

NEWS ON-LINE
2022- Issue 4 ~ Together we stand!



**HAPPY
NEW YEAR**



**DEAR
TEACHERS**

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From the President



Dear members,

As you all know we had our General Assembly on 30 October 2022. The board members that have been re-elected are Prof. Dr. Aydan Ersöz (President), Assoc. Prof. Dr. M. Nazlı Güngör (Vice-president), Assoc. Prof. Dr. Sedat Akayoğlu (Member), Dr. A. Suzan Öviz (Newsletter editor), M. Akın Güngör (Accountant), Dr. Büşra Çelen (Vice-accountant) and Defne Akıncı-Midas (Secretary).

Below, you can see our yearly report which covers all the activities we have done between November 2021 and October 2022. Most 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 “Young Learners in English” for Pendik Vizyoner Öğretmen Akademisi on 14 March 2022.
- Prof. Dr. Aydan Ersöz held an online session titled “Common Issues with Young Learners” for TED University on 30 March 2022.
- Prof. Dr. Aydan Ersöz held an online session titled “Motivating and Engaging Teenagers” for Arı Schools on 11 April 2022.
- Prof. Dr. Aydan Ersöz held an online session titled “Improving language skills and global skills” for Arı Schools on 12 April 2022.
- Prof. Dr. Aydan Ersöz held an online session titled “Differentiated Instruction and Assessment” for Arı Schools on 13 April 2022.
- Prof. Dr. Aydan Ersöz held an online session titled “Common Issues with Young Learners” for MEF University on 19 April 2022.

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:

- Dr. Esen Metin - Step Out of The Comfort Zone With Critical Thinking Activities
- Prof. Dr. Esim Gürsoy - Reflection on Action: Clinical Supervision As A Model For Professional Development

- Dr. Jerome C. Bush - Towards a Post-Pandemic Methodology: English Language Teaching in the New Normal
- Dr. Arzu Ekoç - Teaching speaking with works of art
- Prof. Dr. Özcan Demirel - Ustalarla Söyleşi 2
- Cemil Gökhan Karacan - AR We Ready? : Augmented Reality in Language Education
- Gökçe H. Sincer - Teaching softskills by design
- Assoc. Prof. Dr. Ahmet Başal - Here's how you do X," and "Here's what you need to know about X: The changing roles of instructors with the instructional technology
- Assoc. Prof. Dr. Elif Demirel - The Intersection of Corpora and Language Teaching: Practical Tips and Suggestions
- Prof. Dr. Gülsev Pakkan - Have We Discovered Our Philosophy of English Teaching?
- Assoc. Prof. Dr. Ali Karakaş - Real-world English meets School English: Insights from a Collaborative Research Project
- Prof. Dr. Richard Smith - Getting feedback on your teaching
- Assoc. Prof. Dr. Ceylan Yangın Ersanlı - CLIL: Time to stop teaching about language
- Prof. Dr. Ayşegül Daloğlu - Affordances of Digital Age: Building Resilience in Teaching, and Learning, and Global Collaboration
- Prof. Dr. Özden Ekmekçi - Ustalarla Söyleşi 3
- Prof. Dr. Paşa Tefvik Cephe - Integrated and Segregated Teaching of Language Skills
- Cemil Gökhan Karacan - AR We Ready? : Augmented Reality in Language Education: Workshop
- Dr. Tamar Dolidze - Raising Media Literacy in ESP Classroom via authentic materials
- Prof. Dr. Feyza Doyran - The power of using hypnotic language patterns in language teaching
- Assoc. Prof. Dr. Mehmet Bardakçı - Principles of Effective Online Teaching
- Dr. Umut Salihoğlu - Learning Vocabulary in a Foreign Language
- Prof. Dr. Zulal Balpınar - Ustalarla Söyleşi 4
- Prof. Dr. İlknur İstifçi - The Role of ICT Self-efficacy in Self-Regulated Learning and Future Directions
- Jennifer Mansur Sertel Schneller - Teaching Social Emotional Skills in YOUR English Language Classroom!
- Aslı Atalı Altuntaş - The Use of Interactive Technologies In The Language Classroom
- Assoc. Prof. Dr. Sedat Akayoğlu - Exploring beyond the walls of your classroom through telecollaboration
- Assoc. Prof. Dr. Gökhan Öztürk - How Conscious Are We While Correcting Oral Errors In EFL Classrooms?
- Dr. Çiğdem Balım - Ustalarla Söyleşi 5

- Dr. Sibel Söğüt - Gender stereotypes in English language teaching materials
- Ali Kılınç - Model United Nations: An Experiential Learning Practice on Students' Motivation and Teachers' Teaching Skills
- INGED YK Üyeleri – INGED Sizi Dinliyor 2022
- Prof. Dr. Aydan Ersöz - Classroom Interaction and Management

Asena Karaduman, our content manager, has shot, edited and added new videos to our INGED YouTube channel. New videos are:

- USING ENERGIZERS IN ENGLISH CLASSES
- USING COOLERS IN ENGLISH CLASSES
- USING FILLERS IN ENGLISH CLASSES
- CURRICULUM AND SYLLABUS
- CEFR: The Common European Framework of Reference for Languages
- HOW TO ANALYZE A COURSEBOOK UNIT
- HOW TO DESIGN ACTIVITIES
- HOW NECESSARY IS HOMEWORK?
- WHAT'S THE ROLE OF PARENTS IN DOING HOMEWORK?
- A SAMPLE LESSON FOR BEGINNERS
- A SAMPLE LESSON FOR YOUNG LEARNERS

Our content manager announces weekly Zoom events on Mondays. On Wednesdays, she uploads original content to our YouTube channel. On Saturdays, she uploads the past week's Zoom event video. With her brilliant work, the number of subscribers to INGEDTurkiye YouTube channel has increased to 4079. With the latest 47.088 viewers, our total viewership has raised to 100.875. Today, we have 6140 followers on Instagram, 2724 followers on Facebook, and 922 followers on LinkedIn.

Dr. A. Suzan Öniz regularly renewed and updated our website and published our Newsletters online.

On behalf of INGED, Assoc. Prof. Dr. M. Nazlı Güngör applied to the PRELIM 2 project organized by the British Council, UK and NILE. The aim of the project was to polish up the language and professional skills of ELT teachers. As a result, INGED was selected as a project partner. 60 language teachers from different cities of our country were chosen; and two groups were formed. The project lasted for 3 months (between January and April) during which these teachers were offered weekly online courses to improve their language and professional skills. At the end, we received positive feedback from both the participants and our partners.

We will continue working in order to create platforms and opportunities to exchange professional experiences, opinions and research findings; but as always, we need your support. Together we stand!

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

We wish you a HAPPY NEW YEAR! May 2023 bring all of us a healthy and successful year filled with days of peace, justice, and joy.

In this winter issue, we hope you will enjoy discovering what you can do with Google Pictures in addition to more academic topics including the role of student-formulated questions in the class, how the language you choose reflects your senses and some vocabulary improvement ideas. You can also read our President Prof. Dr. Aydan Ersöz' reflections on sessions that she did representing INGED at Atılım University as well as at the three-day TUBITAK Project focusing on intercultural communication. Her impressions are on the following pages. You can also read about our Secretary Defne Akıncı-Midas' thoughts on presentations that she followed at the online conference "Empowering Learners for the Age of Artificial Intelligence (AI)" on the following pages. As you can see, our newsletter eagerly awaits your eyes...

See you all at our online ZOOM sessions...



Warm greetings

A. Suzan Öniz
INGED Newsletter Editor



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

➡ **NOTES FROM A CONFERENCE**

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

➡ **TECHNOLOGY IN TEACHING**

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

➡ **YOUR PAPERS**

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

➡ **THE VOICE OF INGED MEMBERS**

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



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

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

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

THE INGED ZOOM SERIES

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

It was exactly for this reason that we planned some of these in Turkish.

In this way, we aimed to address issues relevant to ELT teachers as well as instructors working in other fields and who may feel more comfortable in using Turkish.

We have now completed our 81st Zoom Session!

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 # 76

14 October 2022

"Classroom Interaction and Management"

Presenter: Prof. Dr. Aydan Ersöz

INGED ZOOM SERIES # 77

21 October 2022

"Classroom without Borders: Inquiry Based Language Learning/Teaching"

Speaker: Dr. Görsev Sönmez

INGED ZOOM SERIES # 78

4 November 2022

"How to Gamify our Classrooms"

Speaker: Dr. Serkan Gürkan

INGED ZOOM SERIES # 79

11 November 2022

"Teaching Second Language Writing: Conceptual Underpinnings and Practical Strategies"

Speaker: Assoc. Prof. Dr. Babürhan Üzüm

INGED ZOOM SERIES # 80

18 November 2022

"An Identity Approach to Language Teaching and Teacher Education"

Speaker: Assoc. Prof.Dr. Bedrettin Yazan

INGED ZOOM SERIES # 81

25 November 2022

"Snacks for the EFL Classes"

Speaker: Gülbin Özdemir Altıgöz

CHECK OUT OUR WEB PAGE!

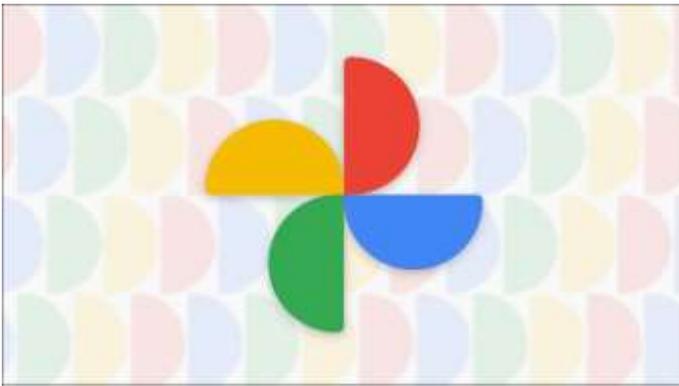
HAVE YOU LOOKED AT USEFUL LINKS?



10 GOOGLE PHOTOS FEATURES YOU SHOULD USE

By Joe Fedewa

<https://www.howtogeek.com/827817/10-google-photos-features-you-should-use/>



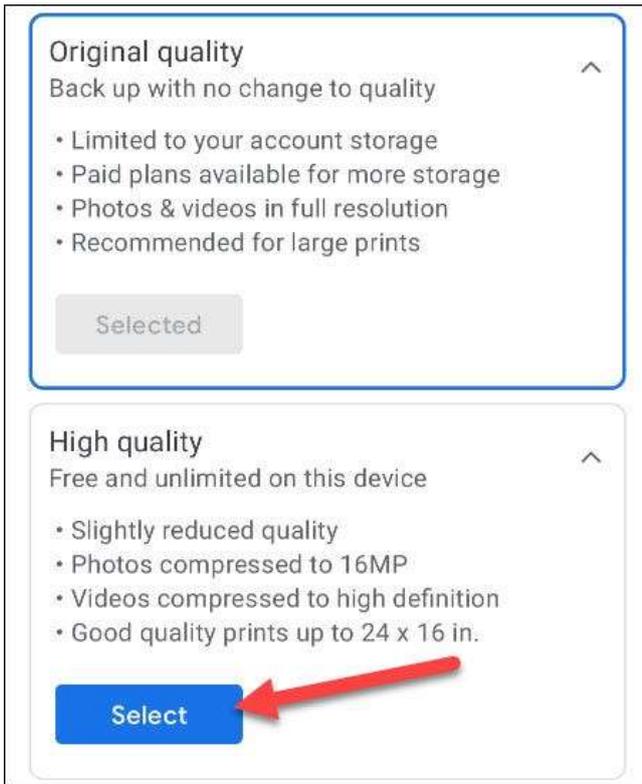
[Google Photos](#) is arguably the company's best product. It's chock full of powerful, fun, and super convenient features to make your life easier. We'll show you some of the best features in Google Photos for Android, iPhone, and the web.

Automatically Share Photos

Sharing photos is one of the main reasons to take photos, so why not make it as easy as possible? As part of its "[Partner Sharing](#)" features, Google Photos includes the ability to automatically share certain photos.

You can choose to have photos of anyone automatically shared with someone else. For example, any photo you take of your child could be shared with your partner. Google Photos detects the faces and does all the hard work for you.

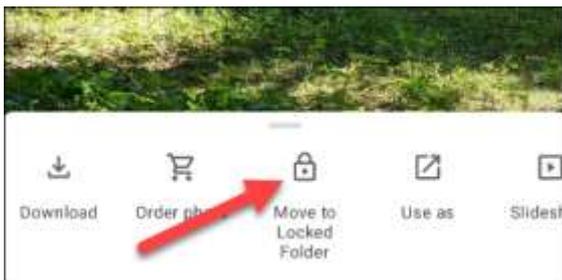
Adjust the Backup Quality



Google Photos is great for backing up photos, but you [don't have an unlimited amount of storage to use](#). One easy way to use less storage is to [adjust the backup quality](#).

There are two upload size options on most devices. “Original Quality” is the best quality you can use, while “Storage Saver” or “High Quality” compresses photos to 16MP and videos to 1080p. Choose which best fits your needs.

Put Sensitive Photos in the Locked Folder



It's great to have a camera on you at all times, but that also means all your photos are on you at all times. There may be some photos and videos you'd like to keep from prying eyes. That's where the [“Locked Folder”](#) comes in.

The “Locked Folder” is simply a special folder in the Google Photos app on Android that is protected with your screen lock. Anything in the Locked Folder is hidden from the rest of the device and not backed up to the cloud.

Hide People from Memories

The “Memories” feature in Google Photos resurfaces photos and videos from one year ago, those from two years ago, photos based around certain themes, and more. It’s a fun feature... until it’s not.

You can [hide people, pets, and even specific dates](#) from showing up in your Memories. It uses Google’s face detection features to know which photos include the people or pets you don’t want to see anymore.

Automatically Add Photos to an Album



Albums are clearly a big part of photo organization, especially in Google Photos. It can be annoying to constantly keep adding new photos and videos to your albums. Why not let Google do it?

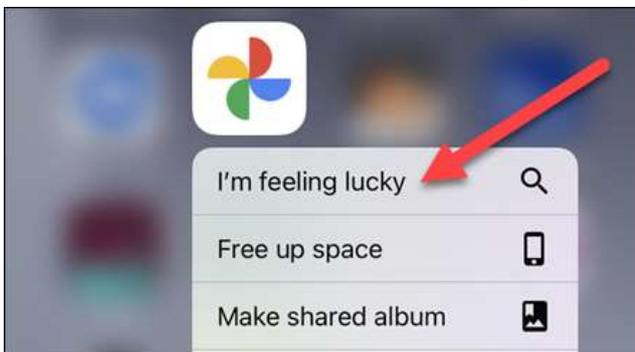
“[Live Albums](#)” are special albums that tie into Google’s face detection feature. You simply choose specific people and pets, then Google adds photos or videos of them to the album for you. Easy peasy.

Display Your Photos as a Slideshow

Sharing photos is a great way to share your memories and experiences with others. Swiping through a massive album can be tedious, which is why Google Photos has a slideshow feature.

[The slideshow option](#) is available in the Google Photos mobile apps and on the desktop website. You can start the slideshow from pretty much anywhere—the main camera roll or a specific album. Sit back and enjoy!

Look Back at Photos with “I’m Feeling Lucky”



If you have a lot of photos in your Google Photos library, it’s easy to forget about some of the older stuff. A fun way to look back is with the [“I’m Feeling Lucky” button](#). Yes, it’s not just for Google Search.

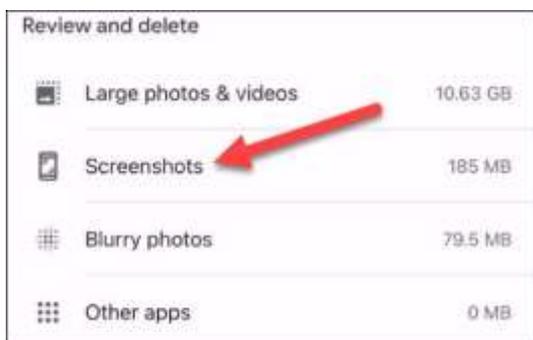
The iPhone and Android apps both have an “I’m Feeling Lucky” button that can be accessed via the home screen shortcut. It will bring up photos and videos around a theme, such as “basketball” or a location.

Download Entire Albums

Google Photos is one of the best cloud storage solutions for photos and videos. However, it’s not a great idea to have all your eggs in one basket. You should occasionally [make local backups of your Google Photos albums](#).

The good news is Google makes this super easy to do. Simply visit Google Photos in a web browser, open an album, and select “Download All” from the menu. You’ll get a ZIP file with all of the contents.

Free Up Storage Space



Review and delete	
Large photos & videos	10.63 GB
Screenshots	185 MB
Blurry photos	79.5 MB
Other apps	0 MB

As mentioned, Google Photos does not offer free unlimited storage. Adjusting backup quality is one way to save storage space. Another way is to use the [built-in storage management tool](#).

The storage management tool makes it easy to see what stuff is taking up the most space. It organizes your media by size, screenshots, blurry photos, and more. You don’t have to do so much work combing through your photos to make space.

Make Scrapbooks and Prints

Let’s talk about bringing those photos into the real world. You might think you need to download your photos and upload them to a printing service. Actually, it can all be done [right from Google Photos](#).

Google Photos has tools for creating scrapbooks, canvas prints, regular prints, and even a monthly subscription of 10 photos. Your creations can be picked up in participating retail stores or mailed directly to your home.

JOE FEDEWA



Joe Fedewa is a Staff Writer at How-To Geek. He has been covering consumer technology for over a decade and previously worked as Managing Editor at *XDA-Developers*. Joe loves all things technology and is also an avid DIYer at heart. He has written thousands of articles, hundreds of tutorials, and dozens of reviews

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on student formulated questions, tips on how the brain works, the effect of opportunities to talk, read, and write on learning, how your language reflects the senses you use, and how to do the feedback loop.

<https://www.teachingchannel.org/tch/blog/sparking-joy-classroom-student-formulated-questions>

Sparking Joy in the Classroom with Student-Formulated Questions

***Editor's Note:** This is the first of seven blogs from our friends at the Right Question Institute (RQI), a nonprofit educational organization. RQI makes it possible for all people to learn to ask better questions and participate more effectively in key decisions. Their free, easy to use resources have techniques for formulating and asking questions that will engage your students and increase their curiosity.*

Imagine starting your first unit of the year not with what students know, but with what they wonder. What would your students ask?

In classrooms across the country and in different corners of the world, teachers are finding ways to drive learning with questions like these, asked by real-life students:

- What would happen to the tides if we woke up one morning and the moon disappeared?
- How does the sun's power get into you?
- If everyone were the same, would we still have stereotypes?
- Is the American Dream a little less true for some people?
- Why *can't* you divide by zero?

What would teaching and learning look like if every student in class was asking questions like these? What else might then be possible?

Why Spend Time on Student Questioning?

Most people intuitively understand the value of a good question. It can spark new ideas and innovations. It can build understanding and strong relationships. It can challenge and provoke.

Research suggests that questioning can [support metacognitive learning](#), enhance [memory](#) recall, [build literacy skills](#), and [strengthen interpersonal skills and empathy](#). Yet, it is rare that students are deliberately and explicitly taught this skill.

Many educators *want* their students to ask thoughtful and driving questions, however as soon as children begin formal schooling, question-asking seems to decline. [According to Harvard Professor Paul L. Harris](#), young children ask an estimated 10,000 questions per year at home,

but they ask significantly fewer questions at school. [Newsweek](#) reported that, “preschool children, on average, ask about 100 questions a day.” However, “by middle school they’ve pretty much stopped asking.” [A study of college graduates](#) found that only 27 percent believed they had developed their ability to ask questions.

And often, the students who are not asking questions are those who could most benefit from developing this skill. [One study](#) found lower-income students asked fewer questions than their moderate-income peers. [Another](#) found low-achieving students, as they moved through the grades, asked fewer and fewer questions compared to students of other achievement levels.

How can educators foster a learning environment where [all students](#) are able to guide their own learning and feel the greater sense of ownership that student-centered inquiry promotes?

The Right Question Institute

At the [Right Question Institute](#), we’ve given a lot of thought to questions and curiosity. We believe question-asking is an essential skill for every individual. It’s a life skill that people can use to engage in deep learning and participate more effectively in decisions that affect them. By developing this skill, students can hone new democratic habits of mind. [Read the full overview here.](#)

We work with educators across the country to advance a simple, powerful method for teaching this skill. It’s called the [Question Formulation Technique](#), or QFT for short. This blog series features eight educators from five states who have used the QFT with students of all ages, from first grade through community college, and they share their experiences and advice. These blogs will continue to be published over the next few weeks.

This blog series includes contributions from eight educators working at all grade levels.

- **James Brewster**, a middle-school social studies teacher from Austin, Texas, discusses the value of the QFT and how it helped establish a class culture that values and celebrates “not knowing.”
- **Ashleigh Burry** and **Kristy Mandel**, first-grade teachers in Novi, Michigan, describe using the QFT in a classroom of English language learners.
- **Jennifer Brickey**, a teacher-librarian in Oxnard, California, leverages the QFT to “rebrand” the library as a lively, student-centered space.
- **Matthew Parrilli**, a high school English teacher and department chair near Chicago, outlines “five reasons why the QFT can support your professional development work.”
- **Sun Ezzell**, a writing professor at Mt. San Antonio College near Los Angeles, and Andrew Minigan, director of strategy at the Right Question Institute, discuss the QFT in connection to equity in education.

We hope you enjoy these educators' insights. To access free classroom resources, instructional videos, and collaborative tools for sharing the QFT with colleagues, we invite you to visit us at rightquestion.org.

The Right Question Institute is a nonprofit educational organization offering a simple, powerful strategy that builds people's skills to ask better questions, participate in decisions that affect them, advocate for themselves, and partner with service-providers. RQI's teaching strategy allows anyone, no matter their educational, income, or literacy level, to learn. This blog was written by:

Sarah Westbrook is a former high school English teacher who is now the Right Question Institute's director of professional learning for the Education Program.

Andrew Minigan is the Right Question Institute's (RQI) director of strategy for the Education Program. As a part of Andrew's work with RQI he is a co-principal investigator (Co-PI) on a National Science Foundation funded research grant to develop a strategy so researchers, including doctoral students and faculty in higher education, can learn how to formulate better, more transformative research questions.

Chris Orchard is senior communications associate at The Right Question Institute. He helps develop and implement the organization's communications goals and tell stories about the institute's work and impact.



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

This Large District Uses 4 Questions to Teach Every Educator How the Brain Learns **By Margaret Lee**

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

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

My school district, Frederick County Public Schools (FCPS) in Maryland, has undertaken a careful, strategic turn towards [Mind Brain Education \(MBE\)](#)—the intersection of research in the areas of education, neuroscience and psychology—with a goal of ensuring that every

educator understands how the brain learns, works, grows and thrives in order to improve outcomes for every learner.

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

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

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

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

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

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

1. **What should we keep doing?** There are many research-informed strategies to improve instruction and support student wellbeing that are rooted in truths that my colleagues and I saw daily in our own classrooms. Even though we don't always have the knowledge of brain science or the academic research that proves why a strategy—like having students quiz themselves using flashcards—is effective, our experiences in the classroom provide us with evidence that it is. Affirming strategies that people are already comfortable using reinforces their professionalism and expertise.

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

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

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

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

That investment led to integrated approaches, curriculum enhancements, conversations about technology use and discussions about how to balance joy and rigor in administrative professional learning. Three Board of Education members recently attended an MBE

training alongside our teacher specialists to learn about specific MBE research and its connection to learning and wellbeing. When designing and facilitating professional learning experiences for teachers and administrators, our superintendent and deputy superintendent use and highlight MBE strategies. Recent sessions used retrieval to ensure that content shared last month wasn't forgotten. These leaders don't pay lip service to the work, they embody it. And they strive to be research-informed educators, too.

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

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

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

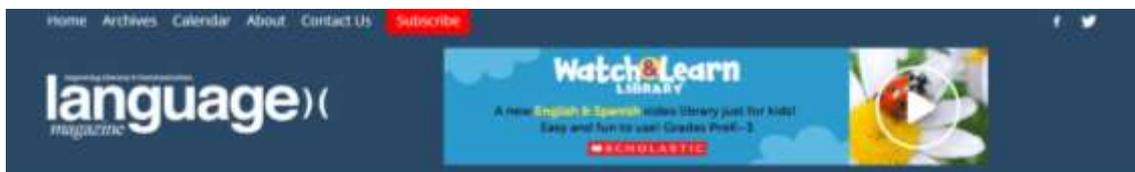
- * "Neuroteach" by Glenn Whitman and Ian Kelleher
- * "Mindsets in the Classroom and Create a Growth Mindset School" by Mary Cay Ricci
- * "Powerful Teaching" by Pooja Agarwal and Patrice Bain
- * "Ingredients for Great Teaching" by Pedro de Bruyckere
- * "The Knowledge Gap" by Natalie Wexler
- * "The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

This story is part of an EdSurge Research series about how school communities across the country are connecting research and practice. These stories are made publicly available with support from the [Chan Zuckerberg Initiative](#). EdSurge maintains editorial control over all content. (Read our ethics statement [here](#).) This work is licensed under a [CC BY-NC-ND 4.0](#).

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



<https://www.languagemagazine.com/2019/07/22/talk-read-talk-write-2/>



Talk, Read, Talk, Write By Nancy Motley

Teachers often feel immense pressure to cover too much material in too little time. They work tirelessly to ensure that their students are adequately prepared for the high-stakes testing that permeates the world of education. In addition to these accountability measures, today's teachers are asked to communicate a dense and rigorous curriculum to classrooms full of students who have widely varying needs.

In their committed efforts to meet and exceed these expectations, instructional focus can get lost. It is time to move away from a spotlight that is solely placed on curriculum and instead shift back to successfully teaching students. In particular, we need to teach students how to think for themselves.

Students often spend much of their school day listening to teachers and then completing assignments related to the teachers' mini-lessons or lectures. They have limited opportunities to orally process what they are learning, to make meaning in the company of their peers, and to read or write for authentic purposes. Why is this? Time. It takes time for students to talk, read, and write about academic topics. It is precious time that teachers are not sure they can afford to give.

As Schmoker (2011) clearly explains, however, "It should go without saying that most students won't optimally learn facts (much less care about them) without abundant opportunities to read, write, and talk."

Many leaders in the field of literacy, as well as those in educational research, contend that in order for students to achieve at the highest levels, they must actively participate in learning through conversation, reading, and writing (Wilkinson and Silliman, 2000; Tovani, 2004; Daniels and Zemelman, 2004; Gallagher, 2004; Zwiers, 2008). Students develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, and thinking (McConachie et al., 2006; Schleppegrell, 2004).

In other words, in order for students with a vast array of needs to master dense, rigorous curriculum and to demonstrate success on high-stakes assessments, they must have consistent opportunities to talk, read, and write about content-area concepts.

To meet this challenge, teachers may reconcile their constrained time with the need to provide students opportunities for critical literacy practice by adopting the talk, read, talk, write (TRTW) routine.

TRTW is a simple way to deliver content that is centered around students' practice of literacy skills rather than centered on a teacher's direct teaching of a concept.

The TRTW routine can be used to teach an entire lesson but is also easily adapted as a routine for teaching individual terms or concepts.

At its core, students are reading a text to learn, rather than listening to their teacher to learn. In addition to reading the text, students engage in structured opportunities to discuss and write about the content.

The TRTW framework is instructionally significant for several reasons. Paramount on the list is that no student, not even the struggling reader, is invisible. All students participate in two conversations with peers, and those conversations directly support their ability to successfully complete both the reading and the writing tasks embedded in the lesson.

Additionally, there are many ways to differentiate within this approach. The selection of the text itself is a differentiation point. For example, a teacher can provide a grade-level article to the majority of the students in his or her class as well as a simplified version of the same article to any readers who are not proficient enough for the original text. The teacher could also provide a more advanced option, offering students a bank of additional resources that also meet the students' same purpose for reading. Other ways to differentiate the text include providing copies with key points highlighted, teacher notes in the margin of the text, online versions of the text, or native-language text for beginner English language learners.

Differentiating the task is another effective option. For example, the teacher can have more than one purpose for reading a text. Some students may read for a literal and basic purpose, while others might read for a more inferential or evaluative purpose. The teacher can provide more than one version of any graphic organizer or note-taking support in order to specifically target what individual students should focus on during the reading. Furthermore, the writing task does not need to be the same for all students.

Some students might also need differentiation within the talking tasks. Teachers can give sentence stems and word banks to those needing additional support. Another option is to provide different questions to different groups of students. Some discussion groups only have the capacity to address one question at a time, while others could benefit from a list of questions that increase in complexity.

Lastly, the structure of this approach gives valuable time back to the teacher. While students are talking, reading, and writing, the teacher can provide individualized support for those who are struggling. Teachers are no longer the "sage on the stage" but rather true facilitators, equipped with the tools to consistently provide differentiated support as needed throughout the lesson.

Aside from differentiation, another significant benefit of the TRTW routine is that every step of the process builds academic language. Students are listening, speaking, reading, and writing in the language of the content area. They are active users of academic language, rather than passive observers of the teacher's use of academic language. The responsibility for learning is shared with and then passed on to the students. The TRTW routine requires the students, not the teacher, to accept responsibility for learning. When they do, they become independent thinkers and problem solvers prepared for tasks both within and beyond our classrooms.

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This article originally appeared in *Language Magazine* in September, 2017. At the time, Nancy Motley was an educational consultant for Seidlitz Education and had written *Talk, Read, Talk, Write: A Practical Approach to Learning in the Secondary Classroom*. She was also the co-author of *The Diverse Learner Flip Book* and has developed a variety of training sessions in thinking strategies, vocabulary development, nonfiction reading and writing, and ELPS implementation.

Nancy's previous educational roles have included classroom teacher, reading specialist, intervention program coordinator, professional development instructor, and curriculum developer.

She was awarded the Alief ISD's Teacher of the Year Award in 2003. While teaching for Alief in Houston, Texas, she specialized in increasing student achievement for a variety of special populations, including English language learners and students with dyslexia.



<http://www.bbc.com/future/story/20190226-how-your-language-reflects-the-senses-you-use>

How your Language Reflects the Senses you Use

By Sophie Hardach

Ever had difficulty naming a taste or smell? It may be due to the language you speak. And this could give us hidden insights into our cultures and communities.

Which do you find easier to describe: the colour of grass, or its smell? The answer may depend on where you are from – and, more specifically, which language you grew up speaking.

Humans are often characterised as **visual beings**. If you are a native English speaker, you may intuitively agree. After all, English has a rich vocabulary for colours and geometric shapes, but

few words for smells. However, a recent global study suggests that **whether we mainly experience the world by seeing, hearing, smelling, tasting or feeling** varies hugely across cultures. And this preference is reflected in our language.

The study was based on tests conducted by 26 researchers across 20 languages in Europe, North and South America, Asia, Africa and Australia, with locations ranging from big modern cities to remote indigenous villages. Participants were asked to describe so-called sensory stimulants, such as coloured paper, a sip of sugar water, or a sniff of a scented card.

The results suggest that our lifestyle, our environment and even the shape of our houses all can influence how we perceive things – and how easy (or not) we find it to put this perception into words.

You might also like:

- **What is the best age to learn a language?**
- **The words that change what colours we see**
- **The hidden ways your language betrays your character**

“I think we often think about language as giving us direct information about the world,” says Asifa Majid, a professor of language, communication, and cultural cognition at the University of York, who led the research. “You can see that in how we think about the senses and how that’s reflected in modern-day science.”

Majid says that many textbooks for example refer to humans as visual creatures. “Part of the rationale for that has been the amount of brain that’s devoted to vision versus smell, for example. But another piece of crucial evidence has been language. So often people say, well, look, there are just many more words to talk about things that we see, and we struggle to talk about things that we smell,” she says.



English speakers tend to struggle to talk about smells – but speakers of other languages do not (Credit: BBC/Getty)

However, Majid says some societies are much more oriented towards smell or sound. Her own **research on the Jahai**, a community of hunter-gatherers in the Malay Peninsula, has recorded a vocabulary for smells as varied and precise as the English vocabulary for colours.

The study brought together specialists in languages as diverse as Umpila, spoken by only about 100 people in Australia, to English, spoken by about a billion people around the world. In total, 313 people were tested. The researchers gave them the different stimulants, and then measured each group’s level of “codability” – that is, the level of agreement among the responses in each group. A high level of codability means that a group has an agreed-upon way of talking about, say, certain colours. A low level of codability can indicate that the group does

not have a shared, commonly accepted vocabulary for those colours, or that it is unable to identify them.



English speakers were best at talking about shapes and colours (Credit: BBC/Getty)

English speakers were best at talking about shapes and colours. They all agreed, for example, that something was a triangle, or green.

Speakers of Lao and Farsi, on the other hand, excelled at naming tastes. When offered bitter-flavoured water, all Farsi speakers in the study described it as “talkh”, the Farsi word for bitter.

This was not the case with English speakers. When offered the same bitter-flavoured water, “English speakers said everything from bitter, to salty, sour, not bad, plain, mint, like ear wax, medicinal and so forth”, says Majid.



English speakers struggled to name tastes, while speakers of Lao and Farsi excelled (Credit: BBC/Getty)

She says this kind of taste confusion consistently happens to English speakers in lab tests: “They describe bitter as being salty and sour, they describe sour as being bitter, they describe salt as being sour. So even though we’ve got the vocabulary, there seems to be some confusion in people’s minds over how to map their taste experience onto language.”

Interestingly, the language communities that had very high scores for the tasting task – Farsi, Lao and Cantonese – all have famously sophisticated cuisines that cultivate a range of different flavours, including bitterness.

Other participants struggled with certain tasks because their language simply lacked words for what they were shown. Umpila, a language spoken by a hunter-gatherer community in Australia, only has words for black, white and red. However, Umpila speakers found it easiest to describe smells. This tendency towards smell rather than vision is **found among hunter gatherers around the world**, including the aforementioned Jahai. The reason may have to do with living and hunting in forests that are rich in smells.



The tendency towards smell rather than vision is found among hunter gatherers around the world (Credit: BBC/Getty)

The sensory diversity even held true across sign languages. Speakers of Kata Kolok, a village sign language spoken by about 1,200 people in Bali, struggled almost as much as the Umpila with describing colours. Speakers of American Sign Language and British Sign Language, on the other hand, found this task relatively easy, and scored about the same as English speakers.

Cultural factors from art to architecture appeared to play a role in how well participants performed across the different tests. People from communities that produced patterned pottery did better at talking about shapes. Those living in angular rather than round houses tended to be better at describing angular shapes. And participants from communities with specialist musicians were better at describing sounds – even though they were not musicians themselves.

“Just having specialist musicians means that that community develops a certain way of talking about sounds, and that everybody seems to have a better handle on how to talk about sounds,” Majid says.



Participants from communities with specialist musicians were better at describing sounds – even if they weren’t musicians themselves (Credit: BBC/Getty)

For those of us who spend more time in front of silent, odourless screens than among fragrant plants and jamming musicians, the study could be an encouragement to seek out new sensory experiences. But it is also a reminder of the value of linguistic diversity. Umpila, for example, is threatened by extinction. The number of native Umpila speakers is dwindling. And yet, when it comes to describing smells, this rare, endangered language apparently has the edge over booming, billion-strong English.



HOW TO DO THE FEEDBACK LOOP IN DISTANCE LEARNING

By Jennifer Pieratt

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

In a **previous post** I shared what assessment-feedback and reflection specifically could look like with the use of single point rubric. And while I think this continues to be a good “northstar” to guide us, most teachers are still trying to wrap their minds around how to simply provide feedback to students. So for those of us that are planners and appreciate guardrails to guide us, this one's for you!

Establish systems

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

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

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

Establish structures

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

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

Share the load

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

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

Close the loop

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

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



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

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REFLECTIONS ON THE WORKSHOP AT ATILIM UNIVERSITY

21 October 2022

By Prof. Dr. Aydan Ersöz

The School of Foreign Languages, Atılım University invited me to give a talk titled “Increasing Student Motivation” on 21 October 2022. I held the same session twice for two different groups, each of which had about 50 ELT instructors.

We first focused our attention on what motivation is and what motivates people to learn. As the interactive session progressed, we came up with the following ideas:

We learn because:

- We are curious,
- We are in need,
- We are interested,
- We need social interaction.

Hence, we are motivated.

No matter why we learn, we learn as a result of our own initiative; not because someone else wants us to learn.

Then we discussed the major elements in the classroom that can act as a motivator.



We chose a unit from the currently used coursebook and analyzed it to see if it is motivating, and we offered various adaptations to make it more motivating. Then together with the participants, we came up with some suggestions that can be summarized as:

1. It will be beneficial to have awareness raising sessions with the students where we talk about the importance of speaking a foreign language (or more).
2. It is a good idea to hold a session (or maybe, more) to explain that language learning can be a long and slow process; and that it requires extra work (after-school learning).
3. The teacher should adapt a positive attitude and behave professionally keeping in mind the Pygmalion effect in the EFL classroom (high expectations of someone seem to increase the person's performance) vs the Golem Effect (low expectations lead to a decrease in performance).



4. The teacher should ask the following questions to make sure that the lesson is more motivating:
 - Am I giving my students enough opportunities to interact (ITT vs STI)?
 - Am I giving them enough time to respond (TWT)?

- Am I praising enough for success?
- Am I interacting often enough with lows?
- Am I calling on them often enough for answers?
- Am I demanding enough from them?
- Am I smiling frequently enough at them?
- Am I making enough eye contact with them?
- Am I giving them enough informative feedback?
- Am I preparing motivating and fun lessons?
- Am I keeping my students busy by actively involving them in all activities?
- Am I creating an interactive and engaging learning environment that uses many methods of learning?
- Am I focusing my attention on how to teach rather than what to teach?

All in all, the participants claimed that the interactive session was very beneficial to raise awareness about the importance of positive teacher behavior and the necessity of making adaptations in the materials we use in the classroom. It is not possible to come up with a magical formula to increase student motivation but as teachers we should do everything we can to make learning more motivating.





REFLECTIONS ON THE TUBITAK PROJECT BY İNÖNÜ UNIVERSITY

4 - 6 November 2022

By Prof. Dr. Aydan Ersöz

İnönü University ran a TUBITAK Project between 04 and 06 November 2022 – The Integration of the Intercultural Communication Competence to TEYL. 60 students from the ELT Departments of various universities became participants in this project which lasted three full days. Every day, students attended 4 lectures by various scholars and one workshop in small groups to come up with their own work under the light of the lectures. Altogether, there were 12 lectures and 3 workshops.

As a part of the project, I held one main session called “INTERCULTURAL COMMUNICATION/ AWARENESS IN TEYL”, and three workshops on storytelling and dramatization, songs, and games.

In my plenary session, we dealt with «young learners» and «pre-teens» (7 - 13). ‘Young learners’ is a broad term that covers children from 3 to 12 years old. According to the United Nations Convention on the Rights of the Child, 1989, “A child is defined as

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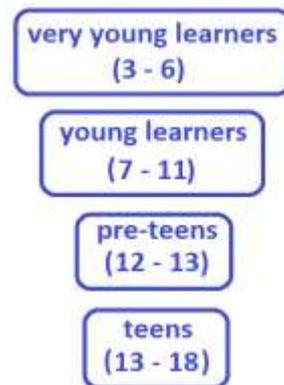
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anyone who has not reached their 18th birthday irrespective of the age of majority in the country where the child is, or their home country.”

Although these age groups are seen as representing one group, there are in fact distinctive differences between what children of 7 years old can do/comprehend and what children of 10 can do/comprehend. The underlying reason is that when we consider children, we need to consider four related but separate developmental areas- *physical*, *cognitive*, *socio-emotional*, and *communicative* growth.



According to Piaget (1970), children at the «Sensorimotor» and «Preoperational» cognitive development stages (up to age 7) are highly egocentric. They function with the «here-and-now» principle. They do NOT understand what is not present and concrete in their own environment.

At the «Concrete operational» stage (ages 7 to 11), children become less egocentric, and more aware of the outside world and events. Their thinking becomes more logical and organized, but still very concrete.

At the «Formal operational» stage (ages 12 and up), they can grasp and deal with abstract concepts and relationships. They become more aware about the social behaviors, social rules and customs of their society.

Hence, our target group can be children of 9 years old and up.

Before that, we can

- stick to the local culture;
- teach something as a part of the universal culture;
- make the necessary adaptations when necessary.

Children are NOT born with cultural differences, discrimination, prejudice and judgement. They learn these from their environment.

Constructivism asserts that humans can CONSTRUCT new learning on already existing knowledge and/or experience. When we encounter something new, we have to reconcile it with our previous knowledge and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant.

If we are dealing with children younger than 9 or 10, they need to have direct EXPERIENCE with the concept.

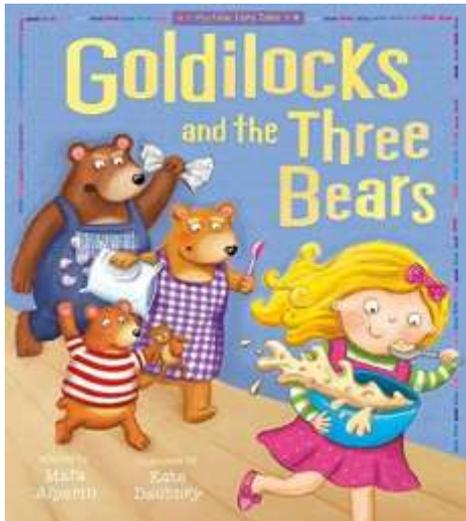
If we are dealing with children older than 9 or 10, they can imagine/create a mental image of the concept. It may NOT be an exact equivalent, but the concept is placed in their schemata.

Constructivism explains the construction of new understanding as a combination of prior learning/knowledge (schemata) + readiness to learn + new information.

Vygotsky developed the concept, ‘zone of proximal development’, which describes the gap between what a learner can do alone and what he is able to achieve with help and guidance. Hence, scaffolding (guidance by the teacher) is vital.



Let’s give an example from a well-known story “Goldilocks and the Three Bears” where the bears prepare “porridge” for breakfast and then have to leave them on the table to go out for a while. Goldilocks walks into their cottage and tastes all three dishes – one is too hot to eat, the other too cold to eat, and the last one is just right to eat.



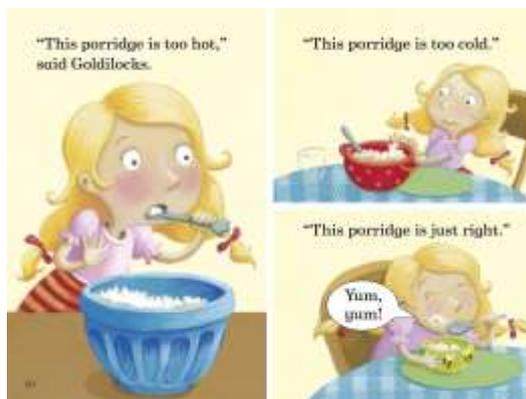
The three bears eat hot cereal called 'porridge' for breakfast which forces the teacher to decide on how to deal with this new concept. The teacher can

- make porridge for everyone in the class and let learners enjoy a bowl of porridge (not very practical and economical); or,
- explain what porridge is [Porridge is traditionally a breakfast dish that is simply made by cooking oats with water or milk. Different spices, fruits and sweeteners, such

as honey, can then be added according to taste.] (not easy to understand for the learners); or,

- use visuals (not very clear as the visuals will contain something white and mushy); or,
- replace it; use a familiar concept such as “soup”.

The question here is “Is it worth the time and effort?”; if not, why confuse the learners by something which will not be their active vocabulary and language use. Rather than wasting time and effort on something that trivial, the teacher should focus on “the wrong behavior” – Goldilocks walking into someone’s home without their permission and stealing and using their belongings. Here, ethical values are more important than the specific cultural issues.



Children growing up with good models around will become tolerant, open-minded and respectful. They will have empathy and sympathy. As Michael Gove stated “Learning a foreign language, and the culture that goes with it, is one of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of children.”

Whatever story, song or game the teacher wants to use should be carefully screened to make sure that it

- contains NO discrimination, sexism, or derogatory remarks;
- carries a clear and positive message or moral (good ethical lesson);
- has NO disturbing/scary characters;
- contains NO cultural issues that may impede comprehension until the child is the right age.

İNÜHABER

Ana Sayfa > İNÜHABER

“Kültürlerarası İletişim Yeterliliğın Çocuklara Yabancı Dil Eđitimine Entegrasyonu” Kursu Tamamlandı



**MY ONLINE LEARNING DIARY:
WHAT I LEARNED IN THE ONLINE CONFERENCE:
EMPOWERING LEARNERS FOR
THE AGE OF ARTIFICIAL INTELLIGENCE (AI) 2022**

4 – 6 November 2022

By Defne Akinci Midas

<https://empoweringlearners.ai/schedule/>



Attending a conference as a practicing language teacher gives me mixed feelings. To be honest, I harbor a dose of doubt as to whether any new ideas can come out in the sessions to enlighten and inform me about teaching and learning after all the years of my investment in professional development. And if so, I roll towards the other end: the ideas tend to be too novel to be practical at all. Some of the ideas for the use of technology, for instance, may seem to require too much time and effort on the part of the instructor and even students with little to add to the quality of teaching and learning process.

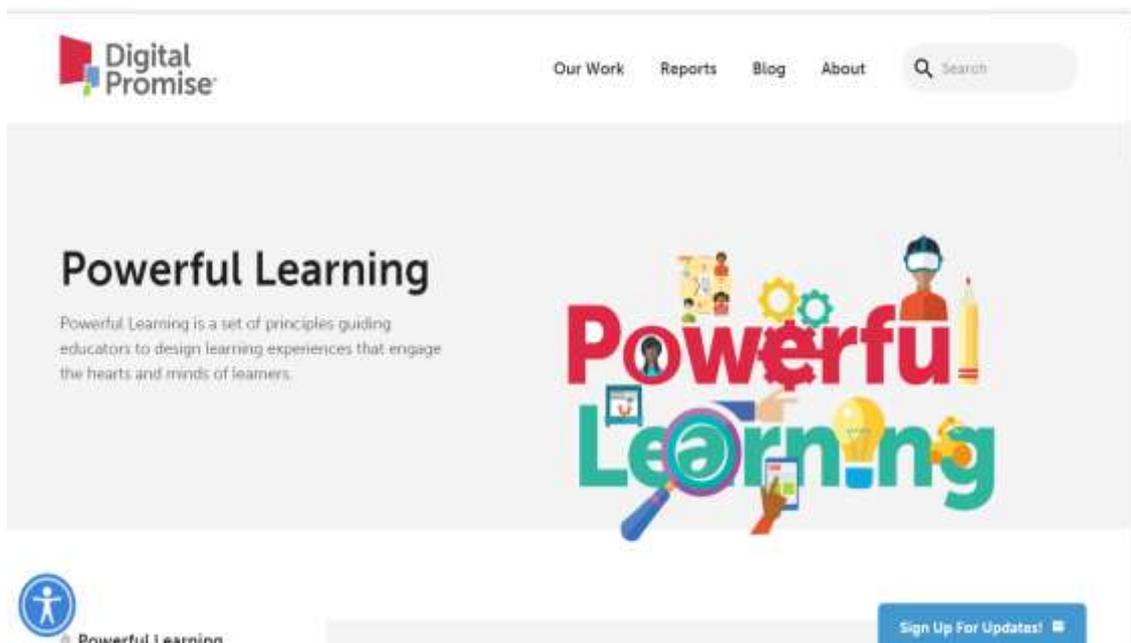
Still, I do not give up. I attend free conferences and webinars, which are in abundance to let me choose from. I am glad that I can choose those with similar time zones, because some require the attendees to join after midnight according to the time zone of our country, which

makes it impractical for me. The choice of topic areas is rich, so I can sift through, pick and choose from a myriad of topics in the field of education and English language Teaching.

I am glad that I gave a chance to the conference called “Empowering Learners for the Age of Artificial Intelligence (AI)”, which was a free online event held on December 6 to 8, 2022. The sessions were made accessible through the Whova platform, which was very easy to download and use on PCs, laptops and mobile phones. I was pleasantly surprised that the sessions were recorded and made available for the participants to view them after the conference was over. That gave me a chance to view the sessions that I missed while I was teaching in class or attending other meetings.

The main focus was the issues related to artificial intelligence applications in education. The presentations and panel discussions were eye openers to those in the field even for who were familiar with the issues. The sessions I attended were clear to a practicing teacher like myself, innovative and relevant, so they made me aware on issues that I had little idea about. I selected the ones from which I learned new ideas and summarized them below.

Title of presentation (Keynote address):
Scaling AI to Address the Long Tail of Learners’ Strengths and Needs
Presenter: Dr. Jeremy Roschelle



The screenshot of Digital Promise Web Page with Details about the Concept of Powerful Learning

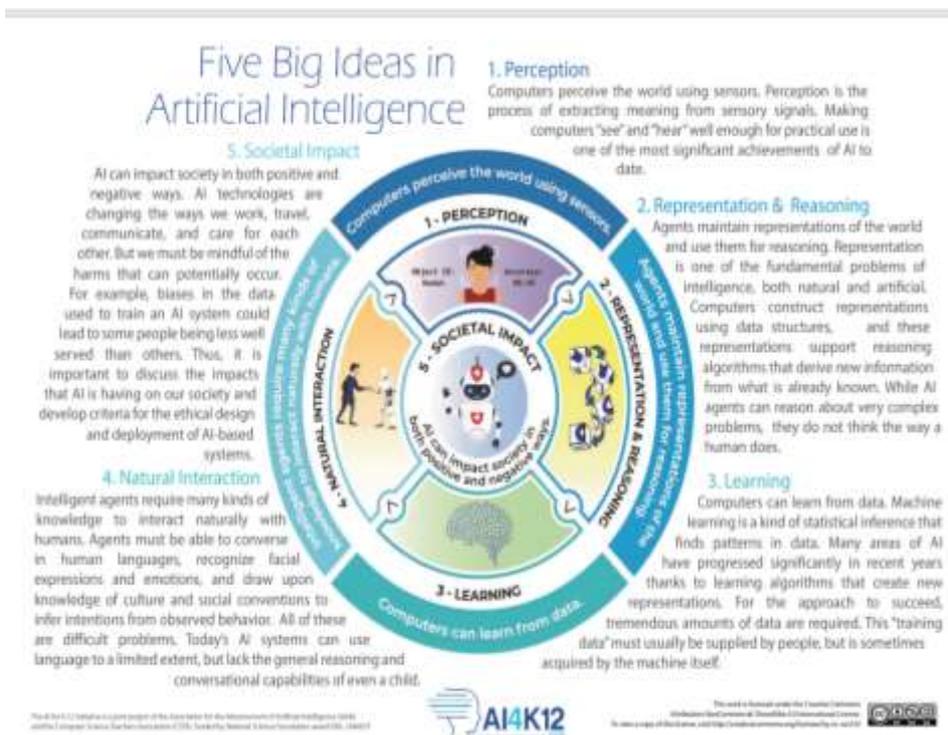
The speaker started the talk by noting that we need to make ourselves familiar with the concept of “powerful learning”, which he did not expand on much, but referred to a lot. Therefore, I delved into it by asking Google what this term entails. On the page of the website “Digital Promise” (<https://digitalpromise.org>), I found that this concept is used to refer to “a set of principles guiding educators to design learning experiences that engage the hearts and minds of learners”. These principles stipulate that powerful learning is “personal

and accessible”, “authentic and challenging”, “collaborative and connected”, and “inquisitive and reflective”. The author of the webpage explains further by stating the following: “These learning experiences provide opportunities for students to deeply engage in their learning while using technology in ways that contribute to closing the Digital Learning gap”. Thus, we understand that powerful learning, in this definition, entails the use of technologies to enable higher level learning outcomes.

The presenter is an expert in math education and conducts research in this area. He talked about how, in the US schools in primary education level, the achievement level of the students declined recently, linking this result to the online remote teaching experiences during the lockdowns imposed by the raging COVID19 pandemic. The presenter stated that those who had little or no access to a full working computer and stable internet connection due to poverty suffered the most in their academic achievement. The point was related to the terms Diversity, Equity and Inclusion (DEI), which became more and more important when all sorts of education moved to the remote mode through online platforms using computers which could accommodate a good working camera, sound card, among others. To enable this, the presenter developed an AI system and measured effectiveness using large data analysis methods. The findings indicate that the data obtained in this way can inform the designers of courses about many different aspects of the course and learning processes as well as the students themselves.

**Title of Panel Session:
Preparing K12 Educators for AI
Panelist: David S. Touretsky**

Of the panelists in this session, the one by David S. Touretsky attracted my attention when he presented the chart with “Five Big Ideas in AI”. The screenshot of the poster with the ideas can be seen below:



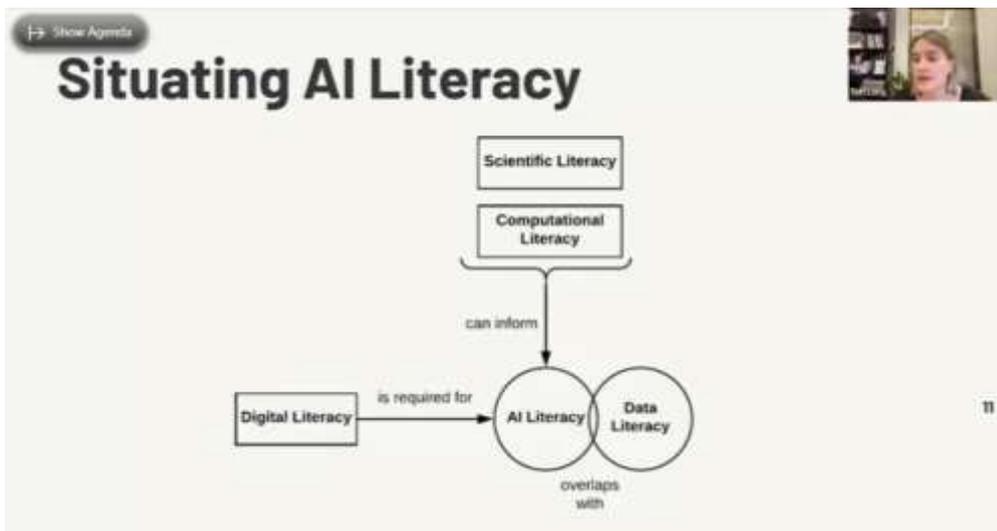
Screenshot of the Poster Illustrating and Summarizing the Five Big Ideas in Artificial Intelligence

Link of the poster: https://ai4k12.org/wp-content/uploads/2022/01/AI4K12_Five_Big_Ideas_Poster_3_19_2021.pdf

This concept and chart were developed by the organization called AI412 (<https://ai4k12.org/>) in 2020. The information in and around the chart is related to the fundamental characteristics of AI technology. With this as the basis, the curriculum that covers AI awareness as well as knowledge and use of AI throughout K12 years was laid out by this organization. The statements in the curriculum explain what the students at a certain age should be able to do related to their perception and use of AI technology. This I found intriguing as I have yet to encounter such specific learning outcomes related to the use of AI in and around the students in schools. This website is worth looking at.

Title of Panel Session:
The Importance of AI Literacy in Education
Panelist: Dr. Duri Long

This speaker talked about the importance of AI literacy by comparing how we encounter and in fact happen to actively use AI without even noticing it. She reminded us that it was much simpler to use the television set it only required to know how not to get shocked by electric current in the plug and how to turn it on and off. When the social media came into our lives, however, with personalized ads, for instance, everything changed. The users may or may not realize that the AI decision-making is at place on our social media account, so it decides on the “news feed”, “entertainment and shopping recommendations”, “hiring decisions”, “recidivism” and “military and law enforcement”. She added that she found out in her study that many users do not realize that their search results are being used to decide on the kinds of products that are advertised on their page, for instance. She provided the definition of AI literacy as “a set of competencies that enables individuals to critically evaluate AI technologies; to communicate and collaborate effectively with AI; and use AI as a tool online, at home and the workplace” (Long, D. & Magerko, B, 2020). You can see the positioning of AI literacy in relation to the other literacies as explained by the speaker below.

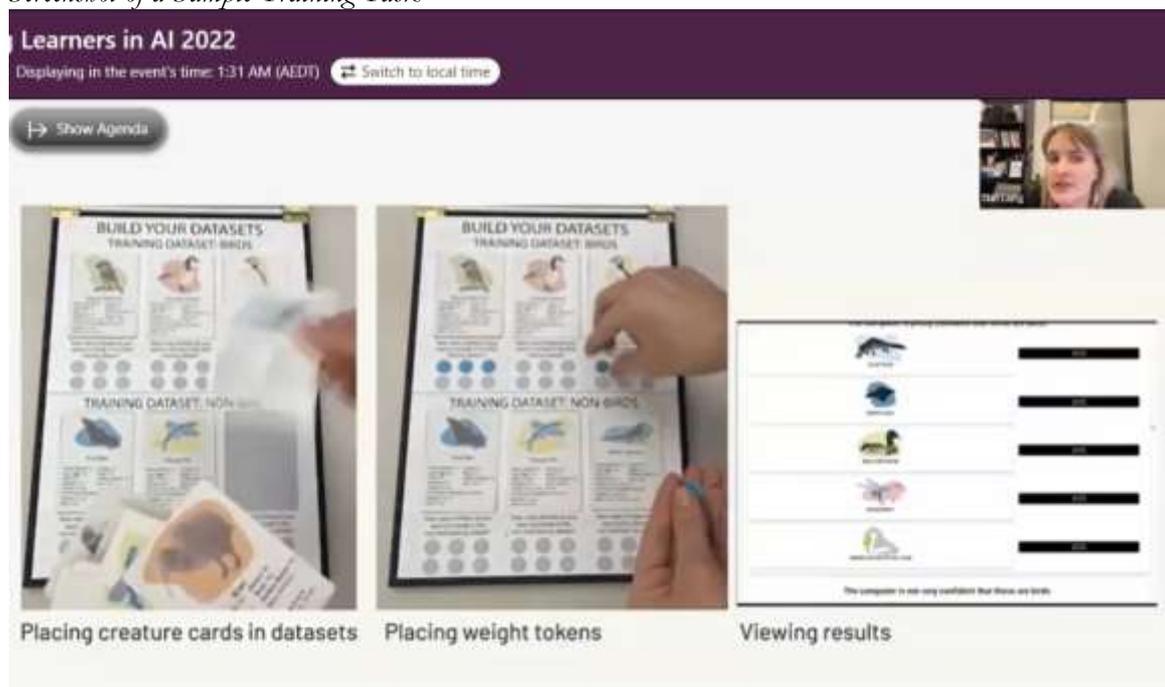


Screenshot from Duri Long's Presentation about AI Literacy: Situating AI Literacy

Source: Long, D., & Magerko, B. (2020). What is AI Literacy? Competencies and Design Considerations. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*.

I thought that the framework seems to be simple but clear enough to show AI literacy. She then exemplified the kinds of materials and procedures could be utilized for training users (see the screenshot below). She explained that they would use a set of training cards to stand for datasets and would ask the user to place weight tokens to symbolically indicate the times that kind of search takes place, and then create the final results to show individual patterns. It seems to turn an abstract concept to a concrete level. I found the task very interesting because I thought the students would also find it intriguing. I wanted to think of ways to use it in class with some language practice in mind, as well.

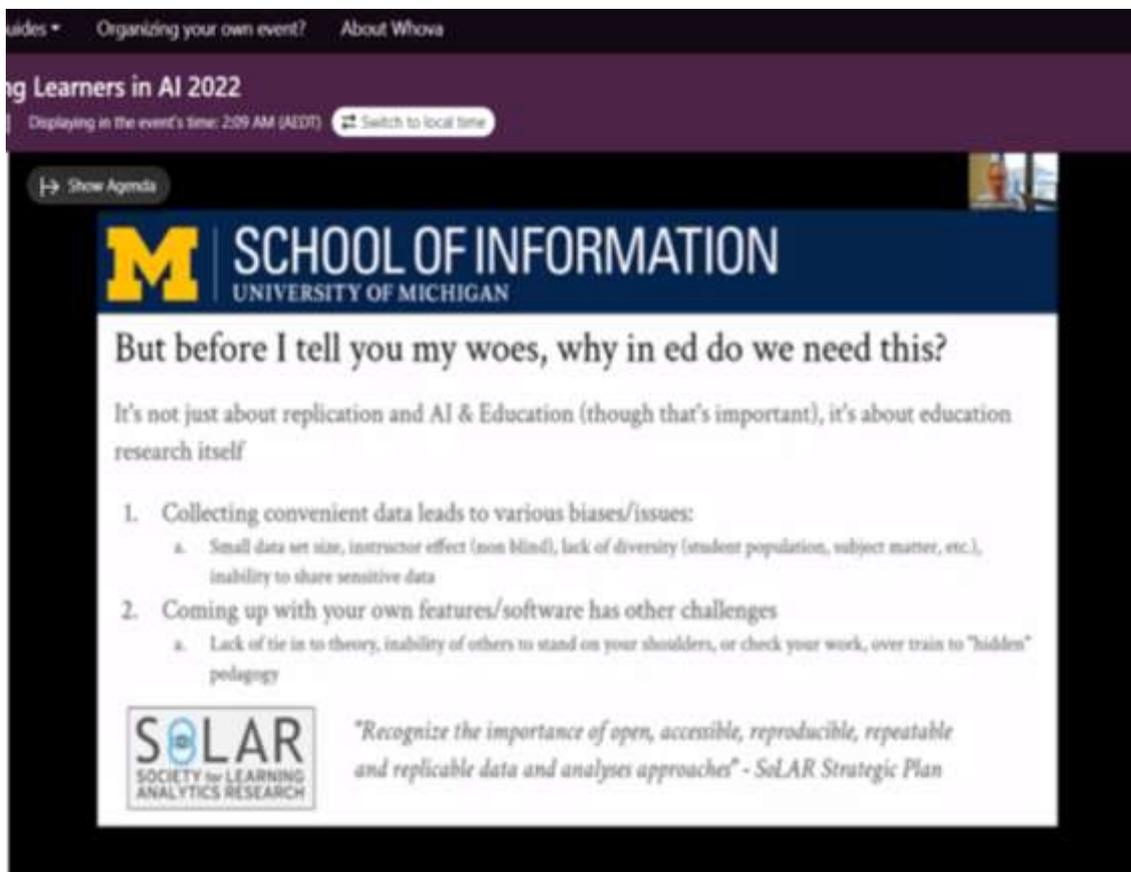
Screenshot of a Sample Training Task



Title of Panel Session:
Reproducibility Crisis in AI: Lessons Learned from other Fields
Panelists: Tim Errington & Christopher Brooks

Tim Brooks talked about how some the findings reported in the research articles are put to the test by analyzing them again to try to reproduce the same results. The speaker informed us that lately, due to the urgent need to get published on the part of the researchers and the tendency of publishers to choose the ones that report significance in their results, the studies and their findings started to be difficult to replicate. This is a major issue because this means that the findings reported in the paper cannot be taken as significant contribution to science.

Christopher Brooks focused on educational data use in research and the need to produce replicable studies and results. He talked about the need to share data with other researchers for further research and for replication studies, which are important in science. The replication studies are hard because they require that all the data and information be collected from the researcher of the study in its original form, which is not quite possible. When it is possible, then the results rarely replicate due to numerous factors.



Screenshot of the talk by Christopher Brooks

I found this presentation extremely valuable as it made me think about how researchers feel the need to push themselves to get published and how this causes problems in the field. I planned to read about replication studies further by doing some more search on Good Academic. I found that there are even calls for replication studies in different disciplines as far back as 1970s. I am guessing that this is a major but really important issue in science.

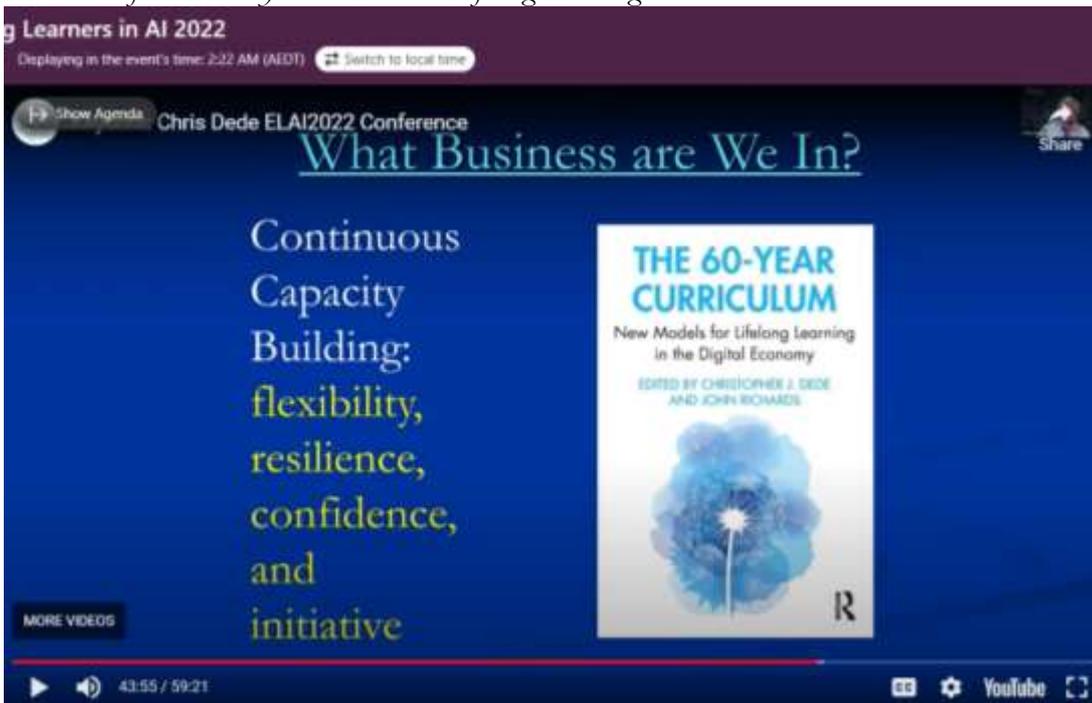
Title of Keynote:

Intelligence Augmentation via Artificial Intelligence: IA rather than AI

Speaker: Chris Dede

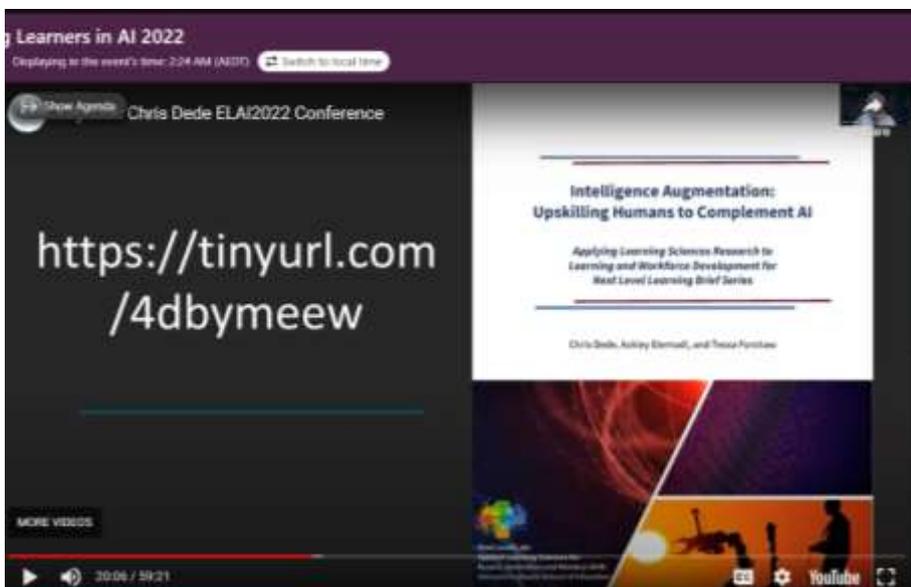
This professor predicted that AI is going to start to outsmart us, users of the programs if we do not take precaution to “upgrade” our own knowledge, skills and our reasoning as well as cognitive abilities. He advocates that we can do that by constantly learning as in “life-long learning” and shared with us the recent books that he wrote on this topic, called “The 60-Year Curriculum”.

Screenshot of the Book by Chris Dede on Lifelong Learning



In doing so, he also talked about the term “engineering learning” for the next generation, as in actually creating the conditions for the process of learning.

Screenshot of Chris Dede’s work on Intelligence Augmentation



I found this concept hard to understand and I believe I will read about it further to understand it better. I realized that I wanted to know more about what this might entail for me as a teacher.



The Difference: Approach, Method, and Technique

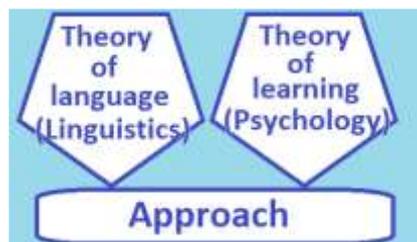
By Prof. Dr. Aydan Ersöz

In his work, *Approach, Method, and Technique*, Edward M. Anthony (an American Applied Linguist) tried to define these terms in detail (Anthony, Edward M. 1963. *Approach, Method, and Technique*. English Learning. 17: 63-67. Ann Arbor: University of Michigan Press. OR Anthony, Edward M. 1963. *Approach, Method, and Technique*. *ELT Journal*, Volume XVII, Issue 2, January 1963, Pages 63–67, <https://doi.org/10.1093/elt/XVII.2.63>). We still use these definitions as they are commonly accepted by the scholars in our field.

It is vital to understand the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language. Anthony identified three levels of conceptualization and organization, which he termed approach, method, and technique and the arrangement is hierarchical.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic, i.e. self-evident, unquestionable or undeniable. It describes the nature of the subject matter to be taught. Hence, an approach is the philosophy or the theory.

As you can see in the figure, underlying any language teaching approach is a theoretical view of what language is (linguistic theory), and of how it can be learned (educational theory).

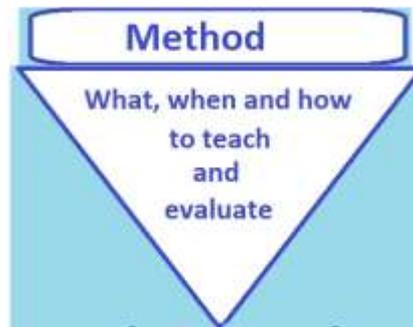


An approach gives rise to (several) methods which can be defined as the way of teaching something.

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. It is procedural.

A method which is an overall plan for the orderly presentation of language material covers:

- The particular skills to be taught,
- The roles of the teacher and the learner in language teaching and learning,
- The appropriate procedures and techniques,
- The content to be taught,
- And, the order in which the content will be presented.



A method, the way of teaching something, uses classroom activities or techniques to help learners learn.

A technique is implementational and it actually takes place in a classroom. It is a particular exercise, activity or task type used to accomplish an immediate objective. Techniques are the actual moment-to-moment classroom steps that lead to a specified outcome. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Let's give an example:

The Audiolingual Approach is based on a structuralist view of language and the psychology of behaviorism as the basis of its learning theory, employing stimulus and response.

The Audio-lingual method exposes learners to increasingly complex language grammatical structures by getting them to listen to the language and respond. It often involves memorizing dialogues and there is no explicit teaching of grammar.

Techniques include listening and repeating, and oral mechanical drilling to achieve a high level of accuracy of language forms and patterns.

On the other hand, the communicative approach is based on the functional grammar view of language and the Social-Pragmatic Theory as the basis of its psychological theory.

The communicative method aims to develop learners' communicative competence across all four skills. Language is generally contextualized, and authentic or semi-authentic materials are used. The main purpose of language is communication, and that meaning is paramount. This method is holistic. Information gap, opinion gap and problem solving (reasoning gap) activities/tasks are some of the techniques used by this method.

In modern language classrooms, teachers often prefer implementing various techniques from a variety of methods/approaches. So do most coursebook authors.

Selecting techniques from various approaches and methods seems like the best way to address the different needs of their learners rather than sticking to one method and its techniques.

The basic principles that are commonly accepted in our modern classrooms are:

- (1) The whole is more than the sum of its parts;
- (2) Language learning is a social process;

- (3) Learning is process-oriented;
- (4) Language learning involves relating new information to prior knowledge;
- (5) Language skills are acquired concurrently and interrelatedly;
- (6) Procedural knowledge (doing) is more important than declarative knowledge (knowing);
and
- (7) Students' errors are signals of progress in language learning.

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SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article discussing an article that focuses on the use or rather overuse of the word *very*.

<https://keithspeakingacademy.com/synonyms-very-ielts-speaking-vocabulary/>

Stop saying VERY: 18 Synonyms for “Very”: Build your vocabulary By KEITH O’HARE

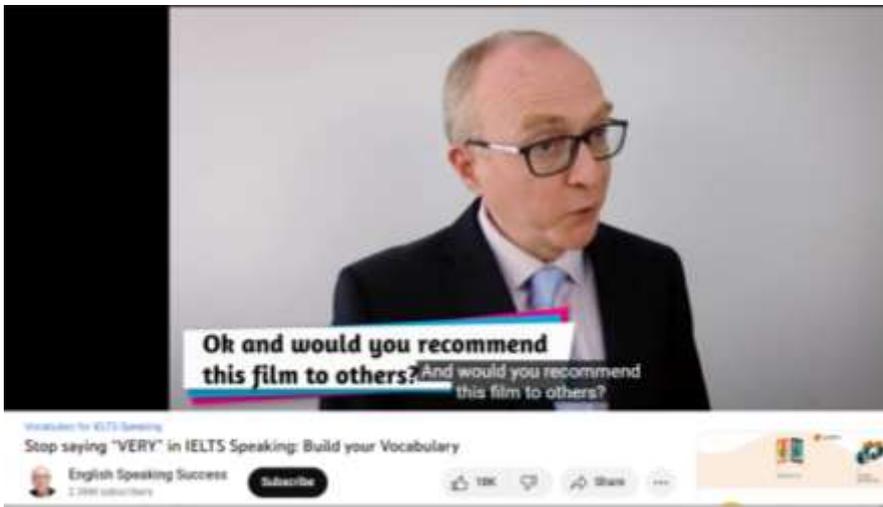
Here are 18 synonyms you can use instead of ‘very’ to make your speech more interesting and show your control of vocabulary to the examiner.

Introduction

In **IELTS Speaking**, one of the most commonly repeated words is ‘very’.

This not only sounds boring, but it shows a limited range of vocabulary to the examiner 😞. A great way to show a wide range of **vocabulary**, is to start building your knowledge and use of **synonyms**.

Here are 18 synonyms you can use instead of ‘very’ to make your speech more interesting and show your control of vocabulary to the examiner.



<https://www.youtube.com/watch?v=ErXWy50FgXY&t=74s>

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1	Introduction
2	Synonyms of VERY to describe THINGS
3	Synonyms of VERY to describe PEOPLE
4	Synonyms of VERY to describe ACTIVITIES
5	IELTS Speaking Practice
6	Click to get a discount on all IELTSA plans

Synonyms of VERY to describe THINGS

If someone asks us one of these questions;

How was that film/book/lesson?

We might say it was,

- Very interesting
- Very useful
- Very good

However, this is not colourful language. In order to show off a wider range of [vocabulary](#), here are some **synonyms** of ‘very’ that work as great **collocations** with *interesting, useful and good*.

*You know that book I read was **extremely interesting***

*I thought it was an **incredibly interesting** book*

*The book you recommended was **tremendously useful***

*I found it to be a **particularly useful** book because it was full of great ideas and practical tips*

*That film was **dead good***

*I thought that film was **extremely good***

Since the word *good* has very few collocates, then we often use a single **adjective** that shows **intensity**, i.e. meaning ‘*very good*’. Here are some examples you can use;

- amazing
- terrific
- splendid
- awesome
- outstanding
- top-notch
- brilliant

Synonyms of VERY to describe PEOPLE

If someone asks us one of these questions;

What is your friend / colleague / boss like?

We might say they are,

- Very nice
- Very friendly
- Very intelligent

Again this does not really show off your real language ability. You can spice up your vocabulary using some of the following synonyms.

*Yeab, my boss is a **perfectly nice** woman*

*Yep, I think my boss is a **thoroughly nice** man*

*We've just moved into a new flat, and the new neighbour is **exceptionally friendly***

*I think my new neighbour is a **genuinely friendly** person*

*Yeab, my teacher? I think he is **highly intelligent***

*I think my teacher is **remarkably intelligent***

Synonyms of VERY to describe ACTIVITIES

If someone asks us one of these questions;

How did you find the concert/party/meeting?

We might say it was,

- Very boring
- Very slow
- Very bad

Likewise, this is quite simple language, and we can make it more interesting by using some of the following synonyms.

*Well I went to a party last week, and to be honest it was **mind-numbingly boring***

*I went to a party with my friend but it was just **downright boring**, there was nothing to do, no music, no dancing*

*Last week, we have a meeting with my boss and some colleagues and to be honest, it was just **painfully slow***

*You know what, I can't believe the meetings with Mr. Smith, they are **frustratingly slow***

*I thought Lady Gaga's last concert was **extremely bad***

*I thought the concert was **really bad***

Similar to the adjective 'good', the word 'bad' has very few collocates, so we often use a single **adjective** that shows **intensity**, i.e. meaning 'very bad'. Here are some examples you can use;

- An **appalling** party
- An **awful** meeting
- What a **dreadful** concert!
- That was a **terrible** party
- That was an **agonising** meeting

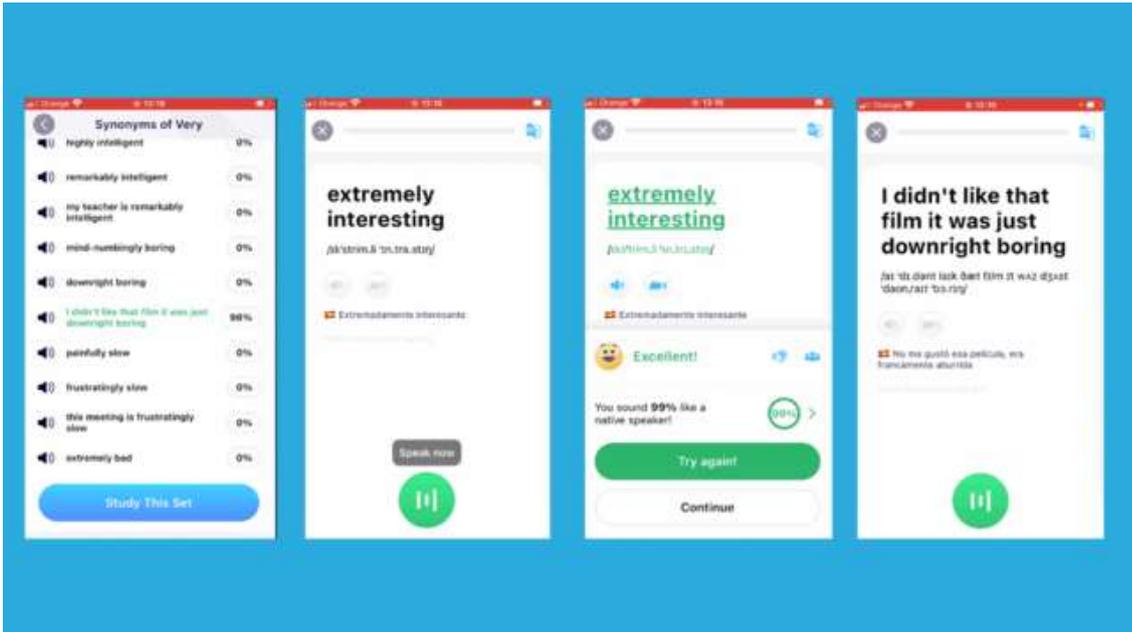
IELTS Speaking Practice

You can practice all of these collocations with a fantastic pronunciation mobile app called **ELSA Speak**.

I have made a **study set for you**, that you can use to practice all of the 18 synonyms above.

[Click to Download ELSA app:](#)

[Click to download my Study Set](#)



ELSA - Keith Study Set Synonyms of VERY

Speaking Phrases



Saying I Think

- If you ask me...
- It's my belief that...
- I honestly believe that...
- To my way of thinking...
- In my point of view...
- As far as I can tell...
- As far as I'm concerned...
- The way I see things is that...

Saying Because

- considering
- due to
- for the reason that
- for the sake of
- in as much as
- in behalf of
- in that
- in the interest of

Saying You are Welcome

- Certainly.
- Cool
- It's all gravy.
- My pleasure.
- Not at all
- Glad to be of any assistance.
- Don't mention it.
- You got it.

Saying I Love You

- I am better because of you
- I adore you.
- You are all I want.
- I'm infatuated with you.
- You set my heart on fire.
- You are my reason for living.
- You are precious.
- You complete me.

Saying Well Done

- Way to go
- Marvelous
- Good for you

Saying No

- No thanks. I have another ...
- I'd love to – but can't.
- I wish I could make it work.



It is not really Christmas without a panto!

SPEECH BUBBLES CHRISTMAS PANTOMIME

TREASURE ISLAND
Saturday 10th December
Performances at 14.00, 16.30, 19.00
At: ITI, 4th Levent

Sanayi, Sılahtaroğlu Sokağı No:9, 34415 Kâğıthane/İstanbul

If you seen any previous Speech Bubbles shows you will know what incredible performances they are, and you will definitely not want to miss this one as it promises to be the best show yet.

This performance is a traditional Christmas pantomime. Treasure Island is a musical comedy designed for family entertainment. It includes comedy, songs and dances based on a popular children's story.

Clip from rehearsals: <https://youtu.be/SD8xNYRs7Ds>

Speech Bubbles is an international theatre group which raises money for Turkish charities that support children and education. We also run classes for young performers (Speech Bubbles School of Performing Arts).

Tickets available from: www.speechbubbles.org

Reserve your ticket on-line today to avoid disappointment as spaces are limited.

Tickets also available at the door on performance days.

News



<http://www.iatefl.org>

The 56th International IATEFL Conference & Exhibition

April 18 - 21, 2023

at Harrogate - Harrogate Convention Centre, UK

<https://www.iatefl.org/conference/past-and-future-conferences>

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15 Weird English Words You Won't Believe Exist!

Have a look at these weird English words and try them out as you speak with people:

1. Kerfuffle (kə'fʌf(ə)l)



Kerfuffle (noun) has been around since the early 1800s. There are two ideas as to how it came into English. It probably came from either Scottish Gaelic or from Celtic Irish, the languages that were used historically in Scotland and Ireland.

If somebody asked you the following question, would you know what they meant?

“What’s all the shouting for? Why are you making such a kerfuffle?”

It means to make a fuss or a bother, usually when people have different points of view. Imagine two of your friends having a minor disagreement over something and making quite a bit of noise – doesn't *kerfuffle* sound like a great way to describe the situation? They might also be making a *bullaballoo* too...

2. Hullaballoo (ˌhʌl.ə.bə'luː)



“Did you hear all that bullaballoo in the office today?”

A word that really sounds like what it means, *bullaballoo* (noun) is the loud noises and shouting that people make when they're angry.

It's been part of the English language since the middle of the 18th century.

3. Cacophony (kə'kɒf(ə)ni)



Another word related to noise, a *cacophony* (noun) is a mixture of horrible sounds. Imagine birds screeching, alarm bells ringing and babies screaming...and you've got yourself a *cacophony*!

You may already know that words that end in *phone* or *phony* are related to sound in some way. *Cacophony* comes from a Greek word made up from *kavos* (bad) and *phone* (sound). It entered English in the mid 1600's.

4. Ragamuffin ('ragəmʌfɪn)



Ragamuffin (noun) comes from the English that was used during the Middle Ages.

You've probably heard the word *rag*, right? A dirty and scruffy piece of old cloth. So it'll make sense to know that

a *ragamuffin* is a person who wears dirty and scruffy clothes – clothes that are just like rags! It's usually used for children, and you may also sometimes hear it used to describe scruffy-looking animals.

The next time you hear someone say,
"I send my children to school dressed smartly, and they come home like little ragamuffins!"
You'll know exactly what they mean!

5. Whippersnapper ('wɪpəsnəpə)



Nothing to do with whips or snaps, say *whippersnapper* (noun) quickly and you'll create a funny and harsh sound!

Although this term is a little bit old-fashioned today, it'll certainly make people smile if you use it. It's been part of the English language since the 17th century and is a mixture of two terms. One referred to a lazy person who had no ambitions. The other term was used for young people who lived on the street and did bad things, like stealing and tricking people.

The meaning has changed over the years, and today it's used for a young person who's too confident and perhaps a little cheeky! It's a perfect word to use for an inquisitive child who just can't stop questioning and correcting their parents!

Would you giggle if you heard this conversation?

Mother: *"Come here, please"*

Child: *"No, I'm busy"*

Mother: *"I asked you to please come here"*

Child: *"No. Dad said when people are busy you shouldn't disturb them. So please leave me alone!"*

Mother: *"Well, you little whippersnapper!"*

6. Gobbledygook ('gɒb(ə)ldɪ,gu:k)



Close your eyes for a second and think of a turkey. What sound does it make? Does it sound something like "gobble, gobble, gobble"? That's exactly where this word came from!

Created from the meaningless sound that turkeys make, *gobbledygook* (noun) was originally an American English word. It was created in the 1940's to mean words that are nonsense or have no meaning. It also describes when people use too many technical words and so other people can't understand what they're saying.

"The Director was talking a load of gobbledygook in that meeting. I have no idea what he wants!"

7. Gibberish ('dʒɪb(ə)rɪʃ)

If someone is talking *gobbledygook* they'll also be talking *gibberish*!

Gibberish (noun) means the same: nonsense words and phrases that sound like English but have little meaning.

Gibberish is an older term than *gobbledegook*. It's been in use since the mid 16th century. It's not known where the word came from, but many people believe it was taken from either a similar Spanish or Swedish word.

Make sure you practice your English – you don't want to talk *gobbledegook* and *gibberish*!

8. Poppycock ('pɒpɪkɒk)

Have you ever listened to somebody trying to talk about something that they know absolutely nothing about? Like, you know that what they're saying is completely untrue, yet they insist on continuing to talk? Or where someone has told you some so-called facts that are totally wrong?

It's highly likely that they're talking *poppycock*!

No laughing! *Poppycock* has nothing to do with poppies (a type of flower) or cocks (a male bird and a slang term for a man's intimate body parts!) *Poppycock* actually came from the Dutch word *pappekak*, which is made from *pap* (soft) and *kak* (poop!). It's been part of English since the 1800's.

A: "Hey, did you know that if you keep your eyes open when you sneeze your eyes will fly out?"

B: "What a load of *poppycock*!"

9. Discombobulate (ˌdɪskəmˈbɒbjʊleɪt)



Mainly used in North American English, if somebody's talking lots of *gibberish*, *gobbledegook*, and *poppycock*, they may be trying to *discombobulate* (verb) another person. You may feel a little *discombobulated* (adjective) by all these strange words!

Confused? You should be! *Discombobulate* means to confuse!

It's been used since the mid 19th century, and is mainly used in a funny way.

"What's the matter? You look a little *discombobulated*!"

10. Flummox ('flʌmɒks)



If you're now feeling very *discombobulated* you are also *flummoxed* (adjective)!

To *flummox* a person (verb) means to confuse them a lot. It came into the English language in the middle of the 19th century. It was taken from dialects used in some parts of the UK.

11. Curmudgeon (kə: 'mʌdʒ(ə)n)



Are you trying to find just the right word for someone who's very bad-tempered and grumpy? *Curmudgeon* (noun) might be just the word that you're looking for!

Dating back to at least the 16th century, this word has been used for a long time.

If you hear someone say,
"I don't like our English teacher ... he is a real curmudgeon!"
you can agree (or hopefully disagree!) and know what it means.

12. Lackadaisical (ˌlʌkə 'deɪzɪk(ə)l)



How about if you want to describe that someone's lazy and has no enthusiasm or determination? *Lackadaisical* (adjective) would be perfect in this situation!

It's been in use since the 1700's, although where it came from isn't clear.

For example,
"My sister has no job and is doing nothing to find one. She is so lackadaisical."

13. Woebegone ('wəʊbɪɡən)



Another terrific adjective. Can you guess what a *woebegone* person looks like?

It's easy to break this word into two parts – *woe* (extreme sadness) and *begone* (an old-fashioned word that means surrounded by something). So, *woebegone* means "surrounded by sadness." It comes from Middle English, English that was used during the Middle Ages.

The next time your friend looks sad, you can ask them,
"Why do you look so woebegone?"

14. Lollygag ('lɒlɪɡʌɡ)



What a fantastic verb: to *lollygag*! Nothing to do with lollies or gags, it actually means to be idle and lazy or to waste time. It's most common in the USA. It's not unusual to hear parents shout to their children to "*stop lollygagging*" – now you'll know what they're talking about!

The word has been used since the 1800's. Nobody really knows where it came from though.

15. Frankenfood (ˈfrɒŋk(ə)nfuːd)



Very new when compared to all the others on the list, the word *Frankenfood* (noun) came into existence in the 1990's. It's used informally for genetically modified (GM) foods. GM foods are those that have been scientifically altered in some way, that haven't grown naturally.

Frankenfood is a combination of the words *Frankenstein* and *food*. *Frankenstein* is a story about a scientist, Dr. Frankenstein, who creates a monster in his laboratory.

You might hear people say, for example,
"I'm not eating there! They use Frankenfoods!"

Don't be **lackadaisical** or **lollygag** along! Learn new words so you don't talk **poppycock**. Maybe next time you meet a **whippersnapper** you can **flummox** them with words! There's no need to feel **discombobulated** if you hear **gibberish** and **gobbledegook**, and don't be **woebegone** – learning new words can be easy once you start!

Source: <https://www.fluentu.com/blog/english/weird-strange-english-words/>

WISE WORDS

