THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!

Issue 3
September 2018

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From the President

Dear members,

We are together again with a new issue. Recently, I have read a story by David Owen, which I have found very interesting. I want to share that story with you.

"Mr. Whitson taught sixth-grade science. On the first day of class, he gave us a lecture about a creature called the "cattywampus", an ill-adapted nocturnal animal that was wiped out during the Ice Age. He passed around a skull as he talked. We all took notes and later had a quiz.

When he returned my paper, I was shocked. There was a big red X through each of my answers. I had failed. There had to be some mistake! I had written down exactly what Mr. Whitson said. Then I realized that everyone in the class had failed. What had happened?

Very simple, Mr. Whitson explained. He had made up all the stuff about the cattywampus. There had never been any such animal. The information in our notes was, therefore, incorrect. Did we expect credit for incorrect answers? Needless to say, we were outraged. What kind of test was this? And what kind of teacher?

We should have figured it out, Mr. Whitson said. After all, at the every moment he was passing around the cattywampus skull (in truth, a cat's), hadn't he been telling us that no trace of the animal remained? He had described its amazing night vision, the color of its fur and any number of other facts he couldn't have known. He had given the animal a ridiculous name, and we still hadn't been suspicious. The zeroes on our papers would be recorded in his grade book, he said. And they were.

Mr. Whitson said he hoped we would learn something from this experience. Teachers and textbooks are not infallable. In fact, no one is. He told us not to let our minds go to sleep, and to speak up if we ever thought he or the textbook was wrong.

Every class was an adventure with Mr. Whitson. I can still remember some science periods almost from beginning to end. One day he told us that his Volkswagen was a living organism. It took us two full days to put together a refutation he would accept. He didn't let us off the hook until we had proved not only that we knew what an organism was but also that we had the fortitude to stand up for the truth.

We carried our brand-new skepticism into all our classes. This caused problems for the other teachers, who weren't used to being challenged. Our history teacher would be lecturing about something, and then there would be clearings of the throat and someone would say "cattywampus."

If I'm ever asked to propose a solution to the problems in our schools, it will be Mr. Whitson. I haven't made any great scientific discoveries, but Mr. Whitson's class gave me and my classmates something just as important: the courage to look people in the eye and tell them they are wrong. He also showed us that you can have fun doing it.

Not everyone sees the value in this. I once told an elementary school teacher about Mr. Whitson. The teacher was appalled. "He shouldn't have tricked you like that," he said. I looked that teacher right in the eye and told him that he was wrong."

Some teachers in life just…teach. They do their normal routine and are not very helpful except for telling students the basics of their topics. Some teachers, however, end up being a teacher, a counselor, a guide, a role model students look up to the most and an inspiration. Teaching is a tough profession, but one of the things to keep in mind is that teachers DO make a difference. Good teachers seek to not just educate their students, but to teach them to be the best version of themselves.

Teaching can be exhausting and emotionally draining and other teachers are invaluable sources of support. When teachers depend on one another for support, they develop relationships based on trust and empathy. When teachers feel supported, they can better extend that same support to their students. Together we stand!

Prof. Dr. Aydan Ersöz

From the Editor

Dear Colleagues,

Time to start to read a lot, a lot of papers, a lot of books, a lot of important notices from the admin… And of course it is time to read the autumn newsletter.

Before you start, however, we would like to remind you that it is time once again to hold our Annual General Meeting. This year it will be at 11:00 a.m. on **Saturday, 27 October 2018** at the new INGED Association House: **Bağlar Caddesi 226/1 Büyükesat, Ankara.** We hope to see you all at our new venue.

We wish you all a happy and successful new teaching year. See you soon at the Annual General Meeting!

Warm regards,

A. Suzan Öniz
INGED Newsletter Editor

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

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

IN MEMORIAM

Our dear friend, colleague and past board member

SERPER TÜMER

has passed after
bravely resisting her disease,
always keeping her positive outlook on life,
fighting but keeping a smile ready…

We miss her
and
will always remember her with love and respect

<div align="center">

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

</div>

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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

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

OLAĞAN YILLIK GENEL KURUL İLANI

INGED/İngilizce Eğitimi Derneği Üyelerine,

Derneğimizin yıllık olağan Genel Kurul toplantısı

17 Ekim 2018 Çarşamba günü
saat 10:00′da
Bağlar Caddesi 226/1 Büyükesat, Ankara
adresinde yapılacaktır.

Yeterli çoğunluk sağlanamaması durumunda,
ikinci toplantı
27 Ekim 2018 Cumartesi günü saat **11:00′de**
Bağlar Caddesi 226/1 Büyükesat, Ankara
adresinde yapılacaktır.

Üyelerimize duyurulur.

NOTIFICATION:
ANNUAL GENERAL ASSEMBLY

To all INGED Members,

The Annual INGED General Assembly will meet

at 10:00 a.m.
on Wednesday, 17 October 2018
at
Bağlar Caddesi 226/1 Büyükesat, Ankara.

In the case of insufficient attendance,
the second and final meeting will take place

at 11:00 a.m.
on Saturday, 27 October 2018,
at
Bağlar Caddesi 226/1 Büyükesat, Ankara.

TECHNOLOGY IN TEACHING:

25 AWESOME APPS FOR TEACHERS, RECOMMENDED BY TEACHERS

Compiled by Laura McClure

http://blog.ed.ted.com/2015/09/19/25-awesome-apps-for-teachers-recommended-by-teachers/

TED-Ed Blog

What are the best apps for teachers? We asked TED-Ed Innovative Educators and the TED-Ed community. Below, 25 awesome apps recommended for teachers, by teachers.

For teaching students how to present, create and code

TED-Ed

More than 250,000 teachers use TED education tools to spark student curiosity and explore presentation literacy skills. "TED-Ed is an outstanding resource in my classroom," says TED-Ed Innovative Educator Jennifer Hesseltine. "I use the online platform to add engaging content to topics that we are studying. I have also given students the opportunities to help in the process of creating TED-Ed Lessons by choosing videos and creating questions to include."

Haikudeck

Students can create beautiful presentations with this app. "It's great for pairing short poems and images," says TED-Ed community member Jessica Dawn Kaiser.

Duolingo

If the benefits of a bilingual brain motivate your students, try this app. "Duolingo

revolutionized the way people learn languages," says TED-Ed community member Dhruv G. Menon.

Draw and Tell
This app can increase <u>creative confidence</u> in kids of all ages. Just draw something, tell a story about it and share your creation. For TED-Ed community member Ginnie Harvin Pitler, this app is a classroom favorite. "I'm an elementary teacher and believe in creation apps over consumption apps," she says.

Animoto
Students can easily create and share their own beautiful videos with Animoto. "I'm a huge fan of this simple yet powerful digital storytelling tool for iPad and the web," writes <u>TED-Ed Innovative Educator</u> Jennifer L. Scheffer in an <u>this ed tech roundup</u>. "The app allows students to select a theme, music, images or videos, add captions and/or two lines of text, and within minutes a slick video is created. The finished product can be shared via social media, uploaded to YouTube, or embedded in a student's e-portfolio. For a great introduction to Animoto, with a built-in lesson in digital citizenship, have students create an 'About Me' or 'Year in Review' Animoto."

<u>iMovie</u>
This popular app is another teacher-recommended choice for student video creation. "My students enjoy using iMovie for group projects," says TED-Ed community member Chris Gilley Callaway. Check out the <u>Apple apps for educators</u>, too.

Instructables
From science experiments to merit badges, this app offers instructions for more than 100,000 DIY projects. Looking for a classroom maker project? You'll find it here. Did your students create something awesome? Encourage them to upload their instructions and share their ideas.

Hopscotch
Students can learn computer science fundamentals — via game design — using this app. For more ways to teach core coding concepts, check out <u>Scratch</u>.

Tinkercad
After students get inspired by the open-source wonderland at <u>Thingaverse</u>, turn them loose to start designing their own 3D objects with this app.

For everyday classroom needs
Evernote
Teachers love this notetaking app — for good reason. "Evernote has allowed me to get rid of handouts. I just don't make them anymore," writes TED-Ed Innovative Educator Nicholas Provenzano in <u>this blog post</u>. "All of my projects are shared with my students through our shared notebooks, and all assignments are posted on the Assignment shared notebook that is available for parents on my website. Traditionally, these handouts would be viewed by students then trashed. Now they can view them on Evernote and trees can be

saved." To learn more from Nick about how to use Evernote in the classroom, read The Epic Evernote Experiment.

Explain Everything
Basically, it's an interactive whiteboard. "It's one of the most versatile apps you can have in your toolbox," says TED-Ed community member Caroline Taylor-Levey.

Educreations
This app makes it easy to create new videos for learning. For example, "it's a great tool for explaining math strategies with voice, pen and screen recorder," says TED-Ed community member Melissa Julian. "It also lets students make learning resources for other children to use."

Oxford Dictionaries
Every classroom needs a good dictionary or two. For TED-Ed community member Nuria Carballal, Oxford Dictionary works well. Meanwhile, TED-Ed community member Chie Sipin Bjarenas recommends Dictionary.com. "It's a quick way to answer 'what does [insert unfamiliar word] mean?'" she says.

For collaborating on school projects
Slack
Whether you're collaborating with other teachers or assigning group project work to students, this app can make communication easier for teams in a variety of settings. "I've experimented quite a lot lately with Slack," says TED-Ed Innovative Educator Dylan Ferniany. "It has the benefits of a Facebook group, plus wonderful integration with Google Docs and Google Hangouts."

Google Apps for Education
If you see the acronym GAFE on any education blog, it probably refers to this suite of Google apps. Among teachers, Hangouts gets a thumbs up for video-based conversations. Here's one example of how that can work well in the classroom, from TED-Ed Innovative Educator Jimmy Juliano: "In an AP Environment class at my high school, students used Google Hangouts on Air to have climate change conversations with friends and family members. Harnessing the power of two-way video has really opened up new pathways to learning opportunities."

Schoology
This cloud-based platform is "similar to Facebook, only it includes the needed security features for school use," says TED-Ed community member Jessica Dawn Kaiser. "I use Schoology for a class page, so my students and I can post assignments, videos, completed work and links."

Mindmeister
This app makes it easy to map out the relationships between ideas. For complex group projects, it can also provide a way to quickly visualize and create a project outline, together.

Wikispaces

Sometimes what you really want is a wiki. For those moments, teachers recommend this app.

For communicating with students (and their families)

Remind

This digital communication tool is in a league of its own, according to TED-Ed Innovative Educator Jennifer L. Scheffer. "The privacy (no personal phone numbers are required) and message scheduling features are top-notch. For a high school teacher, Remind is an essential digital tool, since most teens have cell phones with texting capabilities." Read Jenn's full review here.

Edublogs

A WordPress blogging platform designed with teachers in mind. "I love my Edublog app for a.m. documentation and communication," says TED-Ed community member Louise Sciulli MacKinnon. "It's user friendly and makes uploading and sharing images simple."

ClassDojo

This option provides multiple ways to engage students and their families. "I love it as a classroom management tool and motivator," says TED-Ed community member Heidi Cooley, who built a reward system for her students based on points earned in class.

For giving (and receiving) student feedback

Edmodo

For providing clear feedback, many teachers like this learning management system. "The app makes it possible to give students constructive feedback in a 1:1 manner," says TED-Ed Innovative Educator Jennifer Hesseltine. It's also easy for students to respond.

Socrative

This learning assessment tool simplifies grading and reports. One recommendation: try out the quiz feature to enhance student understanding of classroom content, says TED-Ed community member Noor Alhoda.

Moodle

This open-source learning management platform "has a questionnaire option that I really like," says TED-Ed Innovative Educator Mitzi Stover. "I have students complete this anonymously to give me feedback on my online class."

Google Forms

Many teachers recommend this app for gathering feedback from students. "It's a great way to receive feedback from the whole class at the end of a semester," says TED-Ed Innovative Educator Sharon Hadar.

INGED ELT PROJECT REPORT

The INGED ELT project, entitled "PROSPECTIVE TEACHERS MEET ACADEMICS", was held on April 28 and 29 in City Hotel, Ankara (Turan Güneş Bulvarı, No: 19).

The INGED ELT project, which was funded by the US Embassy, primarily aimed to provide collaboration and communication between prospective English language teachers and respected ELT academics. The target group for this two-day project was chosen among senior ELT students from seven different universities from diverse regions of Turkey. Students from the ELT departments of the following universities were nominated to attend the event:

Trakya University (Edirne),
Muğla Sıtkı Koçman University,
Gaziantep University,
Cumhuriyet University (Sivas),
Bolu Abant İzzet Baysal University,
Mehmet Akif Ersoy University (Burdur),
Amasya University, and
Süleyman Demirel University (Isparta).

Three students from each university were chosen by their advisors. The underlying rationale for choosing students from different regions of Turkey rather than the ones in big cities such as Ankara, Istanbul and Izmir was to reach out to students with fewer opportunities regarding English teaching and offer them intensive pre-service training, which would have an influence on their future work. After graduation, the majority of these prospective students are generally appointed to the rural parts of Turkey such as Eastern and Southeastern Anatolia regions, where they can have an opportunity to create a positive change regarding language teaching.

The goal of the project was not only to provide these prospective students with opportunities to develop or reinforce skills regarding teaching English but also to raise interaction both among each other and with ELT professionals. Throughout the training, this interaction was also promoted and strengthened through social media and the INGED newsletter.

As the first step of the project, academic coordinators of the project contacted the heads of ELT departments in eight universities to select three outstanding students each. The students were selected according to their academic achievement and interest in intercultural issues as well as in the field of ELT. Next, after getting in touch with the selected student teachers, the coordinators determined the ELT themes they defined as the most challenging. Accordingly, five professors and an associate professor who are experts in these themes were invited to hold sessions on the first day of the project. On the second day, workshops in a similar sense were delivered not only to these students but also to the prospective English

language teachers in other universities for free. These workshops included hands-on activities that the participants were able to take concrete ideas with them to apply in their individual contexts.

On day one (April 28) the following sessions were delivered by the invited academics:

"ELT in Turkey from a Historical Perspective" by Prof. Dr. Abdulvahit Çakır from Gazi University;

"CEFR – An Action Oriented Approach" by Prof. Dr. Paşa Tevfik Cephe from Gazi University;

"What do We Need to Do to Become an Efficient and Professional Language Teacher? by Prof. Dr. Birsen Tütiniş from İstanbul Kültür University**;**

"Getting Ready for a World of Wonders and Challenges" by Prof. Dr. Gölge Seferoğlu from METU;

"Classroom Interaction Skills: How Teachers can Help or Hinder Learning" by Assoc. Prof. Dr. Ayşegül Amanda Yeşilbursa from Uludağ University; and

"Storytelling and Dramatization for Young Learners by the INGED President, Prof. Dr. Aydan Ersöz.

On the second day (April 29) the following presentations were held:

"Lifelong Learning: Teachers As Successful Learners" by David Fay, the US Embassy Regional Language Officer;

"Turning Unpleasant Memories into Opportunities" by Dr. Nazlı Güngör from INGED;

"Introduction to Standardized Language Assessment and the *TOEFL IBT®* by Yasemin Arşın from ETS; and

"Teaching Language Skills for Pre-Service Teachers: A Learner-Centered Approach"
by Melissa Van De Wege, fellow lecturer from Hacettepe University.

The second half of the program on the second day was open for all ELT students. 36 students from Ufuk University, Gazi University, METU and Hacettepe University registered for the program and attended these afternoon sessions. The project participants were awarded a certificate of completion and the guest students were awarded a certificate of attendance.

The participants' feedback was collected through an online survey after the program. The collected feedback suggested that the participating student teachers would be able to reach a milestone in their journey to learning teaching English with the rich input they had been provided with in this two-day event.

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

"We learned that, as a prospective teacher, how we can become an efficient guide, observer also a learner during this process."

"When I become a teacher, I will have some difficulties during this process. I learn that how I can benefit from these challenges to turn into opportunities."

"I saw the power of using different techniques in teaching young learners."

"A teacher should be open or any learning situation. Even if we are teachers, learning never ends."

"Acknowledging different experiences and sharing them with our colleagues was the most valuable thing about the project."

"The sessions gave me a new perspective and a point of view."

"The session showed the features of being a teacher, and being a learner at the same time.

"As the session had real life relevance, it taught me a new way to handle the problems and provide solutions."

"The session gave us a new scope."

"Sharing ideas and thoughts was the most valuable about the project."

"It was informative and stimulating, so I'll try to do my best in the future to change traditional language teaching methods."

"I got very useful information. It was so informative and stimulating. I try to benefit from this information to be a good teacher in the future."

"Learning is never-ending; if we improve ourselves, the students will also improve automatically. The world is still changing and we have to keep up with it."

"Chaos is not simply disorder. We can come across with some problems in education environment, but we can turn these problems into opportunities."

"Learner-centered teaching methods shift the focus of the activity from the teacher to the learners, we need to activate learning in language teaching. Students should be centered in teaching."

"The more you contact the students leaving in rural areas, the more people can hear about this community."

"I learned new perspectives regarding being a teacher, friendship, and the importance of being active in this field."

"To be honest, every moment of the project was really valuable for me. Everything was perfect."

"CEFR session was perfect. The things that we should apply in teaching were important, so I became more conscious with the help of this session."

"I did realize what lacks in my teaching and learned valuable things."

"I really understood the importance of thinking differently with this part of conference."

"Storytelling session was the most enjoyable part of the sessions. I learned how a story can be important in teaching."

"There is no age for learning, it is an unlimited process in our life.

"Talking about our experiences was really good for us. We learned something from each other."

"A learner-centered approach was good. I understood that learners' needs are really important. According to these needs we should change our priorities."

"Everything was so good. I would change nothing."

"The most valuable part of the project was the teachers."

"I was able to meet and talk people like me, people who can understand me or help me with my questions about our field of work."

"Seeing the teachers from many different universities helped me to think more and understand the world of them. And also I learned so many things from them."

"Experiencing the world of English and teaching with my future colleagues and professionals of our field was the most valuable part of the project."

"The session gave me an opportunity to look through different techniques and how to apply them when it is necessary."

"Having an opportunity to evaluate myself on being a competent teacher was the most valuable part about the project."

"I cannot mark anything as least valuable as I tried to make use of each minute of it."

"It was great as it created awareness about some features -like organizational, technological, and psychological- that a competent teacher should have."

"I liked it and I learnt there are always beauties and bad things in teaching, just as in every part of life. So I should be ready for them."

"It was awesome because we could see and experience the lesson including very meaningful and relevant activities for young learners who need to be paid special attention."

"I realized that we as teachers should be open to new things, cultures and learning all the time."

"This session made me rethink of my personality. I am a bit impatient sometimes. So I will try to do my best to turn unpleasant things into opportunities and good ones from now on."

"I have learned that a teacher has to have 21st century skills which include communication, collaboration, creativity and critical thinking. And a good teacher must ask good questions to prompt critical thinking and creativity of students."

"I have learned that a teacher must have passion and dedication also a sense of humor."

"Having the chance to ask the questions regarding CEFR on my mind was great."

"I learned that no matter how problematic (or challenging) a class can be, there is always a solution to teach. Don't give up."

"Harry Potter theme was great! Seeing that even the worst perceived teachers have strengths when it comes to teach was great."

"I gained a new perspective on problems, I learnt to perceive problems as challenges and challenges as chances to grow."

"All the things that we've learnt in the seminar are so valuable and beneficial for us to become an effective and efficient teacher."

"I have learnt how to teach 21st century skills, which are teaching students to learn to learn and making students autonomous."

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on 15 interesting vocabulary items, 10 words and phrases that we owe to Shakespeare, and 35 language items that seem confusing.

https://amp.thisisinsider.com/words-sound-smart-improve-vocabulary-2018-5

15 great words that will make you sound smarter
Lia Ryerson

According to The Oxford Dictionaries, it's possible that the English language has more words than most comparable world languages - which means there's a legion of great terms out there just waiting to be deployed.

While we don't forsee the English language's most common words getting phased out anytime soon, here's a list of 15 great wordsthat deserve more airtime. Check them out below (with definitions courtesy of Dictionary.com) and then commit them to memory!

Indelible
Definition: That cannot be eliminated, forgotten, changed, or the like.
Example: The teacher left an indelible mark on her students, and they never forgot her.

Ken
Definition: Knowledge, understanding, or cognizance; mental perception.
Example: The substitute teacher was asked to teach some material beyond his ken.

Dragoon
Definition: To force by oppressive measures; coerce.
Example: The tired mother was dragooned by her daughter into reading one last bedtime story.

Aplomb
Definition: Imperturbable self-possession, poise, or assurance.
Example: He told the funny story to his party guests with great aplomb.

Kerfuffle
Definition:A fuss; commotion.
Example: There was a bit of a kerfuffle during the concert when one of the backup dancers missed his cue.

Pedant

Definition: A person who makes an excessive or inappropriate display of learning.
Example: Reading fantasy books often provoked the pedant in the science teacher, who could not suspend his disbelief enough to enjoy fantastical novels.

Jejune

Definition: Without interest or significance; dull; insipid.
Example: Try as she might to like it, the book that her friend was raving about seemed rather jejune to her.

Lollygag

Definition: To idle about; goof off.
Example: They were in a rush, so the mother told her child to stop lollygagging around and hurry up.

Onus

Definition: A difficult or disagreeable obligation, task, burden, etc.
Example: As part of the jury, the onus fell on her to seek the truth.

Cavil

Definition: To raise irritating and trivial objections; find fault with unnecessarily.
Example: The politician would cavil at the smallest of things, rather than do his job.

Bumfuzzle

Definition: To confuse or fluster.
Example: The girl told her brother that she needed to stop at home before dinner in an attempt to bumfuzzle him before his surprise party.

Nimbus

Definition: A cloud, aura, atmosphere, etc., surrounding a person or thing.
Example: The volcano erupted and the trees were surrounded by a nimbus of smoke.

Denigrate

Definition: To speak damagingly of; criticize in a derogatory manner; sully; defame.
Example: They tried to denigrate her achievements, but in the end she triumphed.

Sublimate

Definition: To divert the energy of a biological impulse from its immediate goal to a more acceptable social, moral, or aesthetic nature or use.
Example: He attempted to sublimate his anxiety through peaceful meditation.

Mollycoddle

Definition: To coddle; pamper.

Example: The coach mollycoddled his favorite players, and ignored the rest.

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http://www.dailyedge.ie/words-you-use-every-day-that-shakespeare-invented-3927905-May2018/

10 random words and phrases you use all the time that were invented by Shakespeare

SHAKESPEARE IS RESPONSIBLE for much of your studying woes during your English leaving cert, as you wrapped your head around his late 16th century English language, that sounded, well it sometimes sounded nothing like English. However, Shakespeare is credited with inventing a lot of words that are still used today – 1700 to be exact!

How Many Words Did Shakespeare Invent?

All   Images   Maps   News   Videos   More   Settings   Tools

About 664,000 results (0.49 seconds)

1700

Words Shakespeare Invented. The English language owes a great debt to Shakespeare. He invented over **1700** of our common words by changing nouns into verbs, changing verbs into adjectives, connecting words never before used together, adding prefixes and suffixes, and devising words wholly original.

Source: shakespeare-online.com/biography/wordsinvented.html

But there's been some debate whether he actually invented that many words, or if the words existed orally but he was the first to write them down. Nonetheless, these are the words and phrases that are still in popular use due to the long-lasting and immense popularity of Shakespeare's works.

1. Arch-villain in *Timon of Athens*, Act V, Scene I

You that way and you this, but two in company; each man apart, all single and alone, yet an **arch-villain** keeps him company. – Timon

A very useful word that allows you to really distinguish your enemies from your *E.N.E.M.I.E.S.* They are the ying to your yang, the darkness to your light, the fat to

your low-fat. Think Batman and the Joker. Or Fianna Fáil and Fine Gael. Or Fianna Fáil and keeping the economy stable.

2. Off with his head: *Richard III*, Act III, Scene IV*

If? Thou protector of this damnèd strumpet, talk'st thou to me of "ifs"? Thou art a traitor - **Off with his head**. – Richard III

…and it's been used as a catchphrase for foul-tempered tyrannical characters ever since.

*interesting update: apparently the phrase was introduced in a 1700 adaption by Actor.Manager Colley Cibber (yes, that's a real name and not another funky name for an IPA). The phrase was such a hit with audiences that it was erroneously reprinted within editions of Shakespeare's plays which contained Richard III. Shout out to Joseph Curdy for kindly giving us this insider info!

3. Eyeball: *The Tempest*, Act I, Scene II

Go make thyself like a nymph o' the sea: be subject to no sight but thine and mine, invisible to every **eyeball** else. - Prospero

What was it called before?!

4. Fashionable: *Troilus and Cressida*, Act III, Scene III

For time is like a **fashionable** host that slightly shakes his parting guest by the hand, and with his arms outstretch'd, as he would fly, grasps in the comer: welcome ever smiles, and farewell goes out sighing. – Ulysses

Shakespeare's version meant 'to keep up with the times', which really is the definition of trying to convince yourself that you can pull off teeny-tiny sunglasses without being a supermodel.

5. Green eyed monster: *Othello*, Act III, Scene III

"O, beware, my lord, of jealousy! It is the **green-eyed monster**, which doth mock the meat it feeds on. – Iago

Green was a colour that was commonly associated with illness, but Shakespeare made the metaphor which meant 'sick with jealousy'.

6. Good Riddance: *Troilus and Cressida*, Act II, Scene I

[Thersites exits] "A **good riddance***." – Patroclus*

Ah, 'Good Riddance (I hope you had the time of your life)' by Greenday: The theme song of teenage emos dramatically parting way with someone.

7. Swagger: *Henry V*, Act II, Scene IV/*A Midsummer Night's Dream*, Act III, Scene I

An't please your majesty, a rascal that **swaggered** with me last night. – Williams

"A rascal swaggered with me last night"? Wow, has any sentence more perfectly described the creepy guys on the downstairs Coopers' dancefloor that won't stop trying to dance with you?

8. Fair Play: The Tempest, Act V, Scene I

Yes, for a score of kingdoms you should wrangle, and I would call it fair play. -Miranda

Prospero's daughter never would have thought that "fair play" would be used in sports than it is for the negotiation of kingdoms. Or the closest an Irish person will get to receiving a compliment from a very close family member when they do something major like get a degree or score a winning point in a GAA final – 'fair-play-to-ya-now'. Blink and you'll miss it, it's said that quickly!

9. You've got to be cruel to be kind: Hamlet, Act III, Scene IV

So, again, good night. I must be cruel only to be kind. Thus bad begins and worse remains behind. – Hamlet

The annoying phrase of parents everywhere who say they are doing something mean to make you a better person.

10. Love is blind: The Merchant of Venice, Act II, Scene VI

But love is blind, and lovers cannot see the pretty follies that themselves commit, for if they could Cupid himself would blush to see me thus transformed to a boy. – Jessica

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https://www.huffingtonpost.com/entry/35-confusing-things-about-the-english-language_us_5b39b246e4b08c3a8f6b9a3b

35 Confusing Things About The English Language
Non-native English speakers share what stumps them ... and makes them laugh.

By [Caroline Bologna](#)

Learning another language is no easy feat. You can memorize all the rules and still find yourself messing something up.

The English language is no exception. With roots in many other world languages, English includes a number of spelling, grammar and pronunciation rules that seem to contradict one another — in addition to the many norms and standards that often stump ESL learners.
We asked HuffPost Facebook followers who are not native English speakers to share what aspects of the English language they find confusing or ridiculous. Some native English speakers also jumped in to share their observations as well. While many apply to other languages, others are unique to English.

1. "My mom and I used to always laugh so hard when we heard people say 'I feel like toast' or **'I feel like fish'** instead of 'I feel like having [fish or toast].' It must be so strange to feel like you're a pice of toast!" —Karleen Haché

2. "**Sean Bean** does not rhyme." —Costanza Baldi

3. "The lunacy behind blaming yourself for an injury or illness! **'I broke my arm in the car accident'** vs. 'my arm got broken in a car accident' so much blame on a person for illness and injury. So strange." —Caitie Lou Pfeifer

4. "Idioms are one of my favorite things. I remember learning '**It's raining cats and dogs**' at uni, and the whole class cracked up. Mind you, in French we say 'It's raining ropes.'" —Catherine MacAdam

5. "When a **question is asked in the negative** — for example, 'Are you sure you don't want any cake?' Should I say 'yes' as in I'm sure or 'no' as in I don't want any cake?" —Steph Aay

6. "That darn **'i before e, except after c' lie**." —Anamary Marquez-Grossman

7. "Different pronunciations for '**table**' and '**comfortable**.'" —Ángeles Gelesmora

8. "**Telling the time!** Let's just say it's 12:30 p.m.. British people would say, 'half twelve.' In my native Estonian, it's 'half one.'" —Mari Eesmaa

9. "'**A,' 'an'** and '**the'** do not exist in Russian. So even though I have now spent 15 years living in English-speaking countries I still get it wrong sometimes." —Svetlana Sargant

10. "As a dance teacher I kept telling my students to move their 'feets' with the 's' at the end. It's confusing **why some plural don't need the 's' like fish or feet**." —Krisztina Hera

11. "All the **different pronunciations** for the same vowel combination." —Alina Brito Lee

12. "'**Cough' and 'though' don't rhyme**, but 'sue' and 'through' do." —Anamary Marquez-Grossman

13. "I always wondered why you have to pronounce **'tough'** and **'dough'** absolutely different when there is only one letter different." —Manuela Friedl

14. "**'Tough,' 'through,' 'thorough,' 'thought,' 'though,' 'trough'** ... need I explain? —Myriam Tagej

15. "When you say **'uncle,'** it is not clear if you are talking about the brother of your mom or the brother of your dad, or the husband of your aunt. Same goes for 'aunt.' In my maternal language we have different adjectives for all those family members." —Tutku Rüya Özmen

16. "That you don't have any **pronoun that is gender neutral**. In the Scandinavian languages we can use 'hen' which is a combination of 'hun' ('her') and 'han' ('he')." —Marie Ø. Nielsen

17. "My husband always says we have **75 words that all mean the same thing**, but depending what you want to say, it can sound rude even though you are technically correct." —Becky Garcia

18. "Just explain how the words **'read' and 'red'** sound alike." —Anamary Marquez-Grossman

19. "We have **silent letters, like in 'plumber.'** Wtf is that about?!" —Maria Harvey

20. "**'In' and 'on'** is super hard for my Latino students. In the bus is same as on the bus, but on the car isn't in the car." —Amanda Abair

21. "I find really confusing that there is difference between saying **'I love you' and 'I am in love with you.'** In my country it has the same meaning when being in romantic relationship." —Mia Žureková

22. "The fact that one word can have different meanings, or **it can be a noun or a verb**." —Angela Ortiz Guerrero

23. "As someone who natively speaks English and has interacted with foreigners for the better part of this year, some of the things I say ... took some explaining. On an airplane once I said **'No, it's OK'** and the stewardess was very confused because I said 'no' and 'OK' in the same sentence." —Emily Wascura

24. "Two words I'm thinking about: **'Worcester'** and **'paradigm'** ... wister and paradime." —Lucy La Hurreau

25. **"Daughter'** and **'laughter.'**" —Fiona Jayne MacMillan

26. **"Good'** and **'food.'**" —Mindy Wallace

27. "The way the **Brits pronounce Warwick, Leicester** and some other cities." —Ana-Raluca Cătinean

28. "My Irish stepfather used to say **'draw the blinds'** for shutting the curtains." —Jay Flamey Iones

29. "The way you have **to order adjectives** was the hardest for me to learn when I was a kid: opinion-size-shape-color-origin-material-purpose noun." —Estefania Cortez Macias

30. "The fact that '**love**' is the only word to use for the different kinds of love! Like in Spanish, there is a word for the love of a close family member, a lover, a different word for a

friend, or for loving a type of food or thing! A different word for different types of love."
—Alex MorGa

31. "The same letter or combination can be pronounced in different ways (**'cat,' 'cake,' 'car'**...) Makes it awfully confusing in the beginning." —Elina Singh

32. "Two words for movement — **'come'** and **'go'** — could be just one word." —Kristina Smirnoff

33. "I'm always afraid to mess up with phrases that involve common words like **'make out,' 'blow out,' 'pull out,'** etc." —Ana Ibarra

34. "**Syntax**. The words have to be in the same order. There's not much wiggle room. So then, how do you know which part of the sentence is the most important one?" —Elina Singh

35. "The difference between **'th-' vs. 'd'** and **'b' vs. 'v'** sounds. As a Spanish speaker, I don't have those different sounds." — Estefania Cortez Macias

Responses have been edited and condensed for clarity.

**REFLECTIONS ON THE INGED AFTERNOON
AT BİL SCHOOLS, KIRŞEHIR.**

12 June 2018

**Reflection by
Prof. Dr. Aydan Ersöz**

Upon an invitation from Bil Schools in Kırşehir, I held two sessions on teaching English to young learners.

There were about 80 participants; young learners' teachers working at private and public schools. The sessions were interactive. The participants acted as young learners to learn a rhyme (Humpty Dumpty) and took part in a storytelling and dramatization demo. We all had great fun. The sessions turned out to be highly beneficial as I received lots of positive feedback. Participants claimed that it was a great awareness-raising opportunity. They also stated that they found some practical ideas that they could apply in their classes.

As I have already shared the content of these sessions in the previous issues, I will only share some photos.

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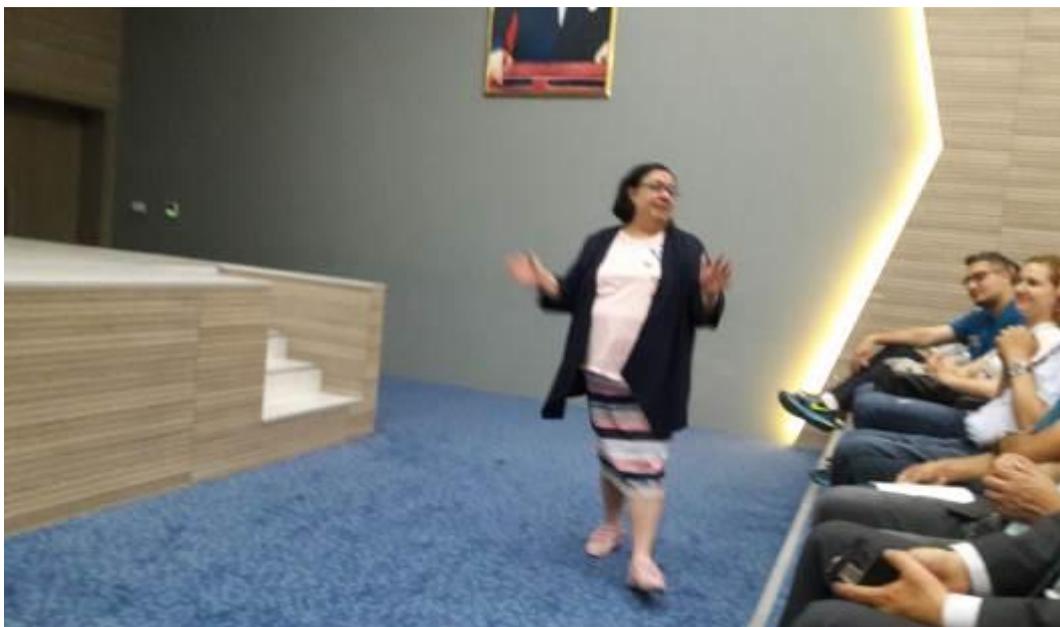
Young learners have own special characteristics that differentiate them from adult learners. Halliwell (Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Harlow: Longman) lists the characteristics of children as:

* Children are already very good in interpreting meaning without necessarily understanding the individual word.
* Children already have great skill in using limited language creativity.
* Children frequently learn indirectly rather than directly.
* Children take good pleasure in finding and creating fun in what they do.
* Children have a ready imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment.

Young learners do not comprehend abstract ideas such as grammar. Bourke (Bourke, J. (2006). Designing a topic-based syllabus for young learners. ELT Journal, 60/3, pp. 279-286.) notes that young learners don't have a concept of ideas such as parts of speech, discourse or phonology. Any attempt to explain these abstract concepts at an early age will likely serve only to confuse them.

In order to avoid dealing with abstract ideas, Cameron (Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.) recommends dealing with topics children find familiar within contexts that are familiar. That's why teachers of young learners' favor storytelling, dramatization, songs, rhymes, games, handcraft activities, so on.

A BRIEF SUMMARY OF
THE OECD LEARNING FRAMEWORK 2030

by
Prof. Dr. Aydan Ersöz

The OECD has just released their Education 2030 position paper (The Future of Education and Skills). Education can equip learners with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others. To find out how best to do so, the Organisation for Economic Co-operation and Development (OECD) has launched The Future of Education and Skills 2030 project. The aim of the project is to help countries find answers to two far-reaching questions:

● What knowledge, skills, attitudes and values will today's students need to thrive and shape their world?
● How can instructional systems develop these knowledge, skills, attitudes and values effectively?

Schools are facing increasing demands to prepare students for rapid economic, environmental and social changes, for jobs that have not yet been created, for technologies that have not yet been invented, and to solve social problems that have not yet been anticipated. Education can equip learners with the agency, the competencies and the sense of purpose to shape their own lives and contribute to the lives of others. Children entering school in 2018 will be young adults in 2030. So, change is imminent. This OECD Education 2030 position paper considers the challenges that young people will face; suggests the importance of the concept of learner agency; proposes an overarching learning framework with transformative competencies; reviews the nature of the knowledge, skills, attitudes and values that young people will need; and ends with possible curriculum design principles

Students who are best prepared for the future are change agents. They can have a positive impact on their surroundings, influence the future, understand others' intentions, actions and feelings, and anticipate the short and long-term consequences of what they do.

If students are to play an active part in all dimensions of life, they will need to navigate through uncertainty, across a wide variety of contexts: in time (past, present, future), in social space (family, community, region, nation and world) and in digital space. They will also need to engage with the natural world, to appreciate its fragility, complexity and value.

In response to the present challenges in education, "design principles" for changes in curricula and education systems that will be relevant in different countries over time are created.

Concept, content and topic design:

- Student agency.
  The curriculum should be designed around students to motivate them and recognise their prior knowledge, skills, attitudes and values.
- Rigour.
  Topics should be challenging and enable deep thinking and reflection.
- Focus.
  A relatively small number of topics should be introduced in each grade to ensure the depth and quality of students' learning. Topics may overlap in order to reinforce key concepts.
- Coherence.
  Topics should be sequenced to reflect the logic of the academic discipline or disciplines on which they draw, enabling progression from basic to more advanced concepts through stages and age levels.
- Alignment. The curriculum should be well-aligned with teaching and assessment practices. While the technologies to assess many of the desired outcomes do not yet exist, different assessment practices might be needed for different purposes. New assessment methods should be developed that value student outcomes and actions that cannot always be measured.
- Transferability.
  Higher priority should be given to knowledge, skills, attitudes and values that can be learned in one context and transferred to others.
- Choice.
  Students should be offered a diverse range of topic and project options, and the opportunity to suggest their own topics and projects, with the support to make well-informed choices.

Process design:

- Teacher agency.
  Teachers should be empowered to use their professional knowledge, skills and expertise to deliver the curriculum effectively.
- Authenticity.
  Learners should be able to link their learning experiences to the real world and have a sense of purpose in their learning. This requires interdisciplinary and collaborative learning alongside mastery of discipline-based knowledge.
- Inter-relation.
  Learners should be given opportunities to discover how a topic or concept can link and connect to other topics or concepts within and across disciplines, and with real life outside of school.
- Flexibility.
  The concept of "curriculum" should be developed from "predetermined and static" to "adaptable and dynamic". Schools and teachers should be able to update and align the curriculum to reflect evolving societal requirements as well as individual learning needs.
- Engagement.
  Teachers, students and other relevant stakeholders should be involved early in the development of the curriculum, to ensure their ownership for implementation.

List of constructs currently reviewed: The list is not exhaustive but constructs are selected that are closely related to the key concepts underpinning the framework.

- Adaptability/ Flexibility/ Adjustment/ Agility
- Compassion
- Conflict resolution
- Creativity/ Creative thinking/ Inventive thinking
- Critical-thinking skills
- Curiosity
- Empathy
- Engagement/Communication skills/Collaboration skills
- Equality/ Equity
- Global mind-set
- Goal orientation and completion (e.g. grit, persistence)
- Gratitude
- Growth mind-set
- Hope
- Human dignity
- Identity/Spiritual identity
- Integrity
- Justice
- Manual skills for information and communication technology (related to learning strategies)
- Manual skills related to the arts and crafts, music, physical education skills needed for the future
- Meta-learning skills (including learning to learn skills)
- Mindfulness
- Motivation (e.g. to learn, to contribute to society)
- Open mind-set (to others, new ideas, new experiences)
- Perspective-taking and cognitive flexibility
- Pro-activeness
- Problem solving skills
- Purposefulness
- Reflective thinking/Evaluating/Monitoring
- Resilience/Stress resistance
- Respect (for self, others, including cultural diversity)
- Responsibility (including locus of control)
- Risk management
- Self-awareness/Self-regulation/Self-control
- Self-efficacy/Positive self-orientation
- Trust (in self, others, institutions)

The following people from Turkey have been selected as the "Education 2030 National Coordinators and Contact Persons for Policy Questionnaire on Curriculum Redesign":

Alpaslan Durmuş (Head of Board of Education, MoNE),
Mustafa Hilmi Çolakoglu (Deputy Undersecretary, MoNE),
Hasan Kavgaci (Member of Board of Education, MoNE),
Toper Akbaba (Head of Curriculum Department Board of Education, MoNE),
Özlem Kalkan (Teacher-Expert, MoNE),
Şadiye İnci (Teacher-Expert, MoNE) and
Ayhan İncirci (Teacher-Expert, MoNE).

Check out the INGED Events!

They are in the ANNOUNCEMENTS of our webpage.

http://inged.org.tr

REAL TEACHERS
Author Unknown

Real teachers grade papers in the car, during commercials, in faculty meetings, in the bathroom, and (at the end of the six weeks) have been seen grading in church.

Real teachers cheer when they hear April 1st does not fall on a school day.

Real teachers clutch a pencil while thinking and make notes in the margins of books.

Real teachers can't walk past a crowd of kids without straightening up the line.

Real teachers never sit down without first checking the seat of the chair.

Real teachers have disjointed necks from writing on boards without turning their backs on the class.

Real teachers are written up in medical journals for the size and elasticity of kidneys and bladders.

Real teachers have been timed gulping down a full lunch in 2 minutes, 18 seconds. Master teachers can eat faster than that.

Real teachers can predict exactly which parents will show up at the Parent-Teacher Meeting.

Read teachers volunteer for hall duty on days faculty meetings are scheduled.

Real teachers never teach the conjugations of lie and lay to eighth graders.

Real teachers know it is better to seek forgiveness than ask permission.

Real teachers know the best end of semester lesson plans can come from Blockbuster.

Real teachers never take grades after Wednesday of the last week of the six weeks.

Real teachers never assign research papers on the last six weeks or essays on final exams.

Real teachers know the shortest distance and the length of travel time from their classroom to the office.

Read teachers can "sense" gum.

Real teachers know the difference among what must be graded, what ought to be graded, and what probably should never again see the light of day.

Real teachers have their best conferences in the parking lot.

Real teachers have never heard an original excuse.

Real teachers always have painkillers with them.

Real teachers will eat anything that is put in the workroom/teacher's lounge.

Real teachers have the assistant principals' and counselors' home phone numbers.

Real teachers know secretaries and custodians run the school.

Real teachers hear the heartbeats of crisis; always have time to listen; know they teach students, not subjects; and they are absolutely non-expendable.

Our Calendar of Events is regularly updated.

So are the Announcements.

SOMETHING TO THINK ABOUT

In this issue we would like to share with you four articles: One on activating schemata, guessing the meanings of words, another one on extended visualization to increase comprehension, and finally find out what the favorite word of children is.

Activating Prior Knowledge With English Language Learners
By Larry Ferlazzo, Katie Hull Sypnieski

Students learn better when they first access what they already know—and this plays a big role in improving English language learners' academic literacy.

Activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content.

We have found this strategy to be essential to teaching all of our students, both those who are proficient in English and those who are acquiring English language skills. To go even further, this strategy lies at the heart of our teaching philosophy—our students already possess a wealth of knowledge and experiences they can build upon as they encounter new learning. It's up to us to facilitate this process by developing relationships with our students so that we learn what they already know and ensure that they feel comfortable sharing it.

THE RESEARCH ON PRIOR KNOWLEDGE
Brain research from Carnegie Mellon psychologists confirms that **it's easier to learn something new** when we can attach it to something we already know. Other research, including the study "**Prior knowledge activation: Inducing engagement with informational texts**," supports the idea that activating prior knowledge is a critical step in the learning process and a major factor in reading comprehension. **Additional research** by Deborah Short and Jana Echevarria with English language learners (ELLs) finds that activating and building prior knowledge plays a big role in improving their academic literacy.

COMMON CORE CONNECTIONS
Educators and researchers, along with the Common Core authors, recognize that activating prior knowledge is a necessary step in accessing complex texts, whether in the form of written words, images, charts, or other text types. However, you can have too much of a good thing. As the **Common Core authors say**, "Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself."

The activities which follow serve to activate and build background knowledge as a support, not as a bypass, for students in meeting the Common Core standards.

4 WAYS TO ACTIVATE PRIOR KNOWLEDGE

Here are a variety of ways to activate students' prior knowledge and build further background knowledge in preparation for new learning. Activities for tapping prior knowledge are typically designed for use before reading activities, but we have used the ones listed here to also help students access writing, speaking, and listening tasks.

K-W-L Charts: Of course, the tried-and-true K-W-L chart is always an effective way of gauging students' background knowledge about a topic or concept. Students write and share what they already know about the topic in the K (What I Know) section. They then add questions in the W (What I Want to Know) section and write their learnings in the L (What I Learned) section as they uncover new information through written and digital texts.

Variations of K-W-L extend the chart to include columns for how students can find answers to their questions (online searches, personal interviews), what actions they might take after learning this new information (apply it, teach someone else, create something new), and/or what new questions they have based on what they've learned.

Anticipation Guides: Anticipation guides ask students to think, write, and/or talk about their opinions on key themes or big ideas contained in upcoming texts and units of study. They are often organized as a list of statements which students have to agree or disagree with. This can be done in writing or speaking.

It can be helpful to have students revisit their anticipation guides at the end of a unit in order to reflect on changes in their thinking and in preparation for writing an essay.

The **anticipation guide** from our book is an example of one we've used with our students during a mini-unit on sports drinks.

For a more kinesthetic version of an anticipation guide, students can respond to a series of agree or disagree statements by standing and placing themselves on a continuum (strongly agree on one side of the room, strongly disagree on the other, and other opinions at other places along the continuum).

We have also used the well-known Four Corners strategy by posting four statements in different parts of the classroom. We then ask students which statement they agree with most and tell them to go that corner. Once there, students share with each other why they agree with that statement, and then one student from each group shares out to the whole class. This thinking and talking results in language building and helps students develop curiosity about what is coming next.

Multimedia: Many times before we start a new unit or text, we'll show students a related video (with English subtitles) or slideshow, or display a photograph on the document camera. Asking students to write or talk about it with a partner is a great way to instantly gauge prior knowledge, build background, and spark interest. A simple prompt could be "What did you notice?" or "What did you find interesting?" So many resources are now at

one's fingertips—music from an era being studied, newscasts about a famous event, interviews with authors—and they can be used to build background in an engaging way.

Preparatory Texts: Providing simpler, preparatory texts in anticipation of a more complex reading task can be very helpful in building background knowledge and reading confidence. We often use the same text written in different Lexile levels. There are **many resources available online** that make it easy to find or create these types of accessible texts. We're not suggesting that teachers simplify the complex text they're planning to use for close reading. Instead, teachers can provide simplified texts addressing topics or themes similar to the ones in the complex text as a way to build background knowledge.

Providing ELLs in advance with texts or videos in their home language can be another way to promote background knowledge. There are also many **free online resources** that can help with this kind of support.

Editor's note: *This post is adapted from the authors' new book,* **The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students***, available from Wiley.*

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https://www.edutopia.org/article/how-questions-help-students-learn

How Questions Help Students Learn
Guessing is useful for students' ability to recall information—even when the guesses are wrong.
By Youki Terada

Despite its popularity, memorizing information is one of the least effective learning strategies. While it may seem efficient, students are more likely to forget memorized material if they don't reinforce their learning with other strategies, and a **new study** looks at how incorporating guesswork into a lesson can significantly boost students' ability to recall information.

In the study, researchers asked 32 young adults to recall pairs of words under two conditions: rote memorization and trial and error. In the rote memorization condition, they simply memorized and recalled the words they were shown. In the trial-and-error condition, they were shown the first word and had to guess what the second word could be. Researchers then provided feedback on whether the answer was a "near miss"—close to the correct answer—or "out in left field."

The participants were asked to recall their words after a 10-minute break. In the rote memorization condition, they had a recall rate of 54 percent. In the trial-and-error condition, they had a slightly higher recall rate of 65 percent on their "out in left field" guesses. But

when their guesses were a "near miss," they had a recall rate of 79 percent—25 percentage points higher than when they memorized the word pairs.

To illustrate the difference between "near miss" and "out in left field" answers, the study authors offer the following example. Imagine you're teaching a lesson and you ask your class, "Who is Justin Trudeau?" One student, recognizing that the name is connected to politics, may guess "the prime minister of France" based on the French-sounding last name. Another student may guess "the pop singer"—Justin Timberlake. While both are wrong, the first is closer than the second to the correct answer: Justin Trudeau is the prime minister of Canada.

Of course, if a student already knows the answer, they're likely to be able to recall it in the future. But both students who initially got the answer wrong are more likely to remember the correct answer—as long as they're given feedback—than a student who tries to memorize the fact.

"Our research found evidence that mistakes that are a 'near miss' can help a person learn the information better than if no errors were made at all," **explains** study author Nicole Anderson.

"These types of errors can serve as stepping stones to remembering the right answer. But if the error made is a wild guess and out in left field, then a person does not learn the correct information as easily."

Why does guessing improve memory? When students try to answer questions on their own—as opposed to when answers are given to them—they engage in **productive struggle**, which helps them make sense of what they're learning. Posing questions to students helps them think through a problem, bridging the gap between what they know and what they don't. But despite how common mistakes are, students often perceive them as negative and as a potential threat to their self-worth. A **positive classroom climate**—one where the teacher and students treat mistakes as learning opportunities—can create better conditions for learning.

The takeaway: Look for ways to incorporate guesswork into your teaching—getting students to answer questions will help boost their memory more than if they attempt to memorize the material.

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Opening the Door: Teaching Students to Use Visualization to Improve Comprehension

Visualizing text is a proven way to improve reading comprehension. It is a technique that can be taught using this simple, step-by-step strategy from literacy consultant Cathy Puett Miller. Included: Tips and resources for developing students' comprehension skills.

"Proficient readers spontaneously and purposely create mental images while and after they read. The images emerge from all five senses as well as the emotions and are anchored in a reader's prior knowledge."
-- Keene and Zimmerman, Mosaic of Thought

Each day, our students are bombarded with the visual images of TV and video games. In contrast, most students view reading as a passive activity. But a simple technique -- *visualization* -- can transform students of all ages from passive to active readers; visualization can help students cross the boundary to improved comprehension.

Your students will be able to grasp the visualization technique by following a simple, step-by-step plan:

Modeling the Technique
Direct modeling of the active thought processes involved in visualizing text is the first step. Begin with a familiar fiction read-aloud. As you read a short passage, describe images *you* see in *your* mind. For example, you might use the following quote from *Where the Wild Things Are:* "That very night in Max's room a forest grew and grew and grew until his ceiling hung with vines and the walls became the world all around."

After reading that quote, share with students the images you visualized as you read it.

As I read that passage, I thought about the words and I imagined what the characters looked like, what they were doing, and what their surroundings were like. I shared with students that I imagined a window with a moon shining through it. Saplings began to sprout and quickly grew leaves and stems. (The scene was like those time-lapse photography images you see on the Discovery Channel.) I saw little vines spreading their tendrils down the walls and across the ceiling. Before I knew it, the entire room was green and leafy, and much darker than before.

Students Practice Visualizing
When you finish sharing your thoughts, let students try the same technique on their own. Share a highly descriptive reading selection appropriate for students' listening vocabulary level (up to two years above their reading vocabulary). If necessary, before reading share a vocabulary mini-lesson to introduce unfamiliar terms. Depending on the ages of your students, you might choose from the following titles or use a title of your choice that provides excellent descriptive passages.
- Danny Schnitzlein's *The Monster Who Ate My Peas* (ages 4-8, Peachtree Publishers, 2001)
- Roald Dahl's *Charlie and the Chocolate Factory* (ages 9-12, Puffin, 1998)
- Charles Dickens' *A Tale of Two Cities* (ages 12-18, Dover Publications, 1999)

Before reading aloud to students, offer the suggestions below.
While I read, close your eyes and listen carefully. Stay alert and think about what happens in the story. See if you can imagine the scene the words describe. Pretend you are making a movie; what would you see from behind the camera?

As you listen, when you hear describing words (adjectives) -- such as *hot, red, musty,* or *quiet* -- use those words to help paint pictures in your head.

For students identified as "at-risk", you might discuss what it feels like to be hot, or what shade of red a tomato might be, or how musty gym socks smell when they've been in a locker for three days. Give them concrete ideas and connect to prior knowledge. In other words, turn on the thought processes and you will prime students to do the same when they read. Remind them to think about what characters smell, taste, feel, hear, and think. Good readers do that. Also, point out to students that this technique will help them remember what the story is about.

Sharing Visualizations

After reading the selection, direct a class discussion in which students share *their* images. Emphasize that everyone's visualizations will differ. Be sure to acknowledge and value all students' ideas.

- If students create images that do not fit the words, help them question their images and adjust them. (This is another effective comprehension strategy.)
- If they create images that reflect the words, praise them and encourage comparison/contrast discussions.
- If students have difficulty creating an image, try another short read-aloud session and practice modeling again. Ask questions to lead them to create images on their own -- questions such as *Does this remind you of anything in your life?* or *What do you think the dog looked like?* or *Do you have a dog? How do you think this dog is the same as yours? Different?*

Using Drawing to Help Students Visualize

Next, use a different selection from the same or another text. Tell students you will share part of a story (show no illustrations). Ask them to draw their own illustrations as they listen. The physical act of creating a picture can help students grasp the concept of visualization.

To connect this image building with comprehension and to reinforce the concept of visualization, make time to share and discuss students' images. That might be done in small groups first, then as a class.

Integrating Visualization Into Everyday Learning

After students begin to grasp the concept of visualization, be sure to reinforce it frequently. Make visualization a part of class every day. Those who have more difficulty with the concept will learn from peers' expressions imagination. Encourage those who struggle to ask other students how they came up with their ideas and to learn from one another.

Integrate this exercise into daily class read-alouds and silent reading. Incorporate not only physical images, but also ideas about feelings the characters might experience. (That will exercise students' critical thinking skills, especially their skill at making inferences.) Use the combination of drawings and mental image-making that works best for your students. As you progress, you can move from descriptive texts into expository texts.

By using visualization, you open the door for life-long reading. Most of all, you help develop in students the habit of actively thinking about what they read -- which leads to greater retention and understanding.

Visualization
Extension Activities

Encourage students to practice the ideas outlined in this article as they read at home.
Assign homework that includes a reading from an assigned text. Ask parents to read the selection -- or part of it -- with their children and discuss the possible images. You might need to provide some direction for parents, because some adults don't have the skill either.

Have students read a pre-printed passage and use the visualization strategies taught   in   class.
Before duplicating the passage, insert a dot or asterisk every 3-4 sentences. Each mark represents a "pause-for-reflection" point -- a point at which students should stop and think about the words they have just read (and reread as necessary). Before they proceed, ask students to create a mental picture (think about what they read) and circle the words that helped them create their images. Have them select one "pause" and draw an illustration or use a visual organizer to hone in on the ideas and images the author describes.

When reading in a content area, encourage students to use these visualization techniques to understand more of what they read.
 Expository text is full of images -- maps, charts, text boxes, sidebars, and more -- that aid in comprehension.

Reference
Mosaic of Thought: Teaching Comprehension in a Reader's Workshop by Susan Zimmerman and Ellin Oliver Keene (Heinemann, 1997).
Cathy Puett Miller is a passionate advocate for early literacy. Known widely as "The Literacy Ambassador," Miller connects children, families, and teachers with resources to create positive early reading experiences.

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https://www.bbc.com/news/uk-44372686

Children's word of the year revealed

"Plastic" has been declared children's word of the year after analysis of the stories submitted by five to 13-year-olds in a writing competition.

Oxford University Press examined the words used in stories sent to **BBC Radio 2 Breakfast Show's 500 Words** contest.

'Plastic' appeared 3,359 times in the 134,790 stories submitted - up 100% from last year. Unicorns, slime and the computer game Fortnite were among the other subjects that influenced children's language.

David Attenborough's **Blue Planet II programme** is credited with influencing children's writing, with titles such as The Plastic Shore and The Evil Mr Plastic, being sent in.

Blue Planet II highlighted the damage to oceans from plastic

The use of the terms recycle and recycling also increased, along with packaging, pollution, plastic bottle, plastic bag, and plastic waste.
Vineeta Gupta, head of children's dictionaries at Oxford University Press, said: "Children have shown they are acutely aware of the impact plastic has on our environment and how it will affect their own future."

- The stories that won last year
- Hangry and ransomware added to dictionary

- ['Milkshake duck' wins Australia word prize](#)

The use of the word "game" increased by 66% in the 2018 competition, up from 17,000 to 30,000 mentions.

Gaming-related words such as console and noob - an inexperienced player - also increased. Boys aged five to nine were said to engage most with the vocabulary of gaming.

EPIC GAMES The computer game Fortnite has influenced children's use of language, the OUP said

Mentions of gaming as an addiction and adults who cannot stop using social media also appeared in stories.

The use of the word "Brexit" increased, but was mainly mentioned as an item on the news or as a boring topic of conversation.

Other popular words
- Donald Trump
- Cristiano Ronaldo
- Minecraft
- Snapchat
- Korea
- Grenfell Tower

Trump was the children's word of the year in 2017. The US President remains the number one real life figure mentioned in stories, ahead of his nearest rival, the footballer Cristiano Ronaldo.

The Speech Bubbles Players adult group
starts
October 14th 2018
on
Sunday mornings 10.00 – 13.00.

Register online today at: www.speechbubbles.org

If you are considering a career in the theatre or
enjoy acting, and
being creative or
simply want to try new experiences,
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Explore different acting techniques
Take part in physical theatre
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Delve into a variety of scenes and plays - find the drama within!

And most importantly regular opportunities to perform to an audience

Come and create with us

Speech Bubbles annual membership fee is 50 GBP

The 53rd IATEFL Conference in Brighton

2 - 5 April 2019

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

https://conference.iatefl.org

Join us in Liverpool for the 53rd IATEFL Conference

Conference timeline

Scholarship application deadline	Speaker proposal deadline	Speaker payment deadline	Early bird discount deadline	Online booking closes	Pre-Conference Events
4pm (UK time) Thursday 12th July 2018	4pm (UK time) Thursday 13th September 2018	4pm (UK time) Thursday 13th December 2018	4pm (UK time) Thursday 10th January 2019	4pm (UK time) Tuesday 19th March 2019	Monday 1st April 2019 53rd Conference & Exhibition Tuesday 2nd to Friday 5th April 2019

ESP SIG Scholarship for IATEFL 2019

Dear IATEFL ESPSIG member,

Preparations for the next annual IATEFL conference are continuing and we are getting ready for our PCE and Showcase day. The committee has been discussing how we can support ESPSIG members to attend the future annual conferences and our events outside the UK.

As part of our preparations for Liverpool, we are delighted to announce our first Scholarship for IATEFL ESPSIG members!

For this year the scholarship award will cover the costs of registration for the IATEFL ESPSIG Pre-conference event, travel and accommodation costs up to £ 700 (payable upon

receipts received by IATEFL Head Office) and a one-year IATEFL membership including ESPSIG as your included SIG.

To apply you should complete the application form here.

You will need to be willing to give a presentation or lead a workshop focusing on the theme "Quality control in ESP and EAP" at the ESPSIG PCE day on Monday 1 April 2019, write an article to be published in the ESP SIG journal by the end of May 2019 and write a report on the ESPSIG PCE and SIG Showcase in Liverpool to be published on the ESPSIG website and the IATEFL Voices newsletter by the end of April 2019.

The application deadline is 28 September and the winner will be notified by 22 October.

We are looking forward to receiving your application and seeing you in Liverpool.

Albena Stefanova
IATEFL ESPSIG Committee Member
On behalf of the committee

IATEFL MEMBERSHIP
Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

Please renew your membership.

We depend on you!

http://inged.org.tr

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

TESOL 2019

INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO

ATLANTA, GEORGIA, USA   12-15 March 2019

| TESOL HOME | SCHEDULE AT A GLANCE | CONVENTION HIGHLIGHTS | HOTEL & TRAVEL | TICKETED EVENTS |

Save the Date for the ELT Event of the Year!

The TESOL 2019 International Convention & English Language Expo is heading to Atlanta, Georgia, USA, 12-15 March 2019.

Over the course of 4 days, attendees will have the opportunity to network with nearly 6,500 English language professionals, learn from experts at 900+ educational sessions, attend special events & programs, and much more!

LEARN MORE

Opening Keynote

Dr. K. David Harrison
Endangered Languages

Half of the world's languages are endangered and may go extinct in this century. The loss of these languages will have dire consequences not only for their speakers, but also for culture, science, and the environment. Around the world, speakers of endangered languages are mounting strategic efforts to save their languages.

>>READ MORE<<

Registration will open by 1 October. Start planning your convention experience today!

Opening Keynote

K. David Harrison
Tuesday, 12 March 2019
5:30 pm–7:00 pm

Endangered Languages

Sponsored by:

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L E A R N I N G

Half of the world's languages are endangered and may go extinct in this century. The loss of these languages will have dire consequences not only for their speakers, but also for culture, science, and the environment. Around the world, speakers of endangered languages are mounting strategic efforts to save their languages. This presentation features photos and video clips of speakers of some of the world's most endangered languages, from Siberia, India, the USA and other locations, and will demonstrate how indigenous speakers and linguists are working to sustain languages through technology and digital activism.

Dr. K David Harrison, anthropologist and linguist, has been a National Geographic Fellow and co-director of the Society's Enduring Voices Project, documenting endangered languages and cultures around the world. He has done extensive fieldwork with indigenous communities from Siberia and Mongolia to Peru, India, and Australia. His global research is the subject of the acclaimed documentary film The Linguists, and his work has been featured in numerous publications including The New York Times, USA Today, and Science. David is both a professor of linguistics and associate provost for academic programs at Swarthmore College.

Presidential Keynote

Luciana C. de Oliveira
Wednesday, 13 March 2019
8:00 am–9:00 am

Developing Expertise in TESOL: Local-Global Considerations

As language teachers and teacher educators, we are constantly going back and forth between the *local* and the *global* with regards to the English language. What expertise do English teachers need to develop in order to teach English as a *global* language while considering the diverse forms, norms, functions, and uses defined by *local* dynamics and necessities?

Dr. Luciana C. de Oliveira is President (2018-2019) of TESOL International Association. She is Professor and Chair in the Department of Teaching and Learning in the School of Education and Human Development at the University of Miami, Florida. Her research focuses on issues related to teaching emergent to advanced bilingual students at the K-12 level, including the role of language in learning the content areas and teacher education, advocacy and social justice. Currently, Dr. de Oliveira's research examines scaffolding in elementary classrooms and multimodal representation in picture books. She is the author or editor of 21 books and over 180 publications in various outlets.

More keynotes coming soon. Check back for details!

NEWS FROM TESOL INTERNATIONAL ASSOCIATION

TESOL 2019 INTERNATIONAL CONVENTION AND LANGUAGE EXPO TO TAKE PLACE IN ATLANTA, GEORGIA

TESOL 2019 International Convention and Language Expo will take place in Atlanta, Georgia on 12-15 March. The submission system for the proposals has been closed, but registration as a participant will be open in October.

The theme of this year's convention is "TESOL: The Local-Global Nexus". The convention is organized by the Conferences Professional Council (CPC) and is built on 'strands', a new organizational system for concurrent sessions. For more information on the convention, you can visit http://www.tesol.org/convention-2019.

CALL FOR TESOL CONVENTION GRANTS AND SCHOLARSHIPS
TESOL now offers various grants and scholarships to help TESOL members attend the 2019 TESOL Convention. For further information, please visit: http://www.tesol.org/enhance-your-career/tesol-awards-honors-grants

TESOL International Association has recently announced *the 6 Principles for Exemplary Teaching of English Learners*, which are defined as "the foundation for excellence in English language teaching". For further information on these principles, you can visit http://www.tesol.org/the-6-principles/

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

…and you can always send us an e-mail for further information at ingedturkiye@gmail.com. ☺

What's a Good TOEFL Score?

U.S. schools each have their own score requirements for prospective international students on this English test.

By **Kelly Mae Ross**, Reporter

Since minimum TOEFL scores vary, prospective international students should check the specific requirements for the U.S. schools they would like to attend. (Getty Images)

To determine how well prospective international students can communicate in English, U.S. colleges and universities often ask nonnative speakers to submit a standardized English proficiency test score. This is generally true for both underground and graduate school programs.

There are multiple test options for prospective students, but the TOEFL, or Test of English as a Foreign Language, is one of the more widely accepted exams among U.S. schools.

The nonprofit Educational Testing Service, or ETS, administers the TOEFL, which is offered online and by paper in locations where testing via the internet isn't available. On the internet-based test, students receive scores of zero to 30 on four different sections: reading, listening, speaking and writing. This means a test-taker's total score on the TOEFL iBT can range from zero to 120.

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Undergraduate Admissions

Many U.S. college admissions officers consider English proficiency test scores a key factor in international undergraduate admissions, according to a 2017 reportfrom the National Association for College Admission Counseling. Of the colleges surveyed, 80.3 percent said English test scores have considerable importance in international freshman admissions decisions – topping other factors like high school grades and the college essay.

Prospective students who want to apply to highly selective institutions should aim for a score of 100 on the TOEFL, say both Mandee Heller Adler, founder and president of Florida-based International College Counselors, and Nat Smitobol, a master college admissions counselor for New York-based IvyWise.

In 2016-2017, four of the eight Ivy League schools required a minimum TOEFL iBT score of 100, according to data reported to U.S. News in an annual survey. The other four schools did not report this information.

"One hundred is a pretty tough score," Smitobol says. "That's a successful speaker."
But most schools don't require applicants to score that high.

"There's a range of scores that could be considered good," says Daniel Kovacs, vice president of operations in North America for Kaplan International, an organization that offers English language test-prep courses. "Different universities have different requirements, but in general they range anywhere from 60 to about 90 on the iBT."

Ranked National Universities – schools that emphasize research and offer a full range of undergraduate majors, plus master's and doctoral programs – required an average minimum TOEFL score of 78.1 for international undergraduate applicants in 2016-2017, according to U.S. News data. The average was a bit higher among ranked National Liberal Arts Colleges: 82.5.

Since minimum scores vary, prospective international students should check the specific requirements for the U.S. schools they are interested in, Adler says.

Some institutions may have minimum score requirements for each section of the TOEFL, though Adler says this isn't common at the undergraduate level. For example, Northeastern University in Boston has a minimum TOEFL score requirement of 92, with reading, writing and listening subscores of at least 22 and a speaking subscore of at least 24, according to the school's website.

Prospective students whose English proficiency test scores are a little low but otherwise have strong applications may be offered conditional admission. This generally means students will be fully admitted into a degree program after they boost their English skills to a certain level.

Some schools don't require English test scores from international applicants who have had substantial prior experience with the language, such as attending a high school where English was the primary language of instruction, experts say.

Applicants may also be exempt if they achieve certain scores on the SAT or ACT. For example, at Columbia University in New York, prospective international students who score 700 or higher on the evidence-based reading and writing section of the SAT or 29 or higher on the English or reading sections of the ACT are not required to submit English language test scores, according to the university's website.

Graduate School Admissions

Prospective international graduate students also have to show evidence of their English language skills. Exact standards vary, so applicants will want to check with a specific program about its minimum score requirements, Kovacs says. At some universities, minimum TOEFL score requirements vary by department.

Business is a field that many prospective international students are interested in and one that generally requires strong communication skills.

"Most top-ranked MBA programs require a minimum TOEFL score of 100-105," wrote Jeff Beavers, assistant dean of graduate programs at the University of Illinois—Urbana-Champaign's Gies College of Business, in an email. "And for many of these same programs, the average TOEFL is 108-112."

At the University of Illinois, the minimum TOEFL iBT score requirement for international applicants to be fully admitted to graduate programs is 103. Students who score from 79 to 102 may be conditionally admitted, according to the graduate school's website.

Some graduate programs, such as Duke University's Master of Engineering program, don't list minimum English language test score requirements. However, students may be able to find information on a program's website about the average TOEFL scores of a recent incoming class.

"TOEFL scores are achievable for international students," Kovacs says. "Keep at it – don't get discouraged."

Help Students Maximize Their *TOEFL®* Preparation Time — Without Spending a Lira

Preparing to take an English test can be a big deal for students, especially for those who have an intended score in mind. Constraints on time and energy can add even more pressure — it seems that just when students need to dedicate more time to studying, they have less time than ever before due to finishing up classes, applying to schools and trying to fit in time with family and friends.

Understanding these constraints and sympathizing with the pressure that students are under, ETS offers an abundance of easy-to-use resources to help students maximize their *TOEFL®* prep time and focus their efforts where they can make the most difference. And students can do so without adding another constraint — financial resources. ETS offers more (and better) free resources to help students prepare for the TOEFL test. Resources focus on helping students learn where their skills gaps are and how to fill them, as well as the format of the test and the types of questions they will come across.

An Abundance of Free Resources

The first suggestion you might wish to pass along to your students: visit www.TOEFLGoAnywhere.org. This site gives a great overview of all of the resources that ETS provides. From here, students can access test prep tools and tips, such as free, unlimited access to past *TOEFL iBT®* questions from all four sections of the test. They can also access fun activities, such as "The Great Grammar Challenge," and additional study tips through the TOEFL TV channel. The site is a good resource for students to learn about studying abroad, understand their "study personality" and access planning tools.

The [TOEFL Facebook® page](#) and the [*TOEFL Go!® Global Official app*](#) are two easy ways for students to incorporate learning into their everyday activities so they can accumulate knowledge without adding a big time commitment. The TOEFL Program's Facebook page offers tips and advice, motivational messages, and videos in English. The app, which offers free access to sample questions and insider tips, is available through the Apple® App Store and Google® Play.

The Insider's Guide

While incorporating small learnings throughout the day is beneficial, ETS offers a much more comprehensive online study course, called [*TOEFL® Test Preparation: The Insider's Guide*](#), available at www.edX.org. It's free, and it's absolutely wonderful because it's taught by ETS experts who actually work on the development of the TOEFL test. Through the course, students can:

- learn how to improve their English skills and understand what they can do to achieve their best TOEFL score
- become familiar with the format of the test
- watch videos, review sample questions and take short quizzes
- receive pretest speaking and writing scores
- interact with TOEFL test developers
- access discussion boards to chat with peers from all over the world

For more information about all of the free resources available to students — as well as free resources available to English-language teachers and counselors — visit www.ets.org/toefl.

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FUNNY QUOTES

A gas station in Gauteng, South Africa has become quite a landmark with its daily #PetrolPumpWisdom, which are uplifting quotes written on a chalkboard. Some motorists say they deliberately travel this route just to read the quote which brightens their day. Here's a selection:

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WHEN YOU FORGIVE YOU HEAL. WHEN YOU LET GO YOU GROW

WHEN YOU MAKE A COMMITMENT YOU BUILD HOPE. WHEN YOU KEEP IT YOU BUILD TRUST

MAY YOUR CHOICES REFLECT YOUR HOPES NOT YOUR FEARS
—Nelson Mandela

IN A WORLD WHERE YOU CAN BE ANYTHING BE KIND

IT'S BETTER TO WALK ALONE THAN WITH A CROWD GOING IN THE WRONG DIRECTION

IF YOU THINK EDUACTION IS COSTLY TRY IGNORANCE

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