

# THE INGED NEWSLETTER



*HAPPY NEW YEAR!*

## *NEWS ON-LINE*

*Together we stand!*

Issue 4  
December 2019

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## **From the President**

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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, 2019 at City Hotel, 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 7 December 2018, Aydan Ersöz joined the television program “Academic View” (“Akademik Bakış”) on a local TV channel in Kayseri to promote our association and answer the questions related to ELT in our country.
- On 8 December 2018, Aydan Ersöz held two sessions entitled “Using Songs and Games” and “Storytelling and Dramatization” for teachers in Kayseri. This event was hosted by Kayseri TAD Pre-schools.
- On 13 April 2019, we had a small opening ceremony for the INGED Office in Ankara (Bağlar Caddesi, No: 226/1, Büyükesat, Ankara) followed by an INGED afternoon. Paul Kei Matsuda held a session entitled “Workshop on Grammar Feedback and Assessment: Shifting the Debate” and Aydan Ersöz held one entitled “Over to You: Giving Feedback on Papers”.
- On 15 June 2019, we had an INGED Event at City Hotel, Ankara where the following scholars held various sessions: Aydan Ersöz “Storytelling and Dramatization for Young Learners”, M. Nazlı Güngör “Preparing Assessment Tasks in EFL Context”, Sedat Akayoğlu “ICT Integration for Enhancing Collaborative Learning: Not Only for Learners but also for Teachers”, and Nuray Grove “Pygmalion Effect in the EFL Classroom: The Importance of Grit”.
- On 27 October 2019, we had an INGED Event at City Hotel, Ankara where the following scholars held various sessions: Aydan Ersöz “Songs and Rhymes for Young Learners”, Ceyhun Karabıyık “Action Research: Unfolding Mysteries of the Classroom” and Suzan Öviz “Analog Activities”.

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.

- On 15 November 2018, A. Suzan Öniz represented our association as a keynote speaker at the Workshop at TESOL in Turkey Conference in İzmir. She held a session entitled “The power of effective trainers”.
- On 16 March 2019, Suzan Öniz held a session entitled “Creativity: The best tool a teacher can have” and Aydan Ersöz held two sessions entitled “Making Learning Fun for Children: Using Songs and Rhymes” ve “Making Learning Fun for Children: Storytelling and Dramatization” for teachers in Elazığ. This event was hosted by Elazığ Yöntemim Schools.
- On 22 March 2019, Aydan Ersöz represented our association as a keynote speaker at the seminar entitled “Collaborative Partnerships in ELT: Fostering Practicum Interactions” hosted by Abant İzzet Baysal Univeristy. She held a session entitled “How reflective are we?”.
- On 6 April 2019, Esen Metin represented our association at the project named “Ankara’s Leadership Development Program for English Language Teaching Professionals” sponsored by the US Embassy. She both promoted our association and held three workshops entitled “Emotional Intelligence at Workplace”, “Critical Thinkers and Creative Leaders”, and “Understanding Teaching and Managing Learning”.
- On 22 and 23 August 2019, Aydan Ersöz joined the in-service training program by Nesibe Aydın Schools on behalf of our association. She held four sessions on “Classroom Management and Interaction” for various levels.
- On 12 September 2019, upon a request from Ufuk University, Aydan Ersöz held a session entitled “Strategy Training in Reading: Developing Micro-skills” for the instructors of the School of Foreign Languages.

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

- Between 2 – 5 April 2019, Aydan Ersöz represented our association at the 53rd IATEFL Conference in Liverpool, England. In addition to holding a poster presentation to promote our association and our web site, she represented us on Associates’ Day. She also held a workshop entitled “Storytelling and Dramatization for Young Learners”.

After receiving a scholarship from the US Embassy with a project proposal, INGED realized its project called “Bridging the Gap between Theory and Practice: Pre-Service Teachers’ Voices” between 4 and 5 May 2019 at City Hotel in Ankara. In this project, 2 senior students, nominated by their departments, from 7 different universities were invited to Ankara, and all their travel expenses, accommodation and boarding were covered. These universities were Kocaeli University, Karadeniz Technical University, Çanakkale 18 Mart University, Akdeniz University, Pamukkale University, İnönü University, and Anadolu University. On 4 May 2019, these students attended various workshops held by A. Suzan Öniz: “Effective instruction giving and checking”, Aydan Ersöz: “The Use of L1 in the

Classroom”, Esen Metin: “Enhancing Engagement through Motivation”, and M. Akın Güngör: “Reading and Listening for Input”.

On the second day, 5 May 2019, we visited Anıtkabir as a cultural activity in the morning. In the afternoon, there were three sessions which were open to all students and teachers. About 30 more students from Ufuk University, Gazi University, METU and Hacettepe University attended the sessions held by Heidi Saleska “Motivational and Cultural Responsive Teaching”, Büşra Çelen: “The Elephant in the Room: Productive Skills”, and M. Nazlı Güngör: “Classroom Assessment Practices”. The evaluation/feedback forms collected from the participants were analyzed, and a final report was presented to the US Embassy.

The 21st INGED Drama Festival in Ankara on 12 May 2019 was hosted by Ankara Batıkent Uğur Schools, and the 6<sup>th</sup> INGED Drama Festival in İzmir on 25 May 2019 was hosted by MEV İzmir Güzelbahçe Private Schools. The 2<sup>nd</sup> INGED Drama Festival for Primary Schools in İzmir was held in 25 May 2019 and was hosted by Gelişim Schools.

The 19th International INGED ELT Conference was hosted by Atılım University between 14 and 16 November 2019. As the board members, we strongly believe that unless we adopt a new, different and unconventional way of thinking, we cannot solve the present problems in our field. It’s high time we conceptualized problems differently from a new perspective. We know that teachers and learners who think and act freely and creatively in innovative ways can and will offer a better ELT situation. So, this year’s theme was set as “Outside the Box”.

In addition to 5 plenary speeches delivered by Prof. Dr. Ayşegül Amanda Yeşilbursa, Dr. Ali Fuad Selvi, Dr. Christine Coombe, Dr. Deborah Healey, and Dr. Simon Phipps, we had a number of concurrent sessions which were carefully chosen by the members of the blind screening committee: Prof. Dr. Sabri Koç, Prof. Dr. Hüsnü Enginarlar, Prof. Dr. Aydan Ersöz, Prof. Dr. Gülsev Pakkan, Prof. Dr. Dinçay Köksal, Prof. Dr. Ayşegül Amanda Yeşilbursa, Prof. Dr. Meltem H. Baturay, Dr. Suzan Öniz, and Dr. Abdullah Ertaş. We also had a panel where Prof. Dr. Aydan Ersöz, Prof. Dr. Dinçay Köksal, Prof. Dr. Yasemin Bayyurt, Prof. Dr. Zuhul Okan, Prof. Dr. Ayşegül Amanda Yeşilbursa, and Dr. Ali Fuad Selvi discussed some current issues as panelists.

For this conference we received 10 travel grants from the US Embassy which were given to the teachers (who won a small competition) from various cities working for the Ministry of Education. As INGED, we sponsored three participants as winners of the scholarships that we offered in the memory of our beloved colleagues Gülten Hergüner, Serper Tümer and Meral Güçeri.

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,

We have had a very busy few months in Ankara... Our INGED Event in City Hotel, our Annual General Meeting with the board elections and our 19<sup>th</sup> Conference hosted by Atılım University. You will find articles on all these events and more on the following pages.

We would like to thank all the hard-working teachers of Atılım University who made our conference possible. They prepared a wonderful organization that worked flawlessly. Our hearty thanks also go to the plenary speakers who travelled in some cases thousands of miles to be with us. Thank you Simon Phipps, Amanda Yeşilbursa, Ali Fuad Selvi, Christine Coombe and last but definitely not least Deborah Healey.

In this issue you will find reflections by young colleagues who attended our conference as well as articles written by a colleague's students in her writing class (WRITE-WRITE-WRITE Part 3). The Tech page offers 19 websites for educators teaching reading classes. There are also articles in the SELECTED FOR YOU section on how to design homework or assignments that improve learning, what the role of playful assessment as opposed to standard tests is and a whole set of motivation-increasing activities for teachers. The INGED Event summaries include a series of activities for young and all-age ELLs. We hope you enjoy this issue and wish you a happy, healthy and successful 2020. Happy New Year!

Warm regards,

A. Suzan Öñiz  
INGED Newsletter Editor

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



**INGED Afternoons**

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

**INGED Events**

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

## FOR PROSPECTIVE CONTRIBUTORS

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

### **NOTES FROM A CONFERENCE**

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

### **TECHNOLOGY IN TEACHING**

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

### **YOUR PAPERS**

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

### **THE VOICE OF INGED MEMBERS**

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

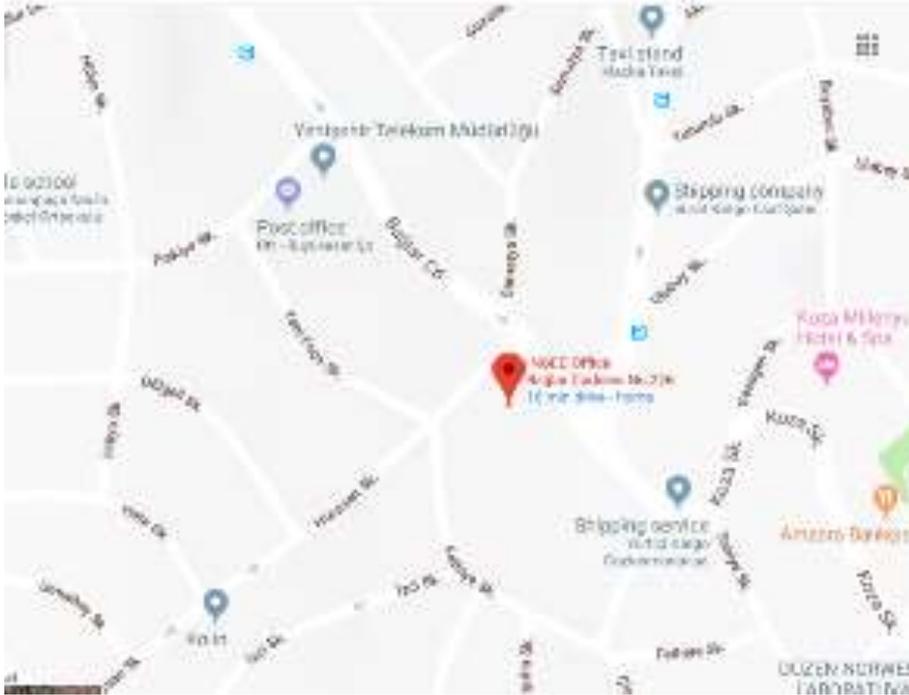


**Please send us your manuscript  
AS A WORD FILE  
& WITHOUT ANY FORMATTING.**

**NEWS NEWS NEWS**

**THE NEW INGED VENUE**

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



**WE WOULD LIKE TO THANK  
OUR GENEROUS HOST ATILIM UNIVERSITY AND  
THE TEAM OF ORGANIZERS,**

**OUR GUEST SPEAKERS, &**

**ALL PARTICIPANTS**

**WHO HELPED US THINK OUTSIDE THE BOX**



**The 19th INGED  
International ELT Conference**

**Outside  
THE BOX**

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

## **The INGED Annual General Assembly**

27 October 2019  
City Hotel, Ankara.

The 2019 – 2020 INGED Board Members:  
Aydan Ersöz, Suzan Öniz, Nazlı Güngör, Akın Güngör,  
Büşra Çelen, Ceyhun Karabıyık, and İrem Karabıyık.



The newly elected board with INGED members

## WHAT DID SOME OF THE ATTENDING TEACHERS THINK ABOUT THE 19<sup>TH</sup> INTERNATIONAL INGED ELT CONFERENCE?

### Conference Impressions by Mehmet DURMUŞ, Cumhuriyet Ortaokulu, Acıpayam, Denizli

This autumn was so fruitful to me in terms of my continuous professional development. I was selected as one of the 10 in-service teacher grantees. To begin with, the organization like the venue, transportation, accommodation was so well-planned and well-arranged that we had nothing to worry about but just fully focus on the conference. The biggest issue for us, as the grantee teachers, was only to be able to pick among which concurrent session to attend and whether we would have the chance to be able to catch other sessions taking place in other rooms as soon as the one we were attending was over.

On the first day of the conference, Simon Phipps talked about the CPD in the plenary session. I was honestly expecting some usual suggestions like webinars, MOOCs, etc. However, he insistently highlighted the value of colleagues. He strongly recommended that teachers should get feedback from their colleagues on their teaching performance. This might be observing a class of a colleague, mentoring a colleague, creating teacher activity groups, constituting a teachers' club, etc. Thinking Mr. Phipps's suggestions from my point of view, I was not aware of the potential power of my colleagues on improving my teaching practices and the other way around. Therefore, I decided to tell them about creating a teacher activity group so as to come aside twice a month to share reflections with colleagues. I hope they accept to give it a try.

Another great session was delivered by A. Amanda Yeşilbursa about classroom interaction patterns. The way she did this was so creative. She examined how teachers interact with their classes using Hogwarts teachers from Harry Potter movies. As a fan of those movies, I have watched each movie many times but I never came with such an idea, nor did I watch those scenes in such a criticizing way - yes, I am jealous of her brilliance -. Through the scenes Hogwarts teachers were in, she drew our attention to their physical appearance, the way they enter the class, their keeping eye contact with students, student reactions, etc. Then she made all the attendants decide whether it was a student-centered or teacher-centered class, or what the strengths and weaknesses of teachers. I was really impressed by how she was a real master in combining two diverse issues for a purpose. From now on, I will probably watch movies with the tendency to connect it with my class topics, and try it out.

Another big moment for the conference was the panel discussion held by Aydan Hoca as the moderator and five other panelists that are idols in ELT. They discussed 4 questions. To my surprise - and unlike other similar events -, the questions were not about something only the academia show interest to, but related to more about the current issues and problems in teaching English at schools that MEB cannot resolve or take wrong steps in trying to do so. They criticized MEB's decision to send some English teachers to the UK in collaboration with British Council, which I must say I agree with the panelists in terms of their questions

such as why it is British Council, why the place is Edinburgh, why teachers are only from Ankara, whether it is cost-effective, etc. Although I felt a little bit pessimistic during the panel, however, I am hopeful now that the new Education minister will create a positive change in the long term.

The last session I was amazed was the final plenary session held by Ali Fuad Selvi about Global Englishes language teaching. I realized that we have lots of misconceptions about the language we are trying to teach. The purpose of teaching it is communication. Keeping in mind the number of English speakers, the possibility of talking to someone nonnative is pretty higher than talking to a native speaker. In that case, it does not seem to give that big importance to teach students sound like a native speaker. Also, the presentation brought an issue that I would have never thought on my own: the ownership issue. Seeing that English is now a language that the world uses to communicate in many areas like aviation, travelling, and technology, English-speaking countries should stop dictating that it belongs to them. Instead, a global perspective can be fostered. After all, the presentation contributed a lot to my way of viewing the language I try to teach. It seems that I will enrich my content with more intercultural elements.

As a result, it was a great opportunity to be part of such a huge event. I came home with my backpack full of nice ELT magazines, handouts, copies, and notes from presentations. Also, I have had new friends, colleagues, and contacts that I hope to keep in touch for a longer term and create something together.

### **Conference Impressions by Damla DÜZTAŞ BURMA, Manisa**

The conference was a great opportunity for me to refresh my teaching skills. Thanks to the sessions at the conference, I learned some useful tools to integrate technology into my classes. Studies presented at the conference also increased my awareness of the teaching process. I reviewed my English language classes and my teaching skills. During the conference, it gave me a chance to meet English Language teachers from different cities. We shared our teaching experience and our problems in our schools and talked about how to handle these problems. Some sessions gave me new ideas to create a more beneficial and enjoyable classroom atmosphere during the lesson. I think all the sessions were precious and useful for me thus it is difficult to choose only one session that I found most useful.

I want to write a summary of the first plenary session which is presented by Dr. Simon Phipps. The topic was "CPD as a way of life" Continuing professional development is the ongoing process of developing and maintaining professional skills. I think CPD is necessary because everything is changing and developing very fast in the world. We as a teacher have to develop ourselves and follow the changing trends and directions in our field. With CPD, we can enhance our knowledge and our teaching and learning skills. CPD helps us to stay interested and interesting. Also in the session, he mentions about reflective practice. I think it is a great tool for teachers to explore themselves and develop their teaching skills. Reflective practice helps us to consider new ways of teaching, which can improve the quality of teaching. When we and our colleagues use it, it will encourage us to work with our colleagues and share our ideas with another. Thanks to this session, I learn the importance of action research in education. It involves observing and gathering data about a class or

students. After we use this research in our classes, we can share it with our colleagues. Also, it helps us improve ourselves and our students' learning. Actually, when we are in the teacher's room, we generally talking about problems or difficulties which we or our students are experiencing in our classes. However, doing real and formal research about problems and difficulties can be more effective and useful. By doing research we can solve them easily. I am planning to do action reach in my class. Lastly, I liked the idea of making peer observation while teaching English in our classes. It helps us notice what we and our students really do, rather than what we think we do. Sometimes, we need different points of view because we cannot see ourselves and our teaching process. Thus, peer observation gives us a chance to observe and give feedback to each other. I will share this idea with my colleagues at the next meeting.

Thank you!

### **Conference Impressions by Berrak GENEYİKLİ**

I want to start introducing my special thanks to conference organization team and INGED for providing us with the opportunity to listen to valuable speakers on various topics. This conference mainly taught me that learning never ends for a teacher. The world is changing in a way that trends and interests are never the same and teachers must know that learners demand different channels of instruction from them. Thus, revising and refreshing professionally is crucial for an English teacher. This conference helped me examine my teaching acts in a deeper sense. Based on that, among all interesting and informative presentations, especially “Reflecting on Classroom Interaction Patterns with Hogwarts Teachers” by Amanda Ayşegül YEŞİLBURSA was the one that I enjoyed the most and learned a lot. In her speech, she mainly emphasized the teacher profiles taken from famous books series of Harry Potter, provided an analysis of instructing in classroom and some useful tips for teachers who are concerned about evaluating their teaching acts.

Firstly, as a person who read and watched all of the works of Harry Potter series, I never thought about analyzing the whole fiction as a real school which was very interesting to me. Listening to Yeşilbursa's speech, I came to an awareness that Harry Potter series actually resembled to real school settings where teachers experienced issues about classroom management and instructing learners. When I approached the series as not a fictitious but as a real school setting, I was able to spot strengths and weaknesses of teachers. For example, Severus Snape represents a teacher who is disciplined, loveless and his instructions were mostly teacher-centered whereas, Sybill Trelawney who adopted a student-centered approach preferred to welcome all learners and explain what to do in details before starting her lesson. Also, the way that Remus Lupin treats the learners draws a picture of ideal teacher who cares for, who knows what he is doing in the class and who is sensitive to learner needs and interests and who has fun. When I watched a short screenplay of one of his classes, I realized that he regulated his classroom activities according to a plan of instruction as Scrivener (2012) suggests. Even though he was a very popular fictitious character in the book, he used eliciting and framing techniques, cared for strategic competence in students, summarized the tasks, was organized and in control just like a real teacher.

In sum, I could clearly see that teachers are never be considered identical. It is important to know that the way a teacher walks, talks, enters the classroom, manage tasks and activities, approach language teaching and his/her beliefs on education differs from one another. The question is where I stand in terms of fulfilling the requirements of being a good teacher, rather than being just a teacher. Now, it occurred to me, thanks to this beautiful speech, that good teachers are great magicians who are able to put a spell on their classes.

### **Conference Impressions by Derin KARATAY**

This report by Derin Karatay presents a brief description of the sessions within the 19th INGED International ELT Conference held on 14-16 November 2019.

First and foremost, the aim of the conference is to provide TEFL professionals through an exchange of ideas and practices in English Language Teaching and research.

During this international event, which attracted heavy attention and was met by keen participation, a good many methods, techniques and approaches as well as other topics on ELT such as multiculturalism-creative drama in ELT, faciliating a student-centered classroom, bringing to course book to life, increasing student motivation by using songs in English, reflecting on classroom interaction patterns with Hogwarts Teachers etc.were dealt with. It was a highly worthwhile, useful and effective conference during which the prominent specialists in the field shared their knowledge and experience.

As a participant, I have learnt lots of innovative knowledge about teaching English. In addition to this, each session was so inspiring for my future lessons and techniques which I use in my class. In this sense, I found the session of Sparks of Multiculturalism-Creative Drama in ELT, which I frequently use in my lesson, so noteworthy. Until then, I used that technique as a teacher. However, I had a chance to experience this technique as a student in that session. It was an awesome experience for me. On the one hand, since I am a kinesthetic person, I felt so relaxed and happy while I was acting drama. On the other hand, it provided me to look at the case with the eye of a student. Thanks to this viewpoint I gained, I will lift the effectiveness of this technique. In other words, it became a guide me to develop new, innovative teaching techniques for my next classes. Also, as a student, that provided active participation, creative and catchy learning. Actually, it can be said that this type of activities, creating a meaningful context and a realistic enviroment to practise structures and vocabulary, help learners adopt English as a second language rather than a foreign language. What is more, it is an inclusive technique, involving both receptive and productive skills.

With reference to the motto of the conference, Outside the Box, I remember the quote by Cherie Carter-Scott: “Extraordinary people visualize not what is possible or probable, but rather what is impossible. And by visualizing the impossible, they begin to see it as possible.” It was impossible for me to attend an event like that. Thanks to INGED, I got a chance to catch these luckiest moments.

To sum up, this event highlighted the idea that just as each student is unique, each teacher should be unique as well. A teacher’s creavity motived by students’ needs is the key to

develop distinctive teaching methods, techniques and approaches. Within this context, the events by INGED give its participants both knowledge and insight into the perspectives they need to be genuine teachers. Thanks to those who contributed to it...

### **Conference Impressions by Zeliha KELEŞ**

**Speakers: Sedanur Gök and Özge Akaner**

#### **Using Flipped Learning Approach in English Preparatory programme**

In this presentation we had a chance to have a deeper look and a new perspective of the Flipped Learning. Firstly we were clearly informed about Flipped learning. Then the speakers mentioned its effects both on learners and the teachers. As it is the freshest and most popular way of new generation learning, we saw the feedback of the new generation students who are at center of this learning process. This perspective gave me an idea about the aspects of new generation about this new autonomous way.

What was good also, the research focused on teacher feedback which provided an idea for the ones who want to learn more about Flipped Learning on teachers' side. The session was informative enough for me. Thanks for this session.

**Speaker: Meghan Chiurasoli**

#### **Activate Student Responsibility Facilitating a Student Centered Classroom**

The speaker firstly mentioned about Flipped Learning. She also gave point to classroom speaking techniques which was the greatest contribution to me. She clearly gave examples of speaking and conversation techniques useful to maintain a daily conversation (like asking for clarification, disagreement). Also she aroused our attention (when we first entered the classroom) by putting sheets of paper on the walls (I agree, I disagree, I strongly agree, I strongly disagree) making us think 'what is she going to teach? And I think that's the point. Making the learner feel wonder about a class. I learnt two speaking activities which were both practical and enjoyable and totally student centered style speaking activities. They can be adapted easily in almost every speaking topics.

**Speaker: Ayşegül Amanda Yeşilbursa**

#### **Reflecting on Classroom Interaction Patterns with Hogwarts Teachers**

This presentation was an outstanding one for me to at myself as a teacher. The way it was presented to us was a wise idea because when Mrs. Yeşilbursa held a mirror to each of us, she used it in a humorous way which is hard to achieve. I should express my appreciation and thank her for giving us a perspective to ourselves as teachers.

### **Conference Impressions by Ahmet KURNAZ – English Teacher at MEB**

After graduating from the university and becoming a teacher of English, I have always felt the need to return to the circle in which ELT is discussed. This network always keeps me engaged and updated with ever-changing teaching and learning tools. For this reason, the moment I saw the announcement on the INGED Facebook page that ten teachers working at the Ministry of Education would be given grants, I immediately applied and luckily got selected.

While the prearrangements were being organized in great detail from accommodation to transportation, the grand day that the journey to the ELT world was approaching. Every passing day was increasing my excitement, and I was super ready for the conference! On 14<sup>th</sup> November, I was there, back in the city where I studied for 4 years. This even made the event more meaningful because the atmosphere had something from me.

Beginning with the first moment of the action, I realized how much I missed the environment where everyone is engaged in teaching English. In almost every session and speech of the event, I took significant notes that could contribute to my style of teaching English. Generally, I tried to prefer and participate in the sessions that mainly focus on technology integration, middle school students, new teaching tools and techniques, and mind-opening discussion issues. In some of the sessions, I noticed that I had never tried some techniques in my classrooms and took note of possible future use. Some others made me realize that I was in the right way of using certain teaching techniques.

Being an English teacher working with students from a multinational background near the Syrian border of Turkey, I know that I always have to keep the balance between the national differences, needs, and other points to consider. Undoubtedly, approaching such students is of high importance. This conference and some of the sessions, therefore, contributed to my teaching philosophy in a way that I became more aware of how I should involve these “*different*” students in the educational settings in a positive way.

When I saw the conference program first, I put a thick on the *Panel Discussion* since I became curious about what was coming on in this panel. Highly-qualified academics from the different universities of Turkey were there to open up our minds and show new directions, and indeed it happened like that! This was the most fruitful session of the conference for me because it was about a topic that I was closely interested, which is the training of pre-service and in-service English teachers in Turkey. About two months ago, I saw on the news that the Ministry of Education agreed to cooperate with British Council to train in-service English teachers. This panel focused on this issue and its positive and negative aspects from an objective perspective. The panelists provided an insightful knowledge about how teacher training must be designed in Turkey, and faculties of education should be the key catalyzers in this process. I also personally believe that cooperation with any organization from outside Turkey should be managed in perfect care, and the opinions of academics, teachers, school principals, and education faculty members must be taken into consideration. On the same news, there was this announcement that 22 English teachers participated in the training of trainers in Edinburgh, and I wanted to contact one of these teachers to learn more about the details of training they received. For this purpose, I posted in one of the largest groups of EFL teachers in Turkey; however I could not communicate with any of them.

Eventually, the conference was over, and it was time for the closing remarks. That atmosphere made me feel that all the guests, organization members, and teachers were happy to participate and exchange ideas. Sure, why not? The excellent INGED team, academics from different institutions, teachers from various cities, the hosting university, and its helpful members, what else do you expect? Of course, nothing more. I would kindly share my

sincere appreciation and gratitude with all of the organizers who hosted us in a wonderful way.

### **Conference Impressions by Eda Nur ÖZCAN, English Teacher at Ministry of National Education**

I attended the 19th INGED International ELT Conference with the help of travel grant provided by INGED community and American Embassy. First of all, I feel the need to thank everyone taking part in this wonderful association. Everything was perfectly organized. Organizing committee did their best for us. Honestly, I felt at home.

I have been a participant in several conferences before. Therefore, I can say that INGED was different from the others in that its focus is on practice, which is fulfilling part of the conference. As a teacher working at the body of Ministry of National Education, I think the problem is that teachers know theory but they have difficulty in transferring their theoretical knowledge into practice. At this point, INGED is like a superhero for teachers who want to know about practice and classroom implementations.



I attended the workshops and research presentations as to my interests and the topics which I find compelling for me. For example, I work at a high school, my biggest problem is that my students are unwilling to speak in the classroom and students expect fun activities for speaking. The workshop given by Megan Chiusaroli “Activate Student Responsibility: Facilitating a Student-Centered and Student-Led Classroom” helped me shape my ideas about speaking activities that I use in my classes. She blended speaking skills with physical activities. For example, she showed an activity named Fluency Lines. We lined up and faced each other. She gave us a speaking topic and we had one minute to speak. When the time was over, she asked us to go one step and change our pair. Thereby, we were physically activated and had a change to get to know each other. In another activity, she posted four statements in four corners of the classroom. The statements were “Strongly Agree, Agree, Disagree, Strongly Disagree”. She presented us a topic and asked us to move the corners as to our opinion on the topic. When people thinking in the same way were in the same corner

of the room, we started to speak with each other about the topic as we found out common things about each other. I think such activities will motivate my students.

I also liked the ones integrating classroom practice with songs, literature and technology. I know the learners of this century need them. Beside workshops and research presentations, plenary speeches and the panel were inspiring! Each of them was impressive but my favorite speech was the one given by Prof. Dr. Ayşegül Amanda Yeşilbursa on classroom interactions. Her topic was creative in that she put across her ideas through the teachers at Hogwarts School of Witchcraft and Wizardry in Harry Potter series. It helped me revise my role as a teacher in the classroom. When it comes to the panel held on the second day of the conference, it was one of my favorite parts, as well. I want to express my gratitude to all the scholars for enlightening me on a current issue being discussed for in-service teacher training.

As I finalize my words, I want to thank everyone taking part in this wonderful event as you remind me of the power of awareness for a teacher. Learning is a lifelong process. The ones who say they are complete are missing many details in terms of professional development. Now, I feel ready to be the teacher of the 22<sup>nd</sup> century. I feel armed to face challenges more than ever.

### **Conference Impressions by Erdem YAĞCI**

I have attended the plenary session of Ayşegül Amanda Yeşilbursa. In short; for me, it was the most effective section of the conference. Also I can totally be sure its (Mrs Amanda's presentation's) impression still goes on for me. With the help of this presentation, I have learned that fictitious teachers can provide convenient, stereotypical models of teaching on which to reflect. From this presentation, I have learned that a person not only should watch movies but also he/she should try to look for some clues about his/her own job in the movie scenes. After this presentation, I realized that I couldn't see the sample teaching models in the Harry Potter movie, although I watched this movie several times.

In this plenary session, I have seen a series of video observations with the aim of learning practical techniques to help prospective EFL teachers deal with problematic areas. In the end, I got an idea about what kind of teacher I would like to be. This session actually gave me tangible samples of teacher models.

To sum up, today I have learned how a presentation should be done with the help of Amanda Yeşilbursa. It's impression still goes on. Thank you for her support and getting me to reflect on my teaching!

### **Conference Impressions by Aslihan Burcay YAMALI English Teacher at Keserdede Secondary School in Şanlıurfa**

I had the privilege of being part of 19<sup>th</sup> INGED International ELT Conference as a travel grantee thanks to the fund provided by US Embassy. I would like to express my deepest thanks to everyone who provided this opportunity for us.

Throughout the conference I attended various workshops, paper presentations and plenary speeches all of which were really “fruitful” in terms of shedding light on many interesting and informative topics related to our field. I had the chance of thinking “outside the box” as a state school teacher. As a teacher working at both primary and secondary school at the same time, I strongly feel the urge of finding innovative and entertaining ways of teaching. My students do not have any opportunity for being exposed to English outside the classroom due to the village’s limited conditions that they live. Therefore, as their only English source, I always try to create and engaging and stimulating lessons for them and I truly got lots of inspirations from the presentations at the conference. The one given by Megan Chiusaroli titled as “Activate Student Responsibility: Facilitating a Student- Centered, Student-Led Classroom” was one of them. During her presentation, Mrs. Chiusaroli mentioned that promoting student engagement and giving students more responsibility for their learning would allow for higher student motivation towards learning. I strongly agree with her. Besides, she demonstrated couple of student-centered activities and those activities gave me really good ideas to implement in my own lessons. I must admit that all of the plenary sessions were literally inspiring. However, Prof. Dr. Ayşegül Amanda Yeşilbursa and Dr. Ali Fuad Selvi were exceptionally inspirational in terms of enabling me to gain deeper insights in my field.

All in all, I spent 3 amazing days in my all time favorite city Ankara where I spent my university years at METU thanks to INGED and I look forward to attending more conferences like this to contribute to my professional development.

**CHECK OUT OUR WEB PAGE!**

**HAVE YOU LOOKED AT THE USEFUL LINKS?**

**TECHNOLOGY IN TEACHING:**  
**19 EDUCATIONAL WEBSITES**  
**TO ENHANCE STUDENTS READING SKILLS**



<https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html?m=1>

Today's post features some of the best educational websites to help your students develop strong activities, interactive games, web tools, and several other reading materials to enhance students reading comprehension. You will be able to find reading materials for all levels from beginners to advanced readers. We have also included a collection of digital libraries you can use with young learners to help them search for, find and access books and digital stories designed specifically for kids. We invite you to check them out and share with us on our Facebook page if you have other suggestions to add to the list.

There is an infographic version of this post which you can access and download from [this page](#).

**1- ReadWriteThink**

'ReadWriteThink is a great platform that provides a wide variety of educational materials covering different literacy areas including reading, writing, listening and speaking. You can use the integrated search functionality to filter resources based on criteria such as grade level, resource type, themes, learning objectives and many more.'

**2- Reading Rockets**

'Resources to help struggling readers build phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Online course on teaching reading, classroom strategies, in-classroom video, parent reading tips, interviews with children's book authors, recommended children's books, and more.'

**3- Reading Bear**

'Reading Bear is a fun way to learn to read. We teach over 1,200 vocabulary items. Our 50 presentations cover all the main phonics rules. All free and nonprofit!'

**4- Reading Eggs**

Reading Eggs makes learning to read interesting and engaging for kids, with great online reading games and activities.

**5- Choosito**

'Browse our digital library of 200,000+ sites, make a standards aligned resource collection, or track students as they search the web with enhanced reading level and subject area filters.'

## **6- Storyline Online**

'Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Readers include Viola Davis, Chris Pine, Lily Tomlin, Kevin Costner, Annette Bening, James Earl Jones, Betty White and dozens more.'

## **7- CommonLit**

'CommonLit delivers high-quality, free instructional materials to support literacy development for students in grades 3-12.'

## **8- PBS**

This section in PBS provides a wide variety of activities and games to help kids develop their reading and literacy skills.

## **9- Scholastic**

Scholastic Parents provides you access to a diversified collection of reading materials to use with your students and kids. These include a Book Search tool to locate relevant reading materials, book reviews and recommendations, guides, activities, printables and many more.

## **10- The Children's Book Review**

'The Children's Book Review is a resource devoted to children's literature and literacy. We publish reviews and book lists of the best books for kids of all ages. We also produce author and illustrator interviews and share literacy based articles that help parents, grandparents, caregivers, teachers and librarians to grow readers.'

## **11- Into the Book**

'Into the Book is a reading comprehension resource for elementary students and teachers. We focus on eight research-based strategies: Using Prior Knowledge, Making Connections, Questioning, Visualizing, Inferring, Summarizing, Evaluating and Synthesizing.'

## **12- Read Theory**

'Accompany your students on a journey through our vast library of reading comprehension content. ReadTheory's adaptive approach fosters improvement by automatically meeting learners at their own, individual ability levels. Signup takes seconds and no time is spent vetting assignments. Progress is shown on an intuitive report, replete with actionable, meaningful insights. Our program is completely free.'

## **13- Starfall**

Launched in 2002, Starfall website offers various resources to help kids and young learners develop reading and writing skills through interactive games, activities and phonics.

## **14- ReadWorks**

'ReadWorks provide the largest, highest-quality library of curated nonfiction and literary articles in the country, along with reading comprehension and vocabulary lessons, formative assessments, and teacher guidance.'

## **Digital libraries for kids**

### **1- The International Children's Digital Library**

ICDK offers popular children's books from all over the world. "The materials in the collection, all presented in the original languages in which they were published, reflect similarities and differences in cultures, societies, interests, and lifestyles of peoples around the world."

### **2- Epic**

'Epic's ebook library includes many of the best kids books and popular books such as Fancy Nancy, Big Nate, Warriors, Ramona, and National Geographic Kids...Epic! costs only \$4.99/month with the first month FREE and supports up to 4 individual child profiles per account.'

### **3- StoryPlace**

"StoryPlace came about to provide children with the virtual experience of going to the Library and participating in the same types of activities the Library offers at its physical locations. First launched in 2000, StoryPlace has been newly redesigned to present favorite stories and activities in a format compatible with desktop and mobile devices. The site also now includes early literacy information for parents and caregivers."

### **4- Magic Blox**

With a large and growing collection of eBooks for kids 1 to 13 years old, your children get to enjoy new books all the time from award winning authors and publishers from around the world. In addition to titles you are familiar with from traditional publishers, they also have the opportunity to discover new stories from authors they've never heard of, or try out new languages they've never seen.'

### **5- MightyBook**

Where children learn to read with stories, songs, games, cartoons, comics and more. MightyBook is the perfect place for children who enjoy books, music, art, games and puzzles. You'll find hundreds of original stories and songs, plus scores of classic books, poems and children's songs. Everything is illustrated, animated and read out loud. Complete lesson plans and quizzes are included with many of the books and songs. You can sample a few of them on our free pages.'

## **Sources:**

[The Best Websites For Intermediate Readers](#) (Larry Ferlazzo)

[Choosito - A Search Engine With Reading Level Index](#) (Free Technology for Teachers)

[Middle School Reading Apps and Websites](#) (Common Sense Education)

[7 Great Online Reading Resources for Parents and Learning Coaches](#) (Connections Academy)

[5 Great eBook Libraries for Kids](#) (Educational Technology and Mobile Learning)

[5 Great Tools to Improve Students Reading Comprehension](#) (Educational Technology and Mobile Learning)

## *SELECTED FOR YOU*

In this issue of our newsletter, you will find articles on how to make homework effective, MIT research on assessment & practical ideas for brain breaks. Enjoy!



<https://www.forbes.com/sites/nataliewexler/2019/01/03/why-homework-doesnt-seem-to-boost-learning-and-how-it-could/#11457d868ab1>

### **Why Homework Doesn't Seem To Boost Learning--And How It Could**

by

**Natalie Wexler**

Senior Contributor

Some schools are eliminating homework, citing research showing it doesn't do much to boost achievement. But maybe teachers just need to assign a different kind of homework.

In 2016, a second-grade teacher in Texas delighted her students—and at least some of their parents—by announcing she would no longer assign homework. “Research has been unable to prove that homework improves student performance,” she explained.

The following year, the superintendent of a Florida school district serving 42,000 students eliminated homework for all elementary students and replaced it with twenty minutes of nightly reading, saying she was basing her decision on “solid research about what works best in improving academic achievement in students.”

Many other elementary schools seem to have quietly adopted similar policies. Critics have objected that even if homework doesn't increase grades or test scores, it has other benefits, like fostering good study habits and providing parents with a window into what kids are doing in school.

Those arguments have merit, but why *doesn't* homework boost academic achievement? The research cited by educators just doesn't seem to make sense. If a child wants to learn to play the violin, it's obvious she needs to practice at home between lessons (at least, it's obvious to

an adult). And psychologists have identified a range of strategies that help students learn, many of which seem ideally suited for homework assignments.

For example, there's something called "retrieval practice," which means trying to recall information you've already learned. The optimal time to engage in retrieval practice is not immediately after you've acquired information but after you've forgotten it a bit—like, perhaps, after school. A homework assignment could require students to answer questions about what was covered in class that day without consulting their notes. Research has found that retrieval practice and similar learning strategies are far more powerful than simply rereading or reviewing material.

One possible explanation for the general lack of a boost from homework is that few teachers know about this research. And most have gotten little training in how and why to assign homework. These are things that schools of education and teacher-prep programs typically don't teach. So it's quite possible that much of the homework teachers assign just isn't particularly effective for many students.

Even if teachers do manage to assign effective homework, it may not show up on the measures of achievement used by researchers—for example, standardized reading test scores. Those tests are designed to measure general reading comprehension skills, not to assess how much students have learned in specific classes. Good homework assignments might have helped a student learn a lot about, say, Ancient Egypt. But if the reading passages on a test cover topics like life in the Arctic or the habits of the dormouse, that student's test score may well not reflect what she's learned.

The research relied on by those who oppose homework has actually found it has a modest positive effect at the middle and high school levels—just not in elementary school. But for the most part, the studies haven't looked at whether it matters what kind of homework is assigned or whether there are different effects for different demographic student groups. Focusing on those distinctions could be illuminating.

A study that looked specifically at math homework, for example, found it boosted achievement *more* in elementary school than in middle school—just the opposite of the findings on homework in general. And while one study found that parental help with homework generally doesn't boost students' achievement—and can even have a negative effect—another concluded that economically disadvantaged students whose parents help with homework improve their performance significantly.

That seems to run counter to another frequent objection to homework, which is that it privileges kids who are already advantaged. Well-educated parents are better able to provide help, the argument goes, and it's easier for affluent parents to provide a quiet space for kids to work in—along with a computer and internet access. While those things may be true, *not* assigning homework—or assigning ineffective homework—can end up privileging advantaged students even more.

Students from less educated families are most in need of the boost that effective homework can provide, because they're less likely to acquire academic knowledge and vocabulary at home. And homework can provide a way for lower-income parents—who often don't have time to volunteer in class or participate in parents' organizations—to forge connections to their children's schools. Rather than giving up on homework because of social inequities, schools could help parents support homework in ways that don't depend on their own knowledge—for example, by recruiting others to help, as some low-income demographic groups have been able to do. Schools could also provide quiet study areas at the end of the day, and teachers could assign homework that doesn't rely on technology.

Another argument against homework is that it causes students to feel overburdened and stressed. While that may be true at schools serving affluent populations, students at low-performing ones often don't get much homework at all—even in high school. One study found that lower-income ninth-graders “consistently described receiving minimal homework—perhaps one or two worksheets or textbook pages, the occasional project, and 30 minutes of reading per night.” And if they didn't complete assignments, there were few consequences. I discovered this myself when trying to tutor students in writing at a high-poverty high school. After I expressed surprise that none of the kids I was working with had completed a brief writing assignment, a teacher told me, “Oh yeah—I should have told you. Our students don't really *do* homework.”

If and when disadvantaged students get to college, their relative lack of study skills and good homework habits can present a serious handicap. After noticing that black and Hispanic students were failing her course in disproportionate numbers, a professor at the University of North Carolina decided to make some changes, including giving homework assignments that required students to quiz themselves without consulting their notes. Performance improved across the board, but especially for students of color and the disadvantaged. The gap between black and white students was cut in half, and the gaps between Hispanic and white students—along with that between first-generation college students and others—closed completely.

There's no reason this kind of support should wait until students get to college. To be most effective—both in terms of instilling good study habits and building students' knowledge—homework assignments that boost learning should start in elementary school.

Some argue that young children just need time to chill after a long day at school. But the “ten-minute rule”—recommended by homework researchers—would have first graders doing ten minutes of homework, second graders twenty minutes, and so on. That leaves plenty of time for chilling, and even brief assignments could have a significant impact if they were well-designed.

But a fundamental problem with homework at the elementary level has to do with the curriculum, which—partly because of standardized testing—has narrowed to reading and math. Social studies and science have been marginalized or eliminated, especially in schools where test scores are low. Students spend hours every week practicing supposed reading

comprehension skills like “making inferences” or identifying “author’s purpose”—the kinds of skills that the tests try to measure—with little or no attention paid to content.

But as research has established, the most important component in reading comprehension is knowledge of the topic you’re reading about. Classroom time—or homework time—spent on illusory comprehension “skills” would be far better spent building knowledge of the very subjects schools have eliminated. Even if teachers try to take advantage of retrieval practice—say, by asking students to recall what they’ve learned that day about “making comparisons” or “sequence of events”—it won’t have much impact.

If we want to harness the potential power of homework—particularly for disadvantaged students—we’ll need to educate teachers about what kind of assignments actually work. But first, we’ll need to start teaching kids something substantive about the world, beginning as early as possible.



**Natalie Wexler**

Senior Contributor

Natalie Wexler is the author of "The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It," forthcoming from Avery in August 2019. She is also the co-author, with Judith C. Hochman, of "The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades" (Jossey-Bass, 2017). Her articles and essays have appeared in The New York Times, The Washington Post, and other

publications.



<https://www.edsurge.com/news/2018-12-10-is-assessment-ready-to-move-beyond-standardized-tests-these-mit-researchers-think-so>

**Is Assessment Ready to Move Beyond Standardized Tests? These MIT Researchers Think So**

By **Emily Tate**

*This is the first part of a two-part story looking at how MIT researchers are developing playful assessments to measure student growth. Read [part two](#) to learn about how one school is implementing this work.*

In recent years, educators have spent countless collective hours designing, experimenting with and implementing new kinds of learning experiences for students—learning experiences that are fun, engaging and formative. But assessments haven’t evolved at the same pace.

As a result, there is a disconnect between what schools value and what they measure. But it’s a tough nut to crack, because many of the skills and characteristics treasured most are in fact the hardest to evaluate.

“By making assessment playful, we can get closer to measuring the things we actually value.”  
-Louisa Rosenheck, MIT research manager

That’s why a team of education researchers at MIT has embarked on an ambitious project to address the missing link—measuring outcomes—that so often holds back new-age learning environments. They’re calling it “playful assessment.”

Playful assessment, not to be mistaken for gamification, seeks to capture student mastery in many of the areas that are hard to gauge. Louisa Rosenheck, a research manager at MIT with experience in game design, says the idea is to measure “all the things we say we care about”—like curiosity, creativity and critical thinking—but that traditional assessments miss. “By making assessment playful, we can get closer to measuring the things we actually value,” she says.

The beauty of playful assessment, she says, is that it can be done without interrupting the rhythm of learning, thereby alleviating student anxiety around testing. “Kids don’t even have to know they are being assessed,” Rosenheck tells EdSurge.

It’s not just students who find traditional assessments “threatening,” adds Yoon Jeon Kim, the project lead and MIT researcher with expertise in assessment science. “Teachers are evaluated on those standardized tests. They have high anxiety about it, too. They do assessments because they have to.”

“Playful assessment is a punch to that notion of assessment being so serious,” Kim continues. “I think it could change, really, how schooling is done.”

Playful assessment is a punch to that notion of assessment being so serious. I think it could change, really, how schooling is done.”  
-Yoon Jeon Kim, MIT researcher

So, what does playful assessment look like? Much of it, as Rosenheck envisions it, hinges on self-reflection and peer evaluation. “We want students to be able to recognize for themselves what is quality work,” she explains. But teachers need support to design learning experiences where these kinds of assessments can be embedded, and to develop assessments that are tailored to what students are learning.

Researchers at the MIT [Teaching Systems Lab](#) (TSL) have been pursuing this body of work for several years, but only dubbed it “playful assessment” in the last year. In that time, they’ve pursued a few distinct strands of this work, including the development of a playful activity to help teachers build better rubrics and the implementation of a pilot for playful assessment in schools—which EdSurge got to see first-hand.

**Going Meta on Building Rubrics**

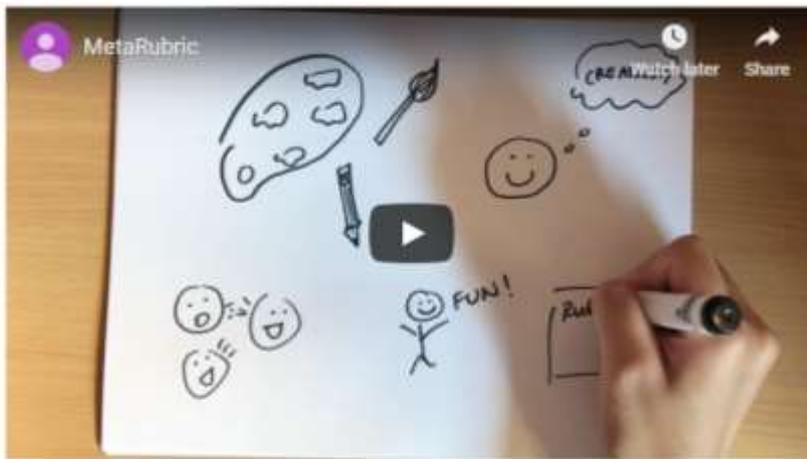
Researchers at the lab understand that while “most people recognize the limitations of standardized testing,” they may still rely on it because it’s hard to know what to do instead. So they’re trying to offer teachers an alternative.

Watch at: <https://youtu.be/PfmyUy47cEc>

Rubrics have long been a popular tool for educators looking to experiment with alternative ways of capturing growth. Anyone can build them, and they can be adapted for any topic or project. But building effective rubrics is no easy feat, especially when it comes to measuring growth for non-academic areas like creativity and out-of-the-box thinking.

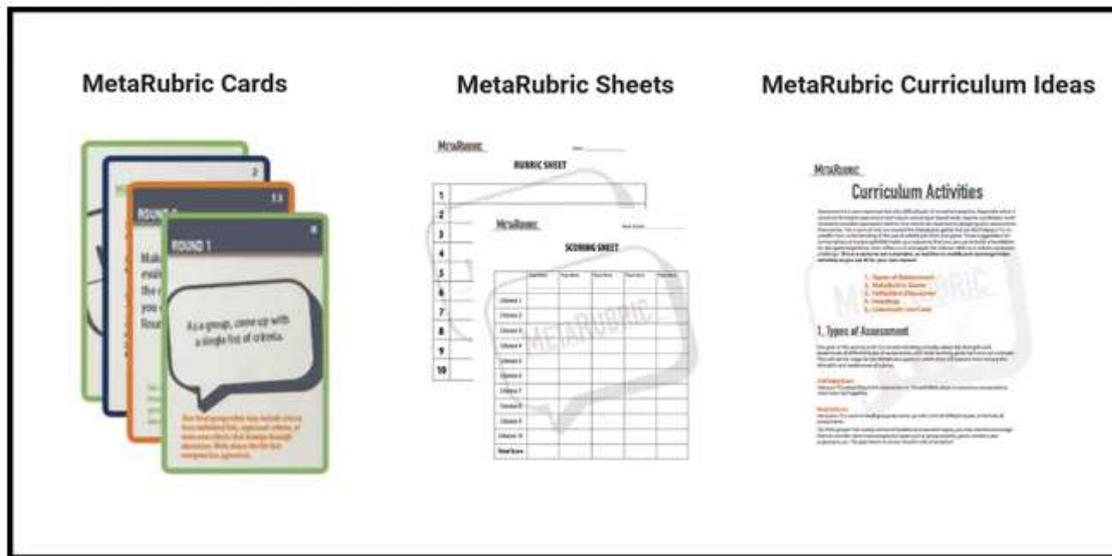
MIT researchers want to help teachers craft more effective rubrics to measure those areas

that are hard to quantify, so they’ve developed an activity called [MetaRubric](#)—and in the name of keeping things playful, it’s designed to be fun for teachers.



MetaRubric overview. Credit: MIT Teaching Systems Lab

Part card game, part discussion group, the activity asks players—in this case, teachers—to



MetaRubric resources for educators. Image Credit: MIT Teaching Systems Lab

participate in a short, open-ended assignment that requires some creativity. Players then circle back to evaluate their own project, and ultimately collaborate to build a shared MetaRubric (a rubric that lays out the qualities of a good rubric).

It's one thing for schools to recognize that traditional assessments aren't capturing a complete picture of student growth. It's another for them to decide to shift toward a new way of evaluating that growth. Two schools, one in California and another in Virginia, have taken the plunge and are actively using MIT's new playful assessment tools with their students.

### **Piloting Playful Assessment**

Maker-centered learning, which encourages tinkering, hacking, building and all things hands-on, fosters skills like creativity, problem solving and agency. But it's difficult to measure many of the skills associated with maker education.

With insight and oversight from MIT and [Maker Ed](#) (a nonprofit partner of MIT), and funding from the [National Science Foundation](#) (NSF), two dissimilar schools are implementing a new set of assessment tools designed to gauge student mastery in making.

“We picked two quite different middle schools so we can say the iteration of these tools and methods could work for any type of learning environment,” Stephanie Chang, director of impact at Maker Ed, tells EdSurge. (They were limited to just two schools because of the duration and scope of the NSF grant.)

Corte Madera School, a public K-8 school in San Mateo, Calif., is implementing MIT's “Beyond Rubrics” framework to demonstrate whether and how a traditional school could implement playful assessment. Corte Madera uses traditional curriculum and assessment on commonly taught subject areas, has standard class periods and has a shared physical makerspace that students visit during lunch, recess or when their teacher signs up to use it.

On the other end of the spectrum is Community Public Charter School (Community Middle) in Charlottesville, Va. Community Middle is a lab school for the Albemarle County School District and offers what Rosenheck calls “ideal conditions” for this project.

At Community Middle, scoring and report cards have been set aside. Class distinctions among sixth, seventh and eighth grades have all but disappeared. It's not unusual for a group of classmates to be pursuing wildly different activities simultaneously. One might be playing piano in the hallway, while another builds a model engine in a nearby room and a third operates a power drill in a lab.

These students rarely take multiple choice tests. Instead, they participate in projects that build capacities and skills, and they either master those skills or they don't.

MIT and Maker Ed have worked closely with both Corte Madera and Community Middle to pilot seven measurement tools they've developed to illustrate that maker education is not only engaging, but effective, too.

Read more about MIT's pilot project at Community Public Charter School [here](#).

### **What's Next for Playful Assessment?**

Rosenheck, Kim and their colleagues at MIT will continue to workshop and expand their ongoing playful assessment projects. The team is also working on a [third project](#): a digital, game-based assessment system that can evaluate subject matter knowledge as well as cognitive and non-cognitive skills like spatial reasoning, persistence and creativity. They believe it could eventually replace traditional math exams, including multiple choice tests.

There is still much to be researched, tested and understood before playful assessment is something that can be introduced in classrooms everywhere, Rosenheck says. The absence of a familiar score or letter grade, for example, is something she and Kim expect will get pushback.

“I think, in the foreseeable future, the best we can hope for is a middle ground where teachers are excited and comfortable doing these creative, playful assessments,” Rosenheck says, but she predicts that schools will need support to translate the findings into a grade or some other form to communicate growth.

For the most progressive schools, however, that won't be necessary. Albemarle's Community Middle school is proof. Rosenheck has been on the ground at the Virginia lab school, and while she calls it bold and perhaps a bit radical, “it's going in a direction we would love to envision for all schools,” she says.

[Read more](#) about what it's like inside Albemarle's lab school, and how the school is using MIT research concepts and tools to assess maker-centered, project-based learning.

*This story is part of an EdSurge Research series about how school communities across the country are changing their practices to meet the needs of all learners. These stories are made publicly available with [support](#) from the [Chan Zuckerberg Initiative](#), which had no influence over the content in this story. (Read our ethics statement [here](#).) This work is licensed under a [CC BY-NC-ND 4.0](#).*

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<http://exclusive.multibriefs.com/content/brain-breaks-for-english-learners-increase-focus-motivation-and-engagement/education>

**Brain breaks for English learners increase focus, motivation, and engagement**  
**By Erick Herrmann**

We have all experienced those moments in the classroom where our students are noticeably sleepy, overwhelmed, or beginning to get disengaged. Often, these times come when we are presenting complex information, when students have spent significant time with students in one place, or towards the end of the day when students are tired from having been focusing on learning throughout the day.

For our English learners, this cognitive exhaustion may be compounded by the fact that they are not only learning a lot of new information, but also learning that information in a new language. All students, but perhaps English learners in particular, can benefit from "brain breaks," momentary pauses in learning to get refocused, motivated, and re-engaged in instruction.

Many teachers are familiar with the concept of brain breaks, especially since the explosion of the ["Baby Shark" challenge](#). "Baby Shark" is a short chant/song that students sing/perform with movement. A quick search online will yield many examples of students performing "Baby Shark."

The idea behind this movement, and any brain break, is to get students up and moving, and to take a quick break from the hard work of learning. While "Baby Shark" is one example of a brain break, there are many other examples that can be incorporated with students. Some can include other content and a measure of language practice while still reducing the cognitive load for students, incorporating movement. These are fun, engaging, and motivating.

### ***Brain Break Strategies***

#### ***Stretching***

Stretching can be an effective way for students to take a break by releasing tension and relaxing for a moment. By taking a short stretch break, and leading students through a short stretching exercise, you are both helping students to take a quick "brain break" and assisting students who are at the beginning proficiency levels, reviewing body parts vocabulary, verbs, directions and prepositions.

- Fan your hands: Stretch your arms out in front of you and spread your fingers as far apart as possible. Breathe in and out at least twice.
- Wing it: Sit up or stand up straight with your fingers interlocked behind your head and your elbows out. Keep your shoulders down, lift your chest, and bring your elbows back as far as you can.
- Reach for the sky: Raise your arms with your fingers interlocked over your head. Reach as high as you can.
- Listen to your body: Lower your ear to your shoulder on one side. Breathe in and out at least twice. Repeat for the other side.
- Knee pull: While seated, bring one knee up to your chest and hold. Breathe in and out at least twice. Repeat for your other knee.

#### ***Movement activities***

Any time we can get students up and moving around we are helping them to bring oxygen- and glucose-rich blood to their brains, which helps to nourish and stimulate their brains. I

have written previously about [using movement in the classroom](#), and there are many, many ways to get students up and out of their chairs.

You might begin with some simple interaction activities in which students are to have a short discussion with someone else regarding an aspect of instruction. Rather than having students talk to an elbow partner all of the time, have students get up and meet with someone from another table.

To make this more of a true brain break, have students discuss personal connections to the topic, experiences they have had, or what they find interesting, fun or exciting. Alternatively, have students discuss vocabulary or concepts that they have learned previously or are familiar. In this way you are lowering the cognitive demand for students.

The addition of [sentence frames](#) or starters during these activities can also be an effective tool, especially for English learners, as they have less of a focus on developing the language that they need to share their ideas. The following ideas can be fun and engaging ways to have students meet with someone from another group.

### ***Find someone who...***

In the "Find someone who..." activity, students are instructed to find someone from another part of the room (another table group, someone two rows or more over, etc.) who fits the specific criteria assigned. For example, you might have students find someone in the room who is wearing the same color of garment, someone who has similar shoes, someone who has a similar number of siblings, or someone with the same or adjacent birth month. Choose one of these aspects and have students get up and discuss the prompt with another person.

### ***Centers***

[Centers](#) are used in multiple grade levels and in various subject areas as a way to provide small group instruction to a group of students while keeping the rest of the students in the class engaged in meaningful and productive practice.

When working with English learners, centers can provide opportunities to provide specific lessons to help students improve language skills, preview upcoming content, or review previously presented content. Centers can also be used as a way to help students practice content knowledge and skills, but in a way that lowers the cognitive demand.

For example, have students play games in centers as a way to practice vocabulary, such as playing memory, or playing a matching game. Puzzles that depict something related to the content are another possibility, as are online games that help students practice knowledge and skills.

### ***Four corners***

The four corners activity is designed to get students up and moving to a specific area of the classroom. Once there, students can engage in a conversation or discussion, or do an activity.

There are a number of ways to get students to the differing places in the classroom. You can assign students to a specific corner (numbering off, assigning letters or colors, etc.), or have students choose which area they will go to.

For example, you can post, in each corner or different area of the room, activities students might like to engage in, and have them go to the corner that fits them best: reading, sports, video games, family time. This activity provides students the opportunity to get up and move, and can serve as a brain break if the activity they do at one of the four corners lowers the cognitive demand of the learning they were engaged in prior to moving to that area.

### ***Find the match***

In this activity, students find a match based on criteria you give them. Unlike the "Find someone who..." activity, though, this activity uses a physical object such as a piece of paper with word, words, or picture printed on it.

Hand out word cards, definition cards, and/or picture cards randomly so that each student in the classroom has a card that matches one or two other cards. Be sure to tell students if there is just one match or if they will be forming groups of three.

They should be prepared to explain why the words, definitions, and pictures match. As an alternative, take a picture book that is familiar to students. Copy the pages, and cut the text from the pictures. Hand out the text pages to some students and the pictures to others.

Students have to walk around and find the match, and discuss and prove that the two match. As an added dimension, play some music as the students walk around finding the match.

### ***Carousel***

In the carousel activity, a variety of charts are posted around the room. Make enough charts so that each chart will have three to five students stationed there. Students are assigned to one chart, and head to that particular chart.

Once at their assigned charts, students engage in an activity. Depending on the assignment, students might look at and discuss pictures posted on the charts; answer and post responses to a question; or create a visual or graphic organizer.

### ***Using songs and chants as brain breaks***

I have previously written about using songs and chants in the classroom as effective tools to teach vocabulary and content concepts. Songs and chants also serve as an excellent brain break.

By singing a song or chant, students are switching modalities, and by having students move to where the song is posted, they also get the opportunity to move and oxygenate the brain. If the song is one that they are already familiar with and have been singing repeatedly, there will not be a high cognitive demand, and this will help to make the activity more of a brain

break. However, you will still be subtly reinforcing the key content concepts and vocabulary within the unit of study.

### ***Team-building activities***

Team-building activities are another great tool for providing students a brain break from the rigorous content you are teaching, while at the same time using the brain break time as an opportunity to improve student skills.

Team-building activities provide students the opportunity to get to know each other, to strengthen the bonds between students, and develop empathy for each other. There are many, many team building activities available to teachers. A quick online search of "team-building activities for students" will yield myriad websites and activities that can be incorporated meaningfully into the classroom.

Any and all of these ideas can be fun ways to take a brain break and still have a focus on school, the classroom, content, academic language, and vocabulary.

Because learning is hard work, and learning in a new language is even harder work, providing students the opportunity to take a break through movement, interacting with others, playing a game, or doing team-building activities will benefit your English learners on multiple levels. Other types of brain breaks can also be included, of course, but whenever possible, reinforce learning in fun and engaging ways to help students continue their journey as learners.



### **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.

**OUR NEW SIG**  
***The INGED Q-ELT SIG***



## REFLECTIONS ON THE WORKSHOP AT UFUK UNIVERSITY 12 September 2019

By  
Prof. Dr. Aydan Ersöz



### Welcome to the First Teaching Commons Fest!

The Teaching Commons Fest is a positive and safe platform where department, academic and administrative staff in the School of Foreign Languages (U-SFL) at Ufuk University can engage in professional development activities related to any aspect of teaching and learning. We offer a broad range of learning opportunities including plenary talks, individual [workshops](#), forums, swapshops, unit consultations, adaptable developments in ELT and research-based sessions related to teaching. We aim to provide making connections to a network of experts, colleagues, scholarly resources and evidence-based practice to explore and develop our teaching

The School of Foreign Languages, Ufuk University held a two-day fest as a part of their in-service training process. On 12 September 2019, upon a request from Ufuk University, I took part in this fest and held a workshop entitled “Strategy Training in Reading: Developing Micro-skills” for the instructors of the School of Foreign Languages.



We focused our attention on the book that they will be using this year. We covered the first unit and evaluated the activities to decide whether they would need any adaptation or modification. We found out that most of the activities need adaptation. Coursebooks are written for mass sales so they target an average group of learners. Hence, they rarely meet all the needs of a particular group of

learners or address their interests. This brings us to the conclusion that coursebooks are terrible *masters* but can be wonderful *slaves*.

In small groups, we tried to develop and/or change the activities so that they can be more effective in the classroom.

Then we had an elevator pitch (The reason it's called an **elevator pitch** is that you should be able to present it during a brief elevator ride) for Unit 11. Again in small groups, they decided which pre-activities and while-activities they would do and why. Then we discussed their responses.



All in all, the participants claimed that the workshop was very beneficial to raise awareness about both unit evaluation and adaptation and cooperation/collaboration among colleagues.



## REFLECTIONS ON THE INGED EVENT

27 October 2019

By  
Prof. Dr. Aydan Ersöz

On 27 October 2019, we had an INGED Event at City Hotel, Ankara where the following scholars held various sessions: Aydan Ersöz “Songs and Rhymes for Young Learners”, Ceyhun Karabıyık “Action Research: Unfolding Mysteries of the Classroom” and Suzan Öniz “Analog Activities”. About 50 teachers and ELT Department students attended these sessions. Below you can find a brief summary of my session.



### **Why should we use songs, chants and rhymes?**

Because children love them as they are motivating and fun. They are memorable because of their rhythm/melody. They contain intrinsic phonology: rhythm and accentuation, key and intonation; and they introduce chunks. They also help to develop children’s right-brain.

### **How to use songs, chants and rhymes?**

1. Step 1: Say the chant or rhyme. / Sing the song.
2. Step 2: Clearly point to objects/pictures that clarify meaning or demonstrate the actions that you want them to do.
3. Step 3: Repeat the chant/rhyme/song; students try to accompany you physically and verbally as much as they can.

You can repeat as many times as necessary. You can ask your students to stand up, sit on the floor, make a circle, or stand in a row when they join the activity.



### Sample chant – Where's the cat?

A *chant* is a type of song with a repetitive, monotonous structure. It contains repeated rhythmic phrases and does not require any instruments. Students can clap their hands or stomp their feet to follow the rhythm which is simple. Using rhyming words is important as they make the chant memorable.

**Pre-activities:**

**Activity 1 – Color the picture. What do you see in the picture?**

**Color**

**●: BLUE**

**X: RED**



**Activity 2 - Handcraft activity:**

Materials- 2 sheets of standard size white handcraft cardboards;  
Scissors; Colored pens or crayons; Glue

Instructions:

Fold one cardboard into two.

Draw an upside-down U shape.

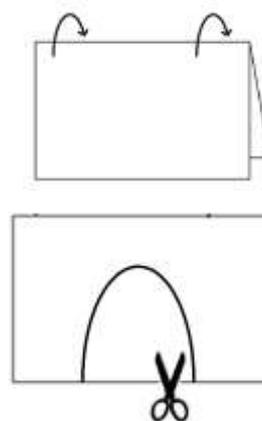
Cut the inner side out.

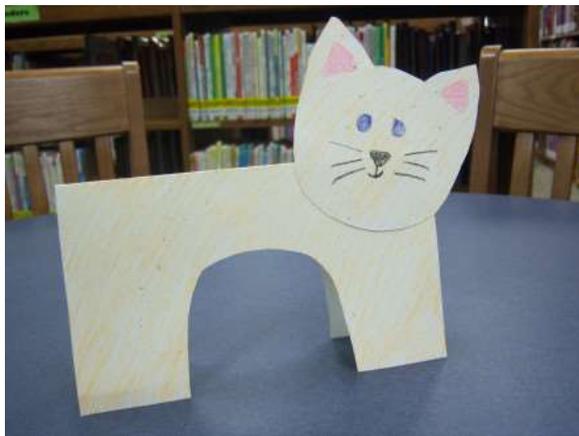
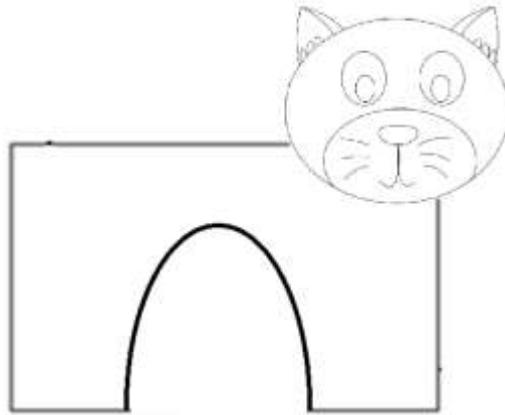
On the other cardboard, draw a head of a cat.

Don't forget the ears. Draw eyes, a nose and a mouth. Add whiskers.

Cut along the outer line.

Paste the head to one side of the body. Color your cat.

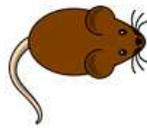




**Activity 3:  
What is the first letter?**



\_\_ a t



\_\_ a t



\_\_ a t



\_\_ a t



\_\_ a t

Now, let's sing the chant. (Repeated as many times as necessary)

**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's on the mat.**



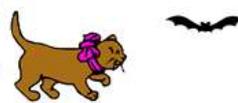
**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's in the hat.**



**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's near the rat.**



**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's after the bat.**



Now, let's act out the chant. (Students dramatize the lyrics).  
Post-activity:

**Write the missing words.**

**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's .....**



**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's .....**



**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's .....**



**Cat, cat ... Where's the cat?**  
**Cat, cat ... It's .....**





## REFLECTIONS ON THE INGED EVENT

27 October 2019

By  
A. Suzan Öniz

INGED ELT EVENT  
October 27, 2019  
CITY HOTEL  
TURAN GÜNEŞ BULVARI  
No: 19 ÇANKAYA / ANKARA



**10.00 – 11.00 Songs and Rhymes for Young Learners**

Prof. Dr. Aydan ERSÖZ

**11.15 – 11.30 Coffee / Tea Break**

**11.30 – 12.30 Action Research: Unfolding Mysteries of the  
Classroom**

Dr. Ceyhun KARABIYIK

**12.30 – 13.30 Lunch**

**13.30 – 14.30 AA: Analog Activities**

Dr. Suzan ÖNİZ

**15.00 INGED General Assembly\***

The event fee is 10 Turkish Liras. Registration should be made online by sending your name and institution at [ingedturkiye@gmail.com](mailto:ingedturkiye@gmail.com) by **October 22, 2019**.

\*General assembly is ONLY for INGED members.

This was another full day with workshops that kept the participants busy, busy, busy... The following is the handout describing the activities for the last workshop:

### **AA: Analog Activities**

**By A. Suzan Öniz**

#### **1. The Board Race**

- Form two teams & give each team a colored marker. With a large class, form teams of 3 or 4.
- Teams stand behind a line facing the board.

- Write a list of short and long adjectives in the middle of the board and draw a line on either side of this list. At the top of the left side write *-er* and at the top of the right side write *more*.

Aim: The teams write as many words as they can in the right- or left-hand columns in the form of a relay race; i.e., the teacher says go and one member from each team has to race to write only one word from the list on the correct side of the board. Each student writes only one word at a time, before passing the marker to the next student on the team and going to the back of the line.



Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

Variations:

You can do this with countable vs. uncountable nouns or regular vs. irregular past forms of verbs.

To add a challenge: students have to find a word that begins with the last letter of the preceding word; if this is not possible, with the second letter from the end and so forth.

Instead of writing on the board: use index cards with the words written on them; tack them on the board for students to classify.

You could bring two boxes and realia for students to put the items in the boxes. E.g. Box 1 for items starting with the letters A-M and Box 2 for items starting with N-Z.

**2. Pictionary**

Form two teams.

Prepare words for students to draw on the board, write them on cards and place them in a bag.

Student 1 from Team A picks a card. Student 1 from Team B picks a card.

They have 1 minute to draw the word on the board and for their team to make a guess.

The students that are drawing are not allowed to talk!

No drawing of letters and numbers!

When the student is finished drawing: Their team guesses the word.

1 point for each correct guess. Tip: keep each team's score on the board on their side for all to see.

If the team can't guess the word in the 1 minute time limit: the other team guesses the word to score an extra point.

### 3. Preposition Basketball

- On the teacher's desk (or any other place suitable for this game) place several objects such as different colored pens, pencils, a note pad, an eraser, keys, etc.) and a small box (The Basket) on it.
- Squish paper into a ball.
- Together with the students decide on a basket score. E.g. 3 points
- Tell students where to stand to make their shots.
- Form 2 teams (or more depending on the number of students and time you have)
- Teams take turns to throw 'the ball' in the basket.  
In the basket = 3 points  
Out of the basket = No points  
Correct description of the location of the ball using prepositions = 1 point (or 1 point per preposition) e.g. The ball is behind the glass. 1 point  
The ball is under the table near the wastepaper basket. 2 points  
OR: assign points to preposition and add up scores accordingly. E.g.  
near = 1 point      between = 3 points      in front of = 2 points      behind = 3 points  
in = 10 points      next to = 2 points

### 4. Call my Bluff

Prepare 2 lies and 1 truth (or the reverse) about yourself.

Write these 3 statements on the board.

Students ask you questions to find out/guess which of the statements are true or not.

Set a time limit such as 8 minutes.

#### Follow up:

Students write 3 statements about themselves in the same way.

They pair up, ask questions and try to find the true and false statements.

### 5. Jumbled Sentence Race

Group students (3 or 4 per group)

Prepare 4-5 sentences for each team. These could be the same for all teams (easier and requires less time while checking answers) or each team gets a different set of sentences.

Cut up each group of sentences into words; put the words in a bag. (1 bag of 4-5 cut up sentences per group)

Winner: The group that puts the words in the correct order first.

### 6. A Dark and Stormy Night (Nic Peachey)

For elementary and above: students need to know past tenses.

Ask students to take out an A4 and a pencil.

#### Part I: Listening

1. Ask the students to draw the face of a person in the top right-hand corner of the page.
2. Now give this person a name.

3. Then on the top left of the page: write five adjectives to describe the person's appearance.
4. Write five more adjectives to describe the person's character.
5. Write three things that the person likes doing.
6. Write who the person lives with.

In this way students build up a character profile for the person they are going to write about.

#### Part II: Writing:

1. Now dictate the following sentence to your students: 'It was a dark and stormy night and'. Stop and ask them to write in the name of the person they have drawn followed by the word 'was'.
2. Ask the students to complete the sentence from their imagination and add one more sentence.
3. Once all the students have added a sentence to their stories, get them to stop and pass the paper to the pair on their right (this means that every pair of students now has a new character).
4. The students then read through the information and the beginning of the story and then add one more sentence to it.
5. Once they've done this you ask them once more to pass the paper to the next pair on their right. Continue to do this with each pair of students adding a sentence to each story, gradually building up each story as the papers are passed around the class.
6. Continue with this until you decide that the students are starting to lose interest or have written enough and then tell them to finish the story.

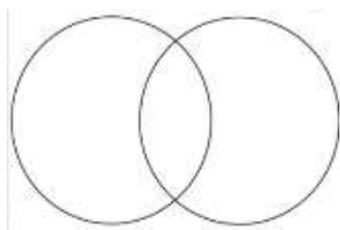
#### Follow up:

Put the stories up around the class and get the students to read them all and decide which is best. OR

Give each pair of students a story and get them to try to find and correct errors.

#### **7. Give me Five!**

This is suitable for post-beginners; they need to be able to ask different types of questions about each other's life and hobbies.



Draw a large venn diagram on the board to explain that we all have some things in common. In this activity, pairs will draw a venn diagram for themselves and then ask each other questions to discover 5 things they have in common. They will write the things they share in the middle and the things that are different on the sides of the diagram.

Here are some questions and answers:

Student A: Do you have a pet?

Student B: I have a dog.

Student A: I have a cat. That's different. OR

Student A: I have a dog,too. That's the same.

Student A: When were you born?

Student B: In .....

Student A: (if different) Oh, I was born in ... OR

Student B: Me too! We have this in common!

Students then write this information in their diagram using words or short phrases.

The first pair with 5 things in common shout out "FIVE!" and they are the winners OR give students five to ten minutes to complete their charts. Put students in groups of four to share the information they discovered, e.g. My birthday is in May but Luisa's birthday is in August.

Challenge: Find TWO people in the class with 5 things in common!





## REFLECTIONS ON THE SESSIONS AT NESIBE AYDIN SCHOOLS IN-SERVICE TRAINING PROGRAM

18 November 2019

By  
Prof. Dr. Aydan Ersöz

Nesibe Aydın Schools held a two-day in-service teacher training program on 18 and 19 November 2019. On 18 November 2019, I took part in this program and held three sessions entitled “Scaffolding in ELT”, “Teaching Reading”, and “Teaching Writing”. About 150 teachers joined the sessions.

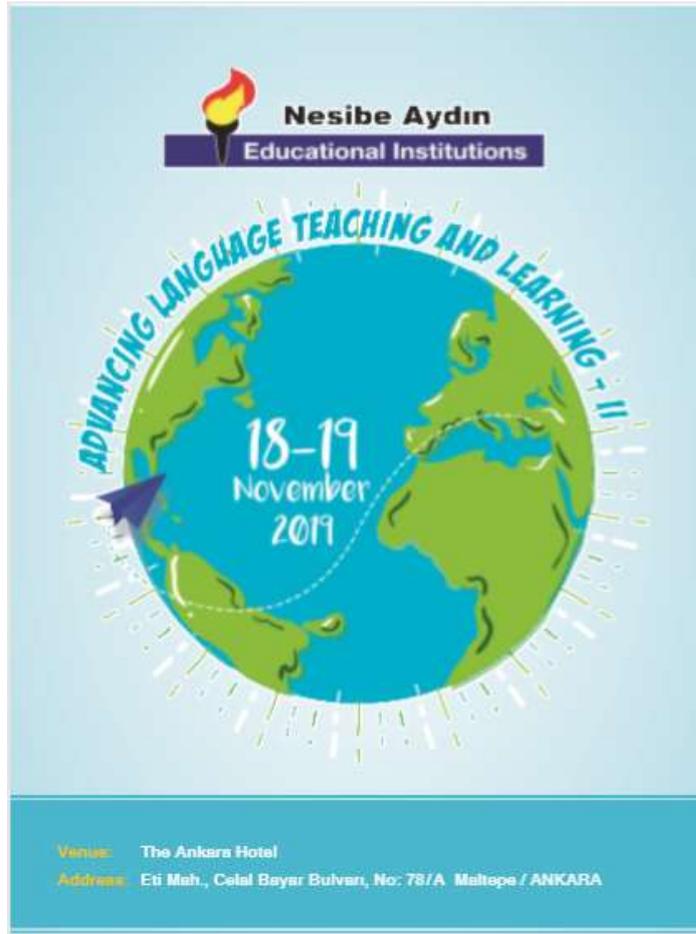
You can find a brief summary of my first session, “Scaffolding in ELT”, below.

Scaffolding refers to the preparation for a task provided by the teacher/materials because, without it, learners might find the task too difficult to do. In the field of education, the term scaffolding refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed. Psychologist and instructional

designer Jerome Bruner first used the term 'scaffolding' in this context back in the 1960s. The theory is that when students are given the support they need while learning something new, they stand a better chance of using that knowledge independently. Bruner recommends positive interaction and three modes of representation during teaching: actions, images, and language.

### General Process

First, a teacher begins teaching at the level the students can understand, and then she builds on that understanding. She then presents the problem and thinks aloud as she goes about



solving it. In the process, she shows how a solution is arrived at by combining actions, images, and language. She then does the following:

- She repeats this process two more times, asking questions of the students along the way.
- Each answer, right or wrong, receives a positive response from her, to encourage participation.
- More students are asked to respond to the question each time it is repeated.
- Correction is provided as needed but reinforced positively.
- When understanding appears to be achieved, students join her in solving a new problem.
- Understanding is checked as they solve problems. If more instruction is needed, more modeling is provided.
- If students then demonstrate knowledge, she fades, or steps away, and allows students to work independently, offering support as needed.



Rebecca Alber suggests six scaffolding strategies to use with our students.

### 1. Show and Tell

Have you ever interrupted someone with “Just show me!” while they were in the middle of explaining how to do something?

Always show students the outcome or product before they do it.

### 2. Tap into Prior Knowledge

Ask students to share their own experiences, hunches, and ideas about the content or concept of study and have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp the content as their own.

Launching the learning in your classroom from the prior knowledge of your students and using this as a framework for future lessons is not only a scaffolding technique—many would agree it’s just plain good teaching.

### 3. Give Time to Talk

All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning with the community of learners who are engaged in the same experience and journey.

### 4. Pre-Teach Vocabulary

Pre-teaching vocabulary doesn’t mean pulling a dozen words from the chapter and having kids look up definitions and write them out—we all know how that will go. Instead, introduce the words to kids in photos or in context with things they know and are interested in. Use analogies and metaphors, and invite students to create a symbol or drawing for each word. Give time for small-group and whole-class discussion of the words.

### 5. Use Visual Aids

Graphic organizers, pictures, and charts can all serve as scaffolding tools. Graphic organizers are very specific in that they help kids visually represent their ideas, organize information, and grasp concepts such as sequencing and cause and effect.

### 6. Pause, Ask Questions, Pause, Review

Share a new idea from discussion or the reading, then pause (providing think time), and then ask a strategic question, pausing again.

# SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article about emoji and their different meanings in different cultures.

<http://www.bbc.com/future/story/20181211-why-emoji-mean-different-things-in-different-cultures?ocid=ww.social.link.whatsapp>

## Why Emoji Mean Different Things in Different Cultures

By Alex Rawlings

**In some parts of the world, an angel can signify death and clapping hands imply sexual intercourse.**

There can be few days more nerve-racking than your own wedding, and few things as hard to express as the emotions that you might feel in the countdown. When it was Olympic and Wimbledon tennis champion Andy Murray's big day, however, he managed to capture precisely those feelings in a tweet that moved the world. Yet what made this tweet so special was the fact that rather than using words, Murray [wrote the whole thing using just emojis](#).

From getting ready in the morning to the trip to the church, the rings, the photographs, the celebrations, the drink, the love, and lots and lots of sleep, Murray's tweet, in part, heralded the rise of a brand new form of communication. This was the rise of the emojis, which linguistics professors such as Vyvyan Evans, author of *The Emoji Code: The Linguistics behind Smiley Faces and Scaredy Cats*, would soon declare to be "incontrovertibly the world's first truly universal form of communication", and even "the new universal language".

So when in 2017 business psychology expert Keith Broni was hired by Today Translations as the world's first ever Emoji Translator, this posed a difficult question. If emojis really were the world's very first global lingua franca, why would anybody need them to be translated?

Broni explains that this is because – beyond the hype – emojis are in essence neither "universal", nor a true "language". Instead, they are "at most a linguistic tool that is being used to complement our language". In other words, emojis do not and cannot by themselves constitute a meaningful code of communication between two parties. Rather, they are used as a way of enhancing texts and social media messages like a kind of additional punctuation.

That is not to diminish the value that emojis do offer, however. Broni believes that in the modern era, emojis are solving a problem that has dogged prose and all texts since time immemorial. The inherent limitations of the written form has deprived all but the most talented of writers of the ability to express nuance, tone and emotion in their correspondence.

What emojis now offer is a chance for the average email writer, SMSer or social media poster to imply an emotional context to their messages, to express empathy. With emojis, they can do this as simply and naturally as using a facial expression or gesture when talking to somebody face-to-face.

The timing of the rise in the popularity of emojis may be no coincidence either. As our electronic communications have become shorter, snappier, and started looking more like sentences we would drop into a conversation, there is a growing need to include our feelings and emotions in these messages in other ways. Otherwise, without the accompaniment of a smile or sympathetic tone of voice, a one-liner message runs the risk of being misinterpreted as negative, bossy or even rude.

Yet relying too heavily on emojis to bridge that gap can cause problems of its own. We may all have access to more or less the same emojis through our smartphone keyboards, but what we mean when we use those emojis actually varies greatly, depending on culture, language, and generation.

While the thumbs-up symbol may be a sign of approval in Western culture, traditionally in Greece and the Middle East it has been interpreted as vulgar and even offensive.

Equally, in China, the angel emoji, which in the West can denote innocence or having performed a good deed, is used a sign for death, and may be perceived as threatening.

Similarly, the applause emojis are used in the West to show praise or offer congratulations. In China, however, this is a symbol for making love, perhaps due to its resemblance to the sounds “pah pah pah” (啪啪啪).

But perhaps most confusingly, in China the slightly smiling emoji is not really used as a sign of happiness at all. As it is by far the least enthusiastic of the range of positive emojis available, the use of this emoji instead implies distrust, disbelief, or even that someone is humouring you.

One good indicator of the lack of universality amongst emoji use was highlighted by a study of how Muslims expressed their thoughts regarding Ramadan in 2017. Hamdan Azhar of prismoji.com showed that tweets with the #ramadan in English, German, Spanish and Turkish were most likely to contain the red heart emoji. However, in Arabic, Urdu and Farsi the most commonly used emoji was the crescent moon.

Equally, in English, French, German, Spanish, Turkish, Farsi and Indonesian, the clasped hands emoji ranked consistently in the top three of all emojis used, while in Arabic it ranked ninth and was not amongst Urdu's most commonly used emojis at all.

This is perhaps an indicator of the fact that joining the palms it is not traditionally associated with Islamic prayer, although in the West the symbol carries plenty of religious significance. In Japan, where emojis originate, the symbol is generally used as to mean 'please' or 'thank you', without necessarily evoking religious connotations.

However we intend our emojis to be interpreted, in recent years their use landed a number of people in legal hot water. Consider the following case from Israel earlier this year. After viewing a property, the prospective tenants had sent a message to the potential landlord with a series of celebratory emoji. Unfortunately, the prospective tenants later backed out, but the landlord had already taken the property off the market. A judge later ruled that the emoji were themselves enough to imply their intent to rent – and [awarded the landlord 8,000 shekels \(around \\$2,000 or £1,600\) of damages and legal fees as a result.](#)

Yet as long as people remain mindful of the cultural context, Keith Broni remains confident that the little pictograms do have the power to bring the world closer together, rather than drive it further apart.

He concludes: "The pros outweigh the cons. Provided that we are aware of the epistemological pitfalls that emojis bring to the fore, we can use them to disambiguate certain meanings and appreciate the emotional intent of somebody's message in a way that was never possible before."

*Alex Rawlings is a polyglot and writer, who in 2012 was named Britain's Most Multilingual Student after being tested for fluency in 11 languages. His most recent book is From Amourette to Żal: Bizarre and Beautiful Words from Around Europe. Photos by Javier Hirschfeld, modelled by our social media producer, Amy Charles.*

## **WRITE - WRITE - WRITE GET BETTER & BETTER- III**

This is Part 3 of sample short essays by university students who tried their hands at expressing themselves on the topic of culture shock.

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

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

### **Erasmus Programme: Effects of Culture Shock on ELT Sophomores**

**By**

**Huzeyfe Ahmet Demir**

Do you know that over the last thirteen years, in Turkey, the number of students who attended Erasmus programme has exceeded forty hundred thousands? Does the fact also mean that all of the students underwent culture shock while they were benefitting from Erasmus programme for their education? This question has been being asked by a large number of scholars since the term culture shock was first mentioned; as a result, culture shock is one of the most debatable issues in growing ELT world because of its relationship with education. There are scores of definitions and descriptions as to "what the culture shock is" including following: Culture shock can be called as an occupational disease of people who have been suddenly transplanted abroad (Oberg, 1954, p.1). When it comes to the culture shock's relationship with education, McNamara & Harris; van Tilburg & Vingerhoets underline that there are various recent books exclusively on foreign students, or 'sojourners' that look at the psychology of their experience (as cited in Furnham, 2004). In

the light of remarks from those studies, especially on Erasmus programme, students are observed to have the effects of culture shock. This is as true when British students go abroad on short-term exchanges (e.g. Erasmus) or on extended undergraduate and postgraduate degrees as it is when foreign students come here. ELT is of interaction with universities and students abroad more than any departments, which made it a core subject of culture shock. In almost all of the countries, in ELT departments, Erasmus programme starts at the second grade, which means when students are sophomore. This is the earliest grade for scholars and others to gather intelligence as to the link between culture shock and Erasmus programme. Culture shock makes ELT sophomores differ from one another by using the tool of Erasmus by creating both similarities and differences between them. Although this programme is of factors that create similarities among ELT students at their second grades in line with the effects of culture shock, it may be claimed that meaningful differences can be observed among them in professional socialization, preparedness and readiness level, tolerance to peer pressure, and adjustment and adaptation.

Professional socialization is the first point to touch. According to Page (2004), “Professional socialization refers to the acquisition of values, attitudes, skills and knowledge pertaining to a professional subculture”(p.1). In ELT, it may refer to the interaction with the people who are from that field. That kind of socialization underlines differences between sophomores attending Erasmus programme and sophomores who do not attend with the effects of culture shock. ELT lecturers are observed to be a matter of difference. On the one hand, those ELT students attending the programme and experiencing culture shock are found to be more introvert in regard to their relationship with academicians at the universities that sophomores entered abroad than their peers and future colleagues who do not attend the programme and experience culture shock. On the other hand, they are more likely to meet lecturers around the world, which will pave the way for their raising awareness about their departments’ key concepts such as global Englishes in ELT. Another difference is claimed to be stemmed from ELT sophomores’ social environments. To illustrate, in order to get over the culture shock easily, as Ward and colleagues (2001) suggested that student sojourners who have more extensive interactions with host nationals, and those who are more satisfied with these relationships, experience less sociocultural adaptation problems, students attending the Erasmus programme are more inclined to making friends than those who do not attend. They are also tend to make friends who attend that programme from another countries in order that they can create an atmosphere in which they recover from the shock by benefitting from the power of empathizing. Because ELT sophomores who preferred staying in their homeland does not bother to create commonality with their friends, their friendship is observed to be based on simpler basis. To wrap it all, being under the effects of culture shock in another country is concluded to have impacts on second-grade ELT students’ approaches to their lecturers as well as their preferences on their social environment concerning whether they experience culture shock and attend the Erasmus programme.

Preparedness and readiness level are the second point to underline. ELT sophomores attending Erasmus programme are reported to experience different preparedness and readiness level from those who do not attend the programme owing to the impacts of culture shock. The first proof of that is sophomores attending the programme are more likely to have multicultural class experience, which, in the future, will help them while they

are dealing with students from different cultures. However, because they are under the effects of culture shock, ELT students attending the programme do have some drawbacks in working out the problems posed by differences in regard to the culture apart from their future colleagues who preferred to stay in their homeland, and who have less cultural varieties in their classes. The fact that their lecturers at university and their friends from their social environments are from disparate professional and cultural backgrounds causes students to be of difficulties in getting used to and to be of culture shock experience. Inasmuch as ELT sophomores preferring to be in their homeland instead of being in the programme are exposed to less different scenarios and situations in their classes as a result of having less disparate backgrounds, students attending programme are a step forward in regard to their readiness level to different circumstances for their being into various cultures from scores of countries. Nevertheless, when the effects of culture shock blended with other components such as yearning for their families, it is really hard for sophomores abroad for Erasmus to evaluate the pros of that dissimilar cultural values. On the whole, to large extend, it is obvious that because of the fact that they are under the effects of culture shock, although they are different from those who do not attend the Erasmus programme in respect to preparedness and readiness level, they may not realize this profound difference.

Tolerance to peer pressure is the third point to emphasize. Peer pressure, which is also referred as peer bullying, is amid one of the hottest debates in education. In the effects of culture shock context, it is a matter difference between ELT sophomores attending the Erasmus programme and those who do not attend. On the grounds that students attending the programme face a great number of students from different countries that is cultures, their exposure to peer pressure is by far more than those of students who take their second-grade education in their own countries. According to a student who is from Uludağ University and who attended Erasmus programme 2018-19 academic year which falls on her sophomore year, when compared to her friends in Turkey, she says, she suffered three times as much as from peer pressure in France. She adds that if she had been in Turkey when she was exposed to that kind of pressure, the tolerance level she had certainly would have been different from her tolerance level in France. As one easily inferred from the anecdote of that student, students attending Erasmus programme and those who do not are to show different reactions and tolerance level due to the impact of culture shock students abroad are dealing with. Another point, apart from the tolerance level, when students from the same country go to the same university abroad, they are tend to make groups of one another, which raise concerns about exclusion of others who have nobody from their homeland. The same student from Uludağ University reports that while she was trying to break the ice with ELT sophomores from disparate culture, in this case the Spanish, as a token of creating sense of belonging, they exclude her from their groups as a tool of bullying by emphasizing their differences in cultural and religious backgrounds. This is a apparent sign of the effects of culture shock on ELT sophomores attending Erasmus programme, which is not possible to happen to students staying in their own country. In conclusion, a significant difference is claimed to be observed in sophomores' tolerance level towards peer pressure and the exclusion caused by the members of the same cultural groups.

Adaptation and adjustment are the fourth point to stress. Research by Hug and Reid (2004) supports that adaptation is the process of coping with the potential impacts of challenging

events such as climate change, and in our case, the effects of culture shock experienced through Erasmus programme. When it comes to the second component, adjustment is a process in which people are trying to get used to the environment or culture by developing a wide range of abilities through undergoing some phases. For instance, according to Tyler (1983), “Argument is that the adjustment phases contain 3 themes: A search for meaning in the experience, an attempt to regain mastery over the event in particular and general, and an effort to reinforce self-esteem via self-enhancing evaluations” (p. 1). In the culture shock context, ELT sophomores attending Erasmus programme are observed to be more prone to develop defence mechanism on the grounds that they regard it, at the same time, as a token of developing adaptation and paving the way for their adjustment. Conversely, sophomores preferring to stay their homeland are concluded to have little tendency to developing defence mechanism stemming from the need for adaptation and adjustment as they share similar environmental and cultural backgrounds with others. To conclude, being affected by the culture shock in Erasmus programme, ELT sophomores going abroad for Erasmus have more disparate defence mechanism than those who do not attend the programme and go abroad for the exchange programme as a result of their tendency to develop adaptation and adjustment based on different backgrounds.

To conclude, it may be claimed that the effects of culture shock in Erasmus programme has something to do with ELT sophomores attending the programme. Even though culture shock creates similarities between students attending the programme and those who do not attend, significant differences can be observed in professional socialization which comprises comparison of ELT sophomores going abroad for the programme and those who prefer to stay in their homeland in the context of their relationship with their academicians and social environment including their friends. Differences can be observed in sophomores’ preparedness and readiness level in line with the impact of culture shock as well. Having chance to be in multicultural classes is said to have improved students’ preparedness attending the programme, but it may be also concluded that because of the effects of culture shock they experience, both multicultural classes and teachers and students from disparate backgrounds are a matter of double-edged sword. Another difference claims to be observed in tolerance to peer bullying. Because students who do not attend the Erasmus programme are not exposed to the effects of culture shock, it might be concluded that they are more tolerant to that kind of bullying compared to those who are exposed to the shock and its impacts abroad. When it comes to the readiness, sophomores attending the programme are concluded to be a step forward on the grounds that they encounter different scenarios and cultural backgrounds through Erasmus. Last but not least, pole of the observation made into adjustment and adaptation is claimed to be difference based on defence mechanism. ELT sophomores attending programme develop this mechanism more often than those who do not attend as they have to put up with the consequences of different cultural backgrounds than those staying in Turkey. As a suggestion, it should be said loudly as Furnham (2004) states “A more sophisticated analysis of the problems and needs of individual international students should be performed in order that the differences can be minimized” (p.18).

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## **Culture Shock Experiences of Students: Comparison Between Poland and the USA**

**By**

**Kaan Kaya**

Who would not want to be a student abroad? With the education being much more global than it was in the past, and thanks to countless opportunities in front of them, it has been relatively effortless for students to go abroad, for years. ). It is known that Europe and America are two major destinations for students who live in another regions or continents. Since the number of students going abroad -permanently or temporarily- had a boom, there has been an increase in the number of studies done on and about the term “culture shock” as well. Culture shock refers to “the process of initially adjusting to a new cultural environment” (Pedersen, 1995). Culture shock can sometimes affect people to considerably high degrees, to the point that they cannot do their everyday activities. When in a different culture, you feel as if you flew away to a whole another world. “You feel like acting a role in a play in which everyone but you have a script.” (Kohut & Baxter, 1987, p.53). But how are the students’ experience of culture shock? To understand and make a comparison between the two different versions of culture shock, two Turkish ELT students, one who stayed in the USA for three and a half months (P1), and one who stayed in Poland for roughly five months (P2) were interviewed about their abroad experiences. The participants were finally asked to rate their Level of Familiarisation/Happiness in the host country for each month, on a scale of 1 to 10. The findings of the two interviews show that; while mostly similar, the variations of culture shock the students experienced in the two countries have some differences between each other.

At the arrival to the host countries, both of the participants were both happy and excited at the same time. P1 said that “everything felt so awkward, the people, the roads, the houses, even the cars”. She thought that she would not be able to adapt to the lifestyle, but was still happy and finally “in the place she always wanted to be in”. The feelings of P2 were similar; she was not only very excited but also very nervous, since she “did not know much about the Poland”. Until the end of the first month, P1 experienced culture shock at its peak level, said that she often felt regretful that “she went there in the first place”. She also had to

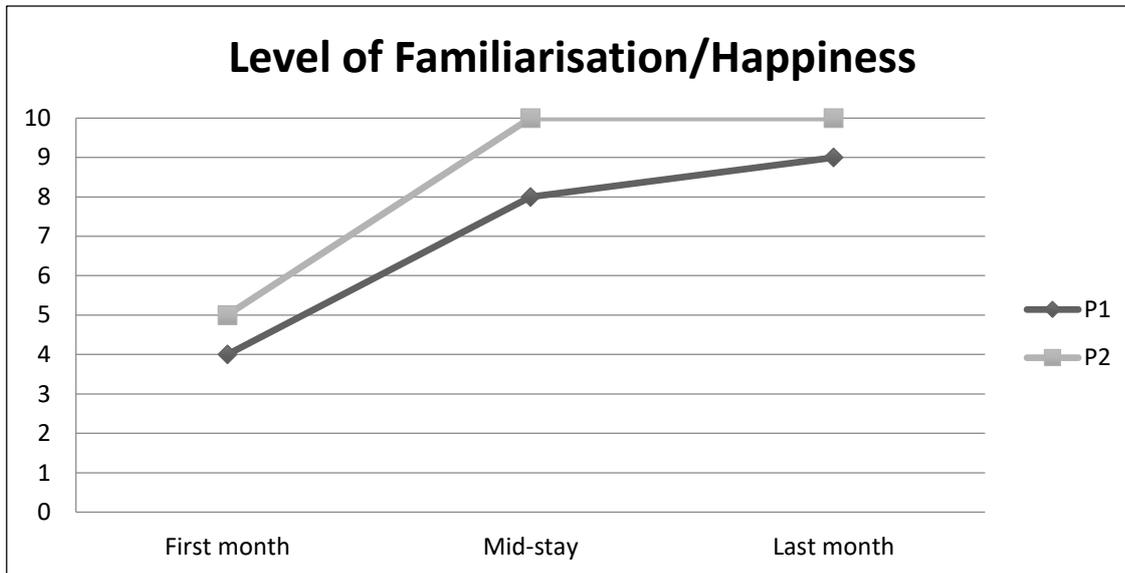
change her eating habits completely; since almost everything regarding food in the USA was “based on fast food”. P2’s first month in Poland was a bit better than P1’s first month in the USA; but still difficult, nonetheless. P2 felt the same anxiety about everything being different and the same fear that not being able to adapt, but in a milder way. P2’s only major problem was the communication, rather than anything else. She said that communication was sometimes challenging, since “most of the middle-aged and the elder in Poland did not speak English”, and she “wished” she could speak Polish while she was in bank or a market. Indeed, communication is one of the biggest problems one could face when in a country in which people speak a different language. The intensity of anxiety P1 experienced in her first month in the USA might be associated with the fact that P1 was in the USA not to study, in contrast to P2, but to work: P1 said that the things that brought her down the most were the high amount of her working hours, and the high prices of the products. All in all, the first month experiences of the two participants were mostly identical, although P1 had it a little bit worse than the P2 did, for she did not only have to cope with culture shock, but had to work and earn her own money as well. P1 rated her first month 4 out of 10, and P2 rated her first month 5 out of 10 (1 = least happy, 10 = most happy).

At the middle of their stay (second month for P1 and third month for P2), the participants were feeling considerably better about the host countries. Both P1 and P2 said that they felt a lot more accustomed to the atmosphere, but the change of heart was especially visible in P1’s case. P1 said that she began to see the “easiness” in the American way of life, and was much more confident since she had become financially independent. Becoming self-supporting was the main factor that “made the USA a more liveable place” for her. She also said that the fact that the people were “gentle”, “open-minded” and “respectful”, which she had not expected, helped her remarkably in feeling more comfortable towards the host country. P1 confirmed that she was considerably familiarised with the host culture by the end of her second month in the country. Similarly and superiorly, P2, whose days in Poland “got only better every day”, was adapted to the life in Poland altogether, and she indigenised most of the culture. P2 said that her fears about not liking the school or the dormitory, and not being able to adapt completely disappeared. To conclude, by the end of the middle of their stay, both of the two participants made huge progress in defeating culture shock and they felt much more at home compared to their first month in the host countries. P1 rated her middle of the stay 8 out of 10, while P2 rated hers a surprising 10 out of 10.

At their last month of stay (third month for P1 and fifth month for P2) in the host countries, both participants fully adjusted to the different cultures and different aspects of everyday life in the two foreign countries. P1 had a stable and yielding income through her job, she puzzled out how things worked in the USA. She was completely accustomed to her temporary new-life in America, to the point that she “was upset about going back to Turkey”. P2, too, completely was accustomed to the culture and she pulled through the culture shock successfully. The problem of communication was still occasionally apparent, nevertheless; P2 was quite happy with the life she was living in Poland. She fully adjusted to her school and made a lot of new friends. P2, similarly to P1, also said that she was unhappy –even more unhappy than she was when she was about to leave Turkey– about leaving the host country; for she “was not sure when I (she) will be able to be back in Poland and see

my (her) friends again". P1 rated her last month 9 out of 10, and P2 rated her last month, again; 10 out of 10.

Figure 1



To sum up, the two participants; P1, who went to the USA and P2, who went to Poland, had a stable rise in their level of familiarisation and happiness, as seen in Figure 1. P2 reached peak-level familiarisation rather quicker, but again; this is associated with the fact that unlike P2, P1 had a job which she woke up in the morning to get to everyday. Both of them had what can be called a rough first month, but they were able to get back on their feet rather swiftly by the halfway of their stay, and the rapid rise is visible on the chart in Figure 1. By the end of their stay, both of them were completely accustomed to the life abroad, and fully got over their culture shock. Finally, it may be concluded that the two ELT students went through slightly different cases of culture shock, and in the end both of them accomplishedly managed to pick themselves up from it.

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### Challenge of Facing the Unknown

By

Rümeysa Yıldız

Have you ever thought about the possibility that Erasmus Programme may cause a problem called culture shock? Erasmus is a project that provides education exchange between

registered universities and institutions from different countries for eligible students (Gonzalez, Mesenza & Mariel, 2010). These students may benefit from this student exchange project in many ways, but they generally have an enormous difficulty in adopting the new university and the new country because of culture shock. Culture shock is the depression and anxiety experienced by many people when they travel or move to a new social and cultural setting (Irwin, 2007). Even though students may find some similarities between the home culture and the foreign one in culture shock process, most of them notice differences in education system, social relationships and language.

Firstly, education system is one of the topics that both students, one of whom is a European and the other one is a Turk, have experienced difficulties in host cultures. In Europe, education system is mostly based on collaboration or peer learning. In other words, students are encouraged to learn from each other by sharing their opinion, knowledge and experience. Additionally, student-centered learning is applied by Europeans in their education system. According to the student's experiences, teachers are more like a guide throughout the lessons, and they provide an environment for the students to speak more and to have an active role. Moreover, the student added that since classrooms were not immense, there were a few students who receive education in classes, which is a good opportunity in her point of view. Due to the fact that total number of students is low, they can easily communicate with each other or with the teacher, and it brings about a healthy classroom environment. Turkey's education system shares some similarities with Europe's education system. The system is unsettled, and it has been changed all the time; however, collaborative learning has been tried to be applied in recent years. For the student who studies in Turkey, students cooperate with each other during the lessons. In addition, she stated that student-centered learning was used as a teaching method by some teachers in her host university like Europeans does. To illustrate, she said that one of her teachers had counted students in preparation of the lesson content, and they had shared their ideas about the content in terms of their interests. Furthermore, classrooms in Turkey, which are similar to those of Europe, are not too large, so they are not crowded. According to the student, classrooms and their functions such as size and technological devices are equal to Europe's.

Secondly, both students had difficulties in other culture's social relationships. For the student who studied in Europe, European's social relationships are very different from those of Turkish. For example, European people do not like being very close with each other, and they just focus on their own lives. In other words, European people only care about their acquaintances and family members. For example, Europeans never borrow something from their neighbors when they need it; however, Turkish people do it frequently. Also, according to what the student experienced, smiling at strangers is regarded as something weird in Europe because they do not want to connect with other people. In addition to this, their friendships are generally based on self-interest, but not on emotional relations. As far as she is concerned, especially students make friends in case they will need them at times like mid-term week. In contrast, these points are not the same as Turkish culture for the other student. According to the student's impressions, Turkish people are so sincere and hospitable in comparison to Europeans; nevertheless, Turkish men can sometimes cross the line and try to be intimate friends. She also stated that Turkish men could easily understand her behavior, and it could be difficult to find out if the man to whom she is talking thinks

that it is just a conversation, or he thinks that she should be his girlfriend. Thus, the signals between the opposite genders are hard to figure out for strangers. Moreover, she remarked that body language is another point that differs from European's. To illustrate, the student said that she had been puzzled when she saw people were hugging and kissing each other before they left, unlike from Europeans. Also, she said that she had found it very strange that Turkish people do not pay attention to personal space, and they use their gestures so much such as touching other people.

Last but not least, language is one of the biggest challenges that cause exchange students have to deal with a very severe culture shock process. Concerning the language, different dialects may cause some problems and misunderstandings in communication. The student pointed out that she had been hard-pressed to understand the local dialects because they vary from regions to regions in Europe. She also stated that sometimes she was loath to talk to other people since she was anxious about not being able to understand the different dialects. Also, slangs and idioms are another feature of language, which is infinitely variable. She also had difficulties in understanding and using these slangs and idioms in daily life. Similarly, Turkish has its own dialects, and other student finds it extremely difficult, too. For instance, when she travelled to Karadeniz she could not communicate with local people effectively because they speak in a different dialect. Additionally, Turkish is quite opposite of English in terms of sentence structure. In Turkish, it follows a subject-object-verb pattern while it is subject-verb-object in English. Furthermore, in Turkish the endings are added one by one to the root; on the contrary, they are used separately in English. To illustrate, if we want to write "can be used" in Turkish, we have to add these words to the root "kullan-", and it is written like "kullanilabilir". As it is understood from the example, it is radically different from English.

In a nutshell, even though both the students found out some commonalities, they also remarked differences in the host culture related to their education system, social relationships and language. These differences inevitably result in culture shock when they are in an alien culture. Therefore, students who want to go abroad through the Erasmus Project should be careful about these points if they want to adopt to foreign culture easily.

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## **CULTURE SHOCK: BETWEEN SOCIETY CONTACT VS WITHIN SOCIETY CONTACT**

**By  
Saime Küçükakım**

In a global world, it is becoming more and more important to know and understand countries and cultures that were once seen as distant. Improvements in technology and long-distance transportation, along with the rise of global economy have created a curiosity to explore new places. Travelling abroad and living in another country might be great experiences to broaden one's horizon. However, it may make you feel a little lost in the world. "Culture Shock" is a common term introduced by scholars to describe this feeling. There are various descriptions and definitions such as, "Culture shock is a multifaceted experience resulting from numerous stressors occurring in contact with a different culture" (Dodge,1990,p.33). When we come to stages of culture shock, it has four stages, namely, honeymoon, frustration, adjustment and acceptance. Culture shock is profoundly personal experience. It does not affect all people in the same way or even in the same person in the same way when it reoccurs. Moreover, the length and type of the journey that people undertake have an effect on degrees of culture shock because journey can be for a short period of time or sometimes it is for years or for life and people can travel beyond their countries for a specific aim or people can have inter-ethnic relationships in multicultural societies. It is possible to better understand differences and commonalities of between-society contact and within society contact by comparing and contrasting several important aspects of culture shock in both situations.

Between-society contact is the first type of culture shock to discuss. "The term between society culture-contact refers to individuals who travel beyond their countries of origin for a particular purpose and for a specified period of time and the relationships they establish with a members of the host society". (Bochner.S,2003,p.1). A study that addresses the social and cultural life of 2 non-native Turkish speaking international graduate students in the following three aspects: (1) their way of behaviours (2) their relationships with friends and neighbours; and (3) their opinions about host culture characteristics (e.g. food, cleaning habits, traffic, climate) was conducted. One of the students interviewed seemed very well adapted to the university life despite the fact that she did not make an great effort to get accustomed to host culture. On the other hand, the other interviewee had difficulties adapting to new culture. The first participant was very positive about her new environment. She said that she was surprised when she saw how delightful and helpful the people are. Similarly, the second participant was happy about an exciting new start. However, the problems such as accommodation difficulties and loneliness engendered more anxiety for her. At the beginning, both participants had a significant problem which resulted from loss of personal intimacy and interpersonal contact with others about their relationships with friends and neighbours. When we come to their opinions about host culture characteristic, their attitudes were not identical. First participant said that she was successful in learning how to adjust effectively to new culture characteristics. In contrast, the second participant failed to deal with the new environment in terms of food cleaning habits, traffic and climate. She said that she was always critical of the host culture characteristics and complained about everything.

To conclude the findings indicate that students' experiences are varied and the adaptation process depends on both internal and external factors.

Within-society contact is the second type of culture shock that people can experience. "The term within-society contact describes inter-ethnic relationships in multicultural societies which contain many diverse ethnic group integrated by institutional arrangements that support shared values and produce a common sense of nationhood" (Bochner.S,2003,p.1). In other words, the term within-society contact generally deals with immigrant and refugee experiences. Although bearing with the stress associated with the decision to immigrate and then the journey itself can be severely devastating for many immigrant and refugee students and their families, some of the migrants can easily adjust to an unfamiliar social environment. To understand this concept a study was undertaken to describe and assess the experience of immigrant students. Again, two immigrants both students from Turkey now living in the U.S were interviewed about their social and cultural life in terms of their way of behaviours, their relationships with friends and neighbours, and their opinions about host culture characteristics. At the outset, both of the participants were pulled by the attractiveness of living in the United States, and they planned their entry carefully, selectively bringing some belongings while abandoning much at home. First interviewee said that he was shocked about life style of U.S residents, transportation and housing system. Second interviewee's thoughts were the same. They thought that they had no capability of coping with these and other stresses of relocating to a new culture. As for, their relationships with friends and neighbours we can observe differences between them. In the first two months, participants had some problems with their friends and neighbours because of communication. One of them said that "my culture shock was controlled by my relationships and my relationships were controlled by my culture shock that's why I could not like myself". However, he also indicates that as time passed he could develop intercultural relationships. Contrary to him, second participant was easily adapted. She said "the longer I lived in a new culture, the more I became culturally involved". All in all, it is observed that acculturation process can differ from people to people.

There are a lot of people who claim that culture shock has only negative effects on people who experience it. Oberg(1960) mentioned six negative aspects of culture shock including: (1) strain resulting from the effort of psychological adaptation ,(2) sense of loss on deprivation referring to the removal of former friends, status, role and possessions,(3) rejection by or rejection of the new culture ,(4) confusion in the role expectations feelings and self-identity,(5)unexpected anxiety or indignation regarding cultural differences between the old and new ways , and (6) feelings of helplessness as a result of not coping well in the new environment. However, many studies conducted by scholars also show that culture shock has positive effects as well as negative consequences for both between society contact and within society contact. For instance, experiencing culture shock can make people more open-minded person. Cross-cultural management extends the study of organizational behaviours of people. Also experiencing culture shock by coming into contact with a new language may force people to learn it quickly.

Taking all these into consideration, we can say that both between society contact and within society contact that cause undergoing culture shock create similarities and differences in

terms of people's way of behaviour, their relationships with friends and neighbours and their opinions about host culture characteristics. Although all these similarities and differences lead to some problems or new experiences, within-society contact's effects can be harsher than between-society contact. Because people are changing their life entirely and it will last very long. On the other hand, between-society contact is easier to establish and maintain harmonious relations. To cope with culture shock travellers or immigrants need to develop strategies to deal with stress because life changes are really stressful. People need to learn culturally relevant social skills to survive in their new settings so that they can easily get accustomed to their new life. Staying inside all day and simply doing nothing are not a way of avoiding culture shock, yet communicating with other people is a perfect solution for it. As Fox said "It is the different cultures that make the world go round at the end of the day".

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**CHECK OUT OUR WEB PAGE!**

**HAVE YOU LOOKED AT THE CALENDAR OF EVENTS?**

**ARE THERE ANY CONFERENCES THT INTERSET YOU?**

## WHAT'S NEW WITH THE TOEFL TEST

### **What's New with the *TOEFL*® Test? A Better Test Experience!**

What would you do with 30 extra minutes in your day? You could grab lunch with a friend or watch an episode of your favorite show, spend time outdoors or catch up on reading. Whatever you decide, you'll have time back in your pocket after taking the updated *TOEFL*® test, recently shortened by 30 minutes to just three hours!

As of August 1, 2019, students taking the *TOEFL* test will now experience a shortened version with fewer questions in the Reading, Listening and Speaking sections. While the overall test format, question types and scoring scale remain the same, highlights of the changes include fewer questions per passage in the Reading section, fewer lectures in the Listening section and fewer independent and integrated tasks in the Speaking section.

### **Put Your Best Foot Forward with *MyBest*™ Scores**

What does life at university look like for you? Is it studying abroad in historic London, England, or the hustle and bustle of New York City in the United States? Whether your ideal experience is close to home or an ocean away, the *TOEFL* test can help you get there.

In addition to the shorter test time, students can now take advantage of *MyBest* scores, which take your highest section scores from all valid *TOEFL iBT*® test scores from the past two years and create what is sometimes referred to as a “superscore.” If your performance on the first go-around wasn't quite what you hoped for, or your dream university has requirements that are slightly above your results from one individual test date, *MyBest* scores offer an opportunity to show your holistic potential rather than your performance on one test date.

And one more thing — taking advantage of *MyBest* scores is easy and requires no extra effort! Institutions will automatically receive *MyBest* scores along with the individual test dates you select. Be sure to check out score acceptance policies on the college and university websites to which you're applying to for more information.

### **Preparing for Test Day with Free Resources**

There are a variety of great (and free!) preparation options for the *TOEFL* test, whether you have an hour to sit down and study or are looking for something on the go, or just need more information about what to expect on test day:

- Visit [www.TOEFLGoAnywhere.org](http://www.TOEFLGoAnywhere.org) for test prep tools, tips, advice and helpful content on studying abroad, test format, dates and fees, scores and more.

- Download the *TOEFL Go!*® Official app, available through the Apple App Store® or Google Play™, which provides free access to sample questions and insider tips.
- Enroll in the *TOEFL*® Test Preparation: The Insider's Guide, available at [www.edX.org](http://www.edX.org), a free and comprehensive six-week long, online study course that provides sample questions, videos, quizzes and more to help you prepare for test day.
- Visit the *TOEFL*® page on Facebook® for tips and advice, motivational messages and videos in English.
- The new *TOEFL iBT*® Free Practice Test lets you become familiar with the test format and question types. It features a full test with all 4 sections and real past test questions.

For more information about the free resources available to you, visit [www.ets.org/toefl](http://www.ets.org/toefl).

**HAVE YOU RENEWED YOUR MEMBERSHIP?**

**INGED  
NEEDS  
YOU!**

**PLEASE RENEW YOUR MEMBERSHIP!**



The 54th IATEFL Conference in Manchester

18 - 21 April 2020

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

Speaker proposal deadline: 12 September 2019

<https://conference.iatefl.org>

**BESIG** →

*'Back to basics'*

IATEFL Business English SIG 32nd annual conference with Global Issues SIG strand

Wista conventions Adlershof, Berlin, Germany

11-13 October 2019

[Book here](#)



*'Empowering English language learners & teachers'*

IATEFL Inclusive Practices and SEN SIG and Materials Writing SIG strand at ELT

Malta conference

Corinthia Palace Hotel and Spa, Hal Balzan, Malta

18-19 October 2019

[Book here](#)



*'The road to 'pron-tegration': tips, tricks and techniques to expand your pronunciation practice'*

IATEFL Pronunciation SIG event  
University of Strathclyde, Glasgow, UK  
26 October 2019

[Book here](#)

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*'Exploring spontaneity in the ELT classroom'*

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

[Book here](#)

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*'Beyond the communicative approach: personal significance in language learning'*

IATEFL Teacher Development SIG event  
ELC Hove, Hove, UK  
23 November 2019

[Book here](#)

News from



## TESOL 2020 International Convention & English Language Expo

31 March–3 April 2020



The Meeting for English Language Professionals

Denver, Colorado, USA

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

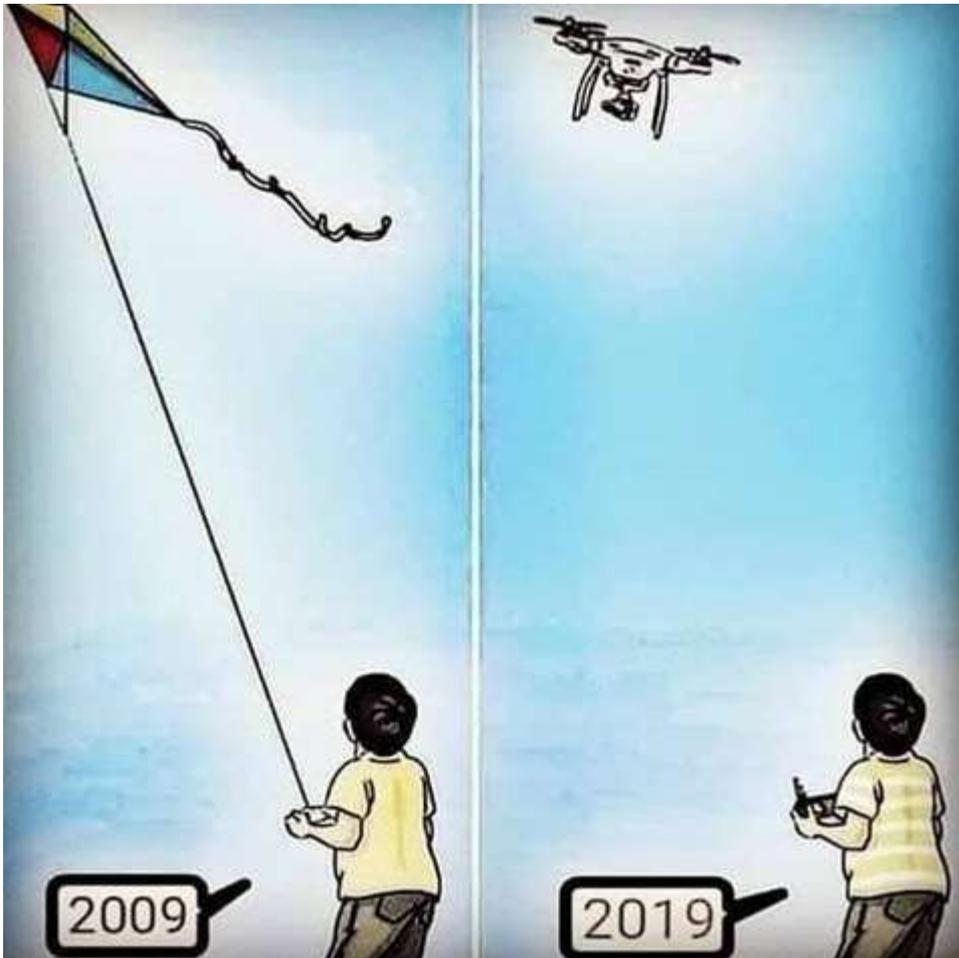
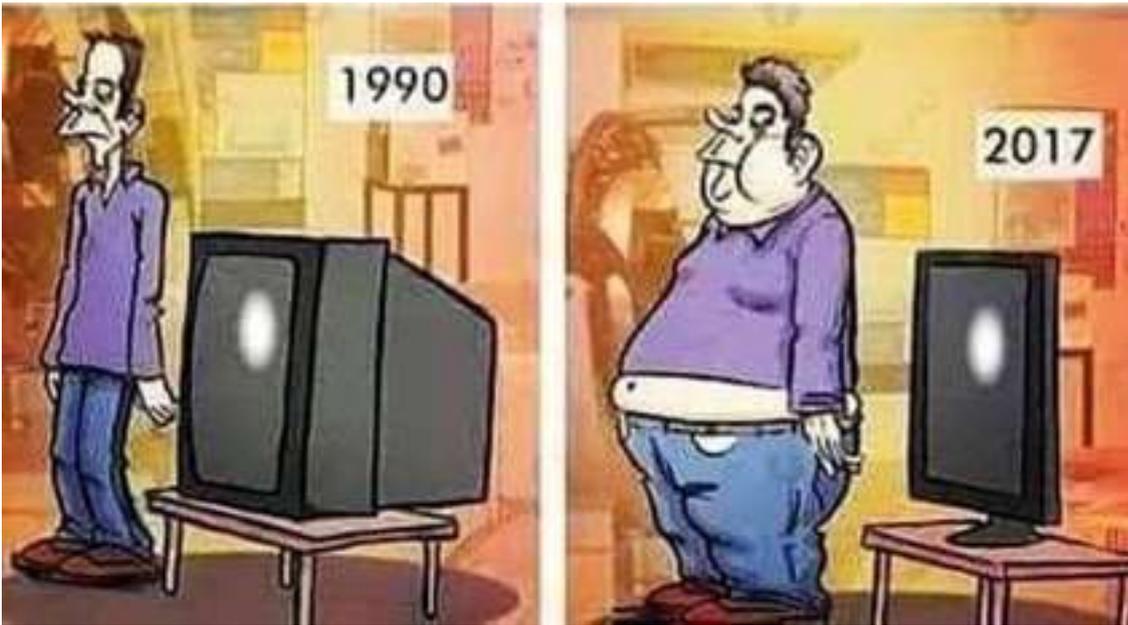
**Proposal submission deadline: 10 June 2019**

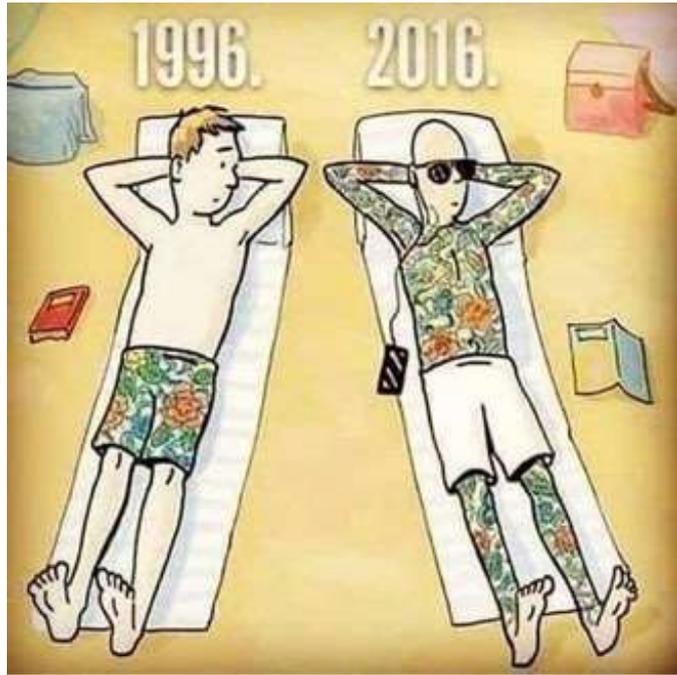
**The TESOL website:** <http://www.tesol.org>

 <p>Zanna Banker Baker <b>Friday Keynote</b> Friday, 3 April, 10:00 AM Creating a Culture of Humor: Leading to Transform</p> <p><a href="#">More info</a></p>	 <p>Mandy Manning <b>James E. Alatis Plenary</b> Thursday, 2 April, 10:00 AM Our Paramount Duty: Language as a Vehicle for Connection and Belonging</p> <p><a href="#">More info</a></p>	 <p>Deborah Healey <b>Presidential Keynote</b> Wednesday, 1 April, 10:00 AM Teaching with Play: Games, Game-based Learning, and Gamification</p> <p><a href="#">More info</a></p>	 <p>Andrés Ruzo <b>Opening Keynote</b> Tuesday, 31 March, 10:30 AM Hacking Facebook: A NetGeo Explorer on the Power of Perspective</p> <p><a href="#">More info</a></p>
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# CHANGE







..... in 50 years a lot has changed in school .....

