

NEWS ON-LINE 🎄
2021-Issue 4 ~ Together we stand!



BEST WISHES FOR A HAPPY NEW YEAR!

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From the President

Dear members,

As you all know we had our General Assembly on 20 November 2021. Below, you can see our yearly report which covers all the activities we have done between March 5, 2021 and November 20, 2021. All of these activities have been done online as the pandemic is not over, and we do not want to put our members and colleagues in danger with face-to-face activities.

- Prof. Dr. Aydan Ersöz held an online session titled “No Mumbo Jumbo” for NE University, Ahmet Keleşoğlu Faculty of Education, ELT Department on Instagram on 14 March 2021.
- Prof. Dr. Aydan Ersöz held an online session titled “ELT Activities for Young Learners” for İstanbul Kültür University on 16 April 2021.
- Prof. Dr. Aydan Ersöz represented INGED at the 4th GELTUS Conference held by Gazi University on 7 May 2021 with a plenary talk, “Old Habits Die Hard”.
- Prof. Dr. Aydan Ersöz attended the final conference of an eTwinning project titled 'My teacher is a toy' (MTIAT) held by Kayseri İldem IMKB on 3 June 2021 and answered the questions.
- Prof. Dr. Aydan Ersöz held a live session on Instagram called “Teacher Talks” on 7 June 2021 to promote INGED and answer questions related to ELT.
- Assoc. Prof. Dr. M. Nazlı Güngör represented our association at the 54. IATEFL Conference held online between 19 - 21 June 2021.
- Prof. Dr. Aydan Ersöz represented INGED at the Workshop Festival held by the METU Cyprus Campus on 25 June 2021 and held a session titled “*Materials Adaptation: Alter and Foster*”.
- Prof. Dr. Aydan Ersöz held a live session on YouTube “Eğitim Sohbetleri” Channel on 28 July 2021 to promote INGED and answer questions related to ELT.
- We continue holding INGED Zoom Series sessions on Fridays. You can see the list of our Zoom sessions below in the chronological order between the dates mentioned above:
 - Prof. Dr. Soner Yıldırım - Geribildirim Tasarımı 2
 - Prof. Dr. Zuhale Okan - Language Matters: Gender in the ELT Classroom
 - Assoc. Prof. Dr. Anıl Rakıcioğlu-Söylemez - Teachers' Classroom Language: Growth-Oriented Interaction Patterns
 - Prof. Dr. Kemal Sinan Özmen - The Role of My Class
 - Dr. Ali Fuad Selvi - Resistance Against English Medium Instruction in the Digital Age

- Defne Akıncı-Midas - (How) Can We Motivate Beginner Level Young Adults?
- Dr. Tony Gurr - Speaking... Proper Like!: Improving Communication / Pronunciation and Dealing with Fossilized Errors
- Prof. Dr. Gölge Seferoğlu - Viewing Professional Development Through a Different Lens: Internal and External Forces of Change
- Dr. Erdem Akbaş - Moral Code of Academia: Academic Integrity and Avoiding Plagiarism
- Kristina Smith - The Best and The Rest: What Will You Take Forward from Online Learning?
- Dr. Tony Gurr - Speaking... Proper Like!: Improving Communication / Pronunciation and Dealing with Fossilized Errors Part 2 (OPT: Speaking... Proper Like! Part 2: Dealing with Fossilized Errors)
- Prof. Dr. Yasemin Bayyurt - ELF-Awareness in ELT: Global Trends, Changing Paradigms
- Laura Woodward - Writing with Children: The Most Fun You Can Have!
- Prof. Dr. Gonca Yangın-Ekşi - Teachers Who Make a Difference: Teacher's Professional Agency
- Prof. Dr. Belgin Aydın - Teacher, Are You Really Listening to Me?: How Can We Give Effective Feedback?
- Nik Peachey: Creativity in the Digital ELT Classroom
- Assoc. Prof. Dr. Betül Eröz - Why Reflect When You Can Just Think?: Implications of Reflection for Learners, Teachers, and Trainers
- Esmâ Şenel: Creating Creative Students
- Dr. Selen Çimen - Exploring EFL Assessment in Turkey: Curriculum and Teacher Practices
- Dr. Betül Bal Gezeğin - New Trends in Language Learning: Data-Driven Learning
- Merve Oflaz - Individual Differences in Online Learning: One Size Does Not Fit All
- Ayca Yaman - Suffering from Teacher's Block? Let's Beat it!
- Leo Gomez & Michael Landry - Task-Based Language Teaching: From Tasks and Beyond
- Prof. Dr. Aydan Ersöz - Back to School: Are We Ready?
- Assoc. Prof. Dr. M. Nazlı Güngör - How to Get Published in International Journals
- Dr. Ayşegül Kaban Liman - Interaction Design and Online Collaborative Learning
- Assoc. Prof. Dr. Kürşat Cesur - İngilizce "Zamanlar" (Tenses): Pekiştirmek için Oyunlar
- Prof. Dr. Turan Paker - Topic-Based Language Teaching through Integrated Skills
- Ustalarla Söyleşi #1: Prof. Dr. Sabri Koç & Prof. Dr. Hüsnü Enginarlar
- Dr. Aysel Kılıç - Let the Students Speak
- Ferhat Karanfil – Burnout in K-12 School Contexts

- Asena Karaduman, our content manager, has shot, edited and added new videos to our INGED YouTube channel. New videos are:
 - HOW TO CHOOSE A STORY & READING / TELLING / CREATING STORIES
 - HOW TO TELL A STORY
 - A SAMPLE LESSON & POST ACTIVITIES FOR A STORY
 - WHY AND HOW TO USE GAMES FOR YOUNG LEARNERS
 - TYPES AND EXAMPLES OF GAMES
 - HOW TO DESIGN COMMUNICATIVE ACTIVITIES
 - HOW TO ADAPT COURSEBOOK ACTIVITIES
 - 21ST CENTURY SKILLS - Part 1
 - 21ST CENTURY SKILLS - Part 2
 - 21ST CENTURY SKILLS - Part 3
 - 21ST CENTURY SKILLS - Part 4
 - REFLECTIVE TEACHING - Part 1
 - REFLECTIVE TEACHING - Part 2
 - LANGUAGE OF FEEDBACK
 - ACTION RESEARCH - Part 1
 - ACTION RESEARCH - Part 2
 - LEARNING STYLES THEORIES
 - MULTIPLE INTELLIGENCES THEORY
 - SUGGESTED ACTIVITIES FOR DIFFERENT INTELLIGENCES
 - ADVICE FOR NOVICE TEACHERS: How to Look and Act as a Professional
 - ADVICE FOR NOVICE TEACHERS: How to Interact with Students & Parents
 - HOW TO TEACH BEGINNERS
 - USING ICEBREAKERS IN ENGLISH CLASSES
 - USING WARMERS IN ENGLISH CLASSES
- Our manager announces weekly Zoom events on Mondays. On Tuesdays, she uploads original content to our YouTube channel. On Wednesdays, she shares suggested readings on our LinkedIn page. On Saturdays, we upload the past week's Zoom event video.
- Dr. A. Suzan Öniz regularly renewed and updated our website and published our Newsletters online.
- We held our 20th INGED International ELT Conference between 5 and 6 November 2021. Bolu Abant İzzet Baysal University, Faculty of Education, ELT Department was our host. The conference was held online, and the videos of the sessions have been published on our YouTube Channel.

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

We
have
overcome or
survived another year!
It has been utterly difficult for
most teachers and parents and people
whose jobs were threatened during COVID-19
We tried to offer an outlet on Friday evenings with our
regular ZOOM Sessions, our posts on OUR WEB PAGE, YOUTUBE,
FACEBOOK, INSTAGRAM & LINKEDIN accounts. We hope to continue with
our online presence & maybe even start face-to-face sessions in the New Year.

We wish you
a very happy
and healthy
2022 with
lots of success!

May the New Year bring prosperity, joy and peace to our dear country!

A. Suzan Öñiz
INGED Newsletter Editor



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

➡ **NOTES FROM A CONFERENCE**

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

➡ **TECHNOLOGY IN TEACHING**

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

➡ **YOUR PAPERS**

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

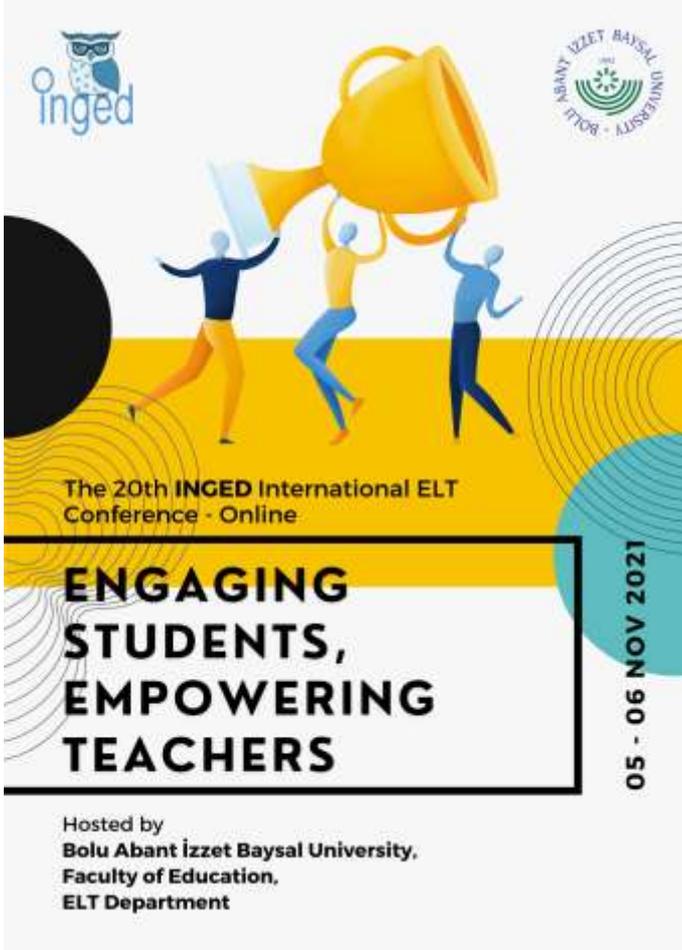
➡ **THE VOICE OF INGED MEMBERS**

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



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

**NOTES FROM
THE 20TH INGED
INTERNATIONAL ELT CONFERENCE**



Thank you all
for taking the time to participate
in our conference.
You made our 20th Conference
a success!

Thank you for presenting your
ideas
and
thank you
for following the sessions!

Here are the names of the institutions of our presenters in alphabetical order:

From Turkey:

Anadolu University
Ankara University
ational Institutions
Başkent University
Bilkent University
Bolu Abant İzzet Baysal University
Burdur Mehmet Akif Ersoy University
Bursa Uludağ University

Çakmakli Cumhuriyet Anatolian High School
Çukurova University
ETS Global
Gazi University
Hakkari University
İstanbul Medipol University
İstanbul University
İzmir Bakırçay University
İzmir Katip Çelebi University
Karabük University
Kırıkkale University
Mardin Artuklu University
Middle East Technical University
MONE
Muğla Sıtkı Koçman University
National Defense University
Necmettin Erbakan University
Regional English Language Officer (RELO), U.S. Embassy
Sakarya University
Social Sciences University of Ankara
TED Istanbul College
TED University
University of Turkish Aeronautical Association
Yalova University
Yıldız Technical University

From other countries:

City University of Hong Kong, Hong Kong, China
Guangzhou Xinhua University, China
Hosei University, Japan
IATEFL Poland, Poland
Jagannath University, Bangladesh
Nara Medical University, Japan
Pomeranian University in Slupsk, Poland
National Tsing Hua University, Taiwan
51 Sunchon National University, South Korea
The Hong Kong Polytechnic University, Hong Kong, China
The University of Sydney, Australia
Université de Limoges, France
University of Alberta, a Canada
University of Alicante, Spain
University of Evora, Portugal
University of Victoria, Canada

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

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

THE INGED ZOOM SERIES

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

It was exactly for this reason that we planned some of these in Turkish.
In this way, we aimed to address issues relevant to ELT teachers
as well as instructors working in other fields and
who may feel more comfortable in using Turkish.

We have completed **53** Zoom Sessions as of December 2021.
We also conducted a Zoom Session with two of our esteemed professors
&

The Most Inspiring Teacher in 2021 in Turkey Award Ceremony!

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

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

INGED ZOOM SERIES # 44

24 September 2021

"How to get published in international journals?"

Speaker: Assoc. Dr. M. Nazlı Güngör

INGED ZOOM SERIES # 45

1 October 2021

"Interaction Design and Online Collaborative Learning"

Speaker: Dr. Ayşegül Kaban Liman

INGED ZOOM SERIES # 46

8 October 2021

"İngilizce 'Zamanlar' (Tenses): Pekiştirmek için oyunlar"

Speaker: Assoc. Prof. Dr. Kürşat Cesur

INGED ZOOM SERIES # 47

15 October 2021

"Topic-Based Language Teaching Through Integrated Skills"

Speaker: Prof. Dr. Turan Paker

INGED ZOOM SERIES # 48

28 October 2021

"Let the Students Speak!"

Speaker: Dr. Aysek Kılıç

INGED ZOOM SERIES # 49

12 November 2021

"Burnout in K12 School Context"

Ferhat Karanfil

INGED ZOOM SERIES # 50

26 November 2021

"Step out of the Comfort Zone with Critical Thinking Activities"

Speaker: Dr. Esen Metin

INGED ZOOM SERIES # 51

3 December 2021

"Reflection on Action: Clinical Supervision Model for Professional Development"

Speaker: Prof. Dr. Esim Gürsoy

INGED ZOOM SERIES # 52

10 December 2021

"Towards a Post-Pandemic Methodology: English Language Teaching in th New Normal"

Speaker: Dr. Jerome C. Bush

INGED ZOOM SERIES # 53

17 December 2021

"Teaching Speaking with Works of Art"

Speaker: Dr. Arzu Erkoç

INGED USTALARLA SÖYLEŞİ # 1

Prof. Dr. Sabri Koç &

Prof. Dr. Hüsnü Enginarlar

22 October 2021

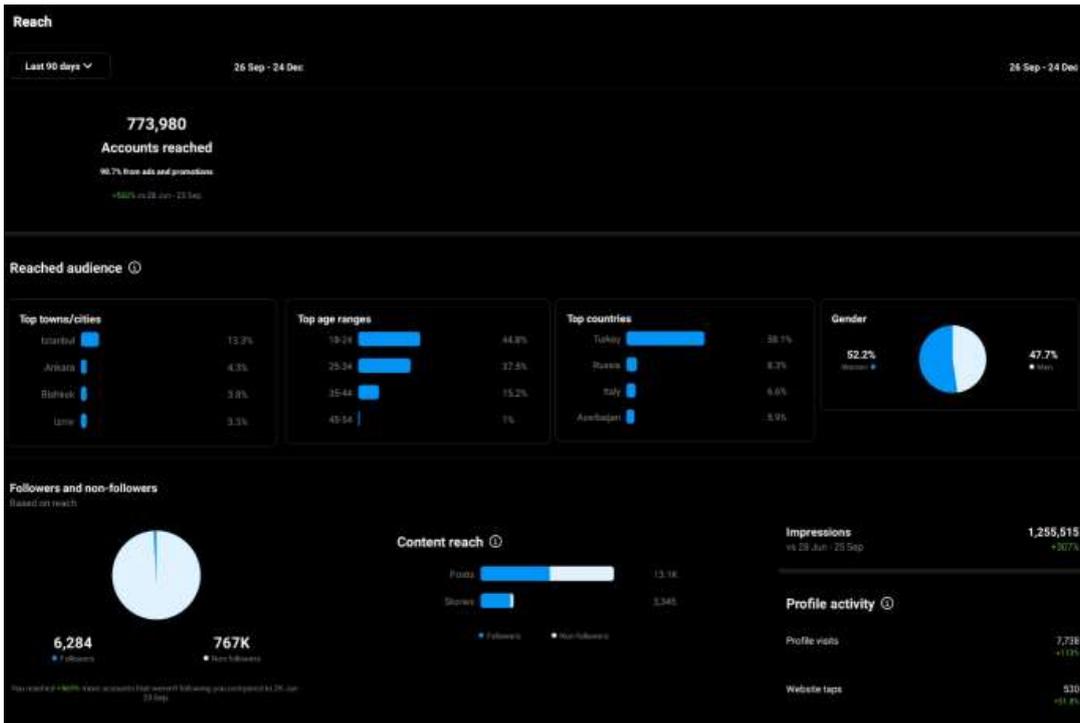


INGED 2021 SOCIAL MEDIA PLATFORMS : STATISTICS

Instagram

Between November 24, 2020 and December 25, 2021, INGED’s Facebook page increased its reach by approx. 2500%. The total number of followers increased from 1150 to 4912. Detailed information has been given in the graphs below:

Instagram page reach (Sep. 26, 2021 – Dec .24, 2021)



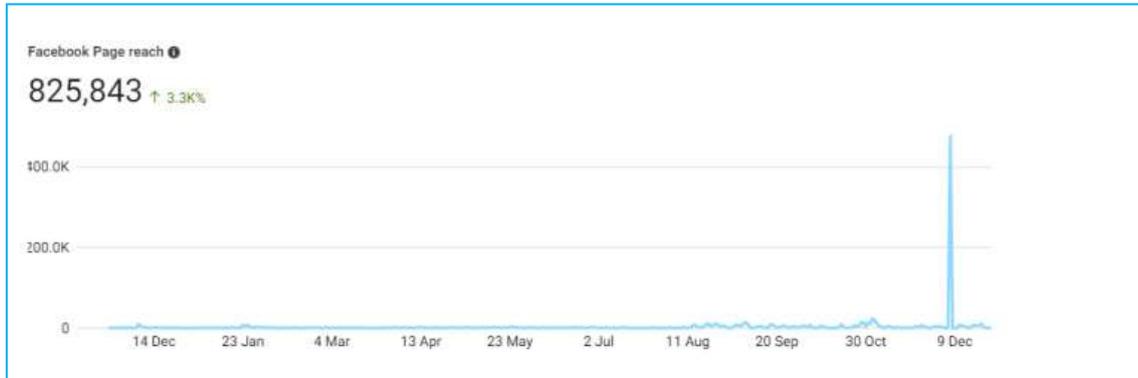
Instagram audience (follower) information (Nov. 24, 2020 - Dec. 25, 2021)



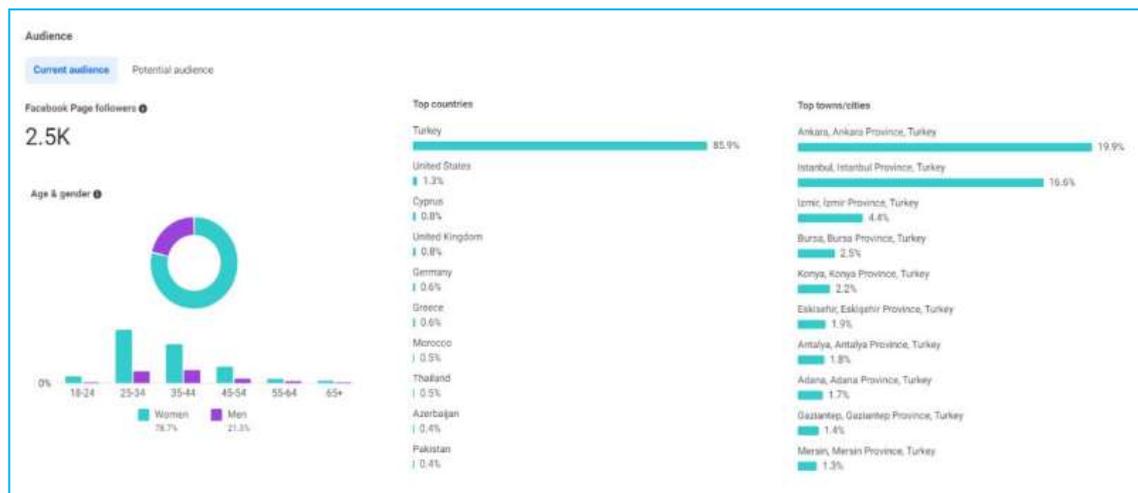
Facebook

Between November 24, 2020 and December 25, 2021, INGED's Facebook page increased its reach by 3300%. The total number of followers is 2500. Detailed information has been given in the graphs below:

Facebook page reach (Nov. 24, 2020 - Dec. 25, 2021)



Facebook audience (follower) information (Nov. 24, 2020 - Dec. 25, 2021)



YouTube

INGED launched its YouTube Channel named INGED Turkey on November 22, 2020. Since then, the channel gained 2638 subscribers. The top locations of the followers have been mentioned below:

Geography	Views
Turkey	37,831
Russia	1,069
Ukraine	786
United Kingdom	137
Belarus	116
Egypt	72
United States	61
Peru	46
India	44
Azerbaijan	24
Germany	21
Philippines	21
Netherlands	19
Cyprus	18
New Zealand	18
Djibouti	15
Kuwait	15
Latvia	12
Sri Lanka	11
Thailand	11
Ecuador	10
Mexico	10
Poland	10
Canada	7
Spain	5
Pakistan	5

Total watch time: 4976.6 hours

Total views: 48760

LinkedIn

INGED launched its LinkedIn page on November 26, 2020. Since then, the page gained 619 followers. The top locations of the followers have been listed below:

Location	Follower %
Istanbul, Turkey	27.05%
Ankara, Turkey	19.18%
Izmir, Turkey	10.62%
Bursa, Turkey	5.48%
Eskisehir, Turkey	2.74%
Bolu, Turkey	1.37%
Manisa, Turkey	1.37%
Mersin, Turkey	1.37%
Konya, Turkey	1.03%
Gaziantep, Turkey	1.03%



5 IMMERSIVE LEARNING TOOLS FOR THE CLASSROOM

By
Laura Ascione

<https://www.eschoolnews.com/2021/07/22/5-immersive-learning-tools-for-the-classroom/>

Immersive learning engages students and offers a fun and collaborative way to learn from the classroom (or from home)

Immersive learning might sound like a no-brainer strategy, but it's a superb way to ensure students are engaged in lessons and core concepts.

[Augmented and virtual reality](#) apps are excellent ways to engage students in immersive learning, while at the same time offering a fun learning experience.

Students can explore historical sites, meet sea creatures up close, and more.

As you're searching for some new immersive learning apps and tools to incorporate into your teaching this fall, check out the list below for some fun choices.

1. [Catchy Words](#) is a new kind of word game. Students have an immersive experience as they walk around, catch letters with their device, and solve the word. Content-specific words, or an entire word list, can also be added to the game to help reinforce vocabulary associated with lessons and learning units.

2. [Froggipedia](#) is an interactive and constructive learning Apple AR app that helps students explore and discover the unique life cycle and intricate anatomical details of a frog. The app provides an immersive and engaging experience which elaborates on each phase of the life cycle of a little amphibian called the frog. Froggipedia helps students observe the life cycle of a frog, such as how it turns from a single-celled egg in water to a tadpole, which in turn turns into a froglet and eventually a full-grown frog. Students can dissect and observe the complex structure of its various organ systems right on their devices.

3. With [Trench Experience VR](#), students experience an authentic trench from the First World War in virtual reality. See and hear the trench in this amazing virtual museum designed to be explored with Google Cardboard.

4. [Ocean Rift](#) is a VR aquatic safari park. Explore a vivid underwater world full of life, including dolphins, sharks, turtles, sea snakes, rays, manatees, sea lions, orcas, humpback whales, and even dinosaurs. Swim around, explore, and interact with sea creatures across 12 unique habitats ranging from coral reefs and shipwrecks to lagoons, the Arctic and Atlantis. All star animals have their own artificial intelligence, which means that every visit to Ocean Rift will be a unique experience.

5. **Civilisations AR**, students can discover the secrets of ancient Egypt, reveal hidden layers beneath Renaissance masterpieces, and learn more about the origins of these cultural treasures and the people who made them. Treasures to be found include an ancient Egyptian mummy from the Torquay Museum, Rodin's The Kiss from the National Museum of Wales, iconic sculptures from Henry Moore and Barbara Hepworth, and masterpieces by Tintoretto, Bellini and Turner. Available on [iOS](#) and [Android](#).



[Laura Ascione](#)

Laura Ascione is the Editorial Director at eSchool Media. She is a graduate of the University of Maryland's prestigious Philip Merrill College of Journalism.

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

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on the role of rewards in gamification, which types of story books children prefer, and how to recognize dyslexia in children.

<https://edtechsig.wordpress.com/2021/10/25/level-up-rewards-and-motivation-in-gamification/>

Level up! Rewards and Motivation in Gamification

By Adam Kardos

As an English teacher, teacher trainer and curriculum developer I have come to realize that the greatest impact we can have on our learners' progress at learning a language often has more to do with helping them to build motivation than it does with our ability to convey information to them. Motivation, however, is complex, dynamic and often works in counter intuitive ways.

Gamification, the use of game elements to increase engagement, has a lot of potential to help maximize learning gains for your learners long term by raising their level of motivation and engagement. This article will look specifically at the use of rewards in gamification and consider specifically how they impact learners' motivation.

How do Incentives Affect Motivation?

Psychologists Mark R. Lepper and David Greene from Stanford University and the University of Michigan [conducted an experiment](#) on kindergarten students to better understand the impact of incentives on motivation (1973).

Students in a kindergarten class were divided into 3 groups and were asked to draw a picture under the following conditions.

Group A was asked to draw a picture and told that they would receive a reward for doing so.	Group B was asked to draw a picture and were given a reward at the end but were not told about it beforehand.	Group C was asked simply to draw a picture.
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All three groups completed the task and **there was no observable difference** in their performance.

What is interesting is what happened as the children were observed in subsequent days. The children in group A, who had been offered a reward for drawing a picture, spent considerably less time drawing than the students in group B or C.

This study along with numerous others show that **intrinsic motivation**, the drive to do an activity for the enjoyment of the activity itself, is more



powerful and longer lasting than **extrinsic motivation**, the drive to do an activity for external rewards or avoidance of punishment. So, in a sense, *extrinsic motivation can replace intrinsic motivation*.

It also shows that external motivators such as rewards can have a negative impact on intrinsic motivation.

Aren't points in games the same as incentive systems?

A game is a form of play with challenge, goals and structure. Many games make use of **point systems** which reinforce success and failure within the game's structure.

An interesting question arises when we consider why points, in the context of a game, do not undermine the intrinsic motivation of players.

In most cases when players play a game, they are not doing so for the purpose of accumulating points but rather for the fun of the game itself. If the game is played for a significant reward, it often has the effect of **decreasing motivation** once the game has ended.

"I'll give you \$100 if you win the tennis tournament."

For example, if an eager parent says to their child that they will give them \$100 if they win a tennis tournament", they are likely to make a lot of effort in order to practice for the tournament. However if the following week they are expected to go to practice with the reward no longer on offer they would usually feel less enthusiastic about putting in the effort.

The points in the game of tennis itself are a part of the game, not something that has real world value.

Points Increase Motivation in Gamified Learning

When learners are playing a game, they face certain challenges. Typically players will receive points for successful attempts or for completing challenges. When points are awarded in a systematic and fair way they give learners positive reinforcement of their success. In this way, their success is made more tangible and can lead to a greater sense of competence (Richter *et al* 2015).

Positive reinforcement in a classroom learning environment is extremely important but it can be perceived by students as being empty praise at times. In other cases when teachers are not able to notice and give praise to students, they may feel that their efforts are not being valued.

Are there points in Super Mario Bros?

Points, however, don't always have the strongest motivational clout in isolation. Consider one of the most popular video games of all time: Super Mario Brothers. You probably remember right away that there were coins in the game but you might not immediately remember the points system. The reason for this is that they had little to do with your overall success at winning the game.



The point system in Super Mario Brothers is typical of the arcade type games of the 1980's. In this generation of gaming, players competed against each other for the high score. In this context, points become meaningful in relation to other players. Today many games make use of leaderboards to make point systems motivating to players.

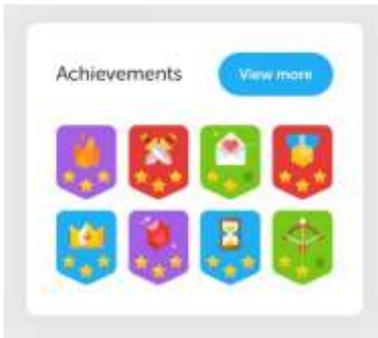
Competing for points can be very motivating as it fulfills our fundamental need for relatedness, the feeling of connection with others. In educational games, however, it is worthwhile considering if competing over score is going to negatively impact the sense of competence for the players who are not at the top of the leaderboard.

Cups of Confidence and Badges of Honor

In some games, reaching certain scores can lead to receiving an additional symbolic reward such as a trophy or achievement badge. In other cases points can be exchanged for vanity items or items that are useful in the game context such as weapons and armor.



Such trophies can further reinforce learners' **sense of competence** in quite a profound way. Though small incremental gains in the form of points can provide valuable immediate reinforcement, periodically having a larger achievement can prevent players from tiring of the small gains thus helping the **motivational effect last longer**.



Another way that badges or trophies can help develop our sense of competence is by providing a permanent visualized reminder of achievement. When we look at a trophy on the shelf in the real world, on some level we are reminded of our success from which we construct a sense of confidence.

[Duolingo](#), the most downloaded and used language learning app in the world, makes use of **achievement badges** to keep users motivated in a number of ways. Players can accumulate various badges for completing challenges such

as accumulating a certain number of experience points or logging in for a certain number of days consecutively. This helps users to **set goals** and serves as a **reminder of success**.



The [Gamerize Dictionary](#), a gamified learner dictionary designed to help young learners vocabulary development, lets students use accumulated resources to buy buildings in order to grow their own kingdom. This approach allows for the rewards to be used in a **personalised** way and also allows for a **visualised representation of their cumulative effort** over a period of time. This also helps learners to develop an awareness that their small regular efforts result in bigger gains over time. The app also releases review monsters on the kingdom which motivate users to engage in review battles to **protect** buildings as well as their **learning gains**.

These more permanent representations of success help learners to develop a **growth mindset**, the belief that their abilities are not static but can improve with effort, by helping them see the connection between their effort and their gains. Developing a growth mindset can help children to love learning throughout their lives.

We learn best when we are having fun.

Gamification in education is more than just a spoonful of sugar that makes hard, unpleasant learning more palatable . Learning has to be fun. When it is, it can have powerful and life long effects on a learner's motivation level and mindset.

About the Author

Adam Kardos is the Founder and CEO of [AAS Press](#), a small publishing company out of Hyogo Japan, which has produced numerous textbooks, and author of readers for young learners including 'Here Come the Unicorns' winner of a 2020 [Language Learner Literature award](#). He has also developed [The Gamerize Dictionary](#) app which is scheduled to launch in 2022.

References

- Mark R. Lepper and David Greene (1978). *Unintended Consequences: The Hidden Costs of Reward. New Perspectives on the Psychology of Human Motivation*. Wiley
- Richter, Ganit, Raban , Daphne, & Rafaeli, Sheizaf. (2015). *Studying gamification: The effect of rewards and incentives on motivation*. In T. Reiners, & L. C. Wood (eds), *Gamification in education and business Switzerland*: Springer.



<https://www.sciencedaily.com/releases/2020/04/200415084312.htm>

Summary:

Children have a never-ending curiosity about the world around them and frequently question how and why it works the way it does. Researchers have previously demonstrated that children are interested in causal information, but had not yet linked this to a real-world activity, such as reading. A new study finds that children prefer causally-rich storybooks, suggesting that such content may be more engaging and could help to increase children's interest in reading.

Little scientists: Children prefer storybooks that explain why and how things happen

Children have an insatiable appetite to understand why things are the way they are, leading to their apt description as "little scientists." While researchers have been aware of children's interest in causal information, they didn't know whether it influenced children's preferences during real-world activities, such as reading.

A new study in *Frontiers in Psychology* finds that children prefer storybooks containing more causal information. The results could help parents and teachers to choose the most engaging books to increase children's interest in reading, which is important in improving early literacy and language skills.

Children have a burning urge to understand the mechanics of the world around them, and frequently bombard parents and teachers with questions about how and why things work the way they do (sometimes with embarrassing consequences). Researchers have been aware of

children's appetite for causal information for some time. However, no one had previously linked this phenomenon to real-world activities such as reading or learning.

"There has been a lot of research on children's interest in causality, but these studies almost always take place in a research lab using highly contrived procedures and activities," explains Margaret Shavlik of Vanderbilt University, Tennessee.

"We wanted to explore how this early interest in causal information might affect everyday activities with young children -- such as joint book reading."

Finding the factors that motivate children to read books is important. Encouraging young children to read more improves their early literacy and language skills and could get them off to a running start with their education. Reading books in the company of a parent or teacher is a great way for children to start reading, and simply choosing the types of book that children most prefer could be an effective way to keep them interested and motivated.

Shavlik and her colleagues hypothesized that children prefer books with more causal information. They set out to investigate whether this was true by conducting a study involving 48 children aged 3-4 years from Austin, Texas. Their study involved an adult volunteer who read two different but carefully matched storybooks to the children, and then asked them about their preferences afterwards.

"We read children two books: one rich with causal information, in this case, about why animals behave and look the way they do, and another one that was minimally causal, instead just describing animals' features and behaviors," said Shavlik.

The children appeared to be equally as interested and enthusiastic while reading either type of book. However, when asked which book they preferred they tended to choose the book loaded with causal information, suggesting that the children were influenced by this key difference. "We believe this result may be due to children's natural desire to learn about how the world works," explains Shavlik.

So, how could this help parents and teachers in their quest to get children reading? "If children do indeed prefer storybooks with causal explanations, adults might seek out more causally rich books to read with children -- which might in turn increase the child's motivation to read together, making it easier to foster early literacy," said Shavlik.

The study gives the first indicator that causality could be a key to engaging young minds during routine learning activities. Future studies could investigate if causally-rich content can enhance specific learning outcomes, including literacy, language skills and beyond. After all, learning should be about understanding the world around us, not just memorizing information.

Story Source:

Materials provided by **Frontiers**. *Note: Content may be edited for style and length.*

Journal Reference:

1. Margaret Shavlik, Jessie Raye Bauer, Amy E. Booth. **Children’s Preference for Causal Information in Storybooks.** *Frontiers in Psychology*, 2020; 11 DOI: [10.3389/fpsyg.2020.00666](https://doi.org/10.3389/fpsyg.2020.00666)



<https://www.kqed.org/mindshift/54900/how-to-recognize-dyslexia-in-children-including-english-language-learners>

How to Recognize Dyslexia in Children, Including English Language Learners

By Holly Korbey



(Aşkın Dursun KAMBEROĞLU/ Getty Images)

THE CHALLENGE OF DETECTION

One of the most challenging aspects of properly addressing the different brains of dyslexic children is recognizing them in the first place.

Dyslexia occurs on a continuum and there is no “[sharp dividing line](#)” between having dyslexia and not having it. In the early years of elementary school, all children are learning to read, and all are developing their reading skills at different rates. “The behaviors of 4-to-6 year-olds who are at risk for dyslexia are not very different from those of children who are not,” writes professor Mark Seidenberg, cognitive scientist at the University of Wisconsin, in *Language at the Speed of Sight*. “Typically developing children learn to read at different rates for constitutional and environmental reasons.”

Further, because dyslexia's symptoms and manifestations can change over time, families, teachers, and schools understandably struggle to identify dyslexia in children.

For example, when Dr. Martha Youman [first began](#) her career as a second grade teacher, she knew that some of her students simply couldn't read but she didn't know what to do about it: "I kept them busy. Truly, there were interventions they needed, I just didn't know how to help them," says Youman, who now treats kids with dyslexia. "I had a master's in teaching, and didn't know how to deal with these students."

Often the diagnosis of dyslexia comes after months or years of exhausting frustration and failure for students, parents, and teachers. It's [common](#) for dyslexic children to avoid reading and become angry or upset in class or when it's time to do homework or read aloud in front of others. Sometimes these students are seen as smart but lacking motivation or not working hard enough. To make things more complicated, dyslexic children often have [another developmental disorder like ADHD](#) alongside their reading challenges.

The key to preventing reading failure is early detection.

WHAT DOES DYSLEXIA LOOK LIKE?

Though dyslexia can take on many forms, two common areas where differences can be clearly seen and heard are **slow reading** and **difficulty with handwriting and spelling**.

Also, in some cases, certain speech patterns can be an early indicator of dyslexia, like mispronouncing familiar words or using "baby talk."

In the following video, a fourth grader with dyslexia reads from *Rosie Revere, Engineer*, and then writes what she's looking forward to when she gets to fifth grade (see picture below). At the time when this video was taken, she had already had 1.5 years of targeted [Wilson dyslexia tutoring](#), (<https://youtu.be/WMa2GSE3Afs>) and her reading had improved significantly.

WHAT'S IT LIKE TO READ WITH DYSLEXIA?

For kids who are entering school, according to the Yale Center for Dyslexia and Creativity, [signs of dyslexia](#) in kindergarten and elementary school children include:

- Difficulty sounding out simple words like cap, map, nap
- Difficulty associating letters with sounds, and can't break words apart
- Talks about how hard reading is and/or resists reading
- Family history of reading difficulties
- Difficulty speaking In second grade and up, signs of dyslexia might include:
 - Avoids reading out loud
 - Exhibits slow and awkward reading, and difficulty in acquiring new reading skills
 - Makes wild guesses when sounding out a word
 - Has no strategy for sounding out unfamiliar words

- Relies on vague language when searching for a word, like “things” or “stuff”
- Mispronounces long or unfamiliar words
- Uses lots of pauses, hesitation, and “umm’s” when speaking
- Seems to need extra time to answer questions
- Has extreme difficulty learning a foreign language
- Has messy handwriting

For more signs of dyslexia in younger children and adults, including particular dyslexic strengths, visit the Yale Center’s [Signs of Dyslexia](#) page.

DYSLEXIA IN ENGLISH LEARNERS: EXTRA HURDLES

According to Pew Research Center, there are about [5 million English Language learners](#) in American public schools, or nearly 10 percent of the school population. While the vast majority (77 percent) of American English learners’ first language is Spanish, the top five are rounded out by Arabic, Chinese, Vietnamese and Somali. Among states, California has the highest number of English learners, with more than 20 percent of school children speaking a different language at home.

For schools, teachers and parents, diagnosing dyslexia in English learners can present an extra set of hurdles.

Dr. Kelli Sandman-Hurley, co-founder of the Dyslexia Training Institute in San Diego, California, says dyslexics learning English can sometimes be overlooked for two reasons: first, there’s not a lot of research on the topic and often educators don’t know what to look for, and second, reading difficulties can often be attributed to learning a new language.

ENGLISH LEARNERS AND RECOGNIZING DYSLEXIA: INSIGHTS AND SUGGESTIONS FROM TWO EXPERTS

According to Sandman-Hurley, students who have trouble with phonemic awareness in their first language will also find learning letters and sounds in English difficult. But if it’s not possible to screen kids’ phonemic awareness in their first language, educators can look for other clues that children are struggling.

Sandman-Hurley says it’s often important to check and see if English learners are having trouble in other subjects—that is, if a child learns math quickly and relatively easily, then a reading disability might be at play.

Sandman-Hurley makes two recommendations to educators trying to spot reading difficulties in English learners:

1. If possible, provide screening in the child’s native language
2. Dig into what’s going on at home—since dyslexia tends to run in families, find out if other family members also had difficulties with reading, or if children had displayed some of the early warning signs, like an inability to rhyme words or learn the alphabet.
3. Speech-language pathologist Dr. Elsa Cardenas-Hagan has spent 25 years working with biliterate and bilingual students at the Valley Speech Language and Learning Center in

Brownsville, Texas, and says that educators should look to see if the English learner has trouble learning the English alphabet or has trouble with writing. Even if they're still learning English as a new language, those should be considered warning signs.

“We want to give English learners plenty of listening, speaking, reading and writing opportunities. To do any writing you have to be aware of sounds, so if a child is having trouble being able to sound out a word and write it, that should be a red flag.”

Cardenas-Hagan also agrees that looking into family history can help teachers who don't speak the child's first language. Because dyslexia tends to run in families, asking if anyone else in the family had troubles with reading and writing when they were growing up might provide indicators.

She says it's also helpful to ask about when the child developed language. “Did the child speak on time? Did they start using words on time, did they produce the words with clarity and precision? We watch those kids very carefully, because if you have trouble hearing and speaking sounds in whatever language you learned, you're going to have that same trouble reading and writing,” she says.

DETECTION/ASSESSMENT TOOLS

Universal Screening. Requirements vary wildly between states and even between districts. Beginning in kindergarten many schools use universal screeners like the RAN/RAS (Rapid Automatized Naming) test and the PAR (Predictive Assessment of Reading/Rapid Alternating Stimulus) to assess children's knowledge of phonemes, letter recognition, and vocabulary.

However, not all screeners are created equal and often do not provide a complete picture of a child's talents and deficiencies, according to Drs. Brock and Fennete Eide at [Dyslexic Advantage](#). For a more complete picture, students who aren't reading at grade level most often need a full evaluation by a school psychologist in order for parents and the school to implement the proper intervention.

Find out [each state's approved reading assessment tools](#), courtesy of Dyslexic Advantage. To learn more about screening standards and what to look for in high-quality assessments and screeners, read Literate Nation's white paper on how to select screening instruments.

RTI—Response to Intervention. Another way for teachers to recognize reading trouble is through the [Response to Intervention](#) (RTI), a multi-tier reading program designed in the 1990s to determine whether a child has a Specific Learning Disability (SLD) like dyslexia. RTI has been mandated in 14 states and is widely used among others. The program aims to identify who is at risk for reading failure and to provide targeted instruction to those students through different tiers:

- **Tier 1** interventions involve a blend of high-quality classroom instruction, adequate screening and group interventions that typically last around 8 weeks.

- **Tier 2** Students who don't make adequate progress in Tier 1 move to Tier 2, where intervention is more targeted and intensive, where instruction can last up to a grading period.
- **Tier 3** When students don't progress in Tier 2 they are moved to Tier 3, where they receive one-on-one targeted and intensive instruction and often a full evaluation to determine whether they qualify for special education services.

Curriculum and instruction aren't uniform but designed by schools or districts individually.

Due to the varying quality of programs, response to RTI has been mixed. A comprehensive [2015 RTI evaluation](#) by the National Center of Education Evaluation found that first graders who participated in the RTI program did worse than those who didn't receive any targeted assistance.

“RTI is thoughtful, logical, well-designed program. It has only one flaw: it has to be implemented in real-world environments that are often inhospitable,” Seidenberg writes in *Language at the Speed of Sight* that “How well the RTI program works depends on how well it's implemented, which is left to the school districts or system to decide.”

Full Evaluation. Even when schools provide universal screeners and assessments to identify at-risk students, if reading doesn't progress, students need more complete evaluations to determine the cause of the reading failure and then a way forward. In most cases, that means an **Individualized Education Program (IEP)** for special reading services.

THE CHALLENGE OF ASSESSMENT: DYSLEXIA TERMINOLOGY

Most schools offer an evaluation through the school psychologist, but these evaluations can be complicated for several reasons.

First, school psychologists are often overworked and backlogged, so testing and a full evaluation can often involve long wait times. This is often why families with the financial means to do so will take their child to a private psychologist to be evaluated and speed up intervention.

Next, complete evaluations can be complicated and difficult to understand, because different states, districts and psychologists use more than one term to describe reading difficulties. Terms like ‘Specific Learning Disability’ (SLD), ‘reading deficit,’ or ‘language learning deficit’ are often used interchangeably with other terms, like ‘dyslexia.’

But according to dyslexia expert Nancy Mather, professor emeritus in the Department of Disability and Psychoeducational Studies at the University of Arizona, the different labels create undue confusion for parents and students, since more than 80 percent of reading disabilities are in fact dyslexia.

“It creates confusion,” she says. “The parents are told their child has an ‘SLD’ but they don’t realize their child has dyslexia.”

But using the right terminology means that the student is much more likely to get the right kind of help, because dyslexics need a very specific kind of reading intervention and a specially trained teacher in order to read.

For that reason, some families have their children evaluated outside the school, like a university or private testing center, where the cost of testing can be very high. Universities sometimes offer free or low-cost testing, but families might spend six to nine months on a waitlist.

The Mindshift Guide to Dyslexia: <https://www.kqed.org/mindshift/54743/the-mindshift-guide-to-understanding-dyslexia>



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WHAT EXACTLY IS: REFLECTIVE TEACHING AND FEEDBACK

By Prof. Dr. Aydan Ersöz

Teachers have a direct influence not only on the student achievement and academic growth but also on student attitudes and belief systems. This fact puts a tremendous responsibility on the teachers' shoulders. As *Ben Sweetland* has claimed "We cannot hold a torch to light another's path without brightening our own." Hence, teachers need to be in a continuous search for opportunities to learn how to better their teaching and improve their practice which means professional development.

Professional development for teachers can be defined as an ongoing learning process (in the form of a series of activities) in which teachers engage voluntarily to grow. «Voluntary development» here is the key concept because unless it is done voluntarily, ownership of the process is lost, and results will be useless. We know that we can't force someone to change. The desire to change should come from the individual, from inside.

One way of developing ourselves professionally is reflective teaching. Reflective teaching means looking at

- what we do in the classroom,
- how we do it,
- thinking about why we do it, and
- thinking about if it works

So, it is a process of self-observation and self-evaluation. The process of self-observation, self-inquiry and self-evaluation requires turning on the light in our heart and mind. We need to develop an outsider in our mind.

- This outsider simply observes us objectively.
- This outsider is not conceited.
- This outsider does NOT have any ego issues.

When we look into the mirror to our reflection, we should see what we really are NOT what we want to see. In other words, reflective teaching involves critical reflection. Critical

reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions.

The reflective model requires the teacher to combine two kinds of knowledge

- received knowledge (theoretical and scientific knowledge) and,
- experiential (knowledge-in-action gained by practice)

Critical reflection enables us to take more responsibility for our actions. It helps us to critically question what we have done in the classroom, how we have done it, and why we have done it. It also helps us to think about what alternatives are available and what limitations there are. Furthermore, critical reflection enables us to develop a quality of professional flexibility. It develops consciousness which is more important than experience for teacher development. It enables us to learn from ourselves and others through observation. As you can see, reflection requires observation.

Brookfield's book «Becoming a Critically Reflective Teacher» published in 2017 states that observation can be in several different forms; internal and external.

Internal reflection comes from self-observation and can be done by

- journal keeping, or
- video or audio taping

You keep either a digital or traditional journal. However, it is a common belief that handwriting often supports better memory and reflection. Some time after a class, you write thoughts on that lesson to capture details of your teaching not so long after class.

You may want to reflect on questions such as:

How was the class?

What went well today?

What could you have done differently?

How will you modify your instruction in the future?

You can also audio or video-record your lessons informally or formally in order to self-assess your own practices. Watching the lesson later with or without an observation questionnaire or checklist may help you to observe yourself as an outsider.

External reflection can be done with the help of

- Student feedback
- Peer feedback, or
- Supervisor feedback

In many cases, you can obtain feedback from students in the form of midterm and/or end-of-term evaluations.

Normally, the evaluation results reveal how effective and successful teaching has been. However, considering the fact that there may be other factors influencing the evaluation results, this cannot be the only source you rely on.

So, you can seek out other ways to assess your practices before taking steps to modify instruction. One option is to include anonymous student questionnaire or survey to collect their honest and sincere observations.

For peer observation you can ask a trusted colleague to observe your classroom and give feedback on your teaching. Colleagues can agree on a protocol and list of behaviors to focus on or utilize a checklist. You can also watch your lesson that you have recorded before together. You and your colleague can keep separate checklists, and then you can compare your checklists and discuss your answers.

What is important here is NOT being judgmental while observing and/or giving feedback. The observation should cover the behaviors and/or actions but NOT the personality of the teacher.

For supervisor observation, you can ask a teacher-trainer or academician to observe your classroom and give feedback on your teaching.

Everything I have mentioned for peer-observation is valid for supervisor observation as well, setting a protocol, using a checklist or questionnaire, watching the video and commenting on it, focusing on behaviors and actions, not being judgmental, etc.

Schön in 1991 (Schon, D. A. (1991). *The reflective practitioner: How professionals think in action*. Aldershot: Ashgate Publishing Ltd.) distinguished between reflection-in-action and reflection-on-action as you can see in the figure.

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WHAT EXACTLY IS: ACTION RESEARCH

by Prof. Dr. Aydan Ersöz

A research design can be defined as an operating model or blueprint for a research project, which accounts for internal reasoning (causality) and external reasoning (generalizability) (<https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-5-research-design/>; <https://libguides.usc.edu/writingguide/researchdesigns>)

Ideas for research may come from many sources, such as

- *thinking about our teaching,
- *reflecting on our classroom practices,
- *self-observation or peer-observation,
- *becoming aware of a problem,
- *attending conferences or seminars,
- *talking and listening to others,
- *reading books and journals,
- *reading blogs or other digital sources, and
- *taking courses, especially graduate level courses.

There are three sources for research ideas emerged:

- research ideas that originate outside us, [from students, parents, administration, conference presentations, colleagues, professors (course instructors)];
- ideas that come from within ourselves, [our observations, our reflections, our problems, our experiences, what we want to know more about, what we want to improve];
- ideas that come from current research in our field of interest [articles in the professional journals and periodicals, professional web sites or blogs, professional books].

What do we mean when we say ACTION RESEARCH?

Action research can be defined as small-scale investigation by teachers on specific classroom problems for some purpose such as professional development

(<https://www.edglossary.org/action-research/>;
<http://www.bris.ac.uk/education/study/continuing-professional-development-cpd/actionresearch/>).

Since action research design nearly always arises from a specific problem or issue in a teacher's professional practice, it involves the collection and analysis of data related to a problem in teaching for the purpose of discovery, reflection, and application to teaching.

There are six characteristics of action research design:

- 1) It is carried out by insiders;
- 2) It uses any form of data (qualitative or quantitative) but at the heart of action research is self-evaluation and reflection;
- 3) It is for the purpose of teacher behavioral and attitudinal change,
- 4) It has no expectation of generalizability;
- 5) It seeks to improve classroom practice; and
- 6) It aims at the development of teacher theory.

Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. It works very well because the cycle offers opportunity for continued reflection.

Action research is a development tool for a teacher that involves

- Observing individuals or groups.
- Using audio and video tape recording.
- Using structured or semi-structured interviews.
- Distributing surveys or questionnaires.
- Taking field notes or keeping a journal.
- Carrying out case studies.

All these can be used to gather data for action research.

What are the steps of action research?



33

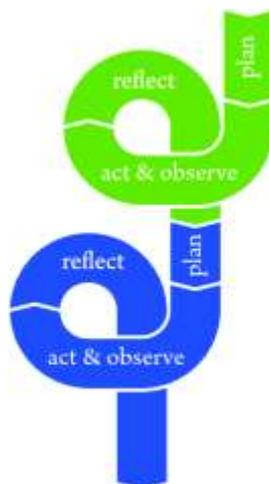
As you can see it does NOT have a linear design. It is cyclical, and the cycle offers opportunity for continued reflection.

Koshy in 2005 (Koshy, V., 2005, Action Research for Improving Practice: A Practical Guide. SAGE) offers a more detailed cycle as you can see here.



Nicholas Torretta (2014) has redrawn cycle as:

B. the



Let's give an example here just to show how the cycle works.

1. Identify a problem

My students do NOT want to do the writing activities that I bring to the class. They do NOT have much interest in doing them.

2. Develop questions and examine assumptions

E.g. Why do students have little interest to do the writing activities?

How can I motivate my students to have more interest in writing?

What kind of activities have I used so far?

What kind of activities have I NOT tried?

Is there a correlation between the activity types that I use and the students' lack of interest?

3. Gather data – We can gather

- E.g. Qualitative data---Observation notes on activities given to students in writing and students' responses to the tasks given.
- Quantitative data – short tests in writing and the score given based on rubrics in writing.

4. Analyze data

- E.g. Qualitative data—analyse your observations about each student's performance to tasks given compare that with the score got (quantitative data)

5. Interpret data

- E.g. See if there is any relation between qualitative data and the quantitative data.

6. Take action

- E.g. Design different tasks that would help students be more interested in writing; use those activities and tasks.

Don't forget that it is a cycle. So, when you try different writing activities and/or tasks, you start a new action research cycle. If that solution works, great! But if it fails, you need to try something else.



Reflection- reflection **in-action** is during the 'doing' stage. This is carried out during the lesson. This is an extremely efficient method of

reflection as it allows you to react and change an event at the time it happens. For example, in the classroom you may be teaching a topic which you can see the students fail to understand. Your reflection-in-action allows you to understand why this has happened and how to respond to overcome this situation. Reflection-in-action requires you to be alert and observative all the time.

Reflection-in-action allows you to deal with surprising incidents that may happen in a learning environment.

We have all been taught (or learned by ourselves) what we should do in a particular situation, but sometimes ready-made recipes don't work. With reflection-in-action, you need to be resourceful and creative to decide what works best at that time for that unique experience and/or student.

Reflection-on-action, on the other hand, involves reflecting on how practice can be developed after the lesson has been taught. Schön has claimed that reflection-on-action means you reflect after the event on how your knowledge of previous teaching may have directed you to the experience you had.

Reflection-on-action should encourage ideas on what you need to change for the future. You carry out reflection-on-action outside the classroom, where you consider the situation again. You can do this by yourself or with peers. It encourages you to consider causes and options.

You can think about

- What didn't work
- Why it didn't work
- if there are alternatives to change the outcome

By following a reflective model, you will have a questioning approach to teaching. This way of inquisitive and critical thinking will help you improve as a person and as a professional because you will keep analyzing why things are as they are, and how they could be. This will help you to consider the strengths and areas of development in your own practice. You will also try to find ways to develop or improve your less strong points in teaching. As a result, what you do in the classroom will be carefully planned, informed by research, scientific knowledge and previous experience, and focused, with logical reasons.

In case of peer and supervisor observations, if we want classroom observations to serve their aim, we should be very careful when giving feedback. Feedback is about attempting to modify and improve someone's behavior/action and ensuring that they don't repeat the same mistake again. Validity and content are important when giving feedback but language will often determine its success. Feedback language should NOT be hurtful. Because if the observee takes a defensive attitude, the opportunity for reflection and change will be gone.

If the language of the feedback is confrontational, the listener will become defensive and will stop listening. When the feedback begins with 'you', it is an accusation. It becomes personal. For example, these statements are accusing the observee:

- You didn't use a pre-activity. You should have.
- Your transitions were not smooth.
- You didn't wait long enough for students to answer.
- You didn't give clear instructions.

The listener will stop listening as they will be too busy trying to find the words to justify what they have done. They will start thinking if the feedback is fair and reasonable.

Using 'I' statements is safer because they reflect the observer's perception. They don't include any judgments or accusations.

** I needed a pre-activity. Without it, I didn't feel ready to do the listening activity.*

After mentioning the problematic issue, the observer should talk about its impact.

** By not using a pre-activity, students don't feel that they are engaged. There isn't enough scaffolding. They are not cognitively, emotionally, or linguistically ready for the main activity. They may be unable to do the activity.*

It is difficult to be descriptive, and it is easier to be evaluative. Sometimes observers feel that they should correct something or someone. However, they should try to give constructive feedback more often than corrective feedback.

The observer and the observee should come up with an observation protocol before the observation takes place. They should decide on particular teaching and learning behaviors to be observed (not more than 3 or 4 things). They should also decide on the time of the observation and time for the feedback. They may come up with a checklist or questionnaire. (You can find examples of these if you Google them)

The observee should provide the observer with the lesson plan and notes on specific issues in that particular class (maybe warn them about possible problems that may come up).

Before the observation, the observee should explain what is going to happen to their students. The students should know that the observation is for the teacher so that they can be real and natural.

The observer should arrive a few minutes early before the class and sit somewhere that is out of the way but allows them to see and hear what is happening in the classroom.

During the observation, the observer should keep a neutral expression on their face, and they should not interact with or help students while the observee is teaching.

After the lesson, the observer should leave the class together with the observee and thank them.

Both the observee and the observer should make sure the post-observation meeting happens at the arranged time.

The observee should talk first to reflect on their teaching (self-observation).

While giving feedback, *observers* should try ...

- a. to give the feedback as soon as possible after the lesson - because feedback works best when it is 'fresh'.
- b. to describe what they observed using their notes and not to be biased.
- c. to focus on tasks, activities, techniques, approach etc. and not to focus on personality.
- d. to ask observees to comment and ask questions and not to impose their own ideas and opinions.
- e. to be constructive and not to make any negative criticisms.
- f. to be informative and not to be opinionated.
- g. to be balanced and not to only focus on problems.
- h. to give advice and suggestions if observees ask for these and not to give advice based on what they would have done.

While receiving feedback, *observees* should try ...

- a. to be open and not to get defensive.
- b. to accept praise and not to be too modest.
- c. to listen actively and not to impose their views.
- d. to reflect and not to dismiss things they may disagree with.
- e. to explore and not to be passive. They can use the opportunity to find out how they can change and develop.
- f. to commit and not to ignore the feedback.

Remember, the desire to change and become better has to come from inside. Unless we are willing and convinced, we won't change. And even then, change will not be easy.



SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article discussing how to sound qualified in a job interview.

<https://www.forbes.com/sites/adunolaadeshola/2021/09/13/6-phrases-that-make-you-sound-unqualified-in-job-interviews/?sh=265a17132a20>

6 Phrases That Make You Sound Unqualified In Job Interviews

By [Adunola Adeshola](#)

When you finally land an interview for an exciting role or for a position you think might be out of your league, the main thing you want to do is get through it without blowing it. But surprisingly, so many qualified candidates chip away at their credibility in interviews because of how they present their skills or talk about their experience.

Here are six phrases you should avoid using in your interviews if you don't want to sound less qualified:

"I know I'm not the most qualified person, but..."

Be wary of saying this, especially if you're changing careers or applying for a role that's out of your comfort zone. You may think saying this shows that you're honest, humble, and honored to be interviewing for the role. But, saying this diminishes your value. If you tell the interviewer you don't believe you're qualified for the role, then they're going to believe you. After all, you know yourself better than they do.

Landing an interview means that the interviewer believes you're qualified enough, so don't give them a reason to think otherwise. Instead, highlight the experiences, stories, and projects you've worked on that showcase your ability to excel in the role.

"I don't have much experience with this, but..."

While this one is similar to the previous phrase, you may be tempted to use this if the interviewer inquires about a specific skill. For instance, one of my clients applied for a role that requested experience leading teams. Although she matched everything else and felt confident she'd be successful in the role, she doubted her leadership skills and thought that her years of experience managing a team of three wasn't enough.

But as I shared with her, words stick, so even if you think you don't have enough experience in one area, your language still matters. Instead of disqualifying yourself, go straight into the experience and skills you do have. Either show how your experience has prepared you to be an asset or show how your background has equipped you for this new challenge.

Filler words...

You may not even notice that you're using the words "like" and "um" in your responses, but using filler words while talking about yourself can give the interviewer the impression that

you're not 100% confident about what you're sharing. It can also chip away at your professionalism and make an interviewer question if you'd speak to clients or other stakeholders the same way if hired.

Of course, when you're nervous, and your armpits are sweating, it can be hard to make sure those filler words aren't slipping out. But, one helpful tip is to speak a bit more slowly and pause in between your statements. This will help you catch yourself rather than simply filling the air out of nervousness.

“What does your company do?”

If you don't already know what the company does before you walk into an interview, then you probably don't know how to meet their specific needs or solve their problems. This not only makes you come across as unqualified, but it's also a red flag to the interviewer. Companies want to hire people who are excited about the role and the organization, and not knowing even basic facts about the company shows a lack of genuine interest in the organization.

On top of that, as an interviewee, not doing your research beforehand hinders you from standing out. So, take some time to not only analyze the job description but also read about the company.

“We...”

Unless you and your team are interviewing for the role, you should not constantly use “we” in your interviews. Often, some corporate professionals fear taking ownership of the projects and initiatives their team accomplished together. But, not owning your individual contribution and saying “we” when describing your accomplishments erodes your experience and qualifications. It can cause the interviewer to question if you can handle the role you're interviewing for without your team. So, instead of falling back on your team, identify your specific results and the impact you delivered and then highlight that in your interviews with confidence.

Rambling or dancing around a question...

This isn't a particular phrase, but dancing around a question and rambling can make you seem unsure about your skills and qualifications, even if you know you are qualified for the position. Particularly, when you ramble, you put the responsibility on the interviewer to take away the most important elements of your response. You also risk losing their attention, and the worst outcome is that they won't care enough to ask again and will move on still unclear about what you can do.

To prevent dancing around a question and rambling, get clear on what you bring to the table before the interview and decide on the skills and stories you want to use to back up what you can do. If you are asked a question that catches you off guard, request clarification and lean into the value and skills you know qualify you for the role.

There are so many ways that qualified candidates disqualify themselves in interviews without even realizing it. Avoiding these phrases will ensure that you don't sabotage your interviews and will increase your chances of standing out as a top candidate for the roles you desire.

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Adunola Adeshola is a millennial career strategist. Through her signature coaching program, careerREDEFINED, she helps high-achievers navigate their job hunts and secure the positions they've been chasing. She also consults companies on how to improve their corporate culture to attract, engage and retain their employees. Along with Forbes, her expertise has been featured in The New York Times, Bloomberg, Fast

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**Professional development through conference participation
by
Sandra Guadalupe Ojeda, María Clara Scarione Avellaneda and
Juan Ignacio Gabás Hartman**

(taken from the IATEFL Voices, September/October 2021 Issue, #282)

Many EFL teachers are aware of the importance of professional development and they constantly try to attend new courses or webinars in order to keep up to date with the latest trends in education. However, not many of them dare to become speakers in conferences, which is another path in the teacher's career. Undoubtedly, this challenge might be very daunting, especially if one is not actively involved in a research project or an academic programme. Despite the fact that giving a conference session may mean leaving one's comfort zone, the benefits are numerous: the deepening of knowledge on specific topics, career advancement, acquisition of valuable public speaking skills and the forging of new contacts and partnerships. As a three-member team – a teacher educator and two teachers in-training – we bear witness to these positive outcomes. In this article, we will share our experience and also provide some useful tips to create an attractive conference proposal and successfully present a session.

Being an EFL educator involves many responsibilities, such as designing and delivering training sessions, correcting lesson plans, carrying out observations, providing feedback, fostering reflection upon the teaching practice, mentoring or coaching practising teachers as well as participating as a conference presenter. In over 20 years of teaching experience, I have been well acquainted with most of these activities; however, it took me a while before I came to terms with the idea of participating in conferences. Once I had done it, I decided to invite two pre-service teachers to join me, since I realised that I could not only share my experience and expertise but also motivate them to leave their insecurities aside and make progress in their academic pursuits. Taş (2009) states that the learning teaching environments which teacher trainees experience in the pre-service period will be an important factor in shaping their future professional life. Taking this into account, I tried to find the best way to

support and encourage students during the process of preparing a talk so that they would be able to unleash their potential.

Pre-service teachers' perspectives

At first we were not completely on board with the idea of getting involved in conferences or talks. It took some convincing for us to join, yet we are glad we did. When we started getting more involved in these projects, especially presenting in conferences and panels, we felt somewhat out of place. After all, we saw ourselves as just students, and yet we were participating in these events in which the speakers next to us had master's and doctoral degrees. However, we have learnt that we also have valuable input and interesting experiences and perspectives to share. We provide insight into students' viewpoints and feelings. The very reason that makes us feel awkward is also the reason we are valued and valuable.

An insightful realisation we had throughout the experience is that we were not the only ones to feel that we did not belong there. Our teachers, who have now also become our peers in these conferences, are generally quite nervous and overwhelmed by the other speakers as well. Seeing our teachers in this new light has changed our perspective, not only of them but of our soon-to-be profession.

All in all, as pre-service teachers, our main message to others who might be hesitant to participate in these types of activities is to just do it. You might feel out of place, or that what you have to say is not valuable enough. However, the truth is that your perspectives and views of the world are just as unique and important as anybody else's in that conference room.

A few tips and tricks There are two distinct stages in becoming a conference speaker. The first stage involves deciding what topic or area of expertise you want to talk about. It is essential to read the guidelines offered by the conference committee to have a thorough understanding of the requirements, since these may vary. Some conferences are more academic, and the talks given are generally focused on showing the processes or results of research carried out. At others, teachers share their experiences with new teaching techniques implemented, successful projects completed, or new perspectives and theories related to teaching.

At first, you may think you don't have an idea worth sharing, but it just takes some extra time observing the classroom and reflecting upon your practices to discover a potential topic for the session. Once the topic has been chosen, it is advisable to look at the literature on the field in order to develop a theoretical background that will back up the presentation. This information will help you feel confident about the content of your talk when you face the audience. After gathering the material needed, you should start designing the layout of your presentation. An introduction– development–conclusion format is a solid structure that facilitates comprehension. The final step of this stage is to decide on the best application to create the presentation. There are many options, such as Canva, Prezi, PowerPoint, Emaze, Google Slides, Slidebean, Visme, Knovio, Hakiu Deck, Powtoon and SohoShow, to mention a few. One caveat: not all of them are free of charge.

The second stage is the presentation per se. First of all, it is necessary to take into account that many issues might arise, especially if conferences are carried out virtually as happened during 2020 and 2021 as a result of Covid-19. In this regard, we would like to share some useful tips from what we have learned:

■ The pandemic context is forcing us to have virtual conferences, so it is important to check Internet connectivity and bandwidth usage. If your computer has an Ethernet connection, use it, since it is more reliable than Wi-Fi.

■ Dynamic presentations are catchy, but it is advisable to avoid overusing effects and animations within slides since they add to the loading time. Slides Go or Slides Carnival are excellent options to achieve eye-catching visuals. The majority of their templates are free of charge, and you have a wide variety to choose from.

■ Use the 7x7 rule of thumb for presentations. This means that you should use no more than seven lines of text per slide (or seven bullet points) and no more than seven words per line. The titles are not included in the count. This helps to keep the audience engaged and prevents the speaker from reading too much from the slides.

■ Consider presentation etiquette. If there is more than one speaker, select the slides each one is going to describe and build in some kind of smooth transition to introduce the topic the next speaker is going to talk about.

■ Avoid reading from slides. Include pictures that might help you remember key concepts that you must cover. If you need some back-up regarding the content you are discussing, you can add footnotes in Google slides or PowerPoint, and attendees will not see them. Otherwise, keep some notes nearby in case you get lost.

■ Rehearse in advance. This will help you to discover possible weaknesses of the presentation as well as keep track of the time you will devote to each slide. A good piece of advice is to use a timer to help you keep to the time limit.

■ Check the surroundings, including sound, light and webcam. In order to be seen clearly, check that the room is well lit. You should maintain eye-contact with your audience, so try to level the webcam to your face. You could place a photograph behind the webcam, poking out, to remind you where to look. Also, your voice needs to be heard clearly. If your computer microphone is not reliable, consider investing in a headset with a built-in microphone.

■ Be flexible. Sometimes, even when everything is perfectly prepared, problems still arise. As a speaker, you need to be able to think on the spot and acknowledge that you cannot control everything. Keep your spirits up and interact with the audience while you try to fix technical issues.

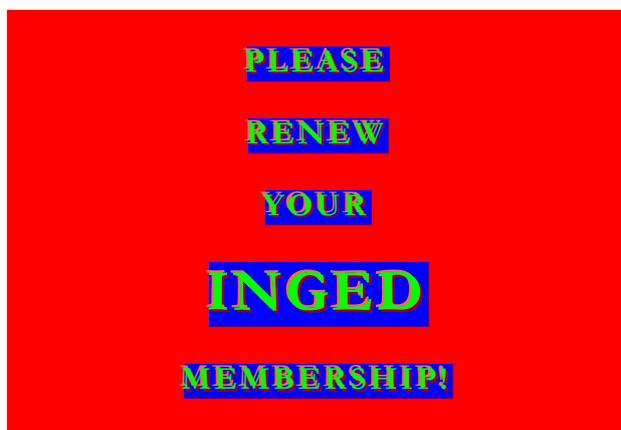
■ Be prepared for any inconveniences. For instance, if you include links to videos or activities and they do not load or start, you can show them from your computer. Have them ready to be played. Sometimes, external links to different applications do not work on the audience's devices because they need to be downloaded. If that happens, you can share the links in the chatroom and explain that they can view them later by sharing your screen. It is also advisable to save your slides enumerated as a PDF file. Sometimes the Internet shuts down, presentations are not compatible with certain platforms, or the equipment simply malfunctions. If anything like that happens, you can share the file from your computer in the

chatroom, share the link if you have it in Drive or send it via email. Once the audience opens the file, you can go on with the presentation by explaining which slide you are referring to.

On the whole, we would like to emphasize one key idea that we hope came through in the previous paragraphs: your expertise, skills and practice are valid and valuable, and no one can share them as well as you can. Be confident in what you bring to the table and participate! Don't be concerned about any possible mistakes or difficulties and focus on the amazing learning experience that you will have. Finally, remember that you will strengthen relationships and grow, not only professionally but also personally!

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**6 Scaffolds for ELs in a Virtual Classroom
by Judie Haynes
taken from TESOL Blog, 11 February 2021**

A scaffold can be explained as a temporary framework that is put in place to give English Learners (ELs) a supportive learning environment and help them take ownership of their own learning. When a student is able to work independently, the scaffold should be discontinued. My goal with this two-part blog is to talk about 10 scaffolds that support the reading, writing, or oral comprehension of elementary level ELs. Part 1 will focus on providing comprehensible input and linking background knowledge to learning.

Language is not “soaked up.” ELs must be able to understand the message that is being conveyed by the teacher. Comprehensible input is a hypothesis first proposed by Stephen Krashen, who argued that ELs acquire language by hearing and understanding messages that are slightly above their current English language level.

Many ELs who are new to the United States spend most of their day in a mainstream classroom. It is critical for them to obtain comprehensible input from their teachers. It is my opinion that if a teacher lectures in the front of a classroom, ELs will not be receiving this input. They will not have equal access to the education that their peers receive. Scaffolding strategies should especially be used to provide comprehensible input to beginning ELs. Following are the first five scaffolds I’ll discuss.

1. Use Visuals, Realia, and Multimedia

- Visuals include drawings, photos, pictures, posters, infographics, charts, graphs, and checklists. These are crucial scaffolds when teaching ELs to help them understand the lesson. Using visuals allows ELs to more easily link words that are heard to their meanings.

- Include realia—real-life, tangible objects—in lessons. For example, if you present a lesson about hermit crabs to K–1 ELs, you can't be sure they will know what hermit crabs are. Bringing in an actual hermit crab to pass around will engage ELs in the lesson. If you don't have realia available for a lesson, use visuals or images! You can find the exact right visual on the internet to support your lesson.
- Multimedia includes picture books that students can listen to or watch and videos, cartoons, and movies (e.g., from YouTube). These can help ELs clarify the meaning of different vocabulary words. It also helps students learn how to pronounce words and use them in real classroom communication, thus increasing ELs' participation in class.

2. Connect New Information to Prior Experiences and Learning

Constructivism is a learning theory that states new concepts should be linked to what students already know. This theory is especially important for ELs. Consider what schema ELs bring to the classroom and link instruction to the students' personal, cultural, and world experiences.

When planning for the “hook” or introduction to a lesson, consider what prior knowledge students might have that they can connect to. For example, in a lesson about natural disasters, you might show ELs a picture or YouTube video and ask them questions about it. In early grades, you might show the cover of a picture book and ask, “What do you think this book is about?” Students can then show what they already know and learn new vocabulary when classmates share something they don't know.

3. Use Miming, Gestures, and Modeling

A big part of teaching ELs is acting. If you were to observe most ESL educators teaching a lesson, you would probably see them using a lot of miming and gestures to support student learning. If all you do is lecture beginning ELs, most of what you say will probably not be understood. Miming and gestures help bring your lesson to life and make it comprehensible to ELs.

Providing a think-aloud when you are reading a text or solving a word problem in math helps ELs to construct meaning of the text. You would be modeling this to students so they will be able to use this scaffolding strategy. Think-alouds should be expressed using first-person statements, such as “I wonder...” and “It seems to me that...”

4. Pre-teach Academic Vocabulary and Key Concepts

It is not productive to give ELs of any age a list of vocabulary words from a unit and have them look up the words in a dictionary. ELs will not know which definition applies to the context of the word, and they won't understand the definition. Instead, preview and pre-teach new vocabulary words; these are scaffolds essential to helping ELs understand academic content. Students require direct instruction of new vocabulary. You should also provide multiple exposures to new terms, words, and phrases and give opportunities for practice in pronouncing new words. Word walls should be used at all grade levels.

5. Support English Learner Writing by Using Sentence Frames

Sentence frames allow ELs to use key content area vocabulary when writing. Sentence frames provide structure for students when they are writing. The blanks can be located in the beginning, middle, or end of sentences. When you are teaching a content lesson, you should repeat the vocabulary words that you use in sentence frames often. This gives your ELs a connection to prior learning. Sentence frames can also be used to support student conversations. We'll talk more about that in Part 2 of this blog.

1) Establish Predictable Virtual Classroom Routines

Shaeley Santiago (@HSeslteacher), an EL coordinator in Iowa, tweeted during the chat that classroom routines could be considered a scaffold for ELs. Zacarian et al. wrote in their 2017 book *Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress* that establishing predictable routines and rituals during classroom activities is crucial for students living with trauma, violence, and chronic stress. During the past year, all of our students have been living with the uncertain nature of their lives during the pandemic. Students are afraid, depressed, and isolated from friends and school. Teachers can help by creating a virtual classroom environment that includes predictable routines, schedules, sequences, and practices, allowing traumatized students to move from an unpredictable environment to a more positive one where events happen in a routine manner.

Teachers have reported on #ELLCHAT and on other social media that they try to establish a welcoming online classroom. They begin their instruction in the same manner every day, and students and their parents have a weekly or daily schedule so that they know what will be happening during the day's lessons. Everything should be predictable: transitions from one class to another, rules for breakout rooms, ways to communicate with classmates, and so on.

2) Increase Wait Time

Wait time is the time teachers pause between asking a question and calling on a student. Generally, teachers wait 1–3 seconds before calling on a student to answer a question. Author Melissa Kelly wrote a blog on the importance of wait time. She proposes that the length of time teachers wait affects the number of “no” or “I don't know” responses by students. More participation and correct responses were evident when wait time is increased. This is especially important for ELs, but would affect all students. The authors of *GoTo Strategies* (2007) suggest waiting from 3–8 seconds when calling on ELs.

3) Employ Choral Reading and Short Plays and Skits to Encourage Increased Participation

#ELLCHAT participants found that the benefits of this were not only academic but social-emotional because ELs felt a sense of accomplishment when they participated in this activity. Brandon Beck (@BrandonBeckEDU), the author of *Unlocking Unlimited Potential*, mentioned music, skits, and storytelling during the chat. I noticed that my students were able to participate more fully in their general education classrooms when teachers used this strategy.

In my ESL classes, I often combined choral reading with the performance of a skit. Simple well-known skits for classics, such as “Little Red Riding Hood,” provided stories that most

ELs are familiar with. With beginners, I read a simple version of the story and showed pictures to increase comprehension. Students made props for their characters and used them during the skit. The skits combined sections of choral reading with individual performances. I think this would lend itself to virtual learning and could be beneficial for all students.

4) Use Technology to Support Learning

One #ELLCHAT participant, Rachel Spangenberg (@RachelSpangenberg1), an EL teacher in Iowa, leaves her Google Jamboard open with students during a live class but only shares it with ELs who benefit from this extra written support. Some teachers reported that they allow all students in a virtual classroom to interact on a Jamboard in Google Meets. Students can show their work as well as create drawings, emoji stories, and sketch notes using digital storytelling components. Ways to use Jamboards can be found on Jake Miller's website.

5) Use Visual Learning Supports

Shaeley Santiago suggests using lots of visual supports, such as picture cards, bolded words with definitions, graphic organizers with modeling, and videos with subtitles. Shaeley mentioned that using subtitles on videos is an easy but often overlooked scaffold for ELs. She's a big fan of icons to represent the four domains of language. For example, a megaphone for listening, pencil for writing, book for reading and face with mouth for speaking. Beth Skelton (@easkelton), an international consultant from Colorado, suggested using the Noun Project, which is an add-on for Google slides. Beth also recommends scaffolds listed on WIDA for MLLs in virtual environments.

6) Paraphrase Content Before Teaching Academic Lessons

I used this scaffold extensively when teaching fifth-grade social studies to ELs. Social studies present many challenges for ELs, including a lack of background knowledge and the difficulty of the social studies textbooks. In order to increase comprehension, before lessons, I pretaught vocabulary and then told a story about the day's lesson by using visual aids, photos, charts, drawings, and maps from the book. ELs learned to use the bold print, captions, titles, and subtitles to help them understand the academic content.

When I cotaught social studies with a classroom teacher, I taught a series of lessons on the growth of cities at the beginning of the 20th century. I was amazed to see how relevant my teaching techniques for ELs translated into the general education classroom.

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NEW ENGLISH WORDS

climate refugee

“a person who moves to a place where the climate is more congenial or beneficial (now rare); (now) a person forced to move to a different home...”

digester

“A tank or apparatus in which organic waste material, typically sewage, is decomposed by microbial action; a biodigester or anaerobic digester.”

infodemic, n.

“A proliferation of diverse, often unsubstantiated information relating to a crisis, controversy, or event, which disseminates rapidly and...”

range anxiety

“worry that an electric vehicle will not be capable of completing intended journeys (or of reaching a specific destination) before its battery loses...”

vertical farm

“(a) a farm on a steep incline, such as a hill or mountainside (now somewhat rare); (b) a building or other structure in which crops for human...”

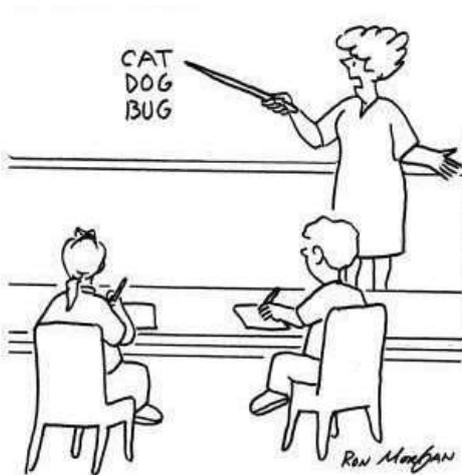
wind park

“an installation devoted to the generation of electricity using wind energy, and typically having multiple wind turbines; cf. wind farm n. at...”



Mother:

“Got a cat for my son to get him away from his phone!!!!”



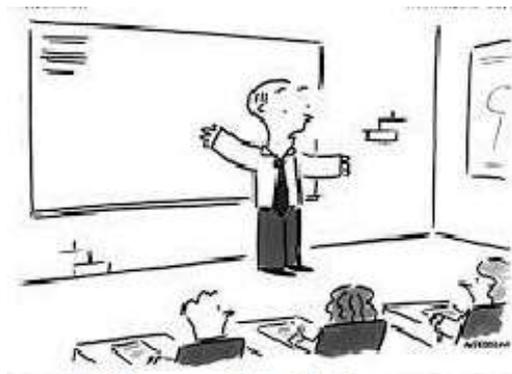
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"JUST THINK OF IT AS IF YOU'RE READING A LONG TEXT-MESSAGE."



"I appreciate the text, Kate, but next time you can just raise your hand."



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"It's not easy texting my mother. She's an English teacher and all she does is correct my spelling."