is effective, our experiences in the classroom provide us with evidence that it is. Affirming strategies that people are already comfortable using reinforces their professionalism and expertise.
2. **What should we retire?** This question is anchored in a quote from Dr. Maya Angelou: “Do the best you can until you know better. Then when you know better, do better.” Advances in our understanding of how the brain best learns have grown by leaps and bounds over the last two decades. Some of what we thought was good practice years ago, like giving students learning style inventories, is no longer supported by research. That doesn't mean that it was wrong then, but it is wrong to continue doing now. We put those strategies on the “retire” pile.
3. **What do we revise?** The heart of this work lies in wrestling with the nuances of what works under which conditions and making appropriate adjustments. This is where the dynamic creativity of our teachers makes a difference. Take, for instance, the flashcards example. Maybe we've been suggesting that students quiz themselves using cards. But have we taught them why or how? Have we shared with them the importance of pausing to retrieve the information before flipping the card over? If not, we need to tweak our practices. There are many cases in which we make subtle changes to our strategy or curriculum based on MBE research to improve teaching and learning.
4. **What do we need to start doing?** Sometimes it's tough to figure out what's missing, but considering new ideas and practices that might support student learning is critical. Our work in the area of equity and growth mindset, for example, helped us unpack our thinking about student achievement, purposeful work and expectations, but until we learned about the research around the mindset of belonging, we were missing a critical component of the equation. By actively focusing on developing a sense of belonging in our schools and classrooms, our students were better able to

spend their cognitive energy on learning, rather than wondering, “Do I really belong here?”

These four questions helped us categorize our instructional practices so we could determine where we need to continue, stop or change. So far, starting the learning with our teacher specialists has yielded exciting results. Our math curriculum now includes spaced practice at all grade levels. Our English language learners now benefit from retrieval grids as they work to become proficient in a new language. Our primary teachers are talking about cognitive load—or the mental effort associated with tasks—and how designing lessons that recognize its importance, help our littlest learners to fend off frustration and overwhelm.

While we gradually help our teachers understand its importance, we know that our students are already benefiting from the use of MBE built in to the curriculum design and materials. That’s why our courses for new teachers reflect our system’s value that each teacher should understand how the brain learns.

This work, and the changes we’ve made as a result, would be impossible without support from our district’s senior leaders and our Board of Education. In summer 2019, members of our leadership team attended the [Science of Teaching and School Leadership Academy](#), a week-long event with in-depth learning about MBE .

That investment led to integrated approaches, curriculum enhancements, conversations about technology use and discussions about how to balance joy and rigor in administrative professional learning. Three Board of Education members recently attended an MBE training alongside our teacher specialists to learn about specific MBE research and its connection to learning and wellbeing. When designing and facilitating professional learning experiences for teachers and administrators, our superintendent and deputy superintendent use and highlight MBE strategies. Recent sessions used retrieval to ensure that content shared last month wasn’t forgotten. These leaders don’t pay lip service to the work, they embody it. And they strive to be research-informed educators, too.

As we steer our ship toward ensuring that every educator in our school system understands how the brain best learns, we’re making many collaborative, strategic changes all moving in the same direction. We know that the success of strategies is contingent upon their use in context, meaning daily application in the diverse classrooms across our district.

We recognize the link between emotion and cognition. Research will guide our work with learners, both children and adults. Our ship has sailed and we’re committed to keep learning.

Interested in learning more about MBE? Here’s a recommended reading list with some favorites of FCPS staff:

- * “Neuroteach” by Glenn Whitman and Ian Kelleher
- * “Mindsets in the Classroom and Create a Growth Mindset School” by Mary Cay Ricci
- * “Powerful Teaching” by Pooja Agarwal and Patrice Bain
- * “Ingredients for Great Teaching” by Pedro de Bruyckere
- * “The Knowledge Gap” by Natalie Wexler
- * “The ResearchED Guide to Education Myths” Edited by Craig Barton
- * “The Science of Learning: 77 Studies That Every Teacher Needs to Know” by Bradley Busch and Edward Watson

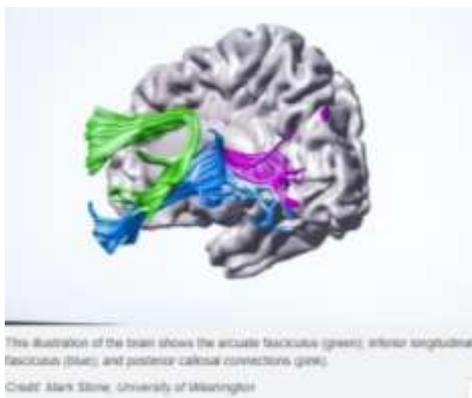
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[Margaret Lee](#) currently serves as director of organizational development for Frederick County Public Schools in Maryland.



<https://www.sciencedaily.com/releases/2018/06/180614213556.htm>

How instruction changes brain circuitry with struggling readers



The early years are when the brain develops the most, forming neural connections that pave the way for how a child -- and the eventual adult -- will express feelings, embark on a task, and learn new skills and concepts.

Scientists have even theorized that the anatomical structure of neural connections forms the basis for how children identify letters and recognize words. In other words, the brain's architecture may predetermine who will have trouble with reading, including children with dyslexia.

But teaching can change that, a new University of Washington study finds.

Using MRI measurements of the brain's neural connections, or "white matter," UW researchers have shown that, in struggling readers, the neural circuitry strengthened -- and their reading performance improved -- after just eight weeks of a specialized tutoring program. The study, published June 8 in *Nature Communications*, is the first to measure white matter during an intensive educational intervention and link children's learning with their brains' flexibility.

"The process of educating a child is physically changing the brain," said Jason Yeatman, an assistant professor in both the UW Department of Speech and Hearing Sciences and the Institute for Learning & Brain Sciences (I-LABS). "We were able to detect changes in brain connections within just a few weeks of beginning the intervention program. It's

underappreciated that teachers are brain engineers who help kids build new brain circuits for important academic skills like reading."

The study focused on three areas of white matter -- regions rich with neuronal connections - - that link regions of the brain involved in language and vision.

"We tend to think of these connections as being fixed," said co-author Elizabeth Huber, a UW postdoctoral researcher. "In reality, different experiences can shape the brain in dramatic ways throughout development."

After eight weeks of intensive instruction among study participants who struggled with reading, two of those three areas showed evidence of structural changes -- a greater density of white matter and more organized "wiring." That plasticity points to changes brought about by the environment, indicating that these regions are not inherently inflexible structures. They reorganize in response to experiences children have in the classroom.

Dyslexia, a learning disorder that affects the ability to read and spell words, is the most common language-related learning disability. While estimates vary, between 10 to 20 percent of the population has some form of dyslexia. There is no quick and simple cure, and without intervention, children with dyslexia tend to struggle in school as the need for literacy skills increases over time.

Yeatman, who launched the Brain Development & Education Lab at I-LABS, conducted the study during the summers of 2016 and 2017, when a total of 24 children, ages 7 to 12, participated in a reading intervention program offered by Lindamood-Bell Learning Centers. The company did not fund the study but provided the tutoring services for free to study participants. The participants' parents had reported that their child either struggled with reading or had been diagnosed with dyslexia.

Over eight weeks, the children received one-on-one instruction for four hours a day, five days a week. They took a series of reading tests before and after the tutoring program and underwent four MRI scans and behavioral evaluation sessions at the beginning, middle and end of the eight-week period. A control group of 19 children with a mixture of reading skill levels participated in the MRI and behavioral sessions but did not receive the reading intervention.

The researchers used diffusion MRI measurements to determine the density of three areas of white matter -- areas that contain nerve fibers and connect different specialized processing circuits to each other. Specifically, they looked at the rate at which water diffuses within the white matter: A decline in the rate of diffusion indicates that additional tissue has formed, which allows information to be transmitted faster and easier.

The analysis focused on the left arcuate fasciculus, which connects regions where language and sounds are processed; the left inferior longitudinal fasciculus, where visual inputs, such as letters on a page, are transmitted throughout the brain; and the posterior callosal connections, which link the two hemispheres of the brain.

Subjects in the control group showed no changes in diffusion rates or structure between MRI measurements. But for subjects who took part in the tutoring program, reading skills improved by an average of one full grade level. In the majority of these subjects, diffusion rates decreased in the arcuate and inferior longitudinal fasciculus. For the few children who showed no significant decline in diffusion by MRI, Yeatman said there could be compounding differences in individual capacities for brain plasticity, age of the participants (younger brains may be more susceptible to change than slightly older ones) or other factors.

The callosal connections showed no changes between treatment and control groups, results that support past research suggesting that this structure, though relevant for reading acquisition, may already be mature and stable by age 7, Yeatman said.

Just what kind of tissue was created among reading program participants is likely to be the subject of future study, the authors said. For example, the measurements might be picking up on increases in the number or size of certain types of cells that help nourish and maintain the white matter, or on added insulation for existing neural connections, Huber said. The challenge with MRI data, Yeatman pointed out, is that they reflect an indirect measurement - not a hands-on examination of the brain.

But the structure of this experiment underscores the importance of the findings, he added: Children participated in a tightly controlled, short-term educational intervention, with measurable, identifiable growth in brain tissue from start to finish.

"Much of what we know about brain plasticity comes from research done in animals," Yeatman said. "The beauty of educational interventions is that they provide a means to study fundamental questions about the link between childhood experiences, brain plasticity and learning, all while giving kids extra help in reading."

Yeatman believes the findings can extend to schools. Teachers have the potential to develop their students' brains, regardless of whether they have the resources to provide individualized instruction for each student in their class.

"While many parents and teachers might worry that dyslexia is permanent, reflecting intrinsic deficits in the brain, these findings demonstrate that targeted, intensive reading programs not only lead to substantial improvements in reading skills, but also change the underlying wiring of the brain's reading circuitry," Yeatman said.

SOME THING TO THINK ABOUT

In this issue of our newsletter, you will find an article on how to give effective prompts so that ChatGPT yields better results.

<https://www.xda-developers.com/how-use-google-gemini-tips-chatgpt-experience/>

How you can use Google's Gemini tips to improve your ChatGPT experience
By Adam Conway

KEY TAKEAWAYS

- Don't write overly long prompts for ChatGPT; keep it simple to avoid confusing the AI and getting inaccurate results.
- Be specific and clear in your language; avoid vague terms and assumptions to get the most accurate response from the AI.
- Structure your requests with defined persona, task, context, and format pillars for optimal communication with AI like ChatGPT.

At Google I/O last month, the company shared a handbook with attendees telling them the best way to use Google Gemini, and how to craft the perfect prompt. Those tips aren't just for Google's own LLM though, and in fact, apply to basically any LLM. While they were made with Gemini in mind, pretty much all of it still applies to Google's number one competitor; ChatGPT. If you want to get more productive with ChatGPT and the new GPT-4o model, these Gemini tips will work just fine for OpenAI, too.

The mistakes to avoid when using ChatGPT

There are a few things that you shouldn't do with ChatGPT

First and foremost, the biggest mistake you can make with Gemini, and thus ChatGPT as well, is go to extremes with prompt lengths. Being verbose in what you need is one thing, but building up too complicated of a prompt that goes on for multiple paragraphs can give way to hallucinations. LLMs are creative in their responses, and stifling that creativity can lead to strange or inaccurate results.

In that way, you should also ensure that you do not use vague language. Be specific in what you need, while also using simplistic sentences so as to not open your sentences up for interpretation. You also shouldn't assume prior knowledge; if you're asking a question that requires context, make sure you give that context in case the language model doesn't know it. For example, if you wanted to compare two processors, you wouldn't say "the latest AMD processor", you would say "The AMD Ryzen 9 9950X."

Finally, make sure to clearly discern between tasks. Don't jumble up multiple tasks at the same time. Split into step 1, step 2, step 3 if you need to, rather than jumping between steps. If your instructions would be confusing to give to a real person, then they'll definitely be confusing to give to an LLM.

How to make the right ChatGPT prompt

A combination of Google's guidance and LLM knowledge

Google's tips apply very much to ChatGPT, and there are some key takeaways that you can follow. The big one is how to structure your request on an analytical level, and to do so you should consider four key pillars of your query:

Persona: Define the role the LLM should assume.

Task: Clearly state what you want the LLM to do.

Context: Provide additional information about the task and desired outcome.

Format: Specify the output format, such as a paragraph or bullet points.

In this case, you should clarify exactly the role you want the LLM to take on. This helps it find the "category" in its own knowledge base that it will operate in. As an example, let's try and build up a plan to host a LAN tournament for Counter-Strike 2. We need to worry about the network conditions, we need to provide context of where this is taking place, and we need to get clear and concise answers on how to execute on the plan.

Assume the role of a network engineer in a university. We are looking to host a LAN for Counter-Strike 2, with servers run on the same network to facilitate gameplay. Gamers will be using computers that are already on the same subnet, and they will just need to bring their own peripherals. With knowledge of esports and with knowledge of networking, is there anything in particular I need to be aware of? Please provide me a bullet point list of answers, with any expansions necessary.

This gave me a fantastic, comprehensive result. I received an answer covering security considerations for the network, hardware and software requirements, network requirements, and information to provide to players to ensure that they bring the peripherals they need and to ensure that drivers are pre-installed on the machines for their peripherals ahead of time.

In context, this prompt gave me results I didn't care about:

We are looking to host a LAN for Counter-Strike 2. Tell me what I need to know.

It barely covered anything to worry about from a networking perspective, and did not give me any in-depth advice. The power of making ChatGPT assume a role allows it to really shine in helping you with whatever it is that you need.

LLMs are a tool, but you need to learn to use them right.

You should read Google's advice, even if you don't use Gemini.

If the LLM you're using makes a mistake, who's responsible? While you can't attribute blame to an AI, it's clear that the buck should stop at the user. A bad worker blames their tools, as the saying goes, and it's exactly the case with an LLM. If you don't vet the responses that you get, then it's your fault if you act on it without confirming that it's correct.

Google gives the following advice:

Before putting an output from Gemini for Workspace into action, review it to ensure clarity, relevance, and accuracy. And of course the most important thing to keep in mind: Generative AI is meant to help humans but the final output is yours.

This is valid advice for anyone using an LLM and goes as well for ChatGPT. Tools are tools, and it's your responsibility to ensure that you use those tools in a way that they help rather than hinder you. Google's LLM advice can be found in the company's Gemini for Workspace Handbook, and you can learn a lot from reading it.



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An interview with Christopher Graham, in-coming IATEFL Vice President 8th May 2024

Vicky: First of all, I would like to thank you for agreeing to give this interview and I would also like to welcome you!

Christopher: So many thanks Vicky. I'm really looking forward to the role of Vice President (VP) and subsequently President, and to serving as a trustee and director of the company.

Vicky: Christopher, you are the new Vice President. Would you like to introduce yourself to the IATEFL members who do not know you?

Christopher: I live in rural Scotland, and I've worked in ELT for many years now, both in the UK and abroad. By fate, rather than by planning, I've worked in a number of different roles for different stakeholders, including teaching, as a director of studies, as a teacher educator, and in publishing and in assessment. I also owned and ran a small group of private language schools in three different countries.

For some years now, I've been working as a freelance consultant and author. Most of my current work is with teachers and school inspectors in their home contexts. I engage both in

the writing and delivery of bespoke CPD, and undertake monitoring and evaluation work to help providers to gain an understanding of the efficacy of their ELT projects.

My main professional interests include trainer training, ELT and climate change, and teaching and learning in fragile environments particularly in conflict and post-conflict zones.

Vicky: Please share your experience and positions so far regarding IATEFL.

Christopher: I went to my first IATEFL conference in, I think, 1989 at the University of Warwick, my alma mater as it happens. I drove there in my Fiat Panda accompanied by someone who is still a very prominent stakeholder in ELT and who smoked about 60 cigarettes between London and Coventry, filling the small ashtray in my car.

I've attended numerous conferences over the years and spoken at several of them. As a freelancer, IATEFL is a remarkable way to network with colleagues and clients. More importantly, it's great to catch up with friends!

I've recently been serving on the IATEFL Conference Committee and having a direct role in the selection of plenary speakers has been absolutely fascinating and an opportunity to help guide the direction, not just of the conference, but hopefully of the broader ELT community.

I also volunteer with EVE (around equity in ELT) and Green Action ELT (around climate change), and am a judge for the British Council ELTons awards.

Vicky: Would you like to share something about working on projects such as ELT Footprint? Why climate action, for example?

Christopher: My work on ELT and climate change has moved in several directions, including working with the British Council on writing, research, and dissemination projects, and writing a book about climate change education. I think I can say, with all modesty, that ELT Footprint has played a significant role in creating an awareness of both the responsibility that ELT has to reduce its carbon footprint, and also of the opportunity we have to engage with climate topics in classrooms. I think we need to ensure learners have at least some of the tools they need to drive the debate forward in both English and in other languages. There's a long way to go, but I think we are beginning to understand the potential that we have to really make change happen.

Vicky: If I am not mistaken, you also have an interest in sustainability in ELT. Please share your thoughts with our readers.

Christopher: Yes, sustainability, and in some ways that's part of the climate change piece. But for me, sustainability goes beyond the interaction between climate and ELT. It's about capacity building, about self-sustaining and organic communities of teachers, it's about the native speaker (and I hate the term) debate, it's about CPD being provided locally by local

teacher educators, and it's about multilingualism. A lot of things fit under the sustainability banner.

Vicky: What are your vision and philosophy? What do you aim to achieve in your new position?

Christopher: I'm increasingly understanding the potential of a global community like ours to be a real force for good and for positive social change, especially in areas such as DEI, interculturalism and global issues including climate change. What I hope to achieve is to continue to develop IATEFL's position as a thought leader in these fields as they interact with language education. And as part of this vision, I want to maintain and enhance IATEFL's status as an organisation that respects and caters for a diverse range of opinions, contexts, and concerns. This does sometimes risk controversy and disagreement, and I see part of my role as determining how we can get the very best out of all these opinions and positions, ultimately for the benefit of students worldwide.

Vicky: What skills are needed to lead a big organisation like IATEFL? How can you ensure making a positive impact?

Christopher: I think there are a number of skill sets involved, one of them I think is the ability to create empathy with the various stakeholders so as to see things from their point of view and to understand their priorities. I also think some intercultural understanding is important with an organisation like ours, too. Equally, I think being in a leadership role does require you to, well, lead, albeit in a consultative way, but sometimes being prepared to step up and explain why certain things, in the context of IATEFL's organisational status, need to be as they are.

Above all, and this is something immodestly I would say I'm quite good at, is listening. All member voices are equal, and I intend, and in fact have already started to listen to members. I may not agree with all of them, but that's not relevant. I need to try to see these ideas are listened to and where appropriate, acted upon.

With that in mind, my email address is: chris@iatefl.org.

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About Christopher
Chris Graham.jpg

Christopher Graham is a freelance ELT consultant and author based in the UK. He has worked in the field since 1981 in over 30 countries for the British Council, ministries of education and international publishers. He is incoming Vice President of IATEFL, and was one of the founders of ELT Footprint, a 2020 British Council ELTons winner.

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TESOL 2025 INTERNATIONAL CONVENTION AND LANGUAGE EXPO

*ON 18 – 21 MARCH 2024
IN LONG BEACH, CALIFORNIA, USA.*

<https://www.tesol.org/professional-development/education-and-events/in-person/tesol-convention/>

TESOL International Association Installs 2024-2025 Board Members Alexandria, Va.

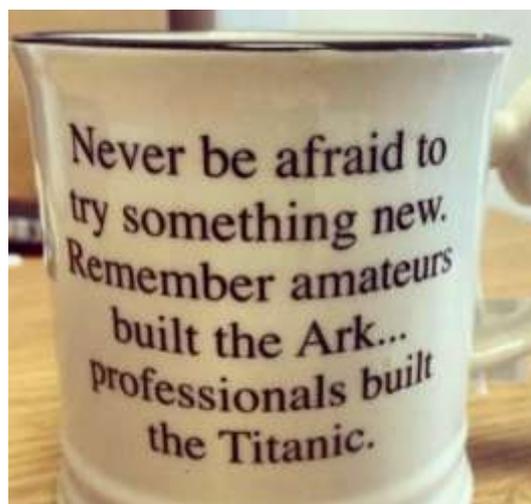
TESOL International Association (TESOL) recently installed Debra Suarez as its 2024-2025 president at the association's Annual Business Meeting during the TESOL 2024 International Convention & Expo in Tampa, Florida, USA. In addition to Suarez, President-Elect Justin Shewell and board of director members Misty Adoniou, Larisa Olesova, and Araceli Salas were also installed on the TESOL board of directors. Suarez serves as executive director of Uplifting Teachers, a social entrepreneurship dedicated to global educational impact, and engages in research, book publications, and international speaking. She comes to the TESOL presidency after a professional lifetime in key English language teaching leadership roles, including positions with the U.S. Department of Education, U.S. Department of State, and the White House. Suarez will serve as the association's president from March 2024-March 2025. With Suarez's installation, Shelley K. Taylor became the association's past president. "I am looking forward to dedicating myself to serving the TESOL membership over the next year," said Suarez. "One of my guiding principles while working with the TESOL board and TESOL leaders will be to observe who's not in the room and why, and work with others to find a way to invite them in and make sure they feel a sense of belonging." Shewell, an educational technologist at Arizona State University in Tempe, Arizona, USA, will serve as president-elect from March 2024-March 2025. Adoniou, from the University of Canberra, Canberra, Australia; Olesova, from the University of Florida Gainesville, Florida, USA; and Salas, from Benemérita Universidad Autónoma de Puebla, Puebla, Mexico, will serve

on the TESOL board of directors from March 2024- March 2027. TESOL also recognized the dedication and service of its departing board members Joyce Kling, Lund University, Lund, Sweden; Tamara Jones, Howard Community College, Columbia, Maryland, USA; Mawa Samb, Minestere Education Bureau D'Anglais, Dakar, Senegal; and Graciela Martin, Instituto Cultural Argentino Norteamericano, Buenos Aires, Argentina. TESOL's board of directors is the association's elected governing body helping to formulate the association's strategic direction and set policy for the association.

About TESOL International Association

TESOL International Association is the trusted global community for knowledge and expertise in English language teaching. TESOL advances the professional expertise in English language teaching to speakers of other languages in multilingual contexts worldwide through professional learning, research, standards, and advocacy. In principle and in practice, TESOL values professionalism, respect, integrity, and lifelong learning and seeks diverse and inclusive participation within the field of English language teaching. TESOL promotes equitable representation, engagement, and broad access to professional opportunities for all and works to eliminate any kind of discrimination. TESOL is a professional community of more than 10,000 English language professionals representing more than 150 countries. For more information, please visit www.tesol.org.

LET'S HAVE SOME FUN!



SOME OF THE MOST POPULAR INTERNET ABBREVIATIONS YOU SHOULD KNOW

1. **POV** - Point of View
2. **JSYK** - Just so you know
3. **LMAO** - Laughing my a** off
4. **IFYP** - I feel your pain
5. **ICYMI** - In case you missed it
6. **WYWH** - Wish you were here
7. **TNTL** - Trying not to laugh
8. **TL;DR** - Too long; didn't read
9. **G2G**: Got to go
10. **CSL** - Can't stop laughing
11. **CYT** – See you tomorrow
12. **DBMIB** - Don't bother me I'm busy
13. **TIME** – Tears in my eyes
14. **YNK** - You never know
- 15 **FAWC** - For anyone who cares