HAPPY NEW YEAR TO YOU ALL!

N E W S   O N - L I N E
2023 - Issue 4 - Together we stand!

TABLE OF CONTENTS

From the President

Dear members,

This is my "Farewell" message to you all, but as J. M. Barrie stated in *Peter Pan* "Never say goodbye because goodbye means going away and going away means forgetting." As you all know, I stepped down and left the "president post" to a young, talented, and dedicated colleague; Assoc. Prof. Dr. Sedat Akayoğlu, whom I believe, will bring a breath of fresh air to our association with his positive attitude and dedication. Of course, I will always be a part of INGED and continue working for it as I know how important INGED is and how much positive impact it has on our profession.

The new board members made a great gesture by honoring me with the title "Honorary President" for which I am deeply grateful. It is a wonderful feeling to be appreciated for your work, efforts, and contributions. I will cherish and carry this title with pride. Thank you for recognizing me of merit and worth.

I also want to express my gratitude to my fellow board members for the unforgettable memories we have created together and the friendships we have built. Your guidance, encouragement, support, professionalism, talent, kindness, and friendship have meant the world to me. Thank you for making my time with you truly special.

To my remarkable colleagues, thank you for being a constant source of inspiration, encouragement, and support. Working with you and for you has been an absolute privilege. I am grateful for your trust, and your belief in me has pushed me to new heights, challenges, and growth. I will always remember the lessons I have learned here and will carry them throughout my career and life.

I encourage you to support the new INGED Board during this transition period and offer any assistance you can. I am confident that the team will continue to thrive and succeed under the new leadership. But as always, they will need your support. Please keep in mind: Together we stand!

Maintaining a professional network is important for career development and growth. So, we will continue working together. Sending you all my best regards!

Prof. Dr. Aydan Ersöz
Former President

From the President

Dear members,

As you all know, after the extraordinary general assembly that we had in August, we continued working in line with our mission with the new board members. On 25 November 2023, Saturday we held our general assembly as required by the relevant law and regulations. The new board members who have been elected are Assoc. Prof. Dr. Sedat Akayoğlu (President), Assoc. Prof. Dr. *Ufuk Balaman* (Vice-president), Defne Akıncı-Midas (Accountant), Assoc. Prof. Dr. *Aysel Sarıcaoğlu* (Secretary), Dr. Suzan Öniz (Newsletter editor), Assoc. Prof. Dr. *Melike Ünal Gezer* (Member), and Prof. Dr. Ferit Kılıçkaya (Member). *Asena Karaduman (*non-member volunteer) accepted to continue working for our association to be responsible for social media coordination and administration, video shooting, editing, and publishing. To show our gratitude, as the board, we decided to give the title "Honorary President" to Prof. Dr. Aydan Ersöz.

Below, you can see the report which covers all the activities we have done last year.
Dr. A. Suzan Öniz regularly renewed and updated our website and published our Newsletters online.

As you all know, in 2021 the INGED Executive Board decided to start giving "the Most Inspiring Teacher Award" every year. With this award, we aim to honor English teachers who never stop improving themselves and, meanwhile, helping the ELT society by providing opportunities for professional development. The winners of 2023 were Behiye Karatop and Mehmet Çağlıkülekçi. The award ceremony was done online on 22 December 2023. Both winners were given time to talk about themselves, how and why they have chosen this profession, the most important events in their education and professional life, and what inspires/motivates them. Both winners received a set of books, a plaque, a certificate, and a one-year free INGED membership. They both expressed their gratitude for receiving this award as they have felt even more motivated to continue being exceptional and inspiring teachers.

The seminars/workshops/conferences that INGED has contributed are listed below:
- Upon invitation, Prof. Dr. Aydan Ersöz joined the three-day in-service training program by Atılım University, School of Foreign Languages between 25 and 27 January 2023. She held a session and a workshop on "Coursebook Adaptation".
- Upon invitation, Prof. Dr. Aydan Ersöz joined the 17th ELT E-Conference by Maltepe University, School of Foreign Languages between 6 and 7 May 2023. She held an online plenary session titled "Language is a whole, otherwise it's not language anymore".

- Upon invitation, Prof. Dr. Aydan Ersöz joined the online panel discussion titled "How often do you reflect on your own teaching?". The panel was on the International Teachers' Chat Room, Facebook on 29 June 2023.
- Upon invitation, Prof. Dr. Aydan Ersöz had a session at the 3rd Online Conference International TESOL Associations titled "Intercultural Awareness in TEYL (Teaching English to Young Learners)" on 28 October 2023.
- Upon invitation, Prof. Dr. Aydan Ersöz gave a plenary talk at the 3rd International Congress of Language and Translation Studies held by Selçuk University titled "Overcoming the Culture Barrier with Young Learners" between 2 and 3 November 2023.

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:

- Özkan Seyrek - "Proje yapmanın en kolay yolu: eTwinning"
- Assoc. Prof. Dr. Mehmet Kılıç - "Stop Preaching and Let Them Learn! Learner Strategy Training in EFL Classes"
- Dr. Abdullah Ertaş - Talks with Colleagues 2 "İngilizce Öğretim Görevlisi Olmak"
- Assoc. Prof. Dr. Melike Ünal Gezer - "From Theory to Practice: Ways to Enrich Early Literacy Development of Young Language Learners"
- Prof. Dr. Birsen Tütüniş - Ustalarla Söyleşi 6
- Doç. Dr. Eda Aslan Duruk - "ELT öğrencileri: Geleceğim için Şimdiden Projede Varım - TÜBİTAK 2209-A projeleri"
- Dr. Nilüfer Özgür - "Destroying Pedestals and Expanding Horizons-The Role and Legacy of Literature in ELT Teacher Education"
- Dr. Aylin Tekiner Tolu - "What does Speaking Involve and How do We Teach It?"
- Dr. Bülent İnal - "Uluslararası Bakalorya (IB) Programları ve Uygulamaları"
- Defne Akıncı Midas - "Creative Writing Tasks: Just fancy stuff or the real deal for our learners?"
- Prof. Dr. Feyza Erden - "Günümüz Çocukları ve Gereksinimleri"
- Prof. Dr. Turan Paker - Talks with Colleagues 3 "İngilizce Öğretmenliği Dalında Akademisyen Olmak"
- Dr. A. Suzan Öniz - "A Practical Idea for ELT Learners to Self-Edit Paragraphs for Better Cohesion"
- Dr. Ceren Mutluer - "ELT'de Ölçme-Değerlendirmeye Giriş"
- Brent Warner - "Bringing Artificial Intelligence into Your Classroom"
- Dr. Ceren Mutluer - "Ölçme-Değerlendirmede Geçerlik ve Güvenirlik"
- Annie Altamirano - "How to Effectively Help Students Reach their Full Potential"
- Prof. Dr. Abdülvahit Çakır - Ustalarla Söyleşi 7
- Assoc. Prof. Dr. Nurdan Gürbüz **-** "Current Views and Practices in Teaching the Spoken Language"
- Volkan İner - Talks with Colleagues 4 "Özel Okulda İngilizce Öğretmeni Olmak"
- Prof. Dr. Aydan Ersöz, Doç. Dr. Sedat Akayoğlu, Gülbin Özdemir Altıgöz - Öğrenenlerle Söyleşi

- Dr. Ali Erarslan - "What do English Language Teaching Program Evaluation Studies show in Turkiye?"
- Assoc. Prof. Dr. Ahmet Başal – "ChatGPT: The New Assistant for English Teachers?"
- INGED YK Üyeleri – INGED Sizi Dinliyor 2023
- Nilgün İner - How to Maslow-Before-Bloom in the 21st Century's EFL Classroom
- Dimitris Primalis - Easy-to-do AI Activities for your English Class
- Assoc. Prof. Dr. Aysel Sarıcaoğlu - "Automated Assessment in ELT"
- Assoc. Prof. Dr. Mehdi Solhi - "The Impact of L2 Teacher Support and Peer Support on EFL Learners' Speaking Motivation in Online Classes"
- Assoc. Prof. Dr. Luis Guerra, University of Evora - "Building English Language Skills through a Global Englishes Perspective"
- Dr. Kaveh Jalilzadeh - "Challenges of E-Assessment in Turkish Preparatory Language Schools"

Asena Karaduman, our content manager, has shot, edited, and added new videos to our INGEDTurkiye YouTube channel.

The 21st INGED International ELT Conference – Hybrid "Getting Off the Beaten Path in ELT" was held between 3 and 5 November 2023 and hosted by Erciyes University, Kayseri. The conference turned out to be a great success with extraordinary presentations where the participants shared their teaching practices and ideas or research results and collaborated in finding solutions to common problems.

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

Together we stand!

Assoc. Prof. Dr. Sedat Akayoğlu
INGED President

CHECK OUT OUR WEB PAGE!

HAVE YOU LOOKED AT USEFUL LINKS?

Dear Colleagues,

In this issue of our newsletter, you will find articles on how to clear cookies and the cache on your Android phone, an article on troll fishers, how expectations influence learning, some ideas on how to use discourse markers in conversations, how children learn to read and more. There is a strongly visual description of the INGED Conference among other news all waiting for your eyes.

The most important news is the change in the INGED Board that was elected at the last General Assembly last November. Our president Prof. Dr. Aydan Ersöz is now our Honorary President. We all wish her a less hectic, more peaceful life but sincerely hope that she will not forget INGED. She will still be involved in INGED as the ZOOM organizer and YouTube video developer. Once we start to do face-to-face workshops and presentations, I am positive that we will enjoy sessions by Aydan Hocam, just like in the old days. Our new president is Assoc. Prof. Dr. Sedat Akayoğlu from Bolu İzzet Baysal University, a long-time INGED supporter. We wish the new president and board members all the best.

We wish all our members and their loved ones a healthy, happy and successful new year. May 2024 bring us all new hope, beginnings and an enjoyable life both as an educator and in our private lives… Happy New Year, dear members!

Warm greetings

A. Suzan Öniz
INGED Newsletter Editor

FOR PROSPECTIVE CONTRIBUTORS

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

➡ NOTES FROM A CONFERENCE

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

➡ TECHNOLOGY IN TEACHING

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

➡ YOUR PAPERS

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

➡ THE VOICE OF INGED MEMBERS

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

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

INGED ZOOM SERIES

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 109th Zoom Session
and an additional session with one of the masters of teaching!

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:

USTALARLA SÖYLEŞİ # 8
Prof. Dr. Dinçay Köksal
15 December

INGED ZOOM SERIES #103
29 September
"How to Maslow-Before-Bloom in the 21st Century's EFL Classroom"
Speaker: Nilgün İner

INGED ZOOM SERIES # 104
6 October
"Easy to-do AI Activities for your English Class"
Speaker: Dimitris Primalis

INGED ZOOM SERIES # 105
13 October
"Automated Assessment in ELT"
Speaker: Assoc. Prof. Dr. Aysel Sarıcaoğlu

INGED ZOOM SERIES # 106
20 October
"The Impact of L2 Teacher Support and Peer Support on EFL Learners' Speaking Motivation in Online Classes"
Speaker: Assoc. Prof. Dr. Mehdi Solhi

INGED ZOOM SERIES # 107
27 October
"Building English Language Skills through a Global Englishes Perspective"
Speaker: Dr. Luis Guerra

INGED ZOOM SERIES # 108
17 November
"Challenges of E-Assessment in Turkish Preparatory Language Schools"
Speaker: Dr. Kaveh Jalilzadeh

INGED ZOOM SERIES # 109
1 December
"Let's have some strict fun in the classroom"
Speaker: Gülsüm Şıvgın Baş

All of these talks and many more ideas on teaching can be found on our Youtube channel. Please go to ***ingedturkey*** at Youtube.

SEE YOU ALL SOON AT THE ZOOM SESSIONS

CHECK OUT OUR WEB PAGE!

THE JOB POSTINGS & CALENDAR OF EVENTS ARE

UP-TO-DATE

CONGRATULATIONS TO OUR TEACHERS,

BEHİYE KARATOP
&
MEHMET ÇAĞLIKÜLEKÇİ!

THE MOST INSPIRING ENGLISH TEACHER OF 2023 IN TURKIYE AWARD

WINNERS

Behiye Karatop
@behiye.karatop

Mehmet Çağlıkülekçi
@hocamveben

Join us to celebrate!

Meeting ID: 811 8540 8001 | Dec 22, 2023 at 8.30 pm | Passcode: ingedinged

The 21ˢᵗ INGED International ELT Conference

This year our conference was hosted by Erciyes University and it was hybrid to enable foreign participants to join us as well at this wonderful opportunity for sharing ideas and experiences. The theme was "Getting off the beaten path in ELT" and all presentations centered around this topic. There were four plenary talks, four talks by invited speakers, 85 concurrent presentations, and 24 poster presentations followed by about 250 guests from a large variety of cities in Turkey. The INGED Conferences are known to be a welcoming and warm environment for especially teachers who are fresh in the field. You can read a brief summary of an interesting piece of telecollaboration project by exactly such young new colleagues on the following pages.

With one of the 24 poster presenters…

As is now traditional, INGED gave out three scholarships to ELT teachers and an MA student to attend the conference. These scholarships were named in honor of two colleagues, Gülten Hergüner and Serper Tümer, whose contributions to ELT and INGED will always be remembered. The scholarship recipients were:

İrem Baysal (English teacher-EFC Schools)
Ümit Yaser Koca (Student - MA in ELT)
Şevket Bayraktar (English teacher-Fen lisesi)

The various breaks and conference dinner evening gave participants wonderful opportunities to network and interact.

Here is a musical moment from the conference this year.

The conference dinner was held at a well-known local venue famous for its meat dishes. And delicious they were. Here are some of the board members after this delightful dinner.

Mantı!
What a fabulous invention!

Fun moments during the Opening Ceremony

Here are some memorable moments captured on digital media:

And now some non-academic photos and memories from Kayseri.
Here is the majestic Mount Erciyes!

During a brief stroll through the old town of Kayseri

The Kayseri Archaelogical Museum within the ancient city walls and just a few of the beautiful objects retrieved from Anatolia

GÜNEŞ TANRIÇASI
THE SUN GODDESS

DESIGNING A TELECOLLABORATION PROJECT FOR DEVELOPING ICC AND EXPLORING TEACHER IDENTITY FORMATIONS OF PRE-SERVICE TEACHERS
BY Sultan Maviş and Serdar Şen

We are excited to share the enriching experiences and outcomes of the presentation titled, "Designing a Telecollaboration Project for Developing ICC and Exploring Teacher Identity Formations of Pre-Service Teachers," at the 21st INGED International Conference. The presentation was conducted by Sultan Maviş and Serdar Şen from Bolu Abant İzzet Baysal University, representing an amazing team: Assoc. Prof. Sedat Akayoğlu from Bolu Abant İzzet Baysal University, Assoc. Prof. Bedrettin Yazan from University of Texas San Antonio, Assoc. Prof. Babürhan Üzüm from Sam Houston State University, Dr. Özgehan Uştuk from Hong Kong Polytechnic University, and PhD Candidate John Turnbull from the University of Texas San Antonio.

The presentation delved into the realm of telecollaboration, exploring its uses and implications in English Language Teaching (ELT). The project, designed for 89 pre-service teachers, involved collaboration between Bolu Abant İzzet Baysal University (Turkey) and Sam Houston State University (USA) pre-service teachers specializing in bilingual education.

Over two months, the participants in the project were given weekly tasks for eight weeks. Eighty-nine participants were divided into 13 subgroups, each comprising four Turkish and three foreign pre-service teachers, with assigned facilitators ensuring effective project monitoring. The weekly activities included introductory discussions, reflective tasks, language learning experiences, Zoom meetings, identity exploration, and expressive tasks such as creating poems and narrative frameworks. The telecollaboration project resulted in sharing past experiences, reflecting on beliefs and emotions, expanding perceptions, practicing language skills, and engaging with diverse cultures.

In the last part of the presentation, the researchers shared some implications and guidelines for successful implementations of the telecollaboration project, such as keeping the balance when recruiting participants, setting a clear goal, establishing the rules, designing the tasks, and piloting the procedures.

At the end of the presentation, there was a Q&A session with insightful questions from the audience, and the researchers received their certificates from Assoc. Prof. Sedat Akayoğlu. We extend sincere gratitude to Bolu Abant İzzet Baysal University researchers and all participants for their dedication in shaping this transformative educational experience.

THE INGED DRAMA FESTIVAL IS BACK!
AND IN TWO CITIES!

CONTACT: INGEDDRAMA@GMAIL.COM
IMPORTANT NOTE: THE HOST CANNOT PROVIDE STORAGE FOR ANY SET / DÉCOR BEFOREHAND.

21

OPEN-SOURCE SOFTWARE TOOLS FOR TESOL PROFESSIONALS

BY
Beth Crumpler

http://exclusive.multibriefs.com/content/open-source-software-tools-for-tesol-professionals/education

This is the first in a series of articles about open-source software tools for English language teaching and development.

According to the Open Source Initiative, open-source software "can be freely used, changed and shared (in modified or unmodified form) by anyone. Open-source software is made by many people, and distributed under licenses that comply with the Open Source Definition." These tools allow users to create, use, manage and share learning materials with flexibility and freedom.

Open-source tools are invaluable for TESOL professionals. There are numerous open-source tools available for educational purposes. Listed below are some practical platforms that TESOL professionals can use for instructional planning, content creation, content sharing and learning management needs.

Learning Management Systems
Learning management systems (LMS) are software and online platforms created to allow educators to create, share, manage and deliver learning materials and presentations using one location. Students use these platforms for learning, collaboration and assessments. Grades books are also created and managed within LMS platforms.
LMS platforms can be used by TESOL professionals to:
- create, manage and give exercises and assessments in all language-learning needs
- upload audio, video, articles and other texts for all English-learning purposes
- provide learning experiences where users can access content through a wide range of media and exposures that provide learning development using multiple modalities

- give students a social and collaborative learning experience that allows them to interact through project development or through dialogue to help facilitation of the acquisition of English

The following are common open source learning management systems.
- **Moodle** is the most widely used open-source learning management system internationally. This LMS has plugins available that allow it to be integrated with other learning systems. There is a large, involved support community also available for users who have questions or need help.
- **Sakai** is another LMS that provides a space for teachers and students to share in the learning experience. This includes capabilities for learning materials, research and collaboration. It has a social networking aspect to it as well.
- **Gibbon** is an LMS that is designed to try to minimize the workload of teachers and to help students with their learning.

Audio and Video Recording
Audio and video recording platforms provide teachers with the opportunity to record content for learning purposes. These types of platforms are essential to the learning needs of ESL students. TESOL professionals can utilize these tools for many purposes. They include:
- allowing teachers and students to create podcasts (audio recordings) that can be used on computers or mobile devices for learning or practicing English
- allowing teachers to create English audio content to be used alongside other text, hard copy content or realia
- enabling teachers to create screencasts of learning instructions or examples of learning projects
- enabling students to create screenscasts to practice their English on presentations, descriptions, audio recording of text and more
- allowing teachers or students to record classroom lectures or presentations to review online or on an LMS for further English development

The following are common open source recording platforms.
- **Matterhorn** provides video recordings of lectures through automated means. It then takes the lectures, packages them and distributes to determined destinations. These destinations include iTunes and YouTube. Videos created with Matterhorn have the ability to be encoded in usual formats.

- **CamStudio** is an open-source screen-capture software that allows you to take videos of your computer screen while captioning audio. It is a great program for creating presentations, lectures or step-by-step tutorials. CamStudio can be saved and viewed in Flash.

- **Audacity** is an open-source audio recording and editing platform. It even allows users to record and edit multiple tracks that can be put together. Audacity also allows audio tracks to be imported for editing purposes. Files can be saved in many formats. This recording platform can be used for many learning needs.

Content Creation

Reading and writing are essential components of the learning process for acquiring English.Content-creation tools allow educators to create learning materials that are interactive and can be used in LMS or shared in class using computers.

- **Xerte** can be used to create interactive learning materials, media and exercises. It has text-to-speech formatting, allowing authors to creating learning materials that can be accessible to all learners. Materials created with Xerte can be viewed in multiple formats with HTML5.
- **Sigil** is available to users who want to create ebooks. It is supported in the ePub format and provides direct-source editing capabilities.
- **Etherpad** is collaborative-editing authoring tool available online. Multiple users can access and edit the same documents in real time using its capabilities. This open source platform also provides a timeline shows a document's history. Documents created with this platform can be saved in multiple formats.

While the above are open-source tools that can be used for the educational purposes of learning, there are many more available. The above tools highlight some common platforms that can be accessed and use by TESOL professionals for diverse educational planning, development, learning and assessment purposes.

HAVE YOU RENEWED YOUR MEMBERSHIP?

INGED
NEEDS
YOU!

PLEASE RENEW YOUR MEMBERSHIP!

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on how to clear cookies and the cache on your Android phone, an article on troll fishers and last but not least how expectations influence learning.

https://www.cnet.com/tech/mobile/please-clear-your-android-phones-cookies-and-cache-right-now/

Please, Clear Your Android Phone's Cookies and Cache Right Now
Mike Sorrentino

Wipe your Android cookies and cache quickly and can get rid of plenty of files you just don't need.

It doesn't hurt to occasionally clear your Android phone's cookies and cache in order to keep your web browser lean, running efficiently and, ideally, storing as few tracking cookies as possible. Whether your Android phone's internet browser is Google Chrome, Firefox or Samsung Internet, it collects and stores data every time you surf the web. This information makes up your cookies and cache, and it helps your phone speedily log in to your accounts and load frequently visited sites.

But this data eventually builds up, taking up space on your phone while also probably including cookies that are tracking your browsing history with the intention of serving personalized advertising. (I've been seeing ads for eyeglasses after visiting a few online stores to compare prices and styles, as well as for cruise vacations after eyeing a few possible getaways.)

The steps differ slightly depending on the type of phone and web browser app you're using, so below we'll go over how to clear this data for Google Chrome browser (often the default for many Android phones like the Google Pixel line), Samsung's Internet browser (often the default on the Galaxy phone series) and Mozilla's Firefox browser. You can also check out our separate guide on how to clear your cache on an iPhone web
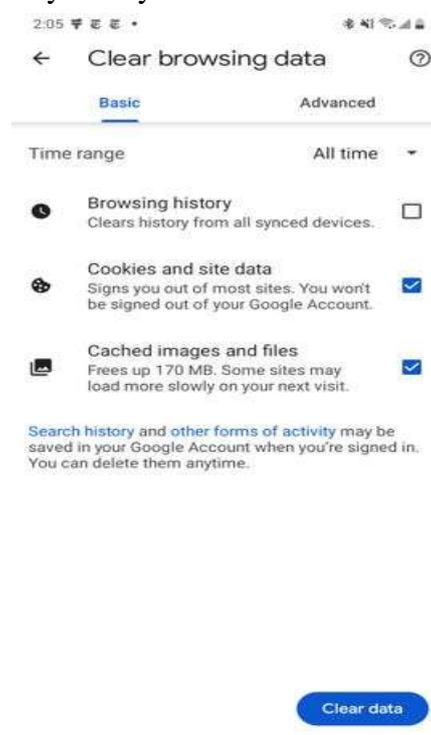
[browser](#) in case you have a few Apple devices to clear out, too.

You can delete your cookies and cache from within the Android version of Google Chrome by first tapping the **More button** in the top right corner of the browser, indicated by a column of three dots, then tapping **History**, then **Clear browsing data**. You can also access this from the Chrome **Settings** menu, tapping **Privacy and Security** and then **Clear browsing data**.

Chrome also offers **Basic** and **Advanced** settings for clearing your **Browsing history**, **Cookies and site data** and **Cached images and files**. You can use the **Time range** drop-down to select whether you want to delete the entire history or a selection of anywhere from the past 24 hours up to the last four weeks. Tapping **Advanced** will also give you access to deleting **Saved passwords**, **Autofill form data** and **Site settings**. The "Clear browsing data" menu in Chrome on Android.
Screenshot by Mike Sorrentino/CNET

Google Chrome

After selecting what you want to delete, tap the blue **Clear data** button. You might receive an additional prompt in the event Chrome deems certain websites as being "important" to you, and if so you'll get the chance to confirm before clearing. Otherwise if you do not receive that prompt, Chrome will immediately proceed to clear as you instructed.

🌲🌲🌲🌲🌲🌲

http://blog.inkyfool.com/2013/08/dont-feed-troll-fishers.html

Don't Feed the Troll Fishers
Posted by M.H. Forsyth

I've been reading Netymology by Tom Chatfield. It's all about the etymology of computer terms. Thus I have discovered that trolls do not come from Scandinavia and lurk under bridges. They come from almost everywhere else. Sort of.

The verb troller first appears in Medieval French. It meant going out hunting without having any specific animal in mind. Imagine, if you will, a medieval Frenchman wandering through a wood with a bow and arrow and shooting any animal he felt like.

That verb came straight into English as to troll. So Piers Plowman has:

And þus hath he trolled forth þis two & thretty winter.

And Bryan Ferry has:

Aggravated. Spare for days.

I troll down-town, the red light place

In fact, the OED specifically mentions that troll became gay slang for cruising. But trolling also kept its non-metaphorical hunting sense with troll fishing. This is when you just attach a baited line to the back of your boat and sail around in the vague hope that something will bite.

This is one of those classic cases where the word could have come from trolling, and could have come from trailing, and probably came from both. It's just so convenient that the words sound alike.

So whether a trollnet was really a trawl net or a troll net is hard to say:

No Person..withe any..Crele, Rawe, Fagnett, Trollnett..shall take..Spawne or Frye of Eeles, Salmon, Pyke or Pyckerell. (1558)

But it does seem to be that sense of throwing out bait and seeing who'll take it that gave us the original Internet trolls.

Ask anybody techie and they'll insist that a troll is somebody who posts deliberately provocative comments in an online forum, not because they believe them, but because they want to see who'll get angry, who'll bite. This was the original meaning back in the early nineties. Thus the Toronto Star reported in 1995 that:

Posts that are designed to encourage angry responses are called 'trolls' because the purpose is to fish for flames.

But, of course, far fewer people have heard of troll fishing, or indeed of aimless Frenchmen, that have heard of the nasty Scandinavian creatures that hide under bridges. People soon forgot the original precise meaning of trailing a bait, and that is why, under the influence of the Scandy creature, we now use troll to mean anybody on the Internet who's nasty.

🎄🎄🎄🎄🎄

How expectations influence learning
Ruhr-University Bochum

Summary:
During learning, the brain is a prediction engine that continually makes theories about our environment and accurately registers whether an assumption is true or not. A team of

neuroscientists has shown that expectation during these predictions affects the activity of various brain networks.

During learning, the brain is a prediction engine that continually makes theories about our environment and accurately registers whether an assumption is true or not. A team of neuroscientists from Ruhr-Universität Bochum has shown that expectation during these predictions affects the activity of various brain networks. Dr. Bin Wang, Dr. Lara Schlaffke and Associate Professor Dr. Burkhard Pleger from the Neurological Clinic of Berufsgenossenschaftliches Universitätsklinikum Bergmannsheil report on the results in two articles that were published in March and April 2020 in the journals Cerebral Cortex and Journal of Neuroscience.

The neuroscientists identified two key regions in the brain: the thalamus plays a central role in decision-making. The insular cortex, on the other hand, is particularly active when it is clear whether the right or wrong decision has been made. "The expectation during learning then regulates specific connections in the brain and thus the prediction for learning-relevant sensory perception," says Burkhard Pleger.

Focus on the decision making process
For the investigation, the team used a learning task that focuses on the decision-making process during the perception of skin contact in the brain. "It's like learning a computer strategy game using a game pad, which gives sensory feedback to certain fingers on certain stimuli," compares Pleger. "The point is that a certain touch stimulus leads to success and that this has to be learned from stimulation to stimulation."

28 participants were given either tactile stimulus A or B on the index finger in each trial run. At the push of a button, they then had to predict whether the subsequent tactile stimulus would be the same or not. The probability of A and B was constantly changing, which the participant had to learn from prediction to prediction.

Strategy analysis
During the test, the participants' brain activity was examined using functional magnetic resonance imaging. The researchers were particularly interested in the trial runs in which the participants changed their decision-making strategy. They asked the question to what extent the change in expectations influenced brain activity.

To the researchers two brain regions stood out: the thalamus and the insular cortex. The thalamus processes information that comes from the sensory organs or other areas of the brain and passes it on to the cerebrum. It is also called the gateway to consciousness.

A new role for the thalamus
Using functional magnetic resonance images, the researchers were able to show that different brain connections between the prefrontal cortex and the thalamus were responsible for maintaining a learning strategy or changing the strategy. The higher the expectations before the decision, the sooner the strategy was maintained and the lower the strength of these connections. With low expectations, there was a change of strategy and the regions seemed

to interact much more strongly with each other. "The brain appears to be particularly active when a learning strategy has to be changed while it takes significantly less energy to maintain a strategy," concludes Pleger.

"So far, the thalamus has been viewed as a switch," adds the neuroscientist. "Our results underline its role in higher cognitive functions that help decision-making while learning. So the thalamus is not only a gateway to sensory consciousness, but rather it seems to link it to cognitive processes that serve, for example, to make decisions

Affecting sensory perception
The insular cortex, on the other hand, is involved in perception, motor control, self-confidence, cognitive functions and interpersonal experiences. This part was particularly active when a participant had already made his decision and then found out whether he was right or wrong. "Different networks that are anchored in the insular cortex are regulated by expectations and thus seem to have a direct influence on future sensory perception," said Pleger.

Story Source:
Materials provided by Ruhr-University Bochum. Original written by Judith Merkelt-Jedamzik. Note: Content may be edited for style and length.

Journal References:
1.   Burkhard Pleger, Bin A Wang. Confidence in Decision-Making during Probabilistic Tactile Learning Related to Distinct Thalamo–Prefrontal Pathways. Cerebral Cortex, 2020; DOI: 10.1093/cercor/bhaa073
2.   Bin A. Wang (王斌), Lara Schlaffke, Burkhard Pleger. Modulations of insular projections by prior belief mediate the precision of prediction error during tactile learning. The Journal of Neuroscience, 2020; JN-RM-2904-19 DOI: 10.1523/jneurosci.2904-19.2020

REFLECTIONS ON

THE 3RD ONLINE CONFERENCE

INTERNATIONAL TESOL ASSOCIATIONS

28 October 2023

By Prof. Dr. Aydan Ersöz

Upon invitation, on behalf of INGED, I joined the 3rd Online Conference International TESOL Associations on 28 October 2023. The conference began early in the morning with the welcome speech by TESOL-Spain which hosted this year's event and ended late in the evening with the closing ceremony. 15 associations took part in this conference: INGED (Türkiye), NELTA (Nepal), BELTA (Bangladesh), ELTA Serbia, CyTEA (Cyprus), TESOL Türkiye, IATEFL Poland, ELTA Albania, META (Moldova), TESOL Greece, TESOL France, HUPE (Croatia), APPI (Portugal), Mexico TESOL, and TESOL-Spain.

Lucyna Wilinkiewicz-Górniak representing IATEFL Poland in her session titled "The Importance of Personal & Professional Learning Network/s in the Process of Effective Continuous Professional Development" focused on the notion that both creating personal learning network/s and being a part of professional network/s are of key importance to all teachers in the 21st century system of education. Since teaching and learning are like two sides of a coin, inseparable from each other, to be a good teacher, one needs to be a successful learner first. Effective learning is feasible only if it is a continuous process of interacting with other professionals, in which ideas are exchanged and synergy effect is not only created, but also multiplied. Being networked is of key importance to all professionally active people in the process of lifelong learning, as it allows them to create new ideas and changes in their environment, rather than just trying to catchup with accelerating change. Moreover, technological development has made ongoing communication and collaboration within professional networks attainable to an average teacher.

Dr. Shpresa Delija representing ELTA Albania in her session titled "Hey Teachers! Take Care of Yourselves" mentioned that teaching is a great profession, but it is also time-consuming and tiring. It is sometimes boring and draining which may lead teachers to exhaustion and burnout. She stated that recently teachers are doing their best to leave their teaching career and that teaching is not anymore, a preferable career among the younger generation. Teachers need to think more about their mental, physical, emotional, and psychological well-being of themselves. In her talk, she came up with some suggestions on how to get rid of exhaustion and burnout.

Annie Altamirano - TESOL-SPAIN

I represented INGED and the title of my talk was "Intercultural Awareness in TEYL". If we want to build bridges and cooperation, we need to develop cultural competency which is an

essential skill set that allows individuals to bridge the gaps between cultures and build meaningful connections. While teaching language which is a cultural product, it is impossible to avoid teaching culture. Due to the fact that we start teaching English at an early age, as teachers we need to be alert. Young children being very self-centered may have a hard time understanding the existence of other cultures let alone tolerating them. We aim to improve their ability to understand, appreciate, and interact with people from different cultures in a respectful, informed, and meaningful way. We want them to have empathy and be open-minded and tolerant. The best way to do that is to do it slowly via various age-appropriate strategies. At earlier stages, we may adapt certain culture-specific items if we think that they may obstruct comprehension. We can choose a more common concept to replace the alien one. Gradually, we can introduce culture-specific elements as the child's age gets older. We should keep in mind that our aim is to guide and support children in recognizing, respecting, and valuing cultural differences and similarities. We do not want to cause any confusion or frustration. Stories, songs, games, and art/crafts activities carry cultural aspects, and by using them we can help students understand their own identity and also expose them to different cultural aspects and thus help them learn about those who are different. As Ioannis Karras (in Research Papers in Language Teaching and Learning, Vol. 11, No. 1, February 2021, 173-184) stated in the article titled "Raising Intercultural Awareness in Teaching Young Learners in EFL Classes", in essence, developing a community of young learners based on the premise of promoting intercultural awareness and valuing themselves and others regardless of ethnic or cultural background in a non-threatening, supportive, and engaging environment should become a priority in EFL teaching –and all teaching for that matter. After all, we must instill in our students the belief that despite differences among people, there are also many common threads that connect us all.

32

REFLECTIONS ON
THE 3RD INTERNATIONAL CONGRESS OF
LANGUAGE AND TRANSLATION STUDIES

2 – 3 November 2023

By Prof. Dr. Aydan Ersöz

Upon invitation, on behalf of INGED, I joined the 3rd International Congress of Language and Translation Studies held by Selçuk University between 2 and 3 November 2023. The other plenary speakers were Prof. Dr. Sevinç Üçgül – Erciyes University, Prof. Dr. Apollinaria Avrutina- St. Petersburg State University, Assoc. Prof. Dr. Jan Pederseen- Stockholm University, and Assoc. Prof. Dr. Kaseh Abu Bakar - Universiti Kebangsaan Malaysia.

Since the content of my talk was similar to the one I gave at the 3rd Online Conference International TESOL Associations, I do not want to summarize my talk here. I would like to summarize a very nice article on LearnJam titled "Translation Doesn't Teach Language".

Translation is an ineffective approach to learning a foreign language. Often, when people think about language learning, they think of translation,

PLENARY SPEAKER

Prof. Dr. Aydan ERSÖZ
President of INGED/ELEA

OVERCOMING THE CULTURE BARRIER WITH YOUNG LEARNERS

SELÇUK
ÜNİVERSİTESİ

www.iolussongress.selcuk.edu.tr

33

assuming that the best way to start learning a new language is to work from your first language and then figure out how to say basic words and phrases in the language you are learning. That might sound intuitive, but in practice, it's a terrible way to learn.

First, it simply takes too much time. When you translate, you are spending your time in both languages, trying to go from one to the other and not immersing yourself in the language you are learning. It takes time to translate each and every word as students are well versed in their mother tongue and they need time to think to translate. Learning a language is learning a skill, and learning a skill requires practice, so cutting that time required for practice in L2 in half by constantly thinking in your first language makes everything harder.

Second, and perhaps more important, languages differ. There is NO one-to-one correspondence between languages. The differences are not limited to lexical and structural levels; there are also cultural differences which makes translation very hard for those who are not highly competent in both languages and cultures. Language reflects the values, beliefs, customs, and traditions of the people who speak it. That's why different words, phrases, idioms, etc. can carry different meanings in separate languages. Only a highly competent bilingual person can translate the such successfully.

Finally, translation is NOT a natural language skill. Translation is, itself, an art. People go to school for years to be professional translators. In order to be successful, they need to not only be bilingual, but also bicultural. Without thinking, native speakers use metaphor, word order, tone, and slang to convey meaning. A professional translator needs to find a way to express the same sentiment in another language, which is almost certainly going to involve a different metaphor. It is an impressive skill for well-trained, fluent speakers, but not an effective approach to learning a language.

R. Sankaravelayuthan and A. V. Vidyapeetham (2020) stated that translation teaches learners about language, but not how to use it. Translation does not help learners develop their communication skills. Translation encourages learners to use L1, often for long periods of class time, when the aim of modern teaching is to remove it from the classroom.

In her paper "Translation and Language Teaching", Kirsten Malmkjaer (1998:6) provides a list of arguments that are usually held by opponents of translation in language teaching. Translation:
- is independent of the four skills which define language competence: reading, writing, speaking, and listening.
- is radically different from the four skills.
- takes up valuable time which could be used to teach these four skills.
- is unnatural.
- misleads students into thinking that expressions in two languages correspond one-to-one.
- prevents students from thinking in the foreign language.
- produces interference.
- is a bad test of language skills.
- is only appropriate for training translators.

Stop Apologizing, start thanking

"I am sorry I am late" → "Thank you for waiting for me"

"I am sorry for talking so much" → "Thank you for listening"

"I am sorry you had to stay so late" → "Thank you so much for going beyond the call of duty"

"I am sorry you had to do defend me" → "Thank you for your loyalty"

Words that empower you also empower others.

SOME THINGS TO THINK ABOUT

In this issue of our newsletter, you will find articles on the use of discourse markers in conversations, words that mean 'lasting' and 'long time', how children learn to read, rigorous reading, reading strategies.

https://learningenglish.voanews.com/a/the-road-signs-of-english/4650241.html

The Road Signs of English

If you are driving a car, you will probably see many traffic or road signs. They provide information about how fast to go, which way to turn and whether a road ends or begins.

Languages also have signs that provide direction when speaking to others or writing. In English, we call these words "**discourse** markers." Think of them as road signs for language.

We use discourse markers to signal a beginning or end of a **conversation**, list the order of ideas, react to a speaker, change the subject and do other things.

In other *Everyday Grammar* programs, we talked about such markers as "you know," "well" and "okay." Today, we will examine a few uses of discourse markers in **informal**, natural speech.

Everyday, natural speech

Some are used only used in informal speech, while others are for formal writing and speech. You hear and see informal markers in conversations, text messages, songs, classrooms and on broadcast programs and social media.

Let us hear how they sound in a short conversation between two friends. In the following exchange, you will hear the markers "hey," "by the way," "let's see" and "so." Think about the purpose of each one:

> *<u>Hey</u>, Tasha! How is it going?*
> *Good! I haven't seen you in weeks. How have you been?*
> *Busy, but great! <u>By the way</u>, what are you doing tomorrow night?*
> *<u>Let me see.</u> I am planning on voting tomorrow afternoon but will be free after that! What did you have in mind?*
> *<u>So</u>, there is a book signing at Dream Bean coffee house tomorrow at 6 **o'clock**. Want to come?*
> *That sounds great!*

Did you catch the purpose of each?

The word "hey" is used to get the attention of the listener. In this case, it is also a very informal way of saying hello. English speakers use "by the way" and "so" to lead into a statement or question. But the words "by the way" inform the listener of a change in

direction of the conversation. Lastly, the words "let's see" show that the speaker is trying to remember something.

 Just like signs on a road, discourse markers give us signals for our spoken and written language.

Use 1: starting a conversation
Now, let's talk about four uses of discourse markers.
I just used one in the last sentence. Did you catch it?
It was the word "now." We use it and other words and **phrases** to mark the start of a conversation or announce an idea. "Now" can **introduce** the idea or show a change in subject.

In *Everyday Grammar* programs, you have heard us use the markers "now," "okay," "so" and "alright." These all tell the listener to pay attention because the speaker may offer a new piece of information.

Use 2: ending a conversation
Some of the same discourse markers are also used to *end* a conversation. For example, one might use the words "okay" or "alright" to inform the listener you will soon finish what you are saying.

Take a listen:
     Just saw your message. <u>Alright</u>, I'm late for a meeting. I will call you later. I have got to go!
Another word we often use is "anyway." Here is the same example with that word:
     Just saw your message. <u>Anyway</u>, I'm late for a meeting. I will call you later. I have got to go!

Use 3: changing the subject
Now, let's turn to useful words and phrases for changing the subject. Notice I used "now" to move to another part of today's subject.

You may have noticed the **flexibility** of some discourse markers. Some have more than one use. But be careful: Others do not.

"Anyway" is an example of a flexible marker. English speakers not only use it to suggest a conversation's end. We also use it to signal that we will start talking about something else.

And, as you heard earlier, "by the way" is an effective phrase for quickly changing direction.

Another phrase is "That reminds me." When someone has just said or done something that helps us remember something else, one might say, "That reminds me."

Here is how it might be used:

Hey, do you know what the dinner special is?
Yeah, it's teriyaki chicken.
Oh, <u>that reminds me</u>, I forgot to take the chicken out of my freezer!

Use 4: responding to speaker
Other discourse markers **assure** speakers that the listener is paying attention to what they are saying. They can show interest in, surprise at, excitement for or agreement with what the speaker is saying.

Words that show interest include "yeah" and "I see." "Oh really" and "really" usually show surprise. And "exactly" and "right" show agreement. Here's an example of a speaker showing agreement:

I hate riding the 43 bus! It is crowded and really stinks.
<u>Exactly</u>! That is why I take the train.

Okay, well, now that you have learned some road signs of the English language, we hope you will drive safely!
I'm Alice Bryant.
Alice Bryant wrote this story for Learning English. George Grow was the editor.

Reference

Start conversation	End conversation	Introduce idea	Change subject	Respond to speaker
Hey, so, well	Alright, anyway, okay	Now, okay	By the way, that reminds me, now	Yeah, I see, really, oh really, exactly, right

Words in This Story

discourse – *n.* the use of words to exchange thoughts and ideas
conversation – *n.* an informal talk between two people or a small group of people
informal – *adj.* relaxed in tone : not suited for serious or official speech and writing
o'clock – n. according to the clock
flexible – *adj.* able to change or to do different things
assure – *v.* to make something certain
introduce – *v.* to present something for discussion or consideration

❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄

https://dictionaryblog.cambridge.org/2019/05/29/abiding-memories-and-long-term-effects-words-that-mean-lasting-a-long-time/

Abiding memories and long-term effects: words that mean 'lasting a long time'

By Kate Woodford

Last week I posted a blog on the language we use to talk about things that last a short time. This post focuses on the opposite: describing things that last a long time.

Some adjectives simply mean 'continuing for a long time', such as **lasting** and **prolonged**:
Few books have made such a lasting impression on me.
She stressed the need to achieve lasting peace in the region.
Prolonged use of the drug is known to have harmful side-effects.
Stock prices declined as the financial sector faced a prolonged period of uncertainty.

Long-lasting can also apply to things that continue for a long time:
They had a long-lasting friendship.
Too much sun exposure can cause long-lasting skin damage.

Long-term simply describes something that continues a long time into the future:
We need long-term solutions to the problem.
Scientists aren't sure of the long-term effects of the treatment.

Other adjectives that mean 'lasting a long time' can have additional meanings or associations which are negative. In fact, the number of slightly negative adjectives seems to suggest that we don't like it when things continue for very long. **Protracted**, for example, means 'lasting longer than necessary':
The lawsuit was only settled after a protracted negotiation process.

More emphatic is **drawn-out** or **long drawn-out**, which suggests that something has continued for so long, it is boring:
He went into a long drawn-out explanation of why he'd left the company.

Meanwhile, a task that is **never-ending** continues for so long, you think it will never end:
There are so many problems to fix – it's just never-ending.

An experience that is **interminable** is boring because it continues for too long:
We sat on the runway for an interminable delay.
The last scene of the play was interminable.

Chronic is applied to medical conditions or other problems that continue to exist and are not fixed easily:
She suffers from chronic back pain.
There's a chronic shortage of nursing staff nationally.

Another adjective that is often used of medical problems is **persistent**. A persistent cough, rash, etc. lasts for a long time or is very difficult to get rid of:
My fever is gone, but I still have this persistent cough.

There are other 'lasting a long time' adjectives that do not have these negative associations. **Enduring**, for example, often describes pleasant or neutral things:

The new animated movie's wild success proves the enduring appeal of cartoons.
I have many fond and enduring memories from that period.
She had a remarkably enduring career.

Likewise, the adjective **abiding** is free of negative associations. An abiding feeling or memory is one that you have for a long time:

My abiding memory is of a very courteous and charming man.

I'll end with a couple of phrases. **For some time** means 'for a long period':

The shouting went on for some time.

To describe something that continues for too long, you might say it **goes on and on**:

I've never heard a speech like it. It just went on and on.

❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄

https://www.edweek.org/ew/issues/how-do-kids-learn-to-read.html

How Do Kids Learn to Read? What the Science Says
By Sarah Schwartz and Sarah D. Sparks

How do children learn to read?

For almost a century, researchers have argued over the question. Most of the disagreement has centered on the very beginning stages of the reading process, when young children are first starting to figure out how to decipher words on a page.

One theory is that reading is a natural process, like learning to speak. If teachers and parents surround children with good books, this theory goes, kids will pick up reading on their own. Another idea suggests that reading is a series of strategic guesses based on context, and that kids should be taught these guessing strategies.

But research has shown that reading is not a natural process, and it's not a guessing game. Written language is a code. Certain combinations of letters predictably represent certain sounds. And for the last few decades, the research has been clear: Teaching young kids how to crack the code—teaching systematic phonics—is the most reliable way to make sure that they learn how to read words.

Of course, there is more to reading than seeing a word on a page and pronouncing it out loud. As such, there is more to teaching reading than just teaching phonics. Reading requires children to make meaning out of print. They need to know the different sounds in spoken language and be able to connect those sounds to written letters in order to decipher words. They need deep background and vocabulary knowledge so that they understand the words they read. Eventually, they need to be able to recognize most words automatically and read connected text fluently, attending to grammar, punctuation, and sentence structure.

But knowing how to decode is an essential step in becoming a reader. If children can't decipher the precise words on the page, they'll never become fluent readers or understand the passages they're reading.

That's why we've put together this overview of the research on early reading, in grades K-2. It covers what's known about how we should teach letter-sound patterns, and what we don't know for sure yet. It touches on what else should be part of early reading programs. And it explains why we know that most children can't learn to read through osmosis or guessing.

Here's what the evidence shows.

Don't children learn to read the way they learn to speak?

Infants learn to speak by listening to and repeating sounds made by adults and connecting them to meanings. They don't consciously distinguish individual sound units (called phonemes) when hearing spoken language. Some research suggests infants learn probabilistically—for example, hearing the sound "ball" at the same time as the sight of a round, bouncy object over time makes the child associate the two—while other studies suggest children map meaning to a word after experiencing it just once or twice. Within the first two years, typically developing toddlers' brains focus on the most common sounds in their native languages and connect those sounds to meaning. A child develops understanding of speech through exposure to language and opportunities to practice the "serve and return" patterns of conversation, even without explicit instruction.

By contrast, children do not naturally develop reading skill through exposure to text. The way they learn to connect oral and written language depends on what kind of language they are learning to read.

Alphabetic languages, like English or French, use letters to stand for sounds that make up spoken words. To read an alphabetic language, children must learn how written letters represent spoken sounds, recognize patterns of letter sounds as words, and match those to spoken words whose meanings they know. This differs from Chinese, for example. It uses a tonal spoken language, conveying meaning with small differences in stress or pitch. Its writing system is partially logographic— in which written symbols correspond directly to a word or concept—and also includes words that couple symbols for meaning and symbols for sound. Someone reading Chinese hanzi characters could not "sound out" unfamiliar words character by character.

What is systematic, explicit phonics instruction, and why is it important?

Connecting printed letters on a page to written sounds isn't intuitive. While some young children may make those connections themselves, most do not. One set of studies from 1989-90 illustrates this phenomenon well.

In these studies, conducted by Brian Byrne and Ruth Fielding-Barnsley, researchers taught young children between ages 3 and 5 to read whole words aloud, like "fat" and "bat." These children didn't already know their letter names.

Then, the researchers tested whether the children could transfer their knowledge to reading a new word. They gave them the word "fun," and asked whether the word was "fun" or "bun." Very few of the students could do this successfully. They couldn't break down the original word into phonemes and then transfer their knowledge of those phonemes to a new word.

But children could succeed on this task if they were first given some explicit instructions. When children were taught how to recognize that certain letters represented certain sounds, and taught how to segment words to identify those individual letters and sounds, they had much greater success on the original transfer test. Neuroscience research has since confirmed and helped explain these findings. When learning how to read new words in an unfamiliar made-up language, participants had more long-term success if they were first taught which symbols correspond to which sounds, than if they tried to remember words as wholes. Brain imaging of these readers finds that the two teaching strategies tap into different neural pathways in the brain. Readers taught to connect print to meaning directly could recall words initially more quickly, but less accurately; readers taught to connect print to sound and then to meaning read aloud more quickly and correctly, better recalled the correct meanings of words, and transferred their knowledge to new words.

Decades of research has shown that explicit phonics instruction benefits early readers, but particularly those who struggle to read.

That's because small strengths or deficits at the start of reading compound over time. It's what reading expert Keith Stanovich in 1986 dubbed the "Matthew Effect in Reading," after the Bible verse in which the rich get richer and the poor get poorer: "The combination of deficient decoding skills, lack of practice, and difficult materials results in unrewarding early reading experiences that lead to less involvement in reading-related activities," Stanovich wrote. "Lack of exposure and practice on the part of the less-skilled reader delays the development of automaticity and speed at the word recognition level. Slow, capacity-draining word-recognition processes require cognitive resources that should be allocated to comprehension. Thus, reading for meaning is hindered; unrewarding reading experiences multiply; and practice is avoided or merely tolerated without real cognitive involvement."

My reading curriculum includes letter-sound instruction. Am I providing enough phonics?
Not all phonics instruction is created equal.

The most effective phonics programs are those that are systematic. The National Reading Panel found this in 2000, and since then, further research reviews have confirmed that this type of instruction leads to the greatest gains in reading accuracy for young students.

A systematic phonics program teaches an ordered progression of letter-sound correspondences. Teachers don't only address the letter-sound connections that students stumble over. Instead, they address all of the combinations methodically, in a sequence, moving on to the next once students demonstrate mastery. Teachers explicitly tell students what sounds correspond to what letter patterns, rather than asking students to figure it out on their own or make guesses.

In one series of experiments, Stanford University neuroscientist Bruce McCandliss and his colleagues made up a new written language and taught three-letter words to students either by asking them to focus on letter sounds or on whole words. Later, the students took a reading test of both the words they were taught and new words in the made-up language, while an electroencephalograph monitored their brain activity. Those who had focused on letter sounds had more neural activity on the left side of the brain, which includes visual and language regions and is associated with more skilled reading. Those who had been taught to focus on whole words had more activity on the right side of the brain, which has been characteristically associated with adults and children who struggle with reading. Moreover, those who had learned letter sounds were better able to identify unfamiliar words.

Early readers benefit from systematic phonics instruction. Among students in grades K-1, phonics instruction led to improvements in decoding ability and reading comprehension across the board, according to the National Reading Panel. Children at risk of developing future reading problems, children with disabilities, and children from all socio-economic backgrounds all benefited. Later research reviews have confirmed that systematic phonics instruction is effective for students with disabilities, and shown that it also works for English-language learners.

Most studies of phonics instruction test its immediate effectiveness—after the intervention, are children better readers? Among students in older grades, the results are less clear. A recent meta-analysis of the long-term effects of reading interventions looked at phonics and phonemic awareness training, mostly in studies with children in grades K-1. Both phonics and phonemic awareness interventions improved reading comprehension at an immediate post-test. But while the benefits of phonemic awareness interventions persisted in a follow-up test, the benefits of phonics interventions faded much more over time. The average length of all interventions included in the study was about 40 hours, and the follow-up assessments were conducted about a year after the interventions were complete, on average.

Some of my students didn't need phonics instruction to learn to read. Why are you saying that all kids benefit?
Depending on the estimate, anywhere from 1 percent to 7 percent of children figure out how to decode words on their own, without explicit instruction. They may spot the patterns in books read to them or print they see in their environment, and then they apply these patterns. These include children with a neurotypical form of "hyperlexia"—a condition in which children may begin decoding as early as 3— but this is more frequently associated with children who have autism-spectrum disorders and often have separate problems with reading comprehension.

It may seem like these children are reading words as whole units, or using guessing strategies to figure out what comes next in the story. But they are attending to all of the words' individual letters—they're just doing it very quickly.

A systematic phonics program can still benefit these students, who may have gaps in their knowledge of spelling patterns or words that they haven't encountered yet. Of course,

43

phonics instruction—like all teaching—can and should be differentiated to meet the needs of individual students where they are. If a student can demonstrate mastery of a sound, there's no need to continue practicing that sound—he or she should move on to the next one.

There's another answer to this question: Students may look like they're decoding when they're actually not. For example, a child may see an illustration of an apple falling from a tree, and correctly guess that the sentence below the picture describes an apple falling from a tree. This isn't reading, and it doesn't give the teacher useful information about how a student will tackle a book without pictures.

Can cueing strategies help students to read?
Many early reading classrooms teach students strategies to identify a word by guessing with the help of context cues. Ken and Yetta Goodman of the University of Arizona developed a "three-cueing system," based on analysis of common errors (or "miscues") when students read aloud. Ken Goodman famously called reading development a "psycholinguistic guessing game," and cueing systems teach students to guess at a new word based on:
• Meaning/Semantics, or background knowledge and context, such as vocabulary a student has already learned;
• Structure/Syntax, or how the word fits in common grammar rules, such as whether the word's position in a sentence suggests it is a noun, verb, or adjective; and
• Visual/Graphophonics, or what a word looks like, such as how upper- and lowercase letters are used (suggesting a proper noun, for example) or common spelling patterns.

Cueing systems are a common strategy in whole-language programs, and also are used in many "balanced literacy" programs that incorporate phonics instruction. Cueing systems were designed by analyzing errors rather than practices of proficient readers, and have not shown benefits in controlled experiments.

Moreover, cognitive and neuroscience studies have found that guessing is a much less efficient way to identify a new word, and a mark of beginning or struggling readers, not proficient readers. Skilled readers instead sound out new words to decode them.

Balanced literacy programs often include both phonics and cueing, but studies suggest cueing instruction can make it more difficult for children to develop phonics skills because it takes their attention away from the letter sounds.

I know phonics instruction is supposed to be explicit and systematic. But beyond that, how should I teach it? Does the research say anything about what content I need to cover, and how should it be sequenced?
There is a general path that most children follow as they become skilled decoders. Research can tell us how children usually progress along this path, and which skills specifically predict better reading performance.

Before starting kindergarten, children generally develop some early phonological awareness—an understanding of the sounds that make up spoken language. They can rhyme, break down multi-syllable words, and recognize alliteration.

A next step in the process is understanding that graphemes—combinations of one or more letters—represent phonemes, the smallest units of spoken language. It's easier for students to learn these letter-sound correspondences if they already have early phonological skills like rhyming and alliteration, along with knowledge of the names of the letters of the alphabet.

And while vocabulary is important for reading comprehension, research has also found that it's a component in decoding ability. One study found that when children know a word's meaning, they can more quickly learn how to recognize it automatically, because the visual letters, corresponding sounds, and meaning all map together when a reader recognizes a word.

There are other early skills that relate to later reading and writing ability as well, regardless of IQ or socio-economic status. Among these are writing letters, remembering spoken information for a short time, rapidly naming sequences of random letters, numbers, or pictures, and other phonological skills—like the ability to segment words into phonemes.

To decode words, students need to be taught to blend together the phonemes that graphemes represent on the page. For example, a young reader must learn to recognize that /r/, /o/, /d/ are three sounds that together form the word "rod," but also that the word "rock" also contains three sounds, /r/, /o/, /k/ This is a process that builds on itself rapidly. Though there are some 15,000 syllables in English, after a child has learned the 44 most common sound and letter combinations, they will begin to sound out words as they read. These include both the basic letter and vowel sounds, but also common combinations such as "th," "sh," and "-ing." There are two main ways to demonstrate to children that words are made up of sound-letter correspondences. In one method, students learn the sounds of the letters first and then blend these phonemes together to sound out words. That's synthetic phonics—they're synthesizing phonemes into greater whole words. The other method, analytic phonics, takes an inverted approach: Students identify—or analyze—the phonemes within words, and then use that knowledge to read other words.

Take the word "bat." In synthetic phonics, students would first learn the /b/ sound, then the /a/ sound, then the /t/ sound and blend them together to sound out "bat." In analytic phonics, students would learn the word "bat" alongside words like "cat," "mat," and "hat," and would be taught that all these words end in the "at" sound pattern.

So there's synthetic phonics and analytic phonics—is one way better than the other?
A few studies have found synthetic phonics to be more effective than analytic phonics. Most notably, a seven-year longitudinal study from Scotland found that synthetic phonics taught in 1st grade gave students an advantage in reading and spelling over analytic phonics. Still, when examined as a whole, the larger body of reading research doesn't surface a conclusive winner. Two landmark research reviews haven't found a significant difference in the effectiveness of the two methods.

Other more recent research is still inconclusive.

Do these strategies apply to words that don't follow traditional sound-spelling patterns? What about words like "one" and "friend"—can those words still be taught with phonics?

Yes, but not alone; spelling and semantic rules go hand-in-hand with teaching letter sounds. Words like "lime" and "dime," have similar spelling and pronunciation. But some words with similar spelling have different pronunciations, like "pint" and "mint." And others have different spellings and similar pronunciations, like "jazz" and "has." Brain imaging studies find that when readers see word pairs that are inconsistent, they show greater activity in the areas of the brain associated with processing both visual spelling and spoken words. This shows that young readers use systems of understanding of both printed shapes and sounds when they see any written word. When those two systems conflict, the reader may call on additional rules, such as understanding that words at the end of lines of a rhyming poem (such as "has" and "jazz") likely rhyme even if their spelling would not suggest it.

Some research has found that teaching common irregular words, like "one" and "friend," as sight words can be effective. Still, in these studies, children were also taught phonics along with sight words—and that's important. Understanding phonics gives students the foundation to read these irregular words. Take "friend." While the "ie" doesn't produce the same sound it normally does, the other letters in the word do. Research has suggested that children use the "fr" and the "nd" as a framework when they remember how to read the irregular word "friend."

When should children start to learn how to sound out words? Is there a "too early"?
Even very young children can benefit from instruction designed to develop phonological awareness. The National Early Literacy Panel Report (2009), a meta-analysis of early literacy studies, found that teaching preschoolers and kindergartners how to distinguish the sounds in words, whether orally or in relationship to print, improved their reading and writing ability. The children in these studies were generally between the ages of 3 and 5.

Studies suggest progress in phonics is less closely linked to a child's age than to the size and complexity of his spoken vocabulary, and to his opportunities to practice and apply new phonics rules. There is some evidence that "decodable" books, designed to help students practice specific letter-sound combinations, can benefit the earliest readers. But it is mixed, and students very quickly progress enough to get more benefit from texts that provide more complex and irregular words—and often texts that students find more interesting.

How much time should teachers spend on teaching about letters and sounds in class?
There isn't yet a definitive "best" amount of time to spend on phonics instruction. In several meta-analyses, researchers haven't found a direct link between program length and effectiveness.

The National Reading Panel report found that programs focusing on phonemic awareness, the ability to hear, identify, and manipulate the smallest units of speech sounds, that lasted less than 20 hours total had the greatest effect on reading skills. Across the studies that the researchers looked at, individual sessions lasted 25 minutes on average.

But the authors of the NRP are quick to point out that these patterns are descriptive, not prescriptive. The studies they looked at weren't specifically testing the effectiveness of different time lengths, and it may be that time wasn't the relevant factor in these shorter programs performing better.

Eventually, a skilled reader doesn't need to sound out every word that she reads. She sees the word and recognizes it immediately. Through reading the word again and again over time, her brain has linked this particular sequence to this word, through a process called orthographic mapping.
But neuroscience research has shown that even if it feels like she's recognizing the word as a whole, she's still attending to the sequence of individual letters in the word for an incredibly short period of time. That's how skilled readers can tell the difference between the words "accent" and "ascent."

What else—aside from phonics—is part of a research-based early reading program?
Phonics is essential to a research-based reading program. If students can't decode words, they can't derive any meaning from them. But understanding the alphabetic code doesn't automatically make students good readers. There are five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The National Reading Panel addressed all five of these components. The researchers found that having students read out loud with guidance and feedback improved reading fluency. Vocabulary instruction, both explicit and implicit, led to better reading comprehension—and it was most effective when students had multiple opportunities to see and use new words in context. They also found that teaching comprehension strategies can also lead to gains in reading achievement, though most of these studies were done with students older than 2nd grade.

For younger students, oral language skills; understanding syntax, grammar, vocabulary, and idioms; and having general and topic-specific background knowledge are also essential for reading comprehension.

This is one of the premises of the Simple View of Reading, a framework to understand reading first proposed by researchers Philip B. Gough and William E. Tunmer in 1986. In the simple view, reading comprehension is the product of decoding ability and language comprehension. If a student can't decode, it doesn't matter how much background knowledge and vocabulary he understands—he won't be able to understand what's on the page. But the opposite is also true: If a student can decode but doesn't have a deep enough understanding of oral language, he won't be able to understand the words he can say out loud. Since Gough and Tunmer first proposed this framework, many studies have confirmed its basic structure—that comprehension and decoding are separate processes. One meta-analysis of reading intervention studies finds that phonics-focused interventions were most effective through grade 1; in older grades—when most students will have mastered phonics—interventions that targeted comprehension or a mix of reading skills showed bigger effects on students' reading skills.

For young students, early oral-language interventions can help set them up for success even before they start formal school.

The National Early Literacy Panel found that both reading books to young children and engaging in activities aimed at improving their language development improved their oral language skills.

If children don't learn to read naturally from being exposed to reading, why are parents and teachers encouraged to read to infants and preschoolers?
The amount of time adults read with preschoolers and young children does predict their reading skills in elementary school. One of the most important predictors of how well a child will learn to read is the size and quality of his spoken language and vocabulary, and children are more likely to be exposed to new words and their meanings or pick up grammar rules from reading aloud with adults.

In a series of studies in the late 1990s of 5-year-olds who had not yet learned to read, Victoria Purcell-Gates found that after controlling for the income and education level of the children's parents, children who had been read to regularly in the last two years used more "literary" language, longer phrases, and more sophisticated sentence structures. Moreover, an adult reading with a child is more likely to explain or expand on the meanings of words and concepts that the child does not already know, adding to their background knowledge.

Reading with trusted adults also helps children develop a love of reading. "The association between hearing written language and feeling loved provides the best foundation for this long process [of emergent literacy], and no cognitive scientist or educational researcher could have designed a better one," notes cognitive neuroscientist Maryanne Wolf.

What about independent choice reading?
In a choice reading period—also known as sustained silent reading or Drop Everything and Read—students get to pick a book to read independently in class for a set amount of time. The premise behind this activity is that children need time to practice reading skills on their own to improve.

There is a lot of correlational research that shows that children who read more are better readers. But many of these studies don't quantify how much reading students are actually doing. While they may specify a time frame—15 minutes of sustained silent reading, for example—the studies don't report whether kids spend this time reading. That makes it difficult to know how effective choice reading actually is.

More importantly, these studies don't provide experimental evidence—it's not clear whether reading more is what makes students better readers, or if better readers are likely to read more. The National Reading Panel found that there wasn't evidence that choice reading improved students' fluency.

Does it make a difference whether children learn to read using printed books or digital ones?

In the last decade or so, access to Internet-based text has continued to expand, and schools have increasingly used digitally based books, particularly to support students who do not have easy access to paper books at home. Yet some emerging evidence suggests children learn to read differently in print versus digitally, in ways that could hinder their later comprehension.

Researchers that study eye movements find that those reading digital text are more likely to skim or read nonlinearly, looking for key words to give the gist, jump to the end to find conclusions or takeaways, and only sometimes go back to find context in the rest of the text. In a separate series of studies since 2015, researchers led by Anne Mangen found that students who read short stories and especially longer texts in a print format were better able to remember the plot and sequence of events than those who read the same text on a screen.

It's not yet clear how universal these changes are, but teachers may want to keep watch on how well their students reading electronically are developing deeper reading and comprehension skills.

How to Cite This Article
Schwartz, Sarah and Sparks, Sarah D. (2019, October 2). How Do Kids Learn to Read? What the Science Says. Education Week. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/how-do-kids-learn-to-read.html

_____

For a fully annotated version of this article, view on desktop.
A previous version of this article misstated the year Keith Stanovich coined the term "Matthew Effect in Reading." It was 1986.

❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄

https://www.languagemagazine.com/2019/12/10/rigorous-reading/

Rigorous Reading
By Douglas Fisher and Nancy Frey

Douglas Fisher and Nancy Frey suggest strategies to help students engage with complex texts

Fourth grader Mario sits at his desk, staring at the page he is supposed to be reading. His eyes are not moving, and he has nothing in his hands to write with should he want to annotate or take notes. Noticing this, his teacher offers him a different text, an easier one. Mario starts to read the text. At least his eyes start moving across the page and he appears more engaged.

There are two potential responses to this situation. Some would say that

the teacher removed the challenge from Mario and should have instead scaffolded the reading. Others would say that the teacher did the right thing by ensuring that Mario had a text he could read. To our thinking, both are right—depending on the task Mario was supposed to be doing.

If the task was independent reading, then we would argue the teacher made the right move. There is no evidence that students can learn independently from texts they cannot read. We do believe that accessing complex texts requires that students practice reading by applying what they are learning in texts they can read. This type of wide reading can build students' background knowledge and their vocabulary, which will serve them well when they read increasingly complex texts.

However, if the task Mario was supposed to be doing was designed to give him experience with complex texts, then we would argue that the teacher made the wrong move. Accessing complex texts requires more than practice, which is accomplished during independent reading. Accessing complex texts requires that students have instructional experiences with complex text, situations in which their teachers scaffold support rather than allowing the text to serve as the scaffold. There are a number of ways to do this, and we will highlight three important classroom routines that offer teachers an opportunity to teach students how to access complex texts.

Establishing Purpose
When students are encountering complex texts, they need to know what they are supposed to be learning. When students know what they are learning, they are more likely to learn it—and they are more likely to engage in the work required to learn. They set goals and monitor their own progress when they accept the challenge of learning. Reading complex texts is hard, and without clarity about why we are doing this, far too many students give up. They do not allocate cognitive resources to the task at hand because they do not know what they are supposed to learn or why they are learning it. Teachers have to invite students into the experience by providing clarity about the learning expectations. To our thinking, students should be able to answer three questions every day, for every lesson:
- What am I learning today?
- Why am I learning it?
- How will I know when I have learned it (Fisher, Frey, and Hattie, 2016, p. 27)?

This requires that teachers are clear in their explanations of learning expectations, relevance, and success criteria. Imagine if Mario's teacher had said:

"Today, we're reading a really complex text. I'm pretty excited about it, even though I know it's a bit of a struggle. We're reading this now because Ms. Andrews [the principal] invited us to create a reader's theater script of this and then perform it at the next assembly. She knows that our class is really, really good at writing scripts, so she challenged us, and I said, 'Of course Room 21 can do it!' We can, right? So, remember, we need to capture key ideas as we read, because those ideas help us develop our script. We can also take note of some interesting examples, because audiences like that too, especially if they are funny or unique.

We know we have been successful when we have an amazing script that blows the socks off of the people at the assembly."

This brief introduction to the learning expectations will be reviewed at each transition point so that students remain focused on the three questions noted above.

In her discussion, Mario's teacher made the learning expectations clear, she was motivating and made the learning relevant, and she was clear about what success would look like. Her clarity of purpose invites students into the learning and gives them a lens through which to dedicate their efforts. We understand establishing purpose, by itself, is not enough to ensure that students access complex texts. But we do believe that it is an important ingredient in rigorous reading.

Modeling and Thinking Along

In addition to ensuring that students know what they are supposed to be learning from complex texts, teachers should model their thinking and provide students with examples of the type of thinking required to understand complex texts. Teachers can model their own comprehension, how they solve unknown words, how they use text features such as graphs and charts, or how they predict what is coming next using the text structure. These are all useful comprehension strategies for unlocking texts with students. Importantly, one day of modeling is not likely to ensure that students develop the habits that their teachers have. Instead, modeling should be a daily experience in the classroom in which teachers open up their brains and invite students into their thinking processes. Thinking is invisible; the only avenue we have is to talk about our thinking. Imagine if Mario's teacher had modeled her thinking for the class, this time using a different piece of text.

Perhaps she might have said:
"I'd like to show you how I write some summary sentences. Yesterday, we talked about important ideas and details, and today we're going to use that information to summarize. I think it's helpful to summarize so that you don't take too many of the author's words when you go to write your script. Of course, you can use the original names and locations, but we want the script to be our own. And I think that summary sentences can help with that. So, I'll project our text from yesterday. Remember the one that we read about space junk? I'm going to look at the parts I underlined and reread them. Then, I'll cover the text and tell a partner what I remember. My partner will let me know if I took a lot of words from the original text. We're not trying to quote the text and we don't need every detail that happened. It's about getting the ideas organized so that we can retell the text, in this case in a script. Let me show you the first one."

In this case, Mario's teacher modeled a process that she wanted her students to use. This gave them a cognitive tool they could apply to a complex piece of text, rather than thinking it was too hard and giving up. There are a wide range of other things that teachers can model for students, and the choice of modeling depends on the barriers to the texts that students are reading and the tasks they will need to accomplish. The research world calls this a "think aloud," but we like to use "think along." Our experience suggests that when teachers "think aloud," they focus on themselves, and changing the name to "think along" makes them more

likely to monitor the thinking that students do as the teachers share their thinking. Over time, the practice of having students think along with their teacher in complex texts builds habits and routines that students will deploy, on their own, when confronted with complex texts. We believe that this is an important scaffold, and we believe that students need to apply their learning in texts they read closely.

Reading Closely
Inviting students to read a complex text and apply what they have been taught can be part of a close reading lesson. Essentially, close readings are repeated readings of a short passage in which the teacher does not tell the students what to think but rather scaffolds their understanding using text-dependent questions. Students annotate the text, discuss their responses to the questions, and generate their own questions, all with a small group of peers. This is the scaffolded instruction in complex texts that students need if rigorous reading is to become the norm. Imagine if Mario's teacher used complex texts and had students read them closely, discussing them with peers as they deepened their understanding. For example, imagine Mario's class reading a series of Aesop's Fables and then each group selecting one for a reader's theater. During a discussion about "The Wolf in Sheep's Clothing," Mario's teacher might ask students to talk about the following questions:

- What did the wolf do to finally catch a sheep?
- What words and phrases does Aesop use to show that the wolf is clever?
- Why does Aesop ask a question and then immediately answer it?
- Aesop says, "the wolf was able to get a sheep whenever he pleased." What does that sentence reveal about the wolf?
- Reread the moral. What are the key details in the story that support the moral?

Notice that these questions start off fairly literal in nature and become much more inferential. The middle questions focus on the structures that the author uses. Each time students talk about their thinking relative to the question, they dive a bit deeper into the text. As we have noted elsewhere (Fisher and Frey, 2014), there are times when students are stuck and teachers need to reassume responsibility and provide instruction. But responsibility should be returned to students as soon as possible so that they work through complex texts, relying on the scaffolds that the teacher has provided.

Hope is not a plan, and hoping students' reading prowess increases without taking specific action is hopeless. For students to access complex texts and develop habits they can use, teachers must be clear about the learning expectations, model their thinking for students, and engage students in close reading lessons. Of course, students also need opportunities to practice what they are learning in texts they can read.

After all, practice does not make perfect, it makes permanent. The combination of instruction and practice ensures rigorous reading for all students.

Fisher, D., and Frey, N. (2014). "Contingency Teaching During Close Reading." Reading Teacher, 68, 277–286.
    Fisher, D., Frey, N., and Hattie, J. (2016). Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning. Thousand Oaks, CA: Corwin.

Douglas Fisher (dfisher@sdsu.edu) and Nancy Frey (nfrey@sdsu.edu) are professors of educational leadership at San Diego State University and teacher leaders at Health Sciences High in San Diego, CA. They are the co-authors of This Is Balanced Literacy (with Nancy Akhaven, Corwin, 2019) and Teaching Literacy in the Visible Learning Classroom (with John Hattie, Corwin, 2017).

❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄

https://online.seu.edu/articles/teaching-reading-strategies/

The Key to Comprehension: Teaching Reading Strategies

Thirty-one percent of fourth-graders in the United States failed to achieve basic skills on the 2015 National Assessment of Educational Progress reading test. Thirty-six percent demonstrated reading skills at or above the proficient level.

In a review of research on comprehension instruction, the significant number of students who do not understand grade-appropriate material "is all the more troubling given that we know more than ever about teaching reading effectively," according to the National Reading Technical Assistance Center. "The importance of understanding the nature of good reading instruction in the primary grades cannot be overstated." Research has shown a strong correlation between learning to read early and later achieving academic success.

Educators can equip beginning readers with the tools needed to help them think about and analyze text as they read. According to a guide from the Institute of Education Sciences (IES), a part of the U.S. Department of Education, students in kindergarten through third grade should learn how to use strategies to improve reading comprehension.

The panel conducted an extensive review of more than 800 relevant studies in a 20-year span. The recommendation to teach reading strategies was the only method that was labeled as having strong evidence of effectiveness. This recommendation includes six specific reading comprehension strategies, which are explained below.

What Does Teaching Reading Strategies Involve?
Reading strategies involve intentional mental actions during reading that improve comprehension. They are also defined by the IES as deliberate efforts by readers to understand or remember what they are reading. These strategies help readers overcome difficulties in comprehension and compensate for weak textual knowledge.

Reading strategies should not be confused with instructional activities such as completing worksheets. These activities rarely include instruction in how to mentally improve comprehension. Reading strategies should also not be confused with exercises aimed at giving students practice with other skills, like sequencing or drawing conclusions, which lack explicit instruction in how to think in these ways while reading.

Teachers can implement reading strategies individually or in combination. They can also choose the approaches they feel are most effective for their students.

Reading Strategies

The panel identified 10 studies demonstrating that teaching reading comprehension strategies to primary students had positive effects on comprehension when measured by standardized tests and research-created measures. The panel members believe that the following six strategies for improving reading comprehension are the most important in the primary grades.

1. Activating Prior Knowledge/Predicting

Students think about what they already know and use that knowledge, along with other clues, to better understand what they read or to predict what will happen next. It is assumed that students will continue to read to see if their predictions are correct.

Teachers can promote this strategy by selecting a main idea from the text and asking students a question that relates the idea to their experience. Students can predict whether a similar experience might occur in the text.

Another option is that when students reach the halfway point of a story, teachers can have students predict what will happen at the end of the story. Students can explain how they came to this prediction, which will encourage them to look at what they are reading and gain a deeper understanding of words and passages in the text.

2. Questioning

Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as "where" or "why" to develop their questions.

Teachers can promote this strategy by putting words that are used to formulate questions (such as "where" and "why") on index cards for students to use. Teachers can also have students form small groups and ask questions using these words.

The National Institute for Literacy offers a number of reasons that explain <u>why questions are effective</u> for improving reading ability.

- Gives students a purpose for reading
- Focuses students' attention on what they should be learning
- Helps students think actively as they read
- Encourages students to monitor their comprehension
- Helps students review content and relate what they have learned to what they already know

3. Visualization

Students develop a mental image of what is described in the text.

Teachers can explain to students how visualizing what is described in the text will help them remember what they read. A sample activity to promote this strategy involves students examining objects placed in front of them. Later, they look carefully at a picture that depicts

a scene. Finally, the teacher removes the objects and picture, and then asks students to visualize and describe what they saw.

4. Monitoring, Clarifying and Fix-Up
Students are instructed to pay attention to whether they understand what they are reading, and when they do not, they re-read or use other strategies that will help.

Teachers can relate each strategy to a traffic sign. For instance, a stop sign for the students to stop reading and then try to restate in their own words what is happening in the text. Another way to use this strategy is to write different reading comprehension strategies on cards with their traffic signs, and then have students work in pairs to apply them.

5. Drawing Inferences
Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.

Teachers can help students look for key words that will help in understanding the text, demonstrating how they can draw inferences from these words. Teachers can also identify key words in a sample passage and then explain what students can learn about the passage from these terms.

6. Summarizing/Retelling
Students briefly describe, orally or in writing, the main points of what they read.

Teachers can ask students to describe the text in their own words to a partner or a teacher. If students are having trouble with this activity, teachers can prompt students with questions like "What comes next?" or "What else did the passage say about [subject]?"

Developing Reading Skills in Students
Teaching reading strategies in an accessible way can help students think actively while they read. When combined with fun reading activities for kids, teachers can develop students' reading comprehension in an engaging fashion.

❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄ ❄

FROM OUR SIG: QLAM

21. INTERNATIONAL ICT SEAGULLS PROJECT

International ICT Seagulls Project starts its "21st Year". Within the previous 20 years, we also added new categories to our project like; "Leading Seagulls" and "Community Seagulls". The following section will give the needed information concerning the projects for the year 2024. I wish you a very fruitful and successful project season with intensive participation and great collaboration.

We are very happy to be supported by three important organizations: "CMS, Lucknow, India", "WCTQEE" and "Association for Innovative Collaboration (AIC/YİMEDER)", HumanDHS, Sariyer City Council-Education Team and İNGED/ELEA (English Language Education Association.

This project is very different from the accustomed project designs. Why?
Its origin is Turkey. It is a very innovative study. It does not show any similarities with any project on Earth. It works within teams. World Bank awarded its methodology in 2005 at the "Competition for Turkey's Creative Development Ideas". It always changes. It modifies itself within the time based on the necessities and requirements of the year/age. It is a guided project. The designer of the project always follows in your steps through the e-mails and guided templates and motivates you when needed. Your roadmap is drawn with her support. Technology is an essential part of the project, but other innovative tools might replace it. It is up to your imagination. We use technology for communication, data collection, and data analysis and sharing. Its goal is learning, innovating, and sharing. There is no need for negative rivalry. If the project is completed, every team is a winner. You might get your "Achievement Certificate" through e-mail, at your school Ceremony, or during the Award Ceremony in India.

We have been flying with our wings after the great support of Microsoft between the years of 2004 and 2009. Since 2006, the international teams have started to take part in it. Then, university and community teams were added. If you would like to learn more, please visit our web page: www.bilisimcimartilar.com/English

PROJECT GOALS AND OBJECTIVES: We aim to train innovative, contemporary, and qualified generations who are:
• good at using the Internet, social media, and ICT technology efficiently and effectively,
• aware of the importance of collaboration (=İmece) and team spirit,
• skillful in determining and solving their problems and also the problems of the community,
• knowledgeable about research rules and ethics,

- visionary, brave, and hardworking enough to implement the strategies developed for the problem areas,
- sensitive enough to the problems of one's own community, environment, cultural diversity, and self-improvement,
- Well-trained and creative in sharing their project steps on an innovative PowerPoint presentation, web page, and/or Blog.

Through this Project:
1. Awareness will be created upon the K-12 level student-teacher circles (teams)/university circles, community circles including NGOs and local authorities related to:
   - Human dignity, cultural sensitivity, and tolerance,
   - Cultural sensitivity and tolerance,
   - Sustainability in various areas,
   - Gaining a historical perspective on the study issues,
   - Team spirit through "World Bank 2005 Turkey's Creative Development Ideas"

AWARDED "İmece Circles" methodology,
   - Quality-focused issues and tools,
   - Technological and environmental literacy,
   - Creativity: Original and authentic design info,
   - Time, meeting, conflict, stress, and portfolio management,
   - Ethics, especially respecting the copyrights of others,
   - Communication skills and problem-solving skills,
   - The necessity of feeding "Mind, Body and Spirit" in a positive way.
1. Young generations will be motivated to be more creative, productive, and investigative in whatever they study.
2. All generations_young and old_ will be able to come to the same platform to solve the common problems.
3. Participants will develop a positive attitude towards the importance of sharing the results of their projects in a very extraordinary style_ using their imagination to fly beyond limits just like; "The Seagull Jonathan Livingstone"; not only at national but also at international platforms.

PROJECT TOPICS:
This year, we proposed ONE MAIN theme to enlarge the project areas to give more freedom to the student teams. It is: "SOCIAL RESPONSIBILITY & VOLUNTARISM".

OUR SLOGAN: The Young and the Experienced: Together for peace, quality, and dignity! Not rivalry but collaboration, communication, and empathy.

METHODOLOGY:
Project circles will study based on the PDCA Mindset (Plan-Do-Check-Act) using quality tools and following the İmece Circles (SQC) steps. They will use Communication Technologies (ICT) at a maximum rate. If there is limited Internet access, you can use your cellular phone. It was proved after a 20-year experience that the project adds a lot of knowledge and skills to students, which contributes to the character development of the

young. They gain and improve the philosophy of lifelong learning and team spirit. It is worth noting that those outcomes are approved not only at the national level but also at the international platforms. We are proud of having students' İmece circles (adapted SQC to the Turkish system) from India, Nepal, the United States of America, the United Kingdom, South Africa, Thailand, and Sri Lanka in addition to Turkish schools.

The Project is open to all age groups starting from preschool education to universities. The circles study their problem areas approximately for 6 months based upon the Multiple Intelligences approach of Gardner and produce songs, drawings, caricatures, skits, documentary films, photographs, etc. Then, they share all the steps and the products through four media. They are:
• Web page design,
• Blog,
• Web + Blog design,
• PPT presentation.

TARGET GROUP: In 2024, national and/or international circles will work in the following age and school groups:
1.   K-12 graders (ICT Seagulls)
2.   University students and lecturers (Leading Seagulls)
3.   Disabled and/or gifted adults and/or students (Challenged Seagulls) 4. Local authorities, NGOs, companies, and families (Community Seagulls).

REGISTRATION RULES:
To participate in the Project, being a member of YİMEDER and sending the 'Registration Form' to Assoc.Prof.Dr. (Mrs.) Hayal Köksal through e-mail is the prerequisite. The registration fee is "100 $" but collected just before the Award Ceremony in India in December 2024. To take part in the project, technology must not form an obstacle for the team. The internet connection and PCs (Or Cellular Phones) should be accessible for the circle members. Each project member is advised to have an e-mail account. It is also recommended to include the parents of the students and the community members around the project school in the project cycle as team members. As is known, the team which completes the Project following the rules is regarded as a "WINNER". The school administration of the winner is presented with a plate (momentum) and all the team members get e-certificates. This project does not have a financial award. The biggest award is considered for internalizing; Team spirit, Critical thinking skills, Continuous Improvement Philosophy (Kaizen), Communication skills, Leadership skills, and gaining a reputation on national and international platforms. Following the announcement of the results, participants get the chance to attend the ICSQCC.

PROJECT STEPS:
At the School Administration level:
• The Volunteer School gets in touch with Prof. Köksal and declares its commitment to the project. The ICT Seagull team leader teacher registers for the Project by sending the Registration Form to the General Coordinator of the Project who is namely; Dr. Hayal

Köksal through e-mail (hayal@yimeder.org.tr) to participate in the Project. The Form will be provided by Prof Köksal upon request.
- After the approval of the registration, a virtual training seminar will be either given by Dr. Köksal or sent as PowerPoint training. All the team members and the leading teachers start their project journey after getting detailed information about the steps.
- It is a guided project with many steps. Please do not feel alone.

At the Team Level:
Projects must follow the PDCA Mindset (Plan, Do, Check, Act) steps as follows:
- Identification of the project topic (problem area) with the participation of students.
- Conducting detailed research (Literature review) related to the problem area.
- Drawing the "Road Map" of the project by using quality tools, such as brainstorming, a fishbone diagram, a matrix, etc.
- Determination of the strategies and tactics after the main and root causes of the problem.
- Implementation of strategies to bring solutions to the problem.
- Collecting and analyzing the data related to the problem.
- Measuring the success rate of the change and sharing all the outcomes through various ways (web page, Blog, or PPT).
- After drawing the Road map of the project, it must be approved by the general coordinator of the Project, who is Prof.Dr. Köksal.
- Assessment steps will be shared in time.

ASSESSMENT PROCESS:
2024 ICT Seagulls Projects will be assessed in two phases after getting approval from the General coordinator, Dr. Hayal Köksal. Assessment Approval will be given based upon following the rules and timing.
1. PEER ASSESSMENT: All the circles from all participating countries will assess the other projects (excluding theirs).
2. JURY ASSESSMENT: The jury members will assess all the projects based on five criteria. Each year, the assessment criteria show differences depending on the age groups.

This project is supported by the Association for Innovative Collaboration (YİMEDER), Sariyer City Council, World Council for Total Quality and Excellence in Education and "CMS-Lucknow/ India", and İNGED/ELEA.
Good luck.

The Deadline for the registration is 31st January 2024. It will end in June.
The sooner you start, the sooner you finalize it.
www.bilisimcimartilar.com   bilgi@bilisimcimartilar.com
hayal@hayalkoksal.com   hayal@yimeder.org.tr

News   iatefl

The 57ᵗʰ International IATEFL Conference & Exhibition

April 16 - 19, 2024
in Brighton, UK

https://www.iatefl.org/conference/iatefl2024-overview

The 2024 Plenary talk abstracts

The AI factor: have we figured it out yet? Speaker: Vicky Saumell

The development of AI has become a huge challenge. Predictions abound about how it will affect not just ELT, but the world in general. After a whole year of fastmoving advances in AI development and available tools for a variety of uses within the ELT field, we are still working out what it means for us. We have been learning what it is and what we can use it for, from lesson planning to image creation and automated language learning. But there is more! We have also been trying to elucidate its positive and negative aspects, though it is all quite subjective. Reducing a teacher's workload, marking learners' work, planning a marketing campaign can be placed in different parts of the positive-negative continuum. What seems apparent is that it is changing the ELT landscape. But how? What are the implications for different stakeholders in the language learning industry? And how are we coping with the challenges it poses? Becoming aware of AI's functioning so that we can detect biases and work together towards an ethical use of AI seems to be a logical pathway, which we will explore together in this talk.

Vicky Saumell is a teacher, trainer, materials writer and presenter. She holds a degree in Spanish-English Literary and Technical Translation, a Diploma in the Theory and Methodology of TESOL and a degree in Educational Technology. She has worked as a writer and trainer for major publishers, especially in the areas of project-based learning and the meaningful use of digital technologies for language learning and their impact. She has been the IATEFL LTSIG Coordinator and a member of IATEFL Publications Committee.
She currently teaches at primary and secondary level schools in Buenos Aires, Argentina, as wellnas continuing her freelance work.

Because you're all worth it! Speaker: **Zarina Subhan**
In 1973, L'Oréal introduced the slogan "Because You're Worth It!" to sell their beauty products. Implying to value oneself, women should buy their products. Except that quite a

few skin colours around the world did not match their makeup products, making some not worth it! A few decades later, during the Covid pandemic, male lives were worth more than those of females because the'genderneutral' personal protective equipment for medical staff is designed around a male body. News coverage of climate change or war uses different strengths of language depending on what regions of the world are affected, regardless of the numbers of lives lost. These are some examples of the intersecting layers of inequality that exist in our world, where empathy is reserved for those who look or sound 'right', or 'relatable'.

As ELT professionals, should we care? Caring is at the root of what we value; what we value is at the core of what, or who we respect; what or who we respect underlines the way we interact with one another. Given its international usage, English crosses borders, cultures, classes, and castes. It can, therefore, be argued that English is a tool that can reduce differences and increase empathy. This is why I think we should care.

Whether you are a publisher, editor, writer, institution director, manager, teacher, teacher educator, or researcher, we all have a role in caring about what the 'normal'framework is that ELT is given. Along what lines of intersectionality are we excluding voices, images, and opinions to be represented to our students? Who are we subconsciously saying is and is not "worth" a fair and equitable representation? Without diversity, equity, and inclusion how can English language students relate to the people they may one day interact with using English as a Lingua Franca?

Although **Zarina Subhan** originally qualified as a scientist, she has been working in the field of ELT for over 30 years. She has taught at all levels, in both private and government institutions, and worked worldwide as a teacher and teacher educator. In addition to working in and with educational institutions, she has experience working with educational policy makers, NGOs, community leaders, local and state governments, and in a variety of teaching and training contexts. Zarina's time is now spent as an author and teacher educator delivering courses, workshops, and conference presentations. Having worked in the science, educational, and development sectors, her interests are the neurology of learning; CLIL; CPD for teachers; inclusive and sustainable education.

Teaching English and teaching other languages: what's new? Speaker: Letizia Cinganotto

In today's increasingly diverse educational landscape, shaped by increased migration and a complex global socio-political climate, schools witness a rich tapestry of multicultural, multiethnic, and multilingual classrooms. A shift in language education is needed, English teaching may be reconceptualized with a broader kaleidoscope that acknowledges the central role the learner, with his/her plurilingual repertoire, including his/her own home languages, his/her own socioemotional sphere, that invariably influence the teaching and learning process. What can an English teacher do in the so-called "new normal" post-pandemic era, where, according to the Nobel Prize winner Yuval Noah Harari "change is the only constant"? What is the role of English as a lingua franca and as a global language within this so complex socio-cultural landscape? The talk will provide suggestions and reflections to explore potential answers to these questions, without aspiring to be exhaustive.

Drawing inspiration from global language policies and the commendable efforts of institutions such as the European Commission, the Council of Europe, the European Centre

of Modern Languages, UNESCO, and OECD, the talk delves into the keywords of our time—mediation, pluricultural competence, intercultural dialogue, and global competences. Central to this exploration is the landmark Common European Framework of Reference for Languages, Companion Volume (CEFRCV) (2020), a milestone for language teaching, learning, and assessment, not only in Europe, but also worldwide. Suggestions from the CEFRCV such as the Action-oriented Approach, the Learning Scenarios, the pluricultural and plurilingual competence, together with hints derived from OECD PISA Foreign Language Assessment Framework, designed for PISA Test of English 2025, may represent invaluable tools to improve the teaching and learning process. As we grapple with the challenges and opportunities presented by this fascinating global scenario, this talk invites educators to consider innovative trajectories that not only embrace change but actively shape the evolving role of English and Englishes in our interconnected world.

Letizia Cinganotto, former Senior Researcher at INDIRE, Italy, currently teaches language teaching at the University for Foreigners of Perugia, Italy, where she is also Rectoral Delegate for International Relations and a member of the Board of Directors of the Centre for Language Evaluation and Certification (CVCL). She holds a PhD in synchronic, diachronic and applied linguistics and the National Scientific Qualification as an Associate Professor. She is a member of different working groups and scientific committees both nationally and internationally. In particular, she is a member of the consultancy team of the European Centre for Modern Languages of the Council of Europe. She has published a large number of articles on peerreviewed journals and five volumes.

Disrupting the commonplace: embedding critical literacy within language education
Speaker: Rose Aylett
If language teaching is to foster criticality for active and reflective social involvement amongst learners, language teachers themselves should also be critically literate practitioners. But what does 'critical literacy' actually mean? And is it something we can learn and/or teach? Using Lewison et al.'s (2002) four dimensions framework of critical literacy, this talk will explore practical ideas to disrupt the status quo in language education, by embedding action for social justice within the many layers of our educational practice(s): from the individual to the institutional.
The presentation will unpack the definition of critical literacy proposed by Lewison et al. (ibid.): (1) disrupting the commonplace, (2) interrogating multiple viewpoints, (3) focusing on socio-political issues, and (4) taking action to promote social justice. It will explore how critical literacy is not simply a 'list of skills that people manipulate and use' but 'becoming literate is about what people do with literacy—the values people place on various acts and their associated ideologies' (ibid.: 199). I will argue that the best place to start is by interrogating some of our most strongly-held teaching beliefs, the materials we use and the methodologies we adopt in our schools and training centres.
My hope is that delegates will leave with a better understanding of how the lens of critical literacy can enable and inspire teachers and students to move beyond the personal – to interrogate larger socio-political systems, and to take action as global citizens.
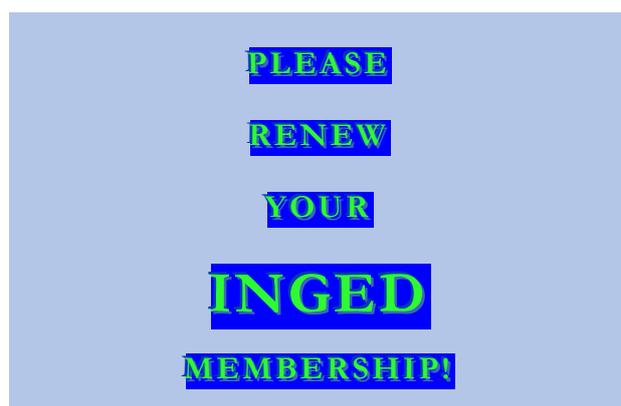
Rose Aylett is a freelance training consultant and CELTA tutor, based in Liverpool, UK. She has been working in ELT for almost 20 years, predominantly in Europe, the Middle

East and North Africa, and has a long-standing professional interest in critical pedagogy, global citizenship and social justice education. Her MA thesis (completed in 2020) explored critical literacy within teacher education, and informed NILE ELT's 'Global Citizenship in Language Education' course, for which she is the course leader. Rose is a former IATEFL Global Issues SIG Coordinator and editor of the GISIG e-zine FUTURITY. She speaks regularly at national and international conferences on how to teach controversial issues, and the integration of critical perspectives into ELT.

An introduction to the English language through poetry Speaker: Brian Bilston
In this session, I will take a walk through the wonders and weirdness of the English language, using the medium of poetry. Unfortunately, the poems which I intend to read shall be my own. By the end of the forty minutes, I hope to equip delegates with some of the skills, tools and confidence to think that they, too, could become a poetry sensation like me.

Brian Bilston has been described as the unofficial Poet Laureate of the platform formerly known as Twitter. With nearly half a million followers on social media, Brian has become truly beloved by the online community. He has published four collections of poetry for adults, including a collection of his early Twitter poems, You Took the Last Bus Home (Unbound, 2016) and the bestselling Days Like These (Picador, 2022), which features a poem for every day of the year. His novel Diary of a Somebody (Picador, 2019) was shortlisted for the Costa first novel award. He has also published a collection of football poetry, 50 Ways to Score a Goal (Macmillan, 2021), and his acclaimed poem Refugees (Palazzo, 2019) has been made into an illustrated book for children.

PLEASE

RENEW

YOUR

INGED

MEMBERSHIP!

News from T E S O L

http://www.tesol.org

an affiliate of

tesol

international
association

TESOL 2024 INTERNATIONAL CONVENTION AND LANGUAGE EXPO

ON 21 – 23 MARCH 2024
IN TAMPA, FLORIDA, USA.

https://www.tesol.org/professional-development/education-and-events/in-person/tesol-convention/

REGISTER BY 15 FEBRUARY 2024 AND SAVE!

TESOL Virtual: https://www.tesol.org/virtual/,,
TESOL, Tampa, Florida: https://www.tesol.org/in-person/

TESOL 2024 Election Results
by Juliet Mason, Head of Operations

TESOL International Association (TESOL) is pleased to announce the 2024 election results. These newly elected leaders will be installed at the 2024 TESOL annual business meeting scheduled for Saturday, 23 March in Tampa, Fla., USA. Congratulations to the following elected leaders:

President-Elect
The president-elect serves a 1-year term beginning March 2024.
Justin Shewell

Arizona State University
Tempe, Arizona, USA

Board of Directors
These leaders will serve a 3-year term beginning in March 2024.
Misty Adoniou
University of Canberra, Canberra, Australia
Larisa Olesova
University of Florida, Gainesville, Florida, USA
Araceli Salas
Benemérita Unversidad Autónoma de Puebla, Puebla, Mexico

TESOL also extends congratulations to the newly elected members of the nominating committee. Nominating committee members serve a 1-year term beginning in January 2024.

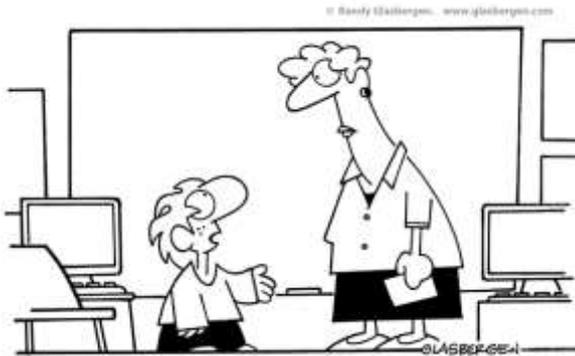**Nominating Committee**
Mark Algren
Cynthia L.Z. DeRoma
Bessie (Vasiliki) Karras-Lazaris
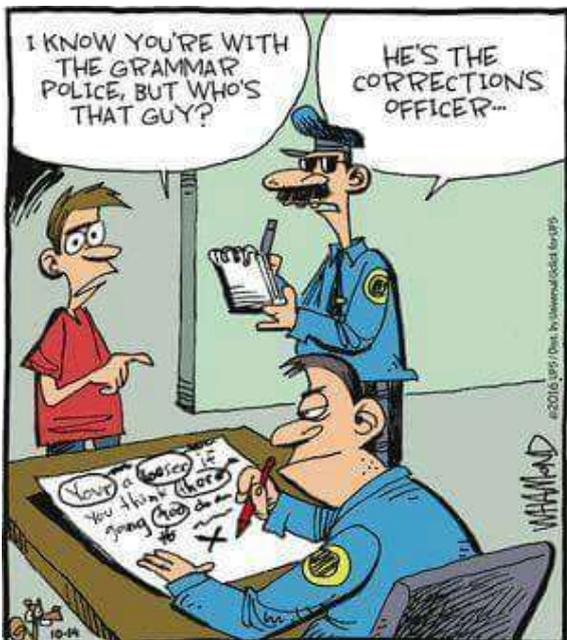Anastasia Khawaja
Hilal Peker
Ethan Trinh
Dawn Wink has been appointed as chair of the nominating committee for 2024. Elena Andrei will serve as past-chair.

"Facebook is a website, but Charlotte's Web is a book. I'm really confused!"

"I failed my grammar test. I used the wrong emoticon at the end of a tweet."

I KNOW YOU'RE WITH THE GRAMMAR POLICE, BUT WHO'S THAT GUY?

HE'S THE CORRECTIONS OFFICER...

66

ACRONYMS
Did You Know

PDF
Portable Document format.

ATM
Automated Teller Machine.

Wi-Fi
Wireless Fidelity.

OLED
Organic Light-Emitting diode.

HDMI
High-Definition Multimedia Interface.

VPN
Virtual Private Network.

APN
Access Point Name.

LED
Light Emitting Diode.

USB
Universal Serial Bus.

WLAN
Wireless Local Area Network.

PPI
Pixels Per Inch.

LCD
Liquid Crystal Display.

S-LCD
Super Liquid Crystal Display.

SNS
Social Network Service.

SIM
Subscriber Identity Module.

IMEI
International Mobile Equipment Identity.

ESN
ElectronicSerial Number.

UPS
Uninterruptible Power Supply.

RAM
Random Access Memory.

ROM
Read only memory.

VGA
Video Graphics Array.

QVGA
Quarter Video Graphics Array.

WVGA
Wide video Graphics Array.

WXGA
Widescreen Extended Graphics Array.

GPRS
General Packet Radio Service.

EDGE
Enhanced Data Rates for Globa Evolution.

OTG
On-The-Go.

O.S
Operating System.

H.S
HOTSPOT.

GPS
Global Positioning System.

DVD
Digital Video Disk.

DTP
Desk Top Publishing.

MPEG
Moving Pictures Experts Group.

GSM
Global System for Mobile
Communications.

DIVX
Digital Internet Video Access.

DELL
Digital Electronic Link Library.

ACER
Acquisition Collaboration
Experimentation Reflection.

HP
Hewlett Packard.