

THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 4
December 2018

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From the President

Dear members,

With this new issue, I would like to share some information about our activities we had realized before our general assembly on October 27, 2018 in our new office in Ankara. I want to express my gratitude to all members who participated and showed us how much they care about their own association. On behalf of the new executive board members, I want to thank you all who voted for us again this year.

INGED, as a founding member, has continued working in collaboration and cooperation with *ULED* (Ulusal Eğitim Dernekleri – National Education Associations). As you all know, the aim of this platform is to increase the communication, cooperation and collaboration among national education associations so that we can offer better services to our professional fields and also have a louder and clearer voice as civil organizations.

The INGED events, and INGED mornings/afternoons that we realized were:

- On 14 November 2017, an INGED afternoon was hosted by Konya Selçuk University. Aydan Ersöz held a session entitled “Children just wanna have fun” for the undergraduate students.
- On 18 November 2017, an INGED and Arı Schools co-event was held in Ankara. In this full day event, Teresa Doğuelli presented “The Secret: Getting Kids Speaking in the FL Classroom” and Laura Moulton presented “Write for Life”. On behalf of INGED, Aydan Ersöz held a session called “CLIL (Content and Language Integrated Learning) for Young Learners: Storytelling”.
- On 5 December 2017, upon a request from Burdur Provincial Directorate for National Education, Aydan Ersöz from INGED held a session called “Coursebooks: Master or Slave?”. This event was sponsored by Me Too Publishing.
- On 28 February 2018, upon a request from Konya Ereğli Provincial Directorate for National Education, Aydan Ersöz from INGED held a session called “Coursebooks: Master or Slave?”. This event was sponsored by Me Too Publishing.
- On 10 May 2018, upon a request from the Faculty of Education, İstanbul MEF University, Aydan Ersöz from INGED held two sessions for the undergraduate students and teachers from various schools: “Using Songs and Rhymes for Young Learners” and “Using Storytelling and Dramatization for Young Learners”.

- On 12 June 2018, upon a request from Kırşehir BİL Schools, Aydan Ersöz from INGED held two sessions for the teachers from various schools in the region: “Using Songs and Rhymes for Young Learners” and “Using Storytelling and Dramatization for Young Learners”.



In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:

- Between 27 – 30 March 2018, Esen Metin represented our association at the TESOL International Convention & English Language Expo, Chicago, USA. She joined all meetings to promote our association.
- Between 10 – 13 April 2018, Aydan Ersöz represented our association at the 52nd IATEFL Conference in Brighton, England. In addition to holding a poster presentation to promote our association and our web site, she represented us on Associates’ Day.

We also contributed to the national teacher training projects and in-service training courses and were invited to several symposiums/conferences/seminars to deliver speeches or presentations.

- Between 17 – 18 March 2018, Suzan Öniz represented INGED at the 3rd International BELL (Bülent Ecevit Üniversitesi) Student Conference. She gave a plenary speech called “The Agony and Rewards of a Qualitative Dissertation: Tips for Thesis Planning and Writing”, and held a workshop called “Strings, Cards, Pictures, Ideas for Pairing and Grouping Learners”.
- Between 22 – 23 May 2018, Suzan Öniz represented INGED at the Hacettepe ELT Student Conference: Embarking on an English Language Teaching Career. She gave a plenary speech called “Classroom Management Tips”.

After having won the US Embassy Small Grants Competition, INGED realized its project called “Prospective English Teachers Meet Academics” between 28 and 29 April 2018 at City Hotel in Ankara. In this project, 3 senior students, nominated by their departments, from 8 different universities were invited to Ankara, and all their travel expenses, accommodation and boarding were covered. These universities were 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). On 28 April 2018, these students attended various sessions held by Prof. Dr. Abdulvahit Çakır (Gazi University), Prof. Dr. Paşa Tefvik Cephe (Gazi University), Prof. Dr. Birsen Tütüniş (İstanbul Kültür University), Prof. Dr. Gölge Seferoğlu (METU), Prof. Dr. Ayşegül Amanda Yeşilbursa (Uludağ University) and Prof. Dr. Aydan Ersöz (INGED). On the second day, all sessions were open to all students and teachers. 36 more students from Ufuk University, Gazi University, METU and Hacettepe University attended the sessions held by David Fay (US Embassy), Nazlı Güngör (INGED/Gazi University), Yasemin Arşın (ETS) ve Melissa Van De Wege (Hacettepe University/Fulbright Fellow). The evaluation/feedback forms collected from the participants were analyzed, and a final report was presented to the US Embassy.

The 20th INGED Drama Festival in Ankara on 26 May 2018 was hosted by Ankara Yükselen Koleji, and the 5th INGED Drama Festival in İzmir on 26 May 2018 was hosted by MEV İzmir Güzelbahçe Private Schools. The 1st INGED Drama Festival for Primary Schools in İzmir was held in May 2018 and was hosted by Gelişim Schools.

The organization process of the 19th International INGED ELT Conference has started. It will be held in early November 2019 and will be hosted by Atılım University in Ankara.



This year we want to continue working to improve the English language teaching conditions in our country and to strengthen our international relations. As usual we need the support and help of all our members. Together we stand!

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

Another December has arrived and teachers as well as students are all ready for the snow and winter break. In this issue, you will find several articles on various aspects of reading. The first article makes suggestions for active reading strategies; the second article dwell upon the role of parents in the development of children's reading skills; the third article focuses on the effects that learning to read early has on children's other academic skills. The final article is by a teacher who shares her insights about reading to older students. In addition to these selections, you will find a lengthy report by the INGED President, Prof. Dr. Aydan Esöz, on English teachers' needs and expectations in in-service programs. Teacher educators and school administrators especially may find the outcomes helpful in guiding them while planning programs for their teachers.

INGED now has its new locale at Baęlar Sokak No: 226/1, Yukarı Ayrancı, Ankara. We held our Annual General Meeting here and plan to invite you to our seminars and workshops in our new venue.

We at INGED would like to wish you all a healthy, happy and successful 2019. See you in the New Year!

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.**

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



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



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



NOTES FROM A CONFERENCE

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



TECHNOLOGY IN TEACHING

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



YOUR PAPERS

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



THE VOICE OF INGED MEMBERS

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



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

THE 2018 – 2019 INGED BOARD

Prof. Dr. Aydan Ersöz

Dr. A. Suzan Öniz

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Esen Metin

NEWS NEWS NEWS

THE NEW INGED VENUE

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



THE NEXT INGED CONFERENCE

**Our host: Atılım University, Ankara
Dates: 14 – 16 November 2019
Details: To be announced**

OUR NEW SIG *The INGED Q-ELT SIG*

Details will soon be announced

TECHNOLOGY IN TEACHING:

CREATING MOBILE WORKSHEETS WITH QR CODES



By Nik Peachey

<http://www.cambridge.org/elt/blog/2017/09/14/creating-mobile-worksheets-with-qr-codes/>

Nik Peachey continues his [digital teaching series](#) by exploring how QR codes can be used to create mobile worksheets. He provides simple steps to help you create them, plus a fun lesson activity download too!

Many teachers underestimate the degree to which they already use technology, particularly in their lesson preparation. Most teachers reading this are probably familiar with word processing tools such as MS Word, Google Docs or Apple's Pages. Most probably use websites as the source of content for reading or viewing activities. Sadly though, as soon as they need to take those resources into the classroom they print them up and start photocopying.

Taking a digital document and transferring it to paper to give to a classroom full of students (most of whom own some form of digital device that they could be using) to read and manipulate seems like an act of madness when there is a much better way to do this.

The first step to this process is getting your documents online. You can do that by using either DropBox or Google Drive or any of the other online storage platforms that allow you to share selective documents publicly.

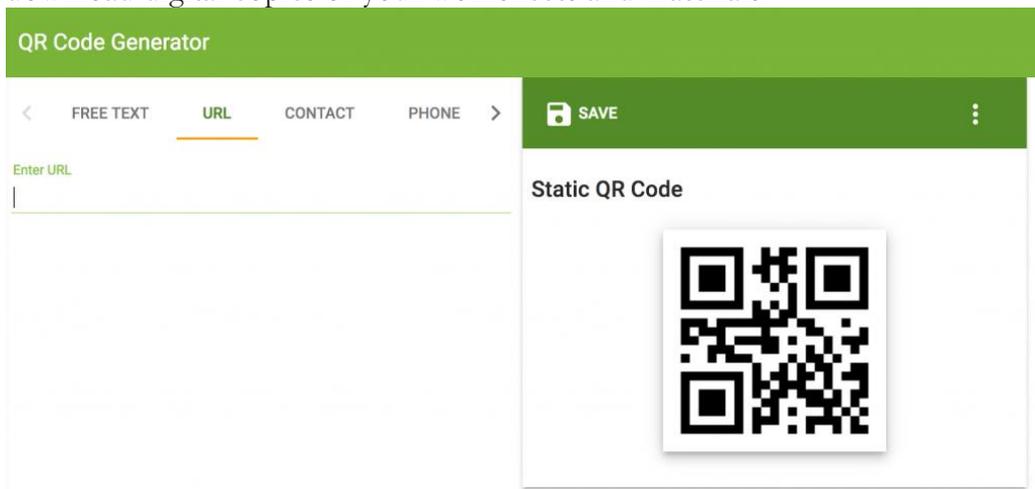
Another simple alternative is to convert them to simple webpages and you can do this in minutes with [telegra.ph](#). Just give your page a title add your name and then copy paste in your text.



It's simple to add links to other web-based resources from the page and you can also add images or embed video from YouTube to these documents just by adding a link. [Here's a quick example](#).

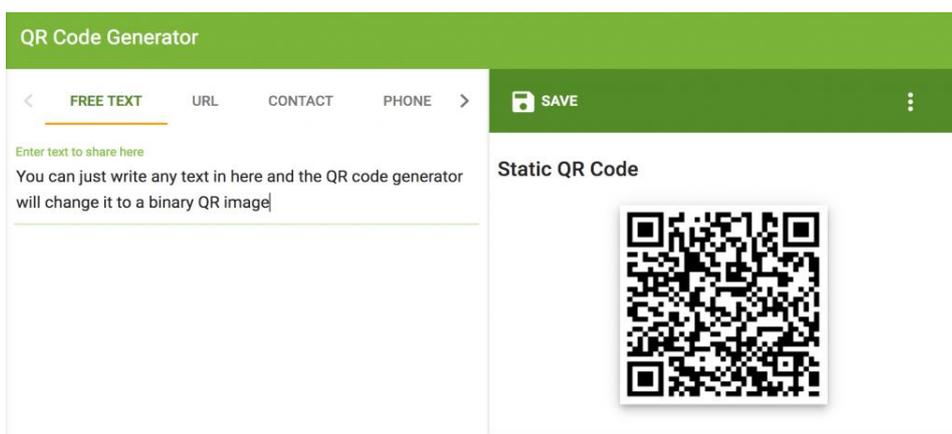
Then once you have the link to either your page or your document you just need to create a QR code for it. QR codes enable anyone with a mobile device and a free scanning app to scan the code which then opens the file or link on their mobile device. There are lots of free QR code scanners available for mobile devices. Some of the best I have used are [i-nigma](#) and [Tapmedia](#).

Creating QR codes is simple. Just go to [QR Code Generator](#) click on URL and paste in your code. This then converts the link into QR code image. Then you just save the image and add it to a presentation, webpage or document to enable students to download digital copies of your worksheets and materials.



Now your students can get any of your worksheets onto their mobile device in minutes and you can save hours of wasted time queuing at the photocopier and trying to unblock paper jams!

You can also use a QR code generator to make short texts, questions, sentences or even single words available on students' devices even when they don't have a connection. Just copy and paste your text into the text section of the QR code generator and then save the code for your students to scan.



The code generator converts the text into binary code so the scanner reads the text without the need for a connection.

Scan this example:



Using these simple tools you should now be able to make all of your worksheets available to your students on their devices and save hours of photocopying time.

To take this idea further, why not try this ‘Find Someone Who’ QR code lesson activity with your students!



SELECTED FOR YOU

In this issue of our newsletter, you will find various articles on reading.

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

Active reading strategies for English learners

By Erick Herrmann

Teachers often use the practice of popcorn, or "round-robin," reading strategies in a number of ways. These include cold calling or randomly calling on students to read using sticks with student names on them or by teacher choice, calling on volunteers to read, or having one reader call on another student to begin reading where they left off.

However, multiple studies prove that this practice does not work. In fact, round-robin reading likely does more harm than good, especially when utilized with English learners or students who are not proficient readers yet.

English learners may feel stigmatized by when forced to read in front of an entire class, as their reading skills in English as well as encountering new words as they read may cause them to not read the text with fluency or prosody. The teacher may be tempted to provide corrections in this context, or help students pronounce unknown vocabulary.

This, in turn, weakens the comprehension of the students that are listening to the text being read aloud, as fluency is interrupted. In addition, there is little to no evidence that the other students are actually listening to the student that is reading.

The round-robin or popcorn reading approach, while well-intentioned, does not work. Thankfully, there are many alternatives that can be used in the classroom to help English learners practice reading skills to build fluency and to build comprehension skills.

Frontloading Vocabulary

It can, of course, be helpful to begin with teaching some of the key vocabulary that will come up in the reading. By teaching some of the general academic and domain-specific vocabulary words before reading, and helping students to both practice pronouncing the words as well as comprehend the meaning, they will be more equipped to read the word when encountered in text and will have to focus less on the decoding of the word and more on the word in context and the meaning of the passage.

When choosing words to teach before reading, be sure to focus on words that will be difficult to comprehend within the passage. In other words, do not choose vocabulary that

will be defined in the text, or words that students will be able to infer given the context. The words chosen should be those words that will impede comprehension of the text.

Once you have decided on the words that you feel the students will benefit from learning before reading the text, teach the words using vocabulary instruction techniques that you are familiar with and word will for your students. It is helpful to build in the following steps with whichever vocabulary teaching strategy you use:

1. Present the word in writing.
2. Pronounce the word and have the students read and repeat the word several times.
3. Tell students the word class (i.e., part of speech) and whether it is formal or informal, high-use or rare, etc.
4. Explain the meaning of the word in student-friendly terms, utilizing synonyms and antonyms.
5. Provide two or more concrete examples that help students to create mental images or anchors. Include pictures, sketches and gestures to make the word more comprehensible.
6. Engage the students in an application task with a partner.
7. Utilize a sentence frame to guide application of the word.

Remind students that they will encounter the word in the context of the reading. Once students have the key vocabulary, they can move to practice reading.

Alternative Reading Strategies

Once you are ready to have the students read, you can choose from one of the following strategies that help more students at any given time to read and practice fluency and comprehension skills.

Choral Reading

Choral reading refers to having all students read a section of text at the same time. Choral reading benefits students as each student in the class is practicing reading at the same time.

For English learners, it allows them to practice reading in a low affective filter way. When practicing choral reading, be sure to instruct students to read at the same pace and cadence as you do, so that the reading sounds somewhat uniform.

Students may want to read more quickly or more slowly than others, which creates a cacophony of words and noise that can be difficult to attend to. In addition, be sure to read the passage with fluency, so that students are able to practice reading the text at the appropriate rate and with prosody.

Echo Reading

Just as the name implies, in echo reading students echo what the teacher has just read. Echo reading can be done in the context of a teacher read aloud, or as the teacher is presenting material to the students.

Begin by reading a section of text, and then having the students echo, or repeat the section of text read. Echo reading allows students to hear the text being read first by a proficient reader (the teacher), and then practice reading it themselves.

When choosing text to echo read, use text that has the key vocabulary you taught earlier, sections that provide key details, or sections that are central to comprehension of the text.

Partner Reading Strategies

There are many partner reading strategies that can be employed to have students practice reading. When students read in pairs, half of the class is reading at the same time. When considering having students read in partners, build partnerships based on student proficiency levels or reading skills.

Students benefit from hearing more fluent readers and speakers, but they also can get frustrated by working with a partner that is far above or below their proficiency or reading level. When students read in partnerships, they can take turns reading a sentence, paragraph or section of text.

Students can take turns summarizing what was read, based on what they just read or what their partner just read, and discuss the key concepts and ideas in the text, take notes, or create a sketch or visual representation of what was read. As an alternative, have students face away from each other, either sitting or standing, for ear-to-ear reading.

Creating some variety will help students to keep interest in continuing reading practice in the classroom. Reading, of course, has many, many benefits to English learners, and maximizing the time that students spend on reading text will help them increase their English proficiency while also learning key vocabulary, academic language and content.



About the Author

Erick Herrmann is an educational consultant specialized in teaching English learners, and he runs [Academic Language Learning Institute, Inc.](#) Erick has worked with thousands of teachers across the nation to help them improve their instructional practice and increase academic achievement for all students.



<http://fortune.com/2018/11/15/childrens-reading-survey-parents-teachers/>

Most Parents Are Not Involved Enough in Their Child’s Reading Education, Survey Says **By Renae Reints**

Seven in ten teachers believe parents are not involved enough in their child’s education, according to a new survey, compounding on issues like a lack of access to books.

Age of Learning, an education technology and resource company, conducted an online survey of over 1,000 parents (with children ages two to 12) and 1,000 teachers (in preschool to 6th-grade classrooms) to get a better understanding of children's reading in the U.S. What they found was a dim outlook on young American readers.

According to the data, teachers report 30% of their students are reading below grade level, but only 9% of parents think their child is in that category. Additionally, two thirds of parents don't know their child's reading level, making it difficult for them to provide the proper reading materials outside of school.

The vast majority of teachers expect their students to be reading at least 15 minutes outside the classroom, but most students don't meet this minimum, says Age of Learning. The issue could have to do with access: 10% of teachers said their school does not have a library, and more than half of parents said they have fewer than 50 books of any kind in their home.

Seven out of ten teachers said the cost of books was a problem, with 77% having used their personal funds to buy books for the classroom. Parents, too, cited cost as an obstacle.

With reading being such a foundational skill, these kinds of issues can only diminish a child's education. According to one survey respondent, a preschool teacher said, "Reading is the first step in education. Only if the child can read will they excel in all other subjects."

Age of Learning suggests several ways parents can circumvent the issue of access: go to a public library, create a word wall at home, or subscribe to the company's digital library with thousands of titles for the cost of less than one book per month.

While costs can be avoided or mitigated, however, all exercises take time. Parents are encouraged to ask teachers about their child's reading level, and spend 15 minutes per day reading with their child (or reward independent reading when the child is able to do so).

A kindergarten teacher who responded to Age of Learning's survey begged parents to take these steps: "I understand how hard you work, and how tired you are, but please, please work with your child to improve their reading skills," the teacher wrote. "If your child does not learn how to read, they will have a lifetime of struggling."



<https://www.sciencedaily.com/releases/2018/12/181203101447.htm>

Learning to read comes at a cost

The early focus on larger units may have positive effects, and explain why young children are so good at learning certain areas of grammar, say scientists from the PSL University of Paris, the Max Planck Institute for Psycholinguistics and the Hebrew University of Jerusalem. They found that preliterate 6-year-olds were better at learning grammatical relations between words than at learning novel words in an artificial language learning study. After learning to read, these children lost their grammatical advantage.

Starting Big

Adults typically have problems with learning grammatical relations such as agreement between nouns and their gendered articles (is the Spanish word for problem 'la problema' or 'el problema?'). Young children are much better at learning such arbitrary relations among words. Children's superior learning skills may be due to their age and brain flexibility. However, according to Naomi Havron and her colleagues, children's advantage in grammar learning may also be due to their inability to read. This idea is based on Inbal Arnon's Starting Big hypothesis, which states that younger children are better learners because they focus more on multiword units and less on individual words. The researchers predicted that children should excel at learning certain grammatical relations between words before they become literate. After learning how to read, they should pay more attention to single words, which hinders learning relations between words.

An alien language

To test children's learning abilities, the researchers created a new language. This artificial language contained eight new nouns for existing items, such as "keba" for clock and "nadi" for chair, paired with one of two new 'gender articles': "do" or "ga." On screen, a green cartoon alien with three eyes would point at the object and say the alien equivalent of "this is the clock" (e.g. "kamek do keba"). All sentences started with "kamek" followed by a pause, but there was no pause between the article and noun. A group of 31 first graders (6-year-olds) and 27 third graders (8-year-olds) from schools in Israel listened to all sentences in the alien language for about four minutes.

The researchers then tested the children on vocabulary (nouns) and grammar (gender agreement relations). To test vocabulary, the alien would use the wrong label (calling a clock a "nadi"). To test grammar, the alien would use the wrong gender article (calling a chair "do nadi" instead of "ga nadi"). In each trial, the alien would utter both the correct and the incorrect sentence (e.g. "kamek ga nadi" and "kamek do nadi"), after which children had to decide on the correct one. All children were tested again after six months, during which time the first graders had learned how to read. For the second testing session, the researchers used a similar language with a new set of gender articles and nouns. Would literacy affect the 6-year-olds' learning patterns?

The effect of literacy

The preliterate 6-year-olds were better at learning grammatical relations than at learning nouns. Their score on grammatical relations was well above chance (64% correct), while their performance on nouns was at chance (50% correct). The 8-year-olds were equally good

at learning grammar and vocabulary, scoring above 65% correct in both sessions. After only six months of reading instruction, the first graders showed the same pattern as the third graders. The now literate 6-year-olds performed equally well on grammatical relations (61% correct) and nouns (57% correct). As expected, their grammatical agreement advantage had disappeared after learning to read.

The researchers conclude that literacy affects the way children learn a new language, and may come at a cost. According to first author Naomi Havron and MPI's Limor Raviv, this finding has implications for second language teaching: exposure to written input can help word learning, but may harm some aspects of grammar learning. Although learning to read has many benefits, the authors argue that "there are advantages to learning a new language before you can read."



<http://exclusive.multibriefs.com/content/why-i-started-reading-storybooks-to-my-older-students/education>

Why I started reading storybooks to my older students **By Sheilamary Koch**



When I was a preschool teacher, reading to my students daily was a requirement for the school's ELL program — well-supported by a bin of illustrated storybooks in the classroom.

But as I began teaching progressively higher grade levels, the amount I read to them progressively decreased. By the time I was teaching ninth-graders, the storybook bin had disappeared from the classroom and I'd stopped reading story books to my students all together — except for one time.

That day, I walked into the classroom with a picture book that I had taken out of the library for my young daughter on the top of my stack of materials. Upon spying the book, one student assuming a little-kid's voice, begged me to read the book to them, behind his joking demeanor and desire to escape some of his school work, I sensed genuine yearning.

Soon, the whole class joined him in asking me to read to them and in my preschool teacher voice I agreed, once they'd finished their assignments for the day.

The significance of this isolated incident didn't dawn on me until I recently bumped into research pointing to the value of being read to for all children — including those who can already read.

Listening to a story is enjoyable and relaxing

A qualitative [study](#) of Australian school children aged six to 11 years revealed their personal experiences related to being read to at home and at school. Although they could already read on their own, over one-third of the children interviewed shared that they felt disappointment that they were no longer read to by parents and wanted it to continue.

Marco an 11-year-old interviewed in the study explained, "I like how like sometimes I don't have to be the one who actually reads it, sometimes I like having someone else read to me 'cos it's also very relaxing when someone else reads to you."

As I experienced with my ninth-grade students, shared reading can lighten up the school day. It provides a break where they can relax, allow their eyes to rest while entering a receptive learning mode in the midst of productive academic work.

"The social and emotional effects of listening to reading emerged from the data, as enjoyment of sharing the reading experience, and use of reading aloud as a panacea, to raise the mood of listeners," noted study author Margaret Kristen Merga.

Picture books introduce uncommon vocabulary

In terms of academic achievement, some students in the study shared that being read to taught them the meaning of new words. They related that when the reading ceased, they feared losing the opportunity to build more vocabulary skills and confidence.

While speaking is generally considered the ideal way to help children build vocabulary, reading is much more effective in developing word mastery and grammatical understanding, according to a [study](#) by Dominic Massaro. He says that picture books are up to three times more likely to contain unusual words not found in the 5,000 words most commonly used in parent-child conversation.

The words in 112 popular picture books, largely recommended by librarians, were compared to adult-to-child conversations and adult-to-adult conversations. "Given the fact that word mastery in adulthood is correlated with early acquisition of words, shared picture book reading offers a potentially powerful strategy to prepare children for competent literacy skills," Massaro said in an [article](#) on the study.

Listening to adults read motivates students in their own reading

Along with a greater range of vocabulary, children who are read to by their teachers are exposed to a wider range of genres than they might typically access as well as a model of reading fluency and enthusiasm, says Merga.

She relates how one student surveyed wished to emulate her teachers' high skill level in reading. In a direct quote, 11-year-old student says, "I think it was the teachers reading me the stories that really got me interested more about them, and how they seemed so confident in reading it, and so I wanted to be able to read good."

Such positive in-class listening experiences can motivate students, extend their understanding of genre and give them supported access to new tastes while setting a benchmark to strive toward.

Shared reading deepens the bond between teacher and student

While several of the Australian students interviewed recognized and appreciated the academic benefits they got out of the shared reading experience, it was the one-on-one social connection that they reported missing most when the activity ceased.

The source of bonding with students is hard to measure, in my own classroom I have noticed increased engagement in some more distracted students when I read illustrated books. It is as if a light turns on.

Most literature on the topic bonding through reading focuses on very young children and the parent-child relationship. Yet as Merga notes, the many benefits enjoyed by preschool age children don't suddenly disappear when the child enters primary or learns to read independently.

Along with encouraging parents to read to their own young readers, educators who make the effort to read to their students can nurture the special connection that comes with shared reading.



About the Author

Sheilamary Koch has written professionally for over 20 years and is increasingly fascinated by the striving and accomplishment of people from diverse walks of life. Through her articles and blogs, she highlights their positive contributions with the intention of connecting and inspiring people from down the hall and around the world.

For nearly 15 years, she immersed herself in a hands-on learning experience as an English and art teacher in Mexico. Along with writing, she leads yoga classes and practices art. Connect with Sheilamary on Twitter [@sheilamary67](https://twitter.com/sheilamary67).

A request from a colleague

Are you an EFL teacher working in state high schools in Turkey? Do your English classes have learners who speak other languages besides Turkish, as well as learners of migrant background? Then we need your help! The Bogaziçi University is part of a major EU/Erasmus+ funded project that aims to empower English language teachers to integrate the current role of English as a Lingua Franca (ELF) in MULTILINGUAL CLASSROOMS, i.e. those with learners who speak other languages besides the language of schooling and the languages taught at school, as well as learners of migrant background, such as 1st /2nd generation immigrants. In order to develop the training course, we first need to collect information about what EFL teachers already know and how they experience the issues related to teaching multilingual classrooms, and to using, teaching and learning English in general. We REALLY look forward to hearing from you! If you would like to participate in this survey, please click the link below. You will find more information about the project. Please answer the questionnaire -- it will not take you more than 12-15 minutes, but it will provide us with key information on how to go about developing the training course. Also, do let us know if you would like to be further involved in this project! We'd love to hear from you! Thank you very much for your interest and participation. Prof. Dr. Yasemin Bayyurt On behalf of Boğaziçi University ENRICH team Please click this link to go to the survey:

https://l.messenger.com/l.php?u=https%3A%2F%2Fdocs.google.com%2Fforms%2Fd%2F1FAIpQLScv-5NihZvkUgY_mYmc0Ly7b-beVjIdlkJUEb1Um2qund1XA%2Fviewform%3Ffbzx%3D-6040605745053142000&h=AT1EQDeXG6jLRAbuli3JawI0_t8zgKJQaZnR9JfoGr6KYmGWakwW_P6JBkV7Ida1qatB6VAiRztGaV2fbHMS0RzcSOYdyHmT3pL0rq0v59SPy7RjWIFzPia8NI6uoQHmVg

Missed an issue?

The previous issues of our newsletter are on our website.

<http://inged.org.tr>



REPORT ON ENGLISH TEACHERS' NEEDS AND EXPECTATIONS IN IN-SERVICE TRAINING PROGRAMS

July 2015

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

I prepared this report in July 2015 for a joint project with the British Council Ankara. In order to complete this report, 16 M.A. and Ph.D. theses and 2 articles published between 2014 and 2010 were scanned. Among these 11 were found relevant, and worth being summarized. At the end of the report, a section with common findings is given.

(1) Filiz Yalçın Tılfarlıoğlu and Ali Rıza Öztürk (2007). An Analysis of ELT Teachers' Perceptions of Some Problems Concerning the Implementation of English Language Teaching Curricula in Elementary Schools. In Journal of Language and Linguistic Studies Vol.3, No.1, April issue, pp: 202-217.

Number of Participants: 261 teachers (of 4th and 5th graders) in Gaziantep

Data Collection Tool: a questionnaire

Findings:

- Not enough chance to participate in in-service training
- Work overload
- Not specially trained for the specific age group
- No resource books
- Not enough use of technology (computers, audio CD players, etc)
- Skipping speaking activities
- Not having graduated from ELT departments (at least half of them)

(2) Abdullah Yurttaş (2014). EFL teachers' perceptions on the effectiveness of components of an EFL in-service training program. MA Thesis. Middle East Technical University, Ankara.

Number of Participants: 120 EFL teachers who work in 12 private schools in Ankara

Data Collection Tool: a questionnaire and interview

Findings: Teachers need the following in an in-service program ...

- Creative and effective teaching techniques
- Practical activities for classroom use
- Material development
- Motivating students
- Technology in the Classroom
- Material development

- Classroom management
- Lesson planning and Time management

(3) Melek Canözü Özbek (2014). The profile and the continuous professional development activity choice of English language teachers and the factors influencing their choice. MA Thesis. Çağ University, Mersin.

Number of Participants: 118 MONE English teachers

Data Collection Tool: a questionnaire (online)

Findings:

- Heavy workload, commitment to family, geographical location and transportation issues are all important factors that hinder teachers' participation in training programs.
- The students' and the parents' attitudes towards learning English have a negative effect on their teaching.
- Lack of appraisal is demotivating.
- Lack of quality in the training sessions held by the Ministry (due to the incompetency of trainers)

(4) Mehmet Burçin Özkan (2014). Perceptions of language teachers about their teaching competences. MA Thesis. Çağ University, Mersin.

Number of Participants: 75 MONE English teachers from primary schools and high schools (state)

Data Collection Tool: a Likert type scale and an interview (with randomly selected 13 FL teachers)

Findings: Teachers need training in ...

- Assessment techniques
- Effective use of technology
- Learner autonomy

(5) Kenan Dikilitaş (2013). The impact of in-service teacher training: A case study of four novice teachers' beliefs and classroom practices. Ph.D. Thesis. Yeditepe University, İstanbul.

Number of Participants: 18 teacher trainees in İstanbul

Data Collection Tool: an interview, and observations and trainees' written reports (with 4 from the group)

Findings: Teachers change their teaching practices in line with their training. They are interested in:

- Inductive grammar teaching approach
- Use of context in teaching
- Reflective teaching
- Integrated LT
- Lesson planning

- Material evaluation and selection

(6) Nilay Canbolat (2013). Investigating ELT instructors' perceived competencies: Challenges and suggestions. MA Thesis. Middle East Technical University, Ankara.

Number of Participants: 75 participants, working in the department of Foreign Languages at various universities

Data Collection Tool: a questionnaire (to 75 people) and an interview (with 34 participants)

Findings: The participants indicated a lower level of competence and a need for further training in ...

- Using extracurricular activities to promote continuous learning
- Testing and assessment
- Cooperating with families to improve students language learning
- Improving Language Skills

(7) Esen Aslan (2013). The role of teacher efficacy over English language teaching. MA Thesis. Çağ University, Mersin.

Number of Participants: 28 teachers, working at state high schools around Çukurova region

Data Collection Tool: Three likert-scales were used to investigate teacher efficacy of English language teachers: (1) Teacher Efficacy Scale; (2) a scale of English proficiency; and (3) the use of pedagogical scale

Findings: The results of the first scale show that teachers find themselves the least efficacious in

- Engaging students
- Dealing with difficult students
- Improving critical thinking
- Assisting families in helping their children do well in school
- Adjusting their lessons to the proper level for individual students
- Establishing a classroom management system with different groups of students

The results of the second scale (related to the teachers' language proficiency) show that language teachers believe that their language skills are pretty good. The order of the skills from the best to the lowest is reading, speaking, listening, and writing.

The results of the third scale (pedagogical strategies) show that teachers

* use students' native language rather than English to explain terms or concepts that are difficult to understand

* ask students to memorize new vocabulary or phrases without showing them how to use the words in context

* ask students to translate single sentences in the English text into their native language as a classroom exercise

* use grammatical rules to explain complex English sentences to students

* pay more attention to whether students can produce grammatically correct sentences than whether they can speak English with fluency

(8) Ömer Gökhan Ulum (2012). *EFL state school teachers' perceptions on in-service teacher development programs in the Turkish educational system*. MA Thesis. Çağ University, Mersin.

Number of Participants: 100 EFL state school teachers in Seyhan and Çukurova districts of Adana

Data Collection Tool: A questionnaire with a five-scale likert

Findings: The majority of the participants believe in the necessity of in-service training programs. However, they think that in their present format such programs are not useful. Teachers do **NOT** believe that

- In-service development programs are acted in the most suitable times for the participants.
- The persons attending in-service development programs are chosen objectively.
- The number of participants in in-service development programs is kept in a proper quantity for the effectiveness of the program.
- In-service development activities are arranged in suitable atmospheres (buildings, halls, classrooms, etc.) for the programs.
- In-service development programs are arranged in such a way to respond to the needs and expectations of the participants.
- The content of the in-service programs are specified according to the needs of the participants.
- The topics of the in-service programs are specified by the proper methods and techniques according to the aims.
- The knowledge and skills aimed at the programs are acquired in in-service development programs.
- The materials used in in-service programs are suitable for the content and aims of the program.
- In in-service development activities, the views and suggestions of the participants are taken into consideration in order to make the programs more effective.
- At the end of the in-service programs, evaluation is made according to the objective criteria.
- The participants of the in-service development programs find the opportunity to apply what they learn.
- The mentors implementing the in-service development programs are chosen from the experts.
- In-service development departments do not have talented and professional directing staff.
- There is not a brilliant and proper in-service development education policy for teachers.

(9) Sinan Mısırlı (2011). *A Study for the In-Service Training Needs of Primary EFL Teachers and a Suggested Model*. MA Thesis. Ankara, Gazi University.

Number of Participants: 101 primary English language teachers working at mainstream (state) primary school in Adapazarı County, Sakarya.

Data Collection Tool: A questionnaire with a five-scale likert

Findings: The first part of the questionnaire which is related to the language proficiency level of the participants, teachers believe that they need to improve their

- Speaking skills
- Reading pace and comprehension
- Vocabulary
- Writing skills
- Socio-cultural competence

The second part of the questionnaire which is related to the methodology, teachers believe they need training in

- using authentic materials (video/audio) for listening
- using games for listening
- using tasks for listening
- storytelling
- testing and evaluating listening
- using games for speaking
- using tasks for speaking
- preparing activities for improving pronunciation (including intonation and stress)
- error correction of pronunciation mistakes
- testing and evaluating speaking
- using games for reading
- using tasks for reading
- improving vocabulary
- coping with unknown words
- using authentic materials for writing
- using games for writing
- using tasks for writing

The third part of the questionnaire which is related to the teachers' expectations, the following is found.

1. Where do you want to attend an INSET course? At the school I work (%50), at the nearest university (%30). (%20 other options)
2. What do you think the class size should be? 11-20 people (%80)
3. Whom do you want to be taught an INSET course by? Whom do you want to be taught an INSET course by? Native Speaker Lecturers (%35), associations like INGED (%25), professors from faculties (%20), experienced English teachers (%10). (%10 other options)

4. How long do you think an INSET course should be? A Series of Seminars (%50), One Session Workshops (%25), Training at the Universities with certain periods (%15), E-Inset / Online Training (%10).
5. When do you think an INSET course should take place? On Weekdays, with official leave (%50), On Weekends (%20), In Summer Holiday (%10). (%20 other options)
6. What is the most important factor for an INSET course to be successful for you? (Should be practical, realistic and applicable + Should be voluntary but not compulsory + Should be given by specialists and experienced professionals)

(10) Bilgin Tunç Yüksel (2010). *Teacher Efficacy Beliefs of Turkish EFL Teachers: A Study with Turkish EFL Teachers Working at State Primary Schools*. M.A. Thesis. Eskişehir, Anadolu University.

Number of Participants: 144 EFL teachers working at 96 state primary schools in Bursa (city center) and Mardin (city center + Nusaybin + Midyat).

Data Collection Tool: A questionnaire with 6-point likert-type given to all participants and semi-structured interviews with 11 volunteer teachers chosen from the participants

Findings: Teachers believe they need training in

- Improving their listening skills (language proficiency)
- Improving their writing skills (language proficiency)
- Motivating and engaging students in the learning process (methodology)

(11) Eda Ünal (2010). *An Evaluation of In-Service Teacher Training Programs in English Language Teaching*. M.A. Thesis. Adana, Çukurova University.

Number of Participants: 50 school administrators and 150 EFL teachers working in state schools in Adana.

Data Collection Tool: Two different questionnaires with 5 point Likert scale (one for the administrators and one for the teachers) and interviews with 20 of the teachers.

71% of the teachers have attended at least one INSET program during their teaching careers whereas 29% have NOT.

Findings:

- a) why some teachers choose not to attend any INSET programs: inconvenient location and inconvenient time schedule of courses
- b) how often teachers implement what they acquire from INSETs in their own classrooms: majority states “rarely” (due to over-crowded classes, heavy workload, and the misconception that they have to focus on grammatical structures as SBS is a grammar-based exam).
- c) The in-service programs they want to attend in the future are on
 - Computer-based Language Teaching
 - Education Programs Abroad
 - Improving their language skills (especially speaking)
 - Using Drama In Foreign Language Teaching
 - Evaluation and Development of Course Materials
 - Foreign Language Teaching Methods

- Curriculum Development and Evaluation
- d) The majority of the administrators do NOT believe in in-service programs.
- e) Half of the administrators think that nothing changes as a result of such programs. The other half thinks that teachers have shown higher performance at school after participating an INSET program.
- f) The majority of the administrators believe that INSETs during the school period may hinder the work teacher have to conduct at school and teachers who have attended an INSET within school time tend to have difficulty in catching up with the curriculum.

Common Findings:

Teachers believe that they need further training in

- Improving their own language skills
- Education Programs Abroad
- Creative and effective teaching techniques + Practical activities for classroom use
 - Using Drama
 - Using authentic materials (video/audio)
 - Using games
 - Using tasks
 - Storytelling
 - Preparing activities for improving pronunciation (including intonation and stress)
 - Improving vocabulary
 - Coping with unknown words
 - Error correction
- Approaches and methods
 - Inductive grammar teaching approach
 - Use of context in teaching
 - Integrated LT
 - Improving critical thinking
- Materials development, evaluation and selection
- Engaging students
- Motivating students
- Learner autonomy
- Technology in the Classroom
- Material development
- Classroom management
 - Establishing a classroom management system with different groups of students
 - Dealing with difficult students
 - Adjusting their lessons to the proper level for individual students
- Lesson planning and Time management
- Assessment techniques (testing, evaluation and assessment)
- Reflective teaching
- Using extracurricular activities to promote continuous learning

- Cooperating with families to improve students language learning

Teachers' Expectations from the future in-service programs

- They should be practical, realistic and applicable
- They should be voluntary but not compulsory
- They should be given/taught by specialists and experienced professionals such as native speaker experts, associations like INGED, professors from universities, experienced English teachers
- They should be in the form of a series of seminars or one- or two-session workshops
- They should be held in a close location which has different ways to access
- They should be on weekdays with official leave provided that their classes are taught by another colleague **or** on Saturdays **or** in the summer during the seminar period.
- The class size should be small, not more than 20 people.

Check out the INGED Events!

**They are in the ANNOUNCEMENTS
of our webpage.**

<http://inged.org.tr>



**REFLECTIONS ON THE 1ST INTERNATIONAL ELT
PRE-CONFERENCE & CONFERENCE OF TESOL in
TURKEY:
“THE POWER OF SOLIDARITY”
at
Izmir University of Economics**

**15 – 17 NOVEMBER 2018
Reflection by
A. Suzan Öniz, Ph.D.**

The 1st International ELT Conference, held by TESOL in Turkey was hosted by Izmir University of Economics, spanned three days with the one-day Pre-Conference Event taking place on 15 November to be followed by the actual conference on 16 and 17 November 2018. TESOL in Turkey invited me to be the plenary speaker of the Pre-Conference Event, which aimed to address the needs of new and experienced teacher educators.



“Professional Development of Teacher Trainers”

November 15, 2018

Venue: izmir University of Economics

D Building Multi-Purpose Hall

Pre-Conference Event Programme

09.30-10.00 Opening Speeches - Bahar Gün, President, TESOL in Turkey

Donald Staub, SFL Director, IEU

10.00-11.00 Plenary; Suzan Öniz, Freelance Teacher Educator

The Power of Effective Trainers

This presentation aims to raise awareness regarding the role that teacher trainers play in teachers' lives, especially teachers new to the field. What are some of the features of an effective teacher educator? How do good trainers capture their audience? What do I need to do to become an effective teacher educator? These are some of the questions that teacher educators wonder about - - when they have free time:) It is also often a huge issue to get trainers trained due to time and finances. This presentation is a small drop in an ocean but it is a starting point for fresh trainers and experienced educators alike to reflect (more) on how to be effective.

The title of

my



December 2018

presentation was “The Power of Effective Trainers” but before I started this talk, I first introduced INGED, when we were founded, our mission and what we offer. I then proceeded to talk about the important role that teacher educators play in the lives of teachers because they help teachers in countless ways. Naturally, this can take place only if the educators know what they are doing; i.e., if they have been trained as teacher educators and have experience. Teachers need educators in a major way when they first join the staff of an institution. Teachers also need educators afterwards until they leave the job to stay fresh and avoid burnout! I then talked briefly about how I compiled the list of features that a good teacher educator must possess through lengthy research: namely my PhD work. I explained that at the end of the research, I came up with a detailed list of desirable teacher educator features and that I used most of these features in my presentation. First, however, I invited the participants, who had all received teacher educator training, to list freely actions/behaviors or features that they believe make a teacher educator a good trainer. They then were asked to compare notes in pairs and discuss these. In the next phase, the participants formed small groups and received parts of the desirable teacher educator features that I had arrived at AND these were presented in code for the group members to decipher, then decide if any of the features that they originally listed were mentioned here and which features on the card surprised them or were unexpected (if any).

The following is an example of a group card:

GROUP 1

- * Bierlfy nad metodsly elaipnxs cotennts & amis of sssioen
- * Uess micims & guestres to amcopacny istuncrtions & etplnanaxios
- * Gevis instirunctos fsrit; gtes tracehes (Ts) itno gopurs letar
- * Ayawls melods breofe gtentig Ts to sratt an atitvicy
- * Gevis elpamxes wlhie giinvg istuncrtions
- * Retflces bcak istuncrtions (RBI)
- * Litness dunrig RBI
- * Porevids the meatlrias naeesscry for Ts
- * Ivenovls Ts in popraterary septs of the atitvicy

The answer was:

GROUP 1

- * Briefly and modestly explains contents & aims of session
- * Uses mimics & gestures to accompany instructions & explanations

- * Gives instructions first; gets teachers (Ts) into groups later
- * Always models before getting Ts to start an activity
- * Gives examples while giving instructions
- * Reflects back instructions (RBI)
- * Listens during RBI
- * Provides the materials necessary for Ts
- * Involves Ts in preparatory steps of the activity

The last phase consisted of inter-group sharing. Each group selected a representative who visited another group and shared with them the features that they had listed and found on the group card, the one/s that were not there, and the one/s that surprised them. After also listening to the group's findings, the representatives went back to their groups and reported what the other group had discovered. The groups were invited to share their reflections on this exchange.



One reflection has been shown below. After some public sharing of ideas, the presentation came to an end.



As the Group 6 spokesperson, here is my simple report from this morning's activity.

As was pointed out by a few of our peer-groups, we started off at a 10,000 foot level, and then dove down to a lower altitude once we were able to decipher and analyze the lists you provided.

So, from our high perch, we identified characteristics of effective TTrs as Psychologists, Listeners, Check'ers (assessors of learning), Role models, Practicers/Preachers.

When I wandered over to another group (sorry, didn't get their number), I heard characteristics such as Being good listeners, Growth Mindset (one of my favorite topics), Lifelong learners...

Such exercises are always useful to (re)affirm some perspectives, and gain new ones.

Thanks for leading us down that path.

Donald

Assistant Professor Donald F. Staub
Director, School of Foreign Languages
Izmir University of Economics
Izmir, Turkey

The day continued with brief but very interesting 10 presentations ranging from pecha kucha to our discovery of our own chacras, the meaning of ORCA and what to include in our camp bag; all these speakers skillfully related their themes to how they became trainers and more. The day ended with a Panel Discussion.

Here are some photos to help you visualize...



N

letter

December 2018

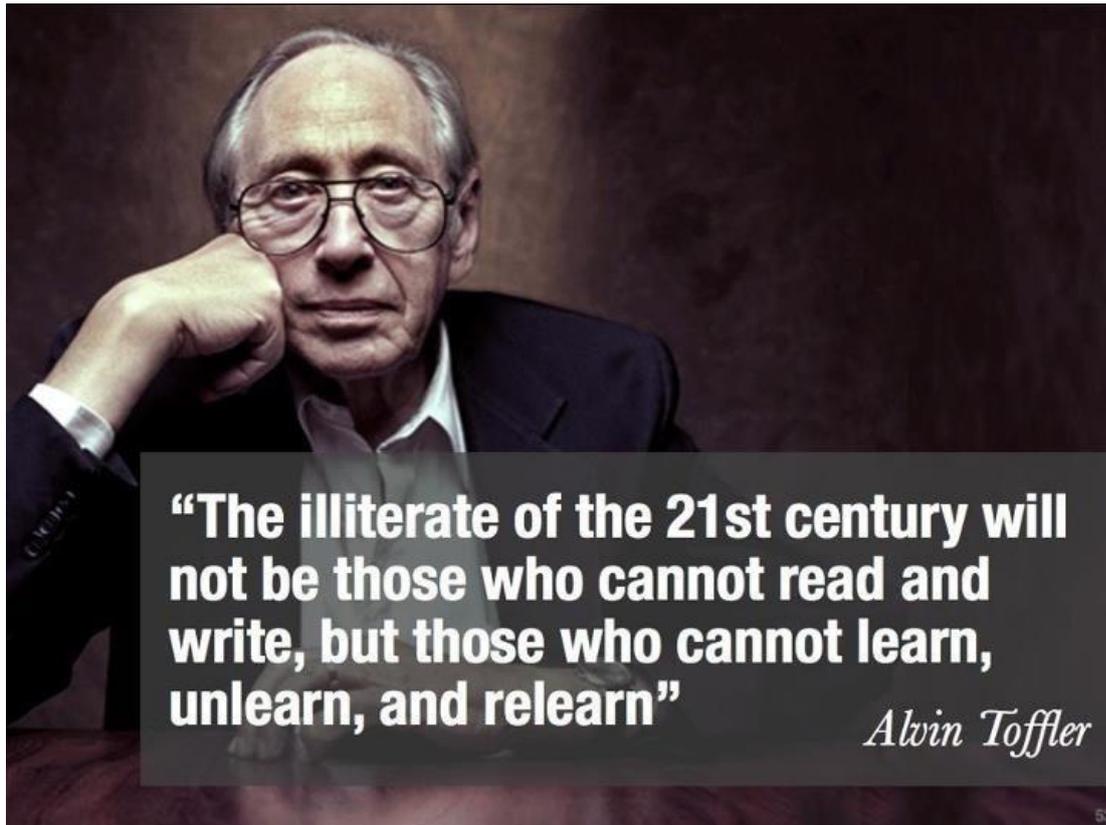


Quotes on Learning and Unlearning
Compiled by
Aydan Ersöz

* It is what we think we know already that often prevents us from learning. - Claude Bernard

* By viewing the old we learn the new. - Chinese Proverb

* In the practical use of our intellect, forgetting is as important as remembering. - William James



* In some sense our ability to open the future will depend not on how well we learn anymore but on how well we are able to unlearn. - Alan Kay

* "The difficulty lies, not in new ideas, but in escaping from the old ones, which ramify, for those brought up as most of have been, into the corners of our minds." — John Maynard Keynes

* Transformation is often more about unlearning than learning. - Richard Rohr

* When any real progress is made, we unlearn and learn anew what we thought we knew before." -Henry David Thoreau

* A good deal of education consists of unlearning – the breaking of bad habits. - Mary McCarthy

* To attain knowledge, add things every day. To attain wisdom, remove things every day. - Lao Tzu

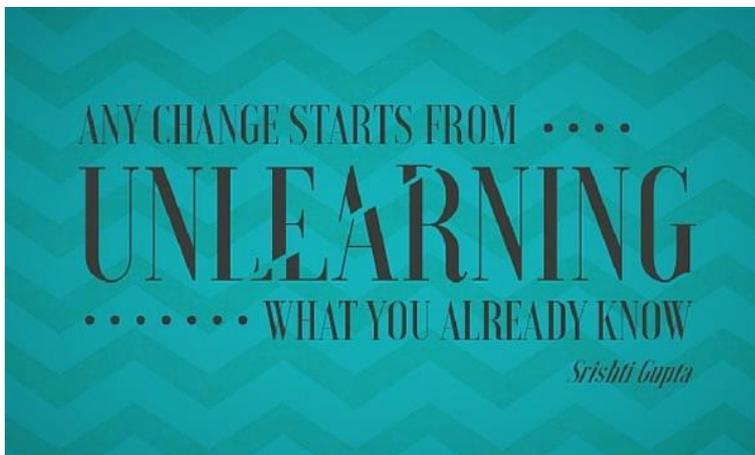
* Unlearn previously held beliefs and attitudes in order to go forward. – Anonymous

* Learning is an external act. Unlearning is an internal one. - Jack Uldrich

* The mind is slow to unlearn what it learnt early. – Seneca

* Unlearn the ways of the crowd and embrace the path of greatness. – Anonymous

* Before people can begin something new, they have to end what used to be and unlearn the old way. - William Bridges



Sometimes on my path to
enlightenment

I feel as though I'm
losing my mind.

Then I realise it's
working....

I am losing my old mind..

April Green

Celebrating Diversity with Teenagers in EIL Classrooms via Comedies

By M. Nazlı GÜNGÖR, PhD and M. Akın GÜNGÖR

Due to the refugees and migrants in Turkey as well as in Europe, the target audience in classrooms are no longer solely citizens of that country, but also refugees and migrants from Syria, Iraq, Afghanistan, or other eastern countries. With this reality in mind, teachers should be aware of the cultural, social, and economic background of learners, take them into consideration and prepare their lesson plans in a way that can include and embrace all differences and various sounds in the classroom. One alternative to achieve this in the 21st century, in which English is regarded as international and intercultural language (EIL), is to include materials from many cultures around the world in English classes. Among these materials, comedies may be regarded as supplementary materials in terms of including cultural sense of humour, celebrating diversity, and building bridges between cultures. Therefore, we aimed to demonstrate teachers of young learners and teenagers how comedies can be exploited with teenagers in EIL classrooms to develop four language skills via an integrated lesson plan. British comedies like *'Friday Night Dinner'*, *'My Family'*, and *'Citizen Khan'* representing different cultures and values were utilized through the sample lesson as follows.

Friday Night Dinner

A) Put the photos into correct order and listen to check your answers.



B) Listen and answer the questions below.

- 1) Why does Jim visit them?
- 2) What happens to Jim?
- 3) Who helps Jim?

C) Watch the video and answer the questions.

- 1) Who invites Jim to dinner?
- 2) Who is against this invitation?
- 3) Does Jim accept the invitation or not?

- D) Watch the video and answer the questions.
- 1) Why does Jim want to sit in Martin's or Jonny's chair?
 - 2) Why is there a big hole back of Jim's shirt?

- E) Watch the video and answer the questions.
- 1) What does Jim use to cut the dish on his plate?
 - 2) Why does Jim drink lots of water from the water bottle?

F) Put a tick to Jewish traditions mentioned in the video.

1) Wearing yarmulke	
2) Using a spoon instead of a knife in dinner	
3) Adding vinegar to all dishes	
4) Drinking salty water	
5) Breaking plates	
6) Circumcising males	

51st IATEFL Conference, Glasgow 2017

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G) Read the text below and use the information about characters in the videos to choose the best alternative for the underlined words.

Friday Night Dinner is a British television sitcom which focuses on the regular dinner experience of a British Jewish family (the Goodmans) on each Friday night. Jacqueline "Jackie" Goodman is a grown-up lady, she's funny, fiery and *courteous*. She's always the first to get impressed, and always the first to get annoyed. She loves her family. Martin Goodman is a bit odd and *vulgar*. His likes include drinking ketchup straight from the bottle, and eating the odd piece of toast straight from the bin. Dad is hard-of-hearing and wears a hearing aid. Adam Goodman is the oldest son of Martin and Jackie and the older brother of Jonny. He likes going home for dinner on a Friday. He and Jonny regularly play practical jokes on each other like putting salt in each other's drinks, *mocking* each other etc. Jonathan "Jonny" Goodman is the younger brother. He's in his early 20s and works in an estate agent. Compared to his "failed musician" brother, Jonny has "a proper job". Jim Bell is the Goodmans' neighbour who frequently appears on their front doorstep and is *infatuated* with Jackie. He does this by dropping hints to attempt to gain entry into the house. He is accompanied by his Belgian Shepherd, Wilson. Also, he seems to be quite socially incapable and constantly leaves gaps in conversation.

- 1) Courteous
 - a) showing respect
 - b) being untidy
 - c) being talkative
- 2) Vulgar
 - a) being smart
 - b) being silent
 - c) behaving impolitely
- 3) Mocking
 - a) making conversation
 - b) making fun of
 - c) making a comment
- 4) Infatuated
 - a) having strong feelings of love
 - b) having an argument
 - c) having a qualification

The first 10 minutes were separated to discuss the importance of humour, comedies, and 21st century values in English classrooms for teenagers. The necessity to use authentic materials – especially videos-, ways to exploit those videos, and the material selection criteria for the target age group were discussed in groups. Next, we shared the lesson plans with the audience and they followed each step during the workshop.

“Friday Night Dinner”, the first comedy we chose, focuses on the regular dinner experience of a Jewish family in the UK. The decorations, eating and cooking styles, frame of minds, and attitude in the family reveal and consist of the characteristics of the cast. So, the audience learn much about the Jewish tradition and life style in this comedy. In the above activities, we focused on developing listening, reading, comprehension and guessing skills, and lexical background of the learners.

Citizen Khan

A) Answer the questions below in groups of four.

- 1) How do you greet your guests at home?
- 2) What preparations do you do for your guests?

B) Put the photos into correct place in terms of their relationships and watch the video to check your answers.

C) Watch the video and answer the questions.

- 1) What is on the agenda?
- 2) What kind of preparations are made?

D) There is a problem between two families, watch the video and tell the problem.

E) Discuss these questions in groups of there.

- 1) How is a traditional Paki wedding ceremony to be?
- 2) How are wedding ceremonies in western societies?
- 3) How are wedding ceremonies in your culture?
- 4) Which is your favourite?

F) Imagine that you were one of these characters. Write an e-mail to any of other characters to solve the problem and bring peace.

The second comedy, Citizen Khan, reflects life styles of a Muslim Paki family living in the UK through humour. In this part, we asked learners to compare and contrast the greeting style of guests at home. Then, learners are asked to elicit the relationship between the family

members by watching the video. It is aimed to develop learners' listening comprehension and elicitation skills in this activity. Then, we asked contextual questions related to the event in the family and aimed to develop their speaking skills through open ended questions. Finally, we asked them to write an e-mail.

My Family

A) Discuss these questions below in groups of three.

- 1) What did you celebrate last?
- 2) When was it?
- 3) How did you celebrate it?

B) Listen and choose the mentioned celebration.

- a) Birthday b) Christmas c) Wedding anniversary d) Halloween

C) Watch the video and put a tick to mentioned preparations.

Cleaning the house	
Putting up decorations	
Writing cards	
Baking bread	
Setting tables	
Wrapping presents	

D) For whom may Susan buy presents? Watch the video and check your answers.

E) Answer the questions below, then watch the video and check your answers.

- 1) Do you think Ben is happy with Christmas? Why?
- 2) Instead of celebration at home, what does he want to do?

F) Why do you think turkeys are eaten at Christmas? Read the text below and check your answers.

Turkeys were first bought into Britain in 1526. Before this time, for Christmas meals people used to eat geese, boars' head and even peacocks. Turkeys were eaten instead of cows and chickens because the farmers needed their cows more for their milk, and needed their chickens for the eggs, which back then were more expensive than they are today. So instead of killing off one of their livestock for Christmas, they'd have a turkey as it was something different and they could save their livestock to produce more milk and eggs. The good thing about Christmas Day and turkeys is that Christmas is a family time, and turkeys are family size! 87% of British people believe that Christmas would not be the same without a traditional roast turkey. Today in the UK, we eat around 10 million turkeys every year for Christmas time.

G) Watch the video and tell why some family members don't eat the turkey.

H) What may be the reason of why the turkey hasn't been cooked well? Watch the video and check your answers.

I) Work in groups of four and explain a celebration type in your culture. Use the prompt below.

- 1) When is it celebrated?
- 2) How is it celebrated?
- 3) What is eaten during the celebration?

The final comedy, My Family, is about the daily and interesting events of a Christian British family. In each series, a typical family event is told. In this part, they are celebrating Christmas as Christians do. We aimed to raise learners' attention to the video and the events in the comedy, so we preferred "mentioned/not mentioned" activities. After the guessing questions, we focused on a tradition – eating turkey in Christmas – by discussing the background and the reason behind. Then, they compared the differences between their celebration style and the one in the comedy.

FREE ONLINE COURSES

<https://qz.com/1437623/600-free-online-courses-you-can-take-from-universities-worldwide/>

190 universities just launched 600 free online courses. Here's the full list.



By Dhawal Shah

If you haven't heard, universities around the world are offering their courses online for free (or at least partially free). These courses are collectively called MOOCs or Massive Open Online Courses.

In the past six years or so, over 800 universities have created more than 10,000 of these MOOCs. And I've been keeping track of these MOOCs the entire time over at Class Central, ever since they rose to prominence.

In the past four months alone, 190 universities have announced 600 such free online courses. I've compiled a list of them and categorized them according to the following subjects: Computer Science, Mathematics, Programming, Data Science, Humanities, Social Sciences, Education & Teaching, Health & Medicine, Business, Personal Development, Engineering, Art & Design, and finally Science.

If you have trouble figuring out how to signup for Coursera courses for free, don't worry—here's an article on how to do that, too.

By Dhawal Shah

Many of these are completely self-paced, so you can start taking them at your convenience.

SOMETHING TO THINK ABOUT

In this issue we would like to share with you four articles: One on the effects of the mother tongue and one on how confusing the English language is.

<https://www.languagemagazine.com/2018/12/04/native-language-affects-what-you-see/>

Mother Tongue Affects What You See

In a recent study, published [in Psychological Science](#), Martin Maier and Rasha Abdel Rahman at the Humboldt University of Berlin examined how native language influences what we consciously perceive. Groups of Greek, German, and Russian speakers (103 people) were shown a rapid series of shapes and were told to look out for a grey semi-circle. This semi-circle appeared alongside a triangle in different shades of blue and green, and participants later reported whether they saw a complete triangle, a slight or strong impression of the shape, or didn't see it at all.

Native Greek speakers, who distinguish categorically between light and dark shades of blue, showed boosted perception for this contrast compared with a verbally unmarked green contrast. German speakers, who have only one category for light and dark shades of blue, showed no differences in perception between blue and green targets. The behavioral consequence of categorical perception was replicated with Russian speakers, reproducing this novel finding. We conclude that linguistic enhancement of color contrasts provides targets with a head start in accessing visual consciousness. “Our native language is thus one of the forces that determine what we consciously perceive,” claim the researchers.

For the studies on Greek- and German-speakers, Maier and Abdel-Rahman also used electroencephalography (EEG) to compare their participants' brain activity during the visual tasks. The EEG results supported the idea that native language influences a very early, automatic stage of visual processing—a concept that has been previously disputed.

“The present results show for the first time that ... our native language—and the color categories we apply within it—can influence whether we consciously perceive a stimulus or not,” claims the study.

The differences in blue vs. green detection rates between Greek/Russian and German participants were not big in statistical terms. Still, “language... seems to play an active role in perception and helps to optimize it in the long run,” the researchers concluded.



ENGLISH IS CONFUSING!

✱ “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 piece of toast!" —Karleen Haché

✱✱ "Sean Bean does not rhyme." —Costanza Baldi

✱✱ "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

✱✱ "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

✱✱ "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

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

✱✱ "**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

✱✱ "**'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

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

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

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

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

✱✱ "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

✱✱ "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

✱✱ “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

✱✱ “Just explain how the words **‘read’ and ‘red’** sound alike.” —Anamary Marquez-Grossman

✱✱ “**‘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

✱✱. “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

✱✱24. “Two words I’m thinking about: **‘Worcester’ and ‘paradigm’** ... wister and paradime.” —Lucy La Hurreau

✱✱ “**‘Daughter’ and ‘laughter.’**” —Fiona Jayne MacMillan

✱✱ “The way the **Brits pronounce Warwick, Leicester** and some other cities.” —Ana-Raluca Cătinean

✱✱ “My Irish stepfather used to say **‘draw the blinds’** for shutting the curtains.” —Jay Flamey Iones

✱✱ “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

✱✱ “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

✱✱ “I’m always afraid to mess up with phrases that involve common words like **‘make out,’ ‘blow out,’ ‘pull out,’** etc.” —Ana Ibarra

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

Summary of an Article By Aydan Ersöz

The article “How to Train Good Teachers in Finnish Universities? Student Teachers’ Study Process and Teacher Educators’ Role in It” was written by Satu Uusiautti and Kaarina Määttä; and it was published in the EUROPEAN JOURNAL OF EDUCATIONAL RESEARCH (2012, Vol. 1, No. 4, 339-352).

Uusiautti and Määttä assert that at the teacher training departments and colleges of education in Finland, student teachers listen to lectures of the secrets of teaching various school subjects, didactics, and the world of human development. Prospective teachers must be able to see and respect their influence over maturing pupils, and consequently over the whole society, and that is the core of teacher training and the science of education.

They claim that the success of student teachers’ study process is a sum of many factors (Figure 1).

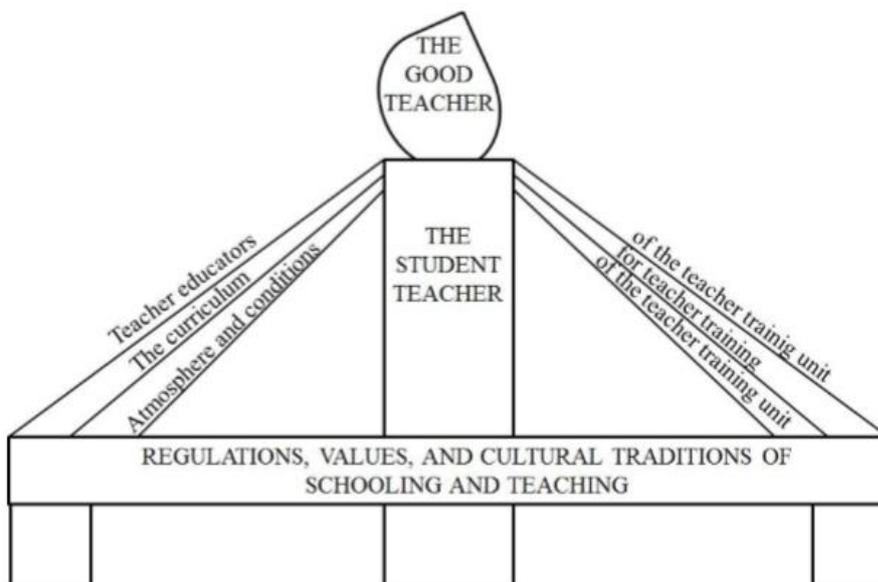


Figure 1. Factors that direct student teachers’ study processes

First, there is the personal level, student teachers’ personal characteristics. The second level comprises factors related to the teacher training unit: teacher educators’ pedagogical and scientific professionalism; teacher education curricula; and the atmosphere and conditions of the unit. The third level covers regulations, values, and cultural traditions that define and control school and teaching work. In this form of a bridge, all these factors are connected to the main character, the student teacher, who will become the torch—that is the good teacher.

Uusiautti and Määttä start with the importance of good university educators in training the student teachers. They say that today’s good university teachers bear the responsibility both

for the discipline they represent and are focused on their students and their success. They believe there are four fundamental features of university supervision:

- (A) Will: a supervisor's commitment to supervision,
- (B) Knowledge: substance knowledge and/or the mastery and ability to comprehend the overall structure,
- (C) Actions: ensuring that the contents meet the scientific quality requirements, and
- (D) proficiency: positive and supportive supervision methods and personality. Supervision is not likely to succeed if one of the aforementioned features is completely missing.

Uusiautti and Määttä refer to the study carried out by Haapaniemi, Voutilainen, and Ikäheimonen (2001). In this study, the scholars have studied students' opinions on good mentoring. According to the results, good mentoring consists of the factors that are the following:

- (a) professionalism:
 - problems are solved and studies progress
 - supervision situations are well-prepared
 - guidance is concrete
 - guidance is actions, not just talking
 - focus is on relevant issues
- (b) supports autonomous studying
 - gives support but does not pressure
 - shows direction, sets limits, and gives space
 - excessive guidance diminishes initiative
 - inspires
- (c) covers the whole study time
 - regular
 - continuous
- (d) individualism
 - pays attention to various goals and individual needs for supervision
 - notices opportunities
- (e) interaction
 - honesty, notices the student
 - teacher is interested in the students, empathetic
 - enough time should be reserved
- (f) sufficient and clear communication
 - questions are answered
 - one cannot (do not know how to) ask everything

(Haapaniemi, T., Voutilainen, U. & Ikäheimonen K. (2001). Millä eväillä ohjauskokeiluihin? [With what provisions to mentoring experiments?] In U. Voutilainen & T. Haapaniemi (Eds.), *Ohjaus - opiskelun voimavara* [Mentoring – a Resource for Studying] (pp. 97-112). Kuopio: University of Kuopio).

Uusiautti and Määttä state that likewise, the process of becoming a teacher seems to be greatly influenced by teaching practice and many students and teachers regard it as the

cornerstone of teacher education. Therefore, the role of the supervisors of teacher practicum is highly significant.

They refer to Jyrhämä (2006) to focus on the teaching practice experience. According to Jyrhämä (2006), there are three main actors in teaching practice: the student teacher himself or herself, the supervisor from the university, and finally the local mentor who is the teacher in the teacher practicing school. University-based supervisors are more influenced by academic views and their focus is on the teacher education curriculum. While teachers in practicing schools are more focused on school pedagogy and they are more familiar with their own school curriculum. Student teachers need to be familiar with both these curricula and need to achieve the goals of both. (Jyrhämä, R. (2006). The function of practical studies in teacher education. In R. Jakku-Sihvonen & H. Niemi (Eds.), *Research-based teacher education in Finland – Reflections by Finnish teacher educators* (pp. 51-70). Turku: Finnish Educational Research Association).

They also refer to Jokinen and Välijärvi (2006) to highlight the importance of “mentoring”. In their study, Jokinen and Välijärvi (2006) conclude that mentoring provides teachers with a forum for discussion, sharing of experiences, receiving feedback, and participating in a dialogue on important issues in their work. They claim that teacher education should offer more links with the daily life and practice of schools and mentoring should be the tool for supporting teachers’ professional development. The emphasis lies on a collaborative partnership between new and experienced teachers and on shared reflection on various aspects of the theory and practice of education. (Välijärvi, J. (2012). The history and present of the Finnish education system. Paper presented at SinoFinnish seminar on education systems, Shanghai, 31May -2 June 2012. Retrieved from:<http://cice.shnu.edu.cn/LinkClick.aspx?fileticket=U5rzzr6FYThQ%3D&tabid=11413&language=zh-CN>)

Uusiautti and Määttä assert that in Finland, curricula for teacher training have a research-based approach as the main guideline. This means that the following objectives are set for teacher training (taken from Niemi, H., & Jakku-Sihvonen, R. (2006). *Research-based teacher education*. In R. Jakku-Sihvonen & H. Niemi (Eds.), *Research-based teacher education in Finland – Reflections by Finnish teacher educators* (pp. 31-50). Turku: Finnish Educational Research Association):

(1) Teachers need a profound knowledge of the most recent advances of research in the subjects they teach. In addition, they need to be familiar with the latest research on how something can be taught and learnt. Interdisciplinary research on subject content knowledge and pedagogical content knowledge provides the foundation for developing teaching methods that can be adapted to suit different learners.

(2) Teacher education in itself should also be an object of study and research. This research should provide knowledge about the effectiveness and quality of teacher education implemented by various means and in different cultural contexts.

(3) The aim is that teachers internalize a research-oriented attitude towards their work. This means that teachers learn to take an analytical and open-minded approach to their work, that they draw conclusions based on their observations and experiences, and that they develop their teaching and learning environments in a systematic way.

Uusiautti and Määttä summarize the situation in Finland as follows: in Finland, education is a public service, and general education, vocational education, and higher education are free of charge and financed mostly by the state and local authorities. The ideology originates in the history of Finland as the goal of the new educational system was for Finland to improve educational opportunities for all and to become internationally economically competitive by producing a better-educated population. Municipalities as local authorities are the providers of education. National Board of Education, a national agency on the sector of education, is responsible for implementation of the education policy for example by providing the National core curriculum. Municipalities are obliged to provide a local curriculum within the framework decided in the core curriculum.

All children in Finland go to school in the year they turn seven. Primary school begins at the beginning of the autumn semester. Basic education lasts nine years. At the comprehensive schools, class teachers are mainly responsible for classes 1–6, and most of the subjects are taught by subject teachers in grades 7–9.

In Finland, responsibility for providing education to prospective class teachers working in primary schools was transferred from teacher-training colleges to universities in 1971. The purpose was to develop academically high-quality, research-based Master's-level education for prospective teachers. The training of class teachers emphasizes the theoretical and methodological contents of multidisciplinary educational science and the subjects taught at school and their practical applications. The objective is to link teaching and study to scientific research. The idea is to prepare student teachers with the ability to independently analyze and solve educational problems and develop their work through research. Teachers attain the Master's degree in education which consists of 300 ECTS (usually 4-5 years of studies at the minimum). The degree also gives eligibility for postgraduate studies in education. Subject teacher training includes studies in one or two teaching subjects and teacher's pedagogical studies as part of the Master's degree. A teaching subject means a school subject included in the curriculum of basic education, upper secondary school or some other educational institution.

The review of related literature that Uusiautti and Määttä carried out revealed that in the 1860s, the father of the Finnish elementary education, Uno Cygnaeus, emphasized teachers' own being by stating that a teacher's decency is the most dependable guarantee for the success of educational aspirations. Features such as compassion, love, and patience toward pupils should have an eminent part in a teacher's personality. Later on, numerous educationalists have emphasized the significance of a teacher's personality. Among others, Martti Haavio concluded in the 1960s how a teacher's pedagogical being involve humility, authenticity, joyfulness, sense of responsibility, and pedagogical love and tact.

There are numerous illustrations of a good teacher. Laine (2004) categorized good teachers according to student teachers' perceptions of teacher preferences into five groups:

- (1) didactic experts,
- (2) affectively child centered,
- (3) task and goal oriented,
- (4) climate centered and
- (5) emancipatorily oriented teachers.

(Laine, T. (2004). *Huomisen opettajat. Luokanopettajakoulutus ammatillisen identiteetin rakentajana* [Teachers of tomorrow. Class teacher training as the constructor of professional identity]. (PhD, diss. University of Tampere, Tampere, Finland).

Niemi and Jakku-Sivonen (2006) point out that as professionals, teachers need countless practical skills that will enable them to mediate contents to individuals or groups and to construct knowledge jointly and to deal with problems and challenges that do not have any ready solutions. This kind of knowledge can be described as procedural knowledge. Academic content and practical skills must not be seen as separate or exclusive; they are always complementary in the teaching profession. The following summary describes what kinds of abilities are needed in the teaching profession:

- 1) the ability to support different learners (age, gender, cultural background, learning difficulties etc.),
- 2) the ability to co-operate with other teachers in schools or other educational settings;
- 3) the ability to promote co-operation with stakeholders;
- 4) the ability to develop and improve curriculum and learning environments;
- 5) the ability to solve problems in school life or educational institutions, and
- 6) the ability to reflect on one's own professional identity.

(Niemi, H., & Jakku-Sihvonen, R. (2006). Research-based teacher education. In R. Jakku-Sihvonen & H. Niemi (Eds.), *Research-based teacher education in Finland – Reflections by Finnish teacher educators* (pp. 31-50). Turku: Finnish Educational Research Association).

In Finland, a teacher's profession is a desired one: only about 10-15 % of applicants become selected as student teachers. Passing the entrance test and becoming selected is the dream come true for many students.

Teacher educators have a special responsibility and role as the activators, supporters, and accelerators of student teachers' study processes. Research on the study processes has shown that learning results from the first study year predict the success of the rest of the study process. That is why support is so important immediately from the beginning of the education, but this does not make guidance during the later phases of bachelor's and master's studies any less important. Student teachers encounter problems, options, and questions where they need support and guidance in order to avoid mistakes and prolonged study process.

Uusiautti and Määttä conclude that teaching and mentoring deserve a special position at least because of the following reasons:

(1) Liability for students

A university teacher cannot dodge responsibility to provide student teachers with support, guidance, and information about the progress, objectives, and contents of the training program. The promises given in the universities' application guides must be fulfilled so that every student feels welcome and becomes convinced that he or she made a good choice when applying for teacher training.

(2) Commitment to the task of the university and securing its funding

In Finland, university education is basically free of charge and because universities are financed by the government. Universities are autonomous, but the current finance system means that university personnel have to engage in such activities that are defined by the economic resources provided by the public funding. Education is the biggest source of the basic funding: the economic capacity of a university especially depends on the number of graduates and performed study points and courses—along with research.

(3) Rewarding work—rewarding studies

The most far-reaching and rewarding part of teaching and mentoring is to make student teachers interested and seize the questions of their discipline, and finally become enthusiastic about working for the continuity and development of science. When teachers support and strengthen student teachers' learning and trust in their development and skills, teachers get their students motivated, develop, and even reach top achievements that they would not have achieved without the teachers' help, encouragement, and positive feedback. Teachers who devote to teaching and mentoring can feel joy from students' success. With the teacher's support, students can start trusting in themselves and their talents and study more and more actively and toward quality outcomes.

(4) Teachers as examples and bellwethers

University teachers and teacher educators can be invaluable or primary models, examples, and bellwethers for student teachers. Through their work they can show the direction, encourage to find own goals for studies and life in general.

(5) The power of encouragement

University teachers can help with even the smallest gestures student teachers to achieve even the greatest results.

(6) A valuable part of academic work

Quality guidance and teaching make a central, valuable part of the whole sphere of academic work. In addition to research skills, teaching and guidance knowledge can be learned, developed, and shared collegially within the university community. Skillful teacher educators are strong experts of their field, interested in students' learning, and know how to support it. In addition, they develop their skills in varied ways and actively within their academic communities.

<https://www.varkeyfoundation.org/what-we-do/policy-research/global-teacher-status-index-2018>

Global Teacher Status Index 2018

The first comprehensive attempt to compare the status of teachers across the world

The details can be found at the link above. Here are a few striking findings:



KEY FINDINGS – TURKEY:

* Turkish people think teachers deserve to be paid \$6,500 more. While the starting salary for a secondary school teacher is just over \$30,000 (adjusted for purchasing power parity), people in Turkey think a fair wage would be over \$36,500 per annum.

* Turkey ranks 7th out of 35 countries in the Global Teacher Status Index 2018. By comparison, China ranked first and Brazil last.

* Turkish respondents rated their education system at 4.49 out of 10 – the fourth lowest of all the countries surveyed. Only Egypt (3.8), Brazil (4.2) and Peru(4.4) scored lower.

* Almost half (49%) of Turkish respondents agreed that pupils respect teachers – the eighth highest of all the countries surveyed. This proportion is slightly down on 2013's study, when the proportion was 54%.

* Over a third (35%) of Turkish respondents would definitely or probably encourage their children to become teachers. This figure was close to the median of countries in the survey, and only a slight decrease from the 36% of Turkish respondents that expressed the same view in 2013. However, the decrease made Turkey one of only eight countries (including the UK, Japan, New Zealand, Egypt, Singapore, Greece, and South Korea) in which fewer people said they would encourage their children to become teachers in 2018 than in 2013.

* Turkish respondents thought that librarian was the most similar occupation to teaching – making Turkey one of 10 countries that took this view. By comparison, only three countries – China, Russia and Malaysia – saw teachers as being most similar to doctors.

* Turkish teachers said they would need only \$17,000 to consider leaving the profession – well below the actual wage (\$30,302).

* Support for performance-related pay for teachers was strong at 62% - the 11th highest in the survey: however, this was still a significant reduction in support from 78% in 2013.

* The Turkish public has a fairly accurate perceptions of teachers' working hours, estimating 33.4 hours per week against the 35.1 hours per week actually reported by teachers in the study. This was the 6th most accurate estimate out of 35 countries in the study.

News



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 <p>K. David Harrison Opening Keynote Tuesday, 12 March, 09:30 AM Endangered Languages</p> <p>More info</p>	 <p>Luciana C. de Oliveira Presidential Keynote Wednesday, 13 March, 08:00 AM Developing Expertise in TESOL: Local-Global Considerations</p> <p>More info</p>	 <p>Anneliese A. Singh James E. Alatis Plenary Thursday, 14 March, 08:00 AM Everyday Teaching, Everyday Liberation: Building the Beloved Community as Educators</p> <p>More info</p>	 <p>Pedro Noguera Friday Keynote Friday, 15 March, 08:00 AM The Power of Language, the Language of Power: Preparing Our Students for the Uncertainties of the 21st Century</p> <p>More info</p>
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K. David Harrison

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. Learn how indigenous speakers and linguists are working to sustain languages through technology and digital activism.

Dr. Harrison's keynote is made possible with support from National Geographic Learning.

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TESOL Announces Election Results

by Valerie Novick

TESOL International Association is pleased to share the results of its 2019 leadership elections. Newly elected members will be installed at the TESOL Annual Business Meeting during the TESOL International Convention & English Language Expo in Atlanta, Georgia, USA. Congratulations to the following elected leaders:

President-Elect, 2019–2020

Deborah Short
Academic Language Research & Training
Arlington, Virginia, USA

Board of Directors, 2019–2022

Grazzia Mendoza Chirinos
HELTA Honduras TESOL
Tegucigalpa, Honduras

Justin Shewell
Arizona State University
Tempe, Arizona, USA

Debra Suarez
Career Educator and National Advisor
Washington, DC, USA

Nominating Committee, 2019–2020

Angela Bell
Missouri State University
Springfield, Missouri, USA

Marcela Cintra
Cultura Inglesa São Paulo
São Paulo, Brazil

Aymen Elsheikh
Texas A&M University at Qatar
Doha, Qatar

Fan Fang
Shantou University
Shantou, Guangdong, China

Holly Hansen-Thomas
Texas Woman's University
Denton, Texas, USA

Jana Moore
Moanalua High School
Honolulu, Hawaii, USA

Christine Nicodemus
Pitt Community College
Winterville, North Carolina, USA

Cynthia Wiseman
Borough of Manhattan Community College,
CUNY
New York, New York, USA

HOW COME ALL THE DESTRUCTIVE WORDS BEGIN WITH THE LETTER "D"???

Do you know the meanings?

What words collocate with them?

Can you add words to the list?

Disease

Destroy

Delete

Divorce

Disappoint

Death

Disaster

Debt

Disrupt

Demise

Dementia

Depression

Demons

Devil

Dubious

Diarrhea

Demolish

Doubt

Dangerous

Defeat

Desperate

Deform

Dispute

Detention

Drunkard

Dracula

Distress

Disable

Devour

Diabolic

Distrust

Distract

Disagree

Deficit

Defecate

Dismember

Dislocate

Disorganize