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In this dynamic era of learning, staying ahead requires a constant thirst for knowledge and an openness to exploring new frontiers. That's why we created EduVerse Newsletter — to serve as your guide through the vast universe of education, where ideas collide, perspectives intertwine, and possibilities abound.

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Dr. Le Dinh Bao Quoc
Editor-in-chief



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BREAKING BIAS

NAVIGATING THE CLASSROOM MINEFIELD

Dr. Le Dinh Bao Quoc

Education stands as the cornerstone of societal progress, a realm where the destinies of countless individuals are forged through the interplay of knowledge, guidance, and inspiration. In this bustling world of education, where the paths of countless students are carved, biases often find their way into classrooms, subtly creating a minefield of challenges for both educators and students. These biases, born from our natural tendencies and existing beliefs, can significantly impact the teaching and learning experiences within these educational settings.

Let's explore cognitive bias within educational settings, from its diverse forms to impact on classroom performance. Real-world examples are used to highlight how biases hinder teaching effectiveness and student learning. As the leaders of the class, what should educators do to combat biases and create inclusive learning environments for students.



UNDERSTANDING BIAS: WHAT YOU NEED TO KNOW

Bias, as defined by the Oxford Learner's Dictionary, is "a strong feeling in favor of or against one group of people, or one side in an argument, often not based on fair judgment." Psychologically, bias refers to a preference, opinion, or inclination either supporting or opposing a concept, person, or outcome.

We all possess biases, whether we realize it or not. While biased behavior is often associated with extreme actions aimed at excluding others, biases can manifest in more subtle ways, such as perceiving certain occupations as better suited for men over women or labeling jaywalkers as reckless individuals.

Calvin Lai, an assistant professor of psychological and brain sciences at Washington University in St. Louis, explains that some biases may seem neutral and harmless. For example, you favor a color more than others. However, he notes that "Bias can often lead us in directions that we don't expect, that we don't intend, and that we might even disagree with if we knew that it was nudging us in a particular way." Acknowledging the presence of biases within ourselves enables us to heighten our awareness and proactively avoid acting upon them.



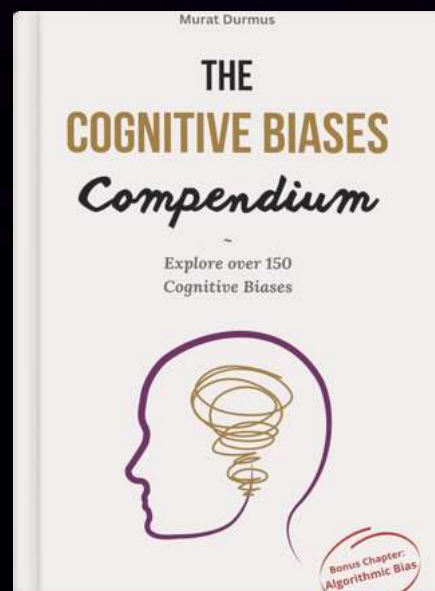
Bias can often lead us in directions that we don't expect, that we don't intend, and that we might even disagree with if we knew that it was nudging us in a particular way.

(Calvin Lai)

In psychology, there are two main branches of biases: conscious and unconscious. Conscious bias, also known as explicit bias, is intentional and occurs when individuals are aware of their biases. They may openly express their beliefs and attitudes and act with clear intent (Murphy, 2021). Conscious bias can sometimes be beneficial, providing individuals with a sense of identity and guiding them towards making positive decisions, such as favoring healthy foods (Ruhl, 2023).

On the other hand, unconscious bias, or cognitive bias, refers to a set of unintentional biases. According to Ruhl (2023), cognitive bias refers to systematic errors in thinking that impact how we process information, perceive others, and make decisions. These biases can result in irrational thoughts or judgments and are often influenced by our perceptions, memories, or societal beliefs. While cognitive biases can sometimes be beneficial, as they allow for quick decision-making with minimal mental effort, they can also manifest as harmful prejudices that negatively affect individuals or groups.

In his book ***The Cognitive Biases Compendium***, Murat Durmus (2023) explores over 160 cognitive biases with examples to help readers enhance their decision-making abilities and solve problems more effectively. In the classroom context, understanding and recognizing these biases helps teachers mitigate their impact and make more informed and objective decisions in various situations, maximizing learning and teaching outcomes and experiences and fostering an environment where everyone has an equal opportunity to succeed and thrive academically.



HOW BIASES INTERFERE CLASSROOM PERFORMANCES

In the dynamic classroom environment, biases can pose significant obstacles to effective teaching and student learning. Let's explore five common biases, understanding their definitions, negative impacts, and examples in educational contexts. Equally important is identifying strategies for educators to mitigate these biases' detrimental effects and foster a more inclusive and equitable learning environment.

1 Confirmation bias

Confirmation bias is the tendency to seek out or interpret information in a way that confirms one's preconceptions, preexisting beliefs or opinions while ignoring or undervaluing contradictory evidence. In the classroom, confirmation bias can result in teachers favoring evidence that supports their initial assumptions about students' abilities, potentially leading to unfair evaluations.

Let's say a teacher may hold a belief that students from a certain socioeconomic background tend to struggle academically. In a situation when Sarah, a student from this background, submits a writing assignment that exceeds the teacher's expectations. However, instead of recognizing Sarah's achievement objectively, the teacher's confirmation bias kicks in. The teacher attributes Sarah's exceptional work to a cheating or assistance from someone else, rather than acknowledging her inherent abilities and efforts. As a result, the teacher may overlook Sarah's potential for academic success and continue to have low expectations for her performance in future assignments.



Teachers can combat confirmation bias by actively seeking diverse perspectives and evidence, encouraging peer feedback, and remaining open-minded to alternative interpretations of students' capabilities. In the case of Sarah above, the teacher should actively seek evidence of her abilities beyond initial assumptions. This includes having meaningful conversations with Sarah, giving constructive feedback, providing opportunities for her to demonstrate her talents, and encouraging peer feedback and reflection to promote inclusivity in the classroom.

2 Availability bias

Availability bias occurs when individuals rely heavily on readily available information or examples that come to mind easily, rather than considering a broader range of evidence. It is a cognitive process where judgement solely based on the ease with which relevant examples or instances come to mind. Availability bias can lead teachers to overemphasize recent or vivid examples, neglecting to consider the full spectrum of students' experiences and abilities.

Picture a scenario where a teacher is assigning roles for a group project. The teacher vividly remembers a recent incident where Alex disrupting the class by talking loudly during a lesson. Due to the availability bias, the teacher may solely focus on this recent memory and assign Alex a less active role in the group project, assuming he will be a disruptive influence. However, what the teacher fails to consider are Alex's consistent contributions to class discussions and his ability to work well with peers in previous group activities. Despite these positive aspects, the availability bias leads the teacher to overlook Alex's strengths and unfairly limit his opportunities for participation in the project.



To avoid the negative impact of availability bias, the teacher can implement strategies such as systematically collecting and analyzing data on student performance. Maintaining detailed records of each student's behavior, contributions, and achievements over time assists the teacher in ensuring a more comprehensive and balanced assessment of students' abilities. Additionally, regularly reflecting on assumptions and judgments can help the teacher become more aware of the influence of availability bias and consciously strive to consider a broader range of evidence when making decisions about student.

3 Social-desirability bias

Social-desirability bias occurs when individuals respond in a way that they believe is socially acceptable or desirable, rather than providing honest or accurate information. When individuals are aware that others will evaluate their responses, they may be motivated to answer as desired by the society, even if those responses do not accurately reflect their true thoughts, feelings, or behaviors.

In the classroom, social-desirable bias can lead students to conform to perceived norms or expectations, inhibiting authentic self-expression and hindering meaningful engagement. Students may refrain from asking questions or seeking help out of fear of appearing incompetent. As a result, they remain silent during the discussion, struggling to grasp the concepts presented. Their reluctance to seek clarification not only hinders their own learning but also prevents teachers from providing targeted support to address their misconceptions.



To address the negative impact of social-desirable bias in this scenario, the teacher can implement various strategies. Firstly, creating a supportive and non-judgmental classroom environment is crucial. The teacher can emphasize the importance of asking questions and seeking help as integral parts of the learning process, rather than signs of weakness. Additionally, normalizing mistakes and setbacks can help reduce the pressure students feel to conform to perceived norms of perfection. Furthermore, the teacher can foster open communication channels where students feel comfortable expressing themselves without fear of judgment or ridicule. This may involve providing opportunities for anonymous questions or feedback, as well as encouraging peer collaboration and support.



Creating a supportive and non-judgmental classroom environment is crucial. The teacher can emphasize the importance of asking questions and seeking help as integral parts of the learning process, rather than signs of weakness.

4 Negativity bias

Negativity bias describes a tendency where individuals remember and are impacted by negative experiences (thoughts, emotions, events, etc.) more profoundly than positive ones. This bias suggests that negativity has a greater lasting impact and why we focus more on upsetting events.

A teacher might have a tendency to focus more on the mistakes made by a particular student rather than recognizing his achievements. Imagine a classroom scenario when John, a third grader, struggles to pay attention in class. He usually run around the class, tease friends, and keep talking during class. The teacher, influenced by the negative effect bias, repeatedly points out his misbehaviors and offers corrective feedback without acknowledging any progress he may have made. As a result, John begins to feel discouraged and demotivated, believing that he is incapable of doing the lesson well. Despite his efforts to improve, the constant emphasis on his misbehaviors reinforces his negative self-perception and erodes his confidence in his abilities.



To avoid the damaging impact of the negative effect bias, the teacher can adopt a strengths-based approach to instruction. Instead of solely focusing on John's misbehaviors, the teacher can also highlight his strengths and areas of improvement, for example, his effort to sit and do his workbook attentively for 5 minutes, and provide specific feedback on where he went wrong while also offering guidance on how to improve. The teacher can also create a supportive classroom environment where mistakes are viewed as opportunities for growth and learning. By celebrating John's 5-minute success and emphasizing his progress over time, the teacher can help bolster his confidence and motivation to continue striving for excellence.

5 Self-serving bias

Self-serving bias is the tendency for individuals to attribute positive events to their own abilities or actions while attributing negative events to external factors beyond their control. This is actually a way to protect our self-esteem (Ruhl, 2023).

In the classroom, a teacher might experience self-serving bias when interpreting the results of a recent exam. For instance, the majority of students performed poorly on the exam, with average scores significantly below expectations. However, the teacher, instead of reflecting on their teaching methods or the clarity of the exam questions, attributes the low scores to external factors beyond their control, such as students' lack of effort or engagement in studying. The teacher perceives their teaching abilities as exceptional and concludes that the students' poor performance must be due to factors unrelated to their instruction. Consequently, the teacher may not take proactive steps to address any shortcomings in their teaching approach.



In this scenario, the teacher should critically reflect on their teaching methods and consider how they can adjust their approach to better support student learning. This may involve seeking feedback from students, collaborating with colleagues to identify effective instructional strategies, and remaining open to constructive criticism. Additionally, cultivating a growth mindset and acknowledging the role of both internal and external factors in student performance can help the teacher develop a more balanced and accountable approach to teaching, addressing the self-serving bias effectively.



Le Dinh Bao Quoc, with a Doctorate in Education, boasts 20+ years in ELT. He founded Pro.Ed Education Solutions, offering school consultancies. Author of *"The Art and Science of ChatGPT in Education,"* he highlights EdTech's role in enriching teaching, learning, and educational practices. Research spans EdTech's impact, teacher growth, and educational management. Dr. Quoc is acknowledged by LinkedIn as a Top Educational Leadership Voice in 2024.

5 STRATEGIES FOR TEACHERS TO MITIGATE BIAS IN THE CLASSROOM

Establishing an inclusive and equitable learning environment requires educators to recognize and address any biases that may influence their teaching practices. Implementing proactive strategies can help teachers minimize bias and ensure fair treatment and opportunities for all students. Effective strategies include:

- ✔ **Continuous self-reflection and awareness:** Teachers should engage in regular self-reflection to identify and acknowledge their biases. This can be achieved through practices such as journaling, peer feedback, or participation in professional development workshops. Cultivating self-awareness enables educators to better recognize when biases may be influencing their thoughts, decisions, and interactions with students.
- ✔ **Diverse perspectives:** Encourage teachers to seek out diverse perspectives and experiences, both within and outside the classroom. Exposure to a variety of viewpoints can help counteract unconscious biases by broadening teachers' understanding of their students' backgrounds and capabilities.
- ✔ **Data-driven decision making:** Encourage teachers to rely on objective data and evidence when evaluating student performance and making instructional decisions. By using data to inform their practices, teachers can mitigate the influence of subjective biases and ensure fair treatment for all students.
- ✔ **Implicit bias training:** Attend trainings on implicit bias awareness and mitigation strategies. These sessions can help educators recognize unconscious biases and learn techniques to counteract them in their decision making and interactions with students.
- ✔ **Cultivate open communication:** Create a supportive and inclusive classroom environment where students feel comfortable expressing their perspectives and concerns. Encourage open dialogue and mutual respect, providing opportunities for students to voice their experiences and perspectives without fear of judgment.
- ✔ **Cultivate empathy and perspective-taking:** Encourage teachers to cultivate empathy and perspective-taking skills in themselves and their students. Doing this, teachers can help students understand and appreciate the experiences of others, fostering a sense of empathy and compassion in the classroom. This can help reduce prejudice and bias by promoting understanding and respect for diverse perspectives and backgrounds.

As educators, we stand at the forefront of shaping minds and nurturing potential. It is our duty to recognize and confront the biases that may cloud our judgment and hinder the learning journey of our students. As Maya Angelou once profoundly said, "Do the best you can until you know better. Then when you know better, do better."

This timeless wisdom encapsulates the essence of our journey in combating cognitive biases within educational settings. It calls upon us, as educators, to embark on a continuous voyage of self-reflection and growth, acknowledging our inherent biases and striving relentlessly to transcend them. Let us strive to overcome biases and fulfill the promise of education as a pathway to societal progress and individual success.

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MANAGING EXPECTATIONS

WHILE USING PROJECT-BASED LEARNING

Joseph J. Hills

Educators continually struggle to strike the appropriate balance of fun and effectiveness in their lessons. There are countless strategies, theories, and methodologies from which to choose. All have their strengths and weaknesses. However, when sifting through educational blogs, websites, and edu-influencer social media accounts, the weaknesses are minimized to present the ideal class. One such methodology, Project Based Learning (PBL), is an oft-touted class structure. When teachers and classes are appropriately organized and prepared, PBL can be a highly effective and exciting structure to engage students. However, preparing a PBL lesson suitable for everyone in a classroom is also very difficult. It is equally challenging to execute effectively and consistently. When incorporating PBL curricula, teachers must manage their expectations about what their learners can accomplish.

What is Project-based learning?

PBL is a long-form lesson structure in which learners develop and investigate a problem based on real-world scenarios or ideas. Students undertake in-depth research, make connections, and tie everything together with collaborative student projects (Wolk, 2022, p. 27). Language school educators and administrators often emphasize PBL because it is highly marketable to parents—when executed effectively—and enjoyable for students.

PBL in an English class can be divided into roughly five segments after the initial language target introductions. A common misstep for teachers is forgetting to teach the required language targets before starting a project. Attempting to teach language targets while getting your students do their projects will almost assuredly doom any activities the teacher has planned for. Nevertheless, if students are adequately prepared to utilize language targets, a class will smoothly progress through the proposal and discussion of a problem, research, synthesis, project creation, and presentation.

Why do teachers use PBL?

Learners are engaged via collaborative problem-solving instead of the archaic present-drill-assess-repeat teaching models. PBL is well-equipped for classrooms with a 21st century skills philosophy. Interdisciplinary approaches are an excellent way for students to incorporate the knowledge they have acquired beyond the English classroom and connect to classroom targets (Perry, 2020). Honestly, what is not to love about that?

Similarly, teachers can draw from a wide range of school subjects and curricula to form solid and practical applications and exposure to language that might otherwise be restricted to the English classroom. Increasing contextual comprehension is especially beneficial for EFL students, who will likely have few exposure opportunities beyond the walls of their English classes.

Many PBL phases are primarily student-led and depend on students to work independently of their teacher. Teachers need to understand how to facilitate learning in their classrooms, which means they are strong classroom managers and possess the flexibility and knowledge to assist specific student needs throughout each phase of project development. Teachers must be proactive, not reactive, to prevent unproductive class time. It is easy for a novice teacher to underestimate how much pre-planning this requires. Pre-planning is a central tenant to managing expectations in PBL lessons.



Managing expectations for young learners

One of the most important considerations when planning a PBL activity for young learners is making the PBL level appropriate. Research, synthesis, and presentation preparation are not the skills we expect our students to have in kindergarten or early elementary school. So, if you are expecting grade-one students to discuss how climate change impacts their local community, you might want to reevaluate your priorities. Using simple, familiar topics is necessary for any PBL activity because students need to be able to use the language they have learned, and the problems they are addressing should be relatable or of interest to them. Level-appropriate problems will align topics with school, curricular, and EFL standards, thus keeping them manageable for the students and teachers.

An added benefit of level-appropriate lesson design is that it allows teachers to create more structure when needed. Despite the desire for students to be self-directed learners, the reality is that more support is often required to complete simple tasks. Imagine an English class taking place at a swimming pool. Different activities take place in different depths of water. Because of the challenges and complexity, PBL would be at the deep end of the pool. We would not take a class of 15–30 grade 1 students and ask them to jump into the deep end at the same time.

In every class, a tiny percentage of students will be able to make the leap and swim to safety; a few more might make the leap but not know how to swim (a recipe for disaster). However, most students will simply refuse to take the leap, which can be equally harmful in the long term. Educators must not overwhelm students to the point of inaction. Furthermore, students should not get so overwhelmed that they fail to finish their tasks. Therefore, it is far easier to start at the shallow end and take baby steps towards the depths. In a traditional classroom, this is called scaffolding. Scaffolding your lessons and activities is essential. The illustration below is taken from *Little Hands*, a Kindergarten-level coursebook with scaffolded lessons that progressively build upon students' knowledge base. Here, students start by identifying fruit in lesson one and progress to counting fruit in lesson four.



Adequate preparation is important for any YLE class, but it is especially important if the end goal is to create a project. Practice should be carefully constructed and multi-faceted to help guide students and prepare them for more rigorous independent work. Simple priming activities such as partner-based activities (communication activities, puzzles, dialogue practice, etc.) and activities involving real objects can effectively prepare students for the collaborative and critical thinking needed to complete a larger project.

Reading a simple dialogue is useful. However, incorporating real objects into the dialogue practice reinforces dialogue context and memory retention (Bala, 2015).



Once students have been adequately prepared to create a project of their own, it is important to remember that the problems they need to solve should be relatable, comprehensible, and digestible. Using the lesson on fruit above as an example, a simple problem students might relate to would be:

"You have a friend or family member who eats a lot of unhealthy food. They really like to eat sweet foods, especially candy and cookies. You are worried about their health and want to recommend a sweet but healthy meal they can eat instead of candy and cookies."

This problem is a common problem that can easily and openly be discussed with students. They may have experience with someone who has eating habits like this. A project related to this problem will not be large, and the research and synthesis stages for this project can be relatively simple and easily controlled. Research and synthesis are challenging for most people who lack the training and information literacy skills necessary to perform research. Some of the more acute problems students might have include not knowing how to use a computer to conduct research, not knowing how to take notes, and the inability to create a dialogue or script. Nevertheless, managing expectations can narrow the gaps in knowledge.

Simplifying and preparing can reduce stress from high-level independent work. Instead of having students look through books and internet websites for answers, create information packets for the students to use in the presentations. Curated information packets can provide students with enough information to make unique decisions but still have the information presented in level-appropriate ways. Additionally, script templates can be valuable tools for helping students focus on the presentation while using the language they are comfortable with.

Enabling students to work within themselves is an important way to keep young learners engaged without overwhelming them throughout a PBL lesson. As educators, it is easy to fall into the trap of following trends without considering the implications for students. There is pressure to impress parents and administrators —sometimes jobs are dependent on these facts—but no matter what, the focus must remain on our students' needs. Striking a careful balance requires a lot of work, trial, and error. However, if we manage expectations about what our students can accomplish, we avoid the classic pitfalls that can have long-term consequences for young learners.

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Ask the experts

Welcome to **Ask the Experts**, the ultimate column dedicated to professional development in the field of education. In this dynamic and ever-evolving field, continuous growth and learning are paramount. In each issue, we explore the most commonly asked topic by interviewing invited expert for their insights, experiences, and strategies.

EXCLUSIVE

SHAPING TOMORROW'S COMMUNICATION

THE FUTURE OF LANGUAGE

WITH DR. PHILIP SEARGEANT

EduVerse: Greetings and a warm welcome to our exclusive interview series, **Ask the Experts**, where today's focus delves into the intriguing realm of language, human interaction, and communication. We are honored to be joined by **Dr. Philip Seargeant**, a distinguished linguist from The Open University in the UK and the author of "The Future of Language." Our dialogue will explore the future landscape of language and communication, shedding light on what lies ahead for humanity. Without further delay, let us embark on this enlightening conversation with Dr. Philip Seargeant!



Philip Seargeant works at the Open University, where he teaches and researches language and communication. He has written and edited a dozen academic monographs, textbooks and collections on topics ranging from World Englishes, language and social media, to language and creativity. His most recent book is *The Future of Language*.

1

Welcome Dr. Seargeant, and thank you for joining us today. Let's begin with a broad question. As an expert in linguistics, you have undoubtedly explored the evolution of language and its profound influence on human society. Could you provide us with a brief overview of the history of language and how it has shaped human society?

That certainly is a broad question! My interest in language comes from the central role it plays in human life, and the importance it has not just as a means of communication, but as a form of expression, an indicator of identity, and a resource for creativity. Think about it - Language isn't just a tool, it's the foundation for so much of what we do and how we experience life.

In terms of the evolution of language, my particular interest is in the relationship between language and technology, and how this relationship has influenced both how we're able to use language, but also the impact it has had on society. Although human language as a means of communication began as a spoken medium, and could only be used between people who were in the same physical space as each other. But then inventions like writing systems

Ask the Experts aims to address the burning questions and challenges that educators face in their quest for personal and career advancement. Whether you're an aspiring teacher, a seasoned educator, or a lifelong learner, **Ask the Experts** provides a platform for valuable guidance and expertise from renowned professionals. We believe that investing in professional development not only enhances teaching effectiveness but also leads to improved student outcomes and a stronger education system overall.

came along. These technologies let us use language across time and space. Today I can read something written by someone several centuries ago; and can talk to someone living on the other side of the world as if they were in the same room as me. I can communicate with the past, the future, those who are local to me and those who are far distant. This evolution has changed the way we're able to relate to people, has transformed the way we can record and pass on knowledge, the way we understand history, as well as countless other fundamental elements of what makes up modern civilisation. That's why an understanding of the nature of language is so important for an understanding of what makes us human.



2

It can't be denied that current tech advancements have assisted us with better communication. For example, social media platforms and digital communication tools have changed the way we interact with things like emojis and memes. How do you perceive these platforms impacting the development and usage of language?

Over the past two or three decades, digital communication tools have changed the way we're able to interact with people, making it possible to effortlessly bridge time and space when we want to talk to someone. One of the biggest changes is that we're now using writing as a conversational medium for interacting with each other much more than we did a few decades ago. Writing tends to be different from

spoken language in a number of ways: it's often more formal, it involves a more considered process of composition (for example, I can go back and edit what I've written), and it isn't accompanied by non-verbal communicative features such as tone of voice or facial expressions. But when we use it conversationally, as we do on social media, we need to find ways to compensate for these limitations – and we do this through the use of emojis, memes and other forms of visual communication. For instance, when talking to someone face to face, a great deal of meaning is conveyed through the tone of voice or accompanying gestures we use. As we can't make use of tone of voice or gestures when writing, we use things like emojis instead, which can provide an emotional framing for the words we use. So emojis and other types of visual communication have extended what we're able to do with written language, allowing the means of communication to adapt to the medium.

3

Looking towards the horizon, emerging technologies such as AI, augmented reality (AR), virtual reality (VR), and brain implants are poised to redefine the landscape of communication. How do you anticipate these advancements influencing the way we communicate and comprehend language?

All these innovations involve technology mediating between us and the person we're communicating with. They act as both a bridge but also a potential barrier between people. And this creates interesting possibilities (and perhaps problems) for the way we interact with each other. I think the biggest change this is likely to bring about is that these mediating technologies won't simply be able to transmit our messages from one place to another (in the way that a telephone or telegram did), but that they can also alter and optimise that message in the process. So, for example, AI can tidy up the spelling and style of what we write before it gets delivered; can translate it into another language for a foreign audience; can even deliver it in a different accent for better impact. And it can do this all instantaneously without disrupting the flow of conversation. These possibilities will likely change how we view communication. We'll still be leading the conversation, but our words will be enhanced by the programming of the machines.

4

These advancements prompt me on a universal desire of humanity – the dream of a single common language. From your perspective, is there a possibility that technology might facilitate the emergence of a universal lingua franca or even become one itself? How do you foresee such a trend impacting human society if it really happens?

The idea of a universal language has been around for millennia, and although there have been various schemes to create or promote one, these have never quite lived up to the ambitions of their advocates. It could be said, of course, that we already have a global lingua franca in English. English is certainly the most widely used language in human history, with up to two billion people around the world having some knowledge of it. But it's not a truly 'universal' language. What seems to be increasingly likely is that advances in technology will mean that, rather than the world developing a single universal lingua franca, we'll be able to rely on instantaneous computer-assisted translation as a way of achieving a workable form of universal communication. We're already witnessing the incorporation of this in applications such as Facebook, where you can click a link to have a post translated into your chosen language. The quality of the translation, although still far from perfect, is often perfectly functional, and as similar technologies are developed for spoken as well as written language, it's likely to become the easiest way to bridge the language gap for basic communicative purposes.



One of the main arguments the book makes is that if we want to create a better, more equitable future through technology, we need to build on our understanding of how language and communication actually work rather than how we wish they worked.



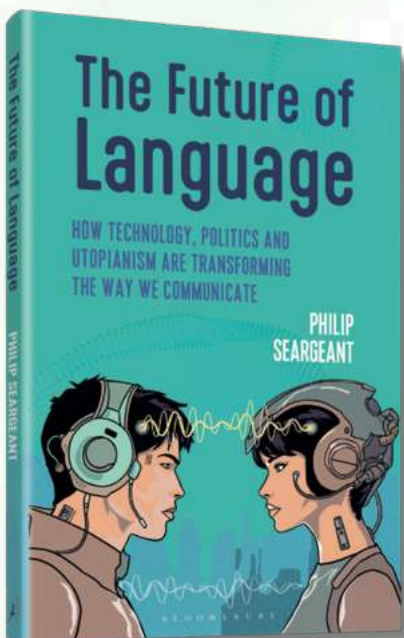
5

You reminded me. Machine translation has advanced significantly since its inception and can be seen as an alternative to a lingua franca. Translation apps can now even translate text on signs and billboards. Now, considering the rapidly evolving nature of society, what role do you believe humans play in shaping the future trajectory of language and communication?

The simple answer to this is that language doesn't exist without people, and so humans are fundamental to the future trajectory of language. But of course, there are particular dynamics in the relationship that people have to language which shape this change. The two most prominent drivers of language change are new technologies and changes in society. Both of these are likely to have significant effects on language over the next years and decades. I've discussed some of the impacts of technology above. In terms of changes in society, mobility and migration, when people from one speech community mix with those from another speech community, have a huge impact on language change, and in an increasingly globalised world, we likely to see ever more movement of people and communities, leading to the increased mixing of languages and cultures.

6

It can be understood that languages will continue to change and evolve. In your book *The Future of Language*, you discuss the potential evolution or even disappearance of language as we currently understand it. How likely do you think such scenarios are, and what are the human roles if this is really to happen?



I don't think there's any real likelihood of human language the only way that's happening is if the human race itself disappears! This was an idea put forward by Elon Musk a few years ago when talking about brain-computer interface technology that his Neuralink company was working on. He predicted that this tech, where computers could read our minds directly, might make regular talking useless. But given how fundamental language is to our existence as humans, this seems extremely unlikely.

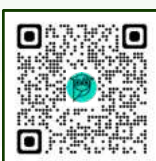
7

As long as we are still around! By the way, would you mind giving our audience a quick summary of your book, *The Future of Language*, and sharing what motivated you to delve into this fascinating subject?

The book has two strands to it. Firstly, it considers how language and communication is likely to change in the future, and how technological innovation will shape this. But alongside this the book also looks at how people throughout history have imagined the future of language. This includes ideas from science fiction, attempts to create a universal language, and even philosophy. Many of the motivations and ideas that people from the past had about shaping the future of language are being repeated by people in the tech industry today, and one of the main arguments the book makes is that if we want to create a better, more equitable future through technology, we need to build on our understanding of how language and communication actually work rather than how we wish they worked.

EduVerse Newsletter

is excited to introduce Dr. Philip Seargeant's book to its readers. To order the book, scan the QR code or go to <https://www.bloomsbury.com/>



8 The full title of your book, *The Future of Language: How Technology, Politics and Utopianism Are Transforming the Way We Communicate*, highlights the multifaceted influences on communication. While technology's impact is evident, could you shed light on the roles of politics and utopianism in this context?

Education plays a very important role in the way we think about and use language. Although spoken language is something we acquire as an infant from interacting with our surroundings, written language is always learnt, mostly via the school system, and so are additional languages we don't learn from birth. If we take the example of English as a global language, while it's estimated that around two billion people speak it around the world, only a fraction of those have it as a native language – so the way it's taught to people in schools, and decisions that teachers and curriculum designers make about what sort of English to teach, has a significant impact on the future development of English. In terms of what adaptations are necessary to equip individuals for effective communication, I think it's important not only to teach people how to speak and use language, but also to teach them about how language works and the roles it plays in society. An awareness and understanding of the power that language can have, and what produces this power, can be of great help in training people to become good communicators.

10 Certainly, language is not only a distinctive trait of humanity but also a powerful tool. Dr. Sergeant, your fascinating viewpoints are highly valued. As we wrap up our interview, I am interested in hearing your insights on the major obstacles and possibilities that await us in the field of language and communication.

As with so much that's going on in society today, the impact of AI is likely to lead to significant changes in the way we communicate. One of the great aims of general AI is for a computer to be able to master the use of human language in the way that humans themselves can. At the same time, the ability to use language in the way we do has traditionally been seen as one of the defining characteristics of what it means to be human. If we succeed in creating machines which can replicate our faculty for language, we risk losing the very thing that makes us unique as a species. That's why questions about the future of language are also questions about the future of humankind more generally.

9 We've been talking about how technology and society contribute to the evolution of language. How do you perceive the role of educational systems in this matter? What adaptations do you believe are necessary to equip individuals for effective communication in an ever-evolving global landscape?

The issue of utopianism enters the picture because those who are developing new communications technologies are very often driven by an idealism about what impact they think their inventions will have for society. This has, in fact, been the case throughout history. For instance, those who have tried to devise new, universal languages have mostly been motivated by the idea that if we all speak the same language, and aren't divided by linguistic barriers, we'll be able to understand each other that much better, and thus the conflicts between nations which have scarred so much of history won't take place. Unfortunately, universal peace isn't as simple as everyone being able to speak the same language.

And as I mentioned above, if one doesn't take into account the various and complicated roles that language plays in people's lives, rather than creating a better world you can unleash a range of unforeseen – and unwanted – consequences. We've seen this with the impact that social media, which was meant to bring communities together more easily, has had, leading to more separation and biases in politics. In designing new technologies such as AI, we need to make sure we don't make these same sorts of mistakes again.

KEY TAKEAWAYS

- **Language's evolution and influence:** Language is not just a means of communication but also a form of expression, identity indicator, and creative resource that has shaped human society profoundly over time.
- **Impact of digital communication tools:** Social media platforms and digital tools have changed the way we interact with written language, leading to the use of emojis, memes, and other visual elements to compensate for the lack of non-verbal cues in written communication.
- **Technological advancements' influence on communication:** Emerging technologies like AI, augmented reality, and virtual reality are poised to alter the way we communicate by enabling instant translation, editing, and optimization of messages, potentially changing how we view communication.
- **Potential for a universal lingua franca:** While the idea of a universal language has been pursued for centuries, advancements in technology may lead to the widespread use of computer-assisted translation as a form of universal communication, bridging language gaps for basic communicative purposes.
- **Human agency in shaping language's future:** Humans play a crucial role in shaping the trajectory of language through their interactions with new technologies and societal changes, which are likely to have significant effects on language in the years to come.
- **Unlikelihood of language disappearance:** Despite technological advancements, the disappearance of human language is highly improbable due to its fundamental role in human existence, challenging the notion proposed by some that technology might render verbal communication obsolete.
- **Education and language:** Education is crucial for language development, including written and additional languages. Teaching language effectively involves understanding its societal impact and power.

unlocking english brilliance

A COMPREHENSIVE GUIDE FOR TEACHING YOUNG LEARNERS

Volkan Iner

Teaching English to younger newcomers presents a multifaceted mission and an immensely worthwhile possibility for educators. These formative years, generally spanning from a while three to twelve, mark a critical-length in language development, wherein the rules of linguistic skillability and a lifelong love for studying are laid. In this large manual, we will discover a plethora of techniques and strategies tailor-made specifically to the needs of younger inexperienced persons, aiming to facilitate language acquisition, nurture an ardour for English, and cultivate colourful, interactive study room environments conducive to holistic development.



Volkan Iner has been teaching as an English teacher for 5th and 6th graders for more than 15 years. He has worked on different private courses and in private schools during his teaching career. He is currently working at Ulkem Private Middle School under the Consultancy of METU D.F., Manisa, Turkey. Specifically, he is the host of "Teacher Talks" Instagram live sessions.



1 UNDERSTANDING DEVELOPMENTAL STAGES

A nuanced expertise of the developmental ranges of younger freshmen lays the basis for effective teaching strategies. Understanding the cognitive, social, and emotional growth of children at different stages allows educators to tailor their instruction to meet the specific needs of each individual student.

Preschoolers (3–5 years)

At this tender age, kids are in the nascent stages of language development, just beginning to grasp the nuances of communication. They thrive on repetition, vibrant visuals, and interactive engagement. Incorporating simple songs, rhymes, and colorful aids can serve as amazing tools in instilling fundamental English capabilities.

Primary school children (6–12 years)

As youngsters progress into advance into primary school, their cognitive skills extend, alongside a burgeoning vocabulary, as they learn new words and concepts through formal education and everyday experiences. To interact older young newcomers, storytelling, position-playing, and interactive video games grow to be invaluable, placing a balance between linguistic complexity and leisure.

2 CREATING AN ENGAGING ENVIRONMENT

The classroom surroundings performs a pivotal position in shooting the eye and enthusiasm of young rookies, fostering a sense of joy and interest in the process of learning English. This means that the way the classroom is set up and decorated, as well as the teaching methods used, significantly impact how engaged and interested students are in learning English. Creating a vibrant and stimulating classroom atmosphere can greatly enhance the learning experience and motivate students to actively participate and enjoy the learning process.

► Utilize visuals

Visual aids together with flashcards, image books, and props serve as effective catalysts for comprehension and retention, catering to the visual mastering options of many young students.

► Encourage creativity

Empowering students to express themselves creatively through activities like art (painting and drawing), storytelling, and interactive tasks not only improves their language skills but also helps them develop their imagination and ability to express themselves.

► Embrace games

Educational video games inject a detail of fun and exhilaration into English instructions, making learning an engaging and interactive experience. Activities like word bingo, memory challenges, and scavenger hunts sell energetic participation and give a boost to language capabilities.

► Engage with music

Leverage the mnemonic ability of music through incorporating songs and chants into instructions. Music not only aids in vocabulary retention but also fosters a feel of rhythm and fluency in language expression.



3 CULTIVATING A SUPPORTIVE ATMOSPHERE

A supportive and nurturing classroom surroundings is important for young novices to feel secure, valued, and motivated to interact in English studying. This setting fosters a sense of belonging and encourages students to actively participate in their language acquisition journey.

» Establish rapport

Building sturdy teacher-scholar relationships primarily based on trust, respect, and empathy lays the foundation for powerful communication and emotional well-being.

» Promote participation

Create a non-judgmental space wherein students feel recommended to express themselves in English, fostering self assurance and chance-taking in language use.

» Reinforce positively

Recognize and celebrate students' efforts and achievements through praise, encouragement, and tangible rewards, reinforcing a growth mindset and intrinsic motivation.

» Establish clear expectations

Establishing clean policies, routines, and expectations presents shape and predictability, developing a feel of security and balance conducive to learning.

4 EMPLOYING AGE-APPROPRIATE RESOURCES

Curating applicable and attractive materials tailor-made to the developmental degree and interests of young newcomers is paramount for effective English practice. This ensures that learning experiences are meaningful and resonate with the learners, promoting active engagement and deeper understanding of the language.

» Books

Choose age-suitable literature with attractive narratives and vibrant illustrations that resonate with students' interests and language proficiency levels.

» Interactive technology

Integrate educational apps, websites, and multimedia sources specifically designed for younger beginners, imparting interactive instructions and activities that cater to various mastering patterns and preferences.

» Real-life connections

Incorporate real-global objects, scenarios, and cultural factors into lessons, fostering proper language use and meaningful ties to students' daily lives and experiences.

» Role-playing

Encourage imaginative play and role-plays in English, providing opportunities for kids to practice language skills within context whilst enhancing their social and communicative competence.



5 EMBRACING DIFFERENTIATION

Recognizing and accommodating the diverse studying desires, choices, and competencies of young beginners through differentiated instruction is crucial for maximizing learning effects. This approach ensures that each student receives personalized support tailored to their unique strengths and challenges, ultimately promoting deeper understanding and academic success.

» Group dynamics

Strategically prepare students into groups primarily based on their competence, learning styles, or hobbies, facilitating targeted instruction, peer collaboration, and cooperative learning experiences.

» Scaffold learning

Provide dependent guide and steerage to students as they navigate challenging responsibilities or principles, gradually withdrawing assistance as they increase independence and confidence in their talents.

» Adaptation

Modify learning materials, activities, and assessments to match individual learning speeds, preferences, and strengths. This ensures fair access to learning opportunities for all students while promoting a sense of inclusion and belonging within the classroom.

6 INTEGRATING LANGUAGE LEARNING BEYOND THE CLASSROOM

Encouraging continuous English language engagement outside of the classroom setting is important for boosting mastering, promoting language fluency, and fostering cultural competence. This provides valuable opportunities for practical application and immersion in the language, contributing to overall proficiency and cultural understanding.

» Extracurricular activities

Organize English language clubs, extracurricular activities, or cultural exchanges that offer possibilities for immersive language exercise, real communication, and intercultural learning experiences.

» Global connections

Facilitate pen-pal exchanges, virtual collaborations, or language immersion applications that join students with friends from diverse linguistic and cultural backgrounds, promoting go-cultural expertise, empathy, and worldwide citizenship.

» Media exposure

Encourage students to explore and engage with English language books, digital media, movies, music, and online assets that align with their interests, choices, and language mastering goals, fostering independent mastering and cultural enrichment.



Teaching English to young rookies is a multifaceted enterprise that demands creativity, endurance, and adaptability. Educators can cultivate a lasting passion for English language acquisition by

- **Understanding the developmental stages of young learners.**
- **Creating a stimulating and supportive learning environment.**
- **Utilizing age-appropriate resources and teaching methods.**
- **Embracing differentiation.**
- **Fostering language learning opportunities beyond the classroom.**

This equips young freshmen with the capabilities, self belief, and cultural competence to thrive in an interconnected and diverse world. Let's embrace the challenges and possibilities of teaching young newcomers, embarking on a transformative journey of empowerment, discovery, and growth.



INNOVATIVE LANGUAGE LEARNING

Mastering a foreign language is indispensable for all individuals, enhancing the ease and efficiency of our daily lives. Collaborative language learning through joint production not only deepens linguistic proficiency but also reinforces its acquisition. In light of the rapid advancements in technology, integrating it into our educational framework represents a strategic leap forward. The symbiotic relationship between technology integration and student engagement in creative endeavors significantly augments language acquisition.

Against this backdrop, I am thrilled to introduce a project that has garnered widespread acclaim from our student body: **"YOUNG WRITERS."**

The main goal of this project is to help children improve their language skills, particularly writing skills. Through this project, we expect to improve our students' writing and critical thinking abilities as well as their ability to communicate with students in our partner schools. In addition, since we live in a technological age when nearly every industry uses it, we aspire to integrate technological advancements into education. We want our students to gain benefit from this project by using Web 2.0 tools that we often use in the classroom.

INTRODUCING **young writers**

PROJECT

Çiğdem Ceylan Sağiroğlu



THE PROJECT young writers

Over the past two years, the Qatar Turkish School has effectively executed a captivating project, uniting international schools through the art of storybook writing. This endeavor aims to foster collaboration among participants, culminating in the creation of a wholly original storybook. This project aims to achieve both academic and non-academic purposes.



Academic goals

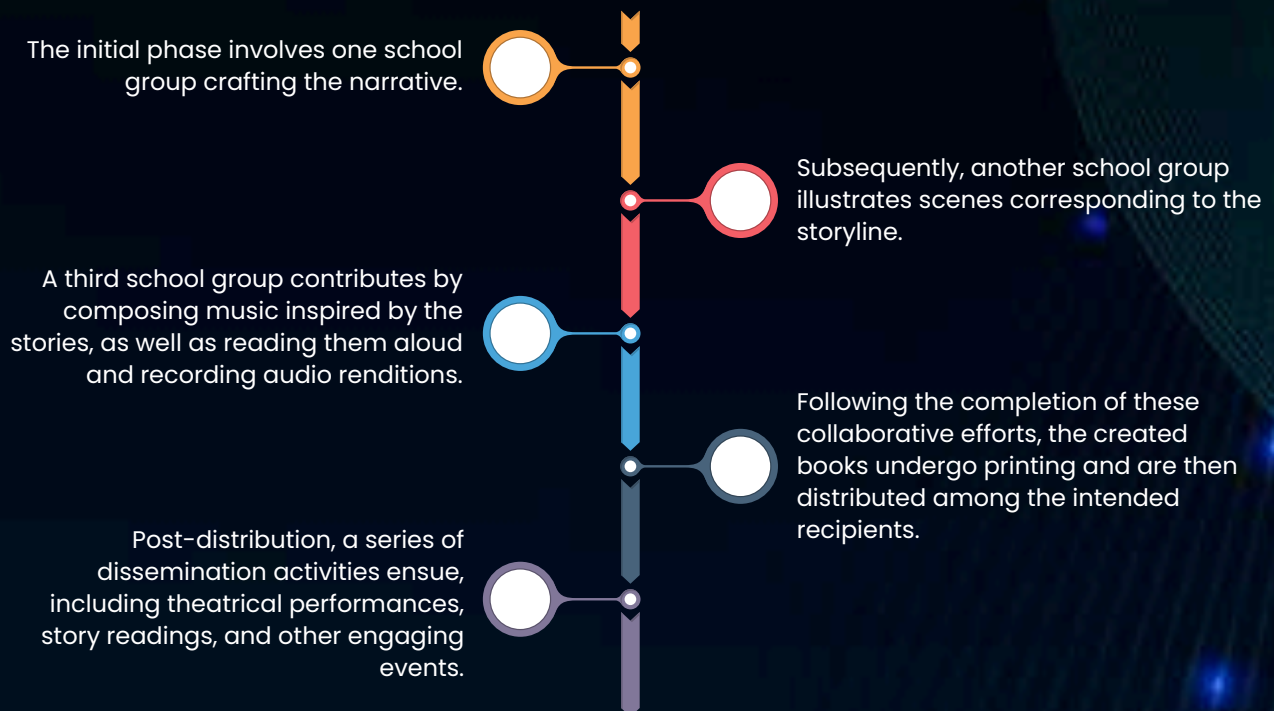
- To help our students develop writing skills
- To improve our students' sketching abilities
- To help our students enhance their speaking and pronunciation skills
- To encourage students to use technology and engage in education
- To make language acquisition more effective



Non-academic goals

- To teach students how to collaborate
- To emphasize the value of group work
- To improve communication skills
- To demonstrate the ability to innovate
- To take responsibility for both personal and collective learning.

THE FUNDAMENTAL FRAMEWORK



PARTICIPANTS' PROFILES

- **Creators of the Stories:** Engaged senior high school students proficient at B2 to C1 language levels contributed to writing, drawing, and providing voiceovers for the stories.
- **Recipients of the Stories:** The stories produced by the senior high school students were tailored for primary school students at A1 to A2 language proficiency levels, specifically those in 2nd, 3rd, and 4th grades.



The "Creators of the Stories" and their products in our recent project

THE PROCEDURES

1. Our students from Qatar Turkish School talked with the primary school kids about their dreams, what they hope for, and their favorite heroes. They wrote down everything and used it to start making their stories. Then, they started writing their stories. They were asked to use the grammatical structures, phrases, and idioms they learned in the courses into their stories. At the end of each stage, the products were examined, and errors were fixed.

At the end of the story books, we also put vocabulary teaching section, and some fun puzzles and games. As they knew they had to make it interesting for the kids who would read it, they added things to keep them entertained while they learned. They even made a "Word Search" game and a "Crossword" puzzle using cool Web 2.0 tools.

2. After completing the stories and essential checks, a meeting was scheduled with the second partner school. Students met their peers who would be responsible for illustrating their stories. The goal here was to improve speaking and communicative abilities, as well as collaboration. They discussed sketching characters and the type of illustrations needed, eventually reaching agreements on the painting style, the quantity of images, and the allocation of pictures to respective pages.



The "Creators of the Stories" discussing the next steps of the projects

3. After completing the illustrations, we teamed up with our third partner school. Together, the students delved into the stories, engaging in discussions. The students from the third partner school took charge of composing music for the stories. They then recorded their own voices for the stories, accompanied by the composed music. Throughout this process, students' achievements in pronunciation, intonation, and emphasis were taken into account.

4. Utilizing CANVA, an incredibly lovely and practical Web 2.0 educational tool, the students created their storybooks with the narratives, illustrations, and audio recordings. Our main goal was to improve students' design skills during this phase of the project. Additionally, we employed QR Codes, another Web 2.0 tool, to facilitate access to the narrated stories and composed music. Here, our students aimed to enhance their computer proficiency by generating QR codes.

5. Once all the necessary checks were completed, the meticulously crafted books were sent off for printing. With that, the collaborative efforts of students from various schools materialized into tangible storybooks. However, does our responsibility end upon their release? Certainly not.

6. A small ceremony was held to present the storybooks to the target primary students. They could listen to the stories that were written, illustrated, and narrated by the project members, simply by scanning the QR code printed within the book.

7. A small ceremony was held to present the storybooks to the target primary students. They could listen to the stories that were written, illustrated, and narrated by the project members, simply by scanning the QR code printed within the book.

This journey, initiated by the creation of a story, ended with a wonderful piece of work.



Students' products (printed storybooks) and some activities throughout the project.

THE IMPACTS

Upon completion of this versatile and multifaceted project, our students experienced a myriad of benefits across various domains.



Academic skills

- Engaging in this project facilitated significant enhancements in listening, reading, speaking, and notably, writing skills.
- Crafting a product in a foreign language empowered students to consolidate their learning into long-term memory, fostering substantial self-development.
- The transformation of stories into dramatic compositions encouraged active language use, thereby refining speaking and drama proficiencies.
- Notably, students honed their presentation skills throughout the project.



4 Cs Competencies: critical thinking, creativity, communicating, and collaborating

- Throughout the project, students witnessed a remarkable improvement in creativity, critical thinking, and analytical abilities.
- Collaboration with partner schools in foreign language settings was notably enhanced, fostering communication and the establishment of new friendships.
- Students were exposed to coding, game development, and puzzle creation, broadening their perspectives and facilitating idea expression and sharing.



Digital, leadership, cultural awareness

- Acquisition of digital skills was facilitated, including proficiency in Web 2.0 tools and the introduction to platforms like CANVA for poster design, book formatting, and layout creation.
- Mastery of generating QR codes was achieved.
- Students assumed responsibility for their own learning journey, as well as guiding younger peers, fostering leadership qualities and a sense of accountability.

Adapting to the rapid pace of technological advancement and integrating innovative educational practices can significantly enhance the quality of education. Utilizing such tools, particularly for foreign language acquisition, holds immense potential for educational enrichment. Projects involving active student participation not only foster deeper learning but also contribute to long-lasting educational outcomes.



Dear teachers! You're invited to bring the "YOUNG WRITERS" project to your school! Empower your students as writers and illustrators while fostering creativity, language skills, and collaboration. Let's make learning dynamic and engaging together.
(Çiğdem Ceylan Sağıroğlu)



Çiğdem Ceylan Sağıroğlu is an English teacher currently based at Qatar Turkish School in Qatar. She engages in various with students to make foreign language learning more efficient and easier. She also passionate about incorporating technology and innovative programs into lessons to facilitate learning. Her teaching philosophy revolves around the belief that student-produced content accelerates language acquisition, making learning both efficient and enjoyable.

Welcome to **In the Verse**, your go-to column for curated education articles and news from across the internet. We'll sift through the digital realm to bring you concise summaries, keeping you informed and inspired. Join us as we navigate the vast sea of online resources and uncover the latest in educational innovation.

* Scan the QR codes or click on the titles to read more.

The hybrid teacher: Humility, AI, and the evolving classroom



AI tools help teachers adapt to new teaching methods and enhance lesson planning, but the human touch in education remains essential. Teachers should use AI as a tool for reflective practice, not a replacement for their expertise and understanding of students.

7 key benefits of self-assessment in the learning process



In education, Instructors are continually seeking innovative methods to enhance student engagement and learning outcomes. One such transformative approach is the integration of self-assessment in learning.

Put teachers at the heart of education reform



Politicians planning major assessment or curriculum reform need to prioritise consulting and supporting teachers, writes IB director-general Olli-Pekka Heinonen.

How to improve classroom behavior without public shaming



Instead of clip charts and data walls, try these classroom management techniques to discourage misbehavior and build a stronger classroom community.

Understanding types of learning disabilities: Recognizing differences in your child



Learning disabilities are differences in the way the brain processes information. They are not a reflection of intelligence, but rather indicate a unique way of learning. Recognizing the different types of learning disabilities can be the first step towards helping your child thrive.

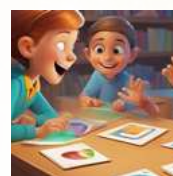
Introduction to the AI Index Report 2024

The AI Index report tracks, collates, distills, and visualizes data related to artificial intelligence (AI) to provide unbiased, rigorously vetted, broadly sourced data in order for various stakeholders and the general public to develop a more thorough and nuanced understanding of the complex field of AI.



Creating flashcards and teaching materials with AI Image generators

AI image generators create various types of images based on user instructions, helping teachers quickly find relevant visuals and engage students in activities like Spot the Difference, etc.



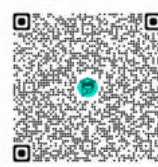
Here's what the science of reading looks like in my high school classroom

Middle and high school literacy scores are declining. The science of reading can help older students improve comprehension by focusing on components like background knowledge and vocabulary.



30+ ESL warm-up activities to ease in to any lesson

Discover over 30 ESL warm up activities that will help your students ease into your lessons. Some of these are best suited to in-person group classes. But many of them can be adapted for online ESL lessons.



Humanising technology

When new technologies are developed without strong input from teachers and learners, there's a risk they will undermine good practice and take control away from human beings. We need to take a human-centric approach that supports the needs and values of real educators.



Classroom Techniques

Welcome to our monthly **Classroom Techniques** column, where you can find practical teaching techniques that can be implemented in your classroom right away. Whether you're a seasoned ELT professional or a new teacher full of enthusiasm, this column is designed to supply you with new ideas every month to improve your classroom performance.

ENGAGING TIPS FOR MANAGING YOUNGER LEARNERS WITH THE MAGIC 4CS

CURIOSITY
CRAFT
CREATIVITY
COLLABORATION



One of the key successes for teachers is helping students grasp as much knowledge as possible from the lesson, which aligns with keeping them motivated and engaged with the content.

Classroom management can address this, but does it have to be strict and compulsory all the time? Indeed, it can be fun and enjoyable, just like games. In this column, we've collected strategies that make your lessons as engaging as games, with achievements awaiting students at the end of the lesson. These strategies may require some craft preparation for the classroom management toolkit, but don't hesitate—they all require minimal preparation and can be reused multiple times, so they're definitely worth your time investment!

CRAFT GUIDE

- Create list of student behaviors for lessons, like active listening, participation, responsibility.
- Display each expectation on a pistil (a paper circle).
- Prepare enough petals for the 'pistil'. (each pistil should have about 5 petals so that students don't feel too much to complete one.)
- Display expectations (pistils) on the board or bulletin board in a visible area of the classroom.

TEACHERS' GUIDE

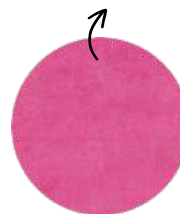
- When students display positive behavior, add a petal to the pistil.
- Once the flower is fully bloomed, a class-wide or individual receives recognition or a reward from teacher.
- Refresh this strategies by replacing your expectations in every class or month (optional).

GOAL GARDEN

#1

This strategy helps students aware of behavior expectations in the classroom and aims to promote them by visually tracking and rewarding collective achievements.

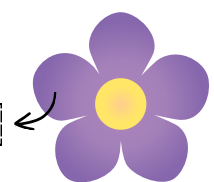
1 pistil = 1 expectation



1 petal = 1 positive behavior from students



1 full bloom flower = 1 prize





CRAFT GUIDE

Make paper cards with various designs:

Create a "Start" card to mark the beginning point and a "Finish" card for the endpoint. Use colored cards to form a desired path and "Wrong Way" cards with a cross on each to represent incorrect paths.

Arrange the cards on a board:

Place cards facing down, except "Start" and "Finish". Position colored cards to create path. Strategically position the colored cards to construct a path for participants to follow. Use "Wrong Way" cards for incorrect paths.



TEACHERS' GUIDE

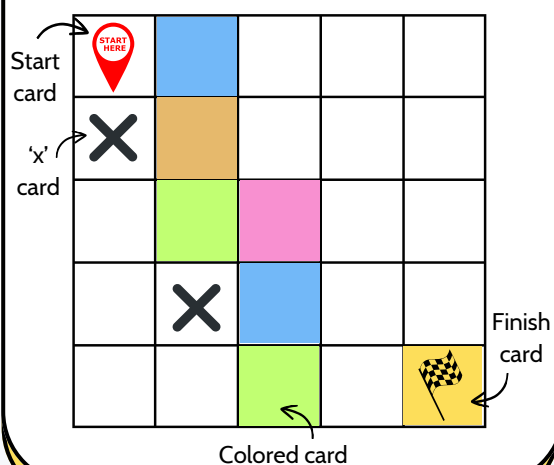
When students perform a good behavior or expectation, invite them to flip a card and find the path to the finish. If they flip the 'x' card, they can try one more time to find the color card to create the path.

Notes: Teachers can make a physical A-maze-in Board for reuse or a digital version in PowerPoint. Display the board prominently in class to motivate students.

#2

A-MAZE-IN BOARD

This strategy motivates students to behave well to participate in the game.



#3

MYSTERY REWARD BOARD

This strategy encourages students to meet all the expectations in the lesson to achieve the mystery prize.

mystery reward

EXTRA RECESS



sticky notes with expectations

CRAFT GUIDE

Simply use a paper and sticky notes. Each sticky note has a class expectation/goal on it. Write a mystery reward on the paper and cover with the sticky notes. Teacher can use A4-size paper or A3-size based on how many goals or expectations they want to assign to the class.

TEACHERS' GUIDE

When class meets expectation, remove sticky note from Mystery Board to reveal the hidden prize. When all sticky notes are taken off, the class collectively earns prize.

Some ideas for the prizes:

- Free seating day
- Extra recess time
- Technology time
- Movie/game time
- Homework pass
- Collective badges

:Padlet Magic Padlet

<https://padlet.com>

Padlet is an online platform that functions like a digital bulletin board. It allows users to create and share content on virtual "padlets," which can include text, images, videos, documents, and links. And **Magic Padlet** is a new AI-powered feature within the Padlet platform designed to help users **generate classroom content curated to your subject, grade level, and specifications.**



Key Features

AI Content Creation: Generate multimedia (images, videos, links, documents, etc) based on your input text.
Real-Time Updates: Changes appear instantly, allowing for dynamic collaboration.
User-friendly platform: Simple and clear interface for easy use for users of all levels.
Unlimited Contributors: Collaborate with many users simultaneously on a single padlet.
Cross-Platform: Accessible on web, iOS, Android, and more.
The ultimate librarian's assistant: With complete internet access, it guides you based on your subject suggestion.



Teaching ideas

File storage: Organize and manage your files for easy access.
Brainstorming: Share ideas on topics, projects, or statements collaboratively.
Class Debates: Host discussions and gather viewpoints on controversial subjects.
Idea Voting: Prioritize concepts with likes or voting system.
Exit Tickets: Quick reflections or summaries at lesson's end.
Peer Reviews: Exchange feedback on assignments or creative work.



Quick Start Guide

01.

Access and sign up!

Access the website or Padlet app and sign up for the first time using your email.

02.

Customize and Posting

Personalize your padlet with a title, background, and settings. Then, add content like text, images, and links to your padlet.

03.

Create a Padlet

Browse through the library for over 250 pre-made templates. Select 'Create a Padlet' to begin from scratch.

04.

Use Magic Padlet

Select 'Share' on Padlet, adjust privacy settings, copy link, and distribute via email, social media, or embed in websites.

How Magic Padlet helps *teachers*

HOW TO START

Click the **Make a padlet** button in the top-right corner of the dashboard, then you will see the Create with AI section.



LESSON PLAN

Simply choose the lesson plan format and provide the necessary details including subject name, grade, topic, addition details. Magic Padlet will automatically generate a detailed lesson plan with learning objectives, materials and resources, instruction, assessment, closure activities and more.

MAP OF HISTORICAL EVENTS

Choose the 'Map of Historical Events' template and provide the subject, specific events you want to outline, and the grade level you instruct. The events will be shown on the map padlet. Click the marker for see more info.



I CAN'T DRAW

"I can't draw" tool helps generate images from your description. Start by creating a new post in a padlet, click the three dot ellipsis button (...) to show more attachment options. Click "I can't draw" and type a description of the image you want and hit enter!

ASSESSMENT POLL

Assessment poll generates multiple-choice questions (with 2-4 answers) for student assessments. Click the three dots to show more attachment options. Click 'Poll' and add your subject, difficulty, and standards, then click 'Add' to create quizzes.



CLASSROOM ACTIVITIES LIST

You can request games or competitions within the classroom, or scavenger hunts or even generate an online show and tell. Choose the 'Classroom activities list' template and provide the subject, grade, lesson objectives, classroom resources and additional details.



READING LIST

You can ask for children's books, classic historical novels, textbooks, or published papers. Choose the 'Reading list' template. Provide the topic, grade, reading level, and additional details.



Eduverse

NEWSLETTERS

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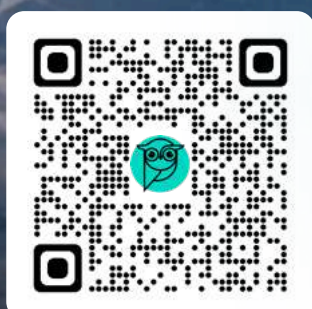
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* EduVerse newsletter is monthly
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Lesson of the month

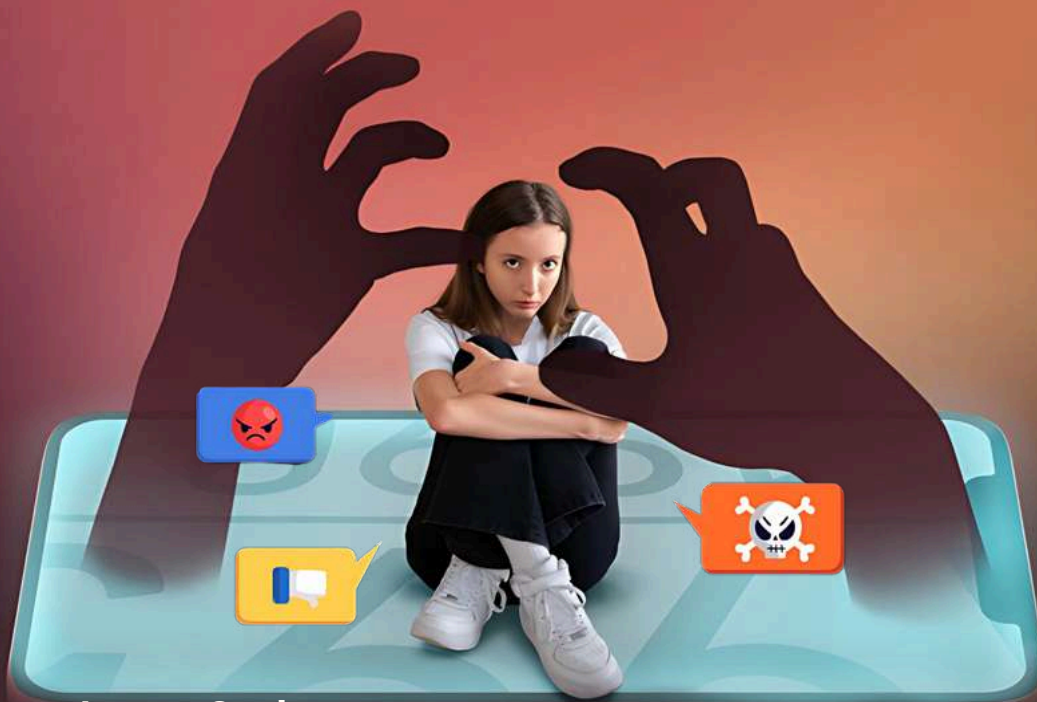
Welcome to the **Lesson of the Month** column, a dedicated space in our EduVerse newsletter where we bring you insightful and engaging English Language Teaching (ELT) lessons. Whether you're a seasoned ELT professional or a passionate new teacher, this column aims to provide you with a monthly dose of inspiration and practical ideas to enhance your classroom practice.

Virtual is Real

Is cyberbullying a major threat in your virtual world?

Fact:

A 2022 Pew Research study found that nearly **half of all teens (49%)** had experienced some forms of cyberbullying.



Lesson Goals

Problems

- ◆ understand the concept of cyberbullying and recognize cyberbullying forms in various situations.
- ◆ identify signs of cyberbullying, whether it is happening to themselves or to others.
- ◆ acknowledge strategies to prevent and protect oneself or others from cyberbullying.

Language Competence

- ◆ acquire new vocabulary related to the topic.
- ◆ apply critical thinking and practice providing advice to hypothetical scenarios involving cyberbullying through role-play with an AI chatbot.
- ◆ develop empathy towards victims of cyberbullying and cultivate kindness in the digital world.

STUDENT WORKSHEET
(8 PAGES)



TEACHER'S GUIDE
(5 PAGES)



TARGET LEARNERS
Teens (B1 - B2 levels)



DURATION
90 minutes



PREPARATION
Classroom technology
Students' devices (laptop,
phone, etc)



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upcomings

GREAT LEADERS BUILD GREAT TEACHERS



SEASON 1 - 2024

TRAINING EVENT
FOR ACADEMIC HEADS
2024



Ho Chi Minh City
Vietnam



May 23, 2024
8:00 - 17:00

Are you aspiring to become an inspirational academic leader? If so, you are in the right place.

'You manage things, you lead people.' Grace Hopper's profound words resonate deeply, reminding us that true leadership isn't about titles and status. It's about fostering a positive influence, empowering our teachers to reach their full potential.

Explore the essence of leadership, regardless of whether you lead a team of novices or seasoned teachers, whether it's a group of 5 or 100. Our one-day program offers a dynamic, experience-driven approach, tailored to your unique circumstances.



WHAT YOU'LL LEARN

- ✓ **Mindsets** for thriving as an exceptional Academic Head in this fast-evolving educational landscape
- ✓ **Toolsets** to lead, develop, and empower your teachers professionally and effectively
- ✓ **Skillsets** with advanced feedback and communicative strategies that help you win your teachers' heart



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highlights

EDUVERSE PD WEBINAR #5

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PD Webinar #5 **LIVE**

Crafting the future

AI LITERACY IN EDUCATION

SATURDAY 27 APRIL, 2024 | 9:00 AM
VIETNAM TIME (GMT+7)

THA/ MYA 9:00 AM IND/ PAK 10:00 AM
CHN/ PHL/ INA 10:00 AM JPN/ KOR 11:00 AM

Dr. Christina Agvent
Trifecta Education
Author of *An engaged AI Competency-based Framework for Future-proof Educators and Leaders*

Host
Sarah Nguyen

Webinar gifts sponsored by **EDULING SPEAK**
Certificates for pre-registrations only.

BLOOM'S DIGITAL TAXONOMY

TYPES OF GENERATIVE AI

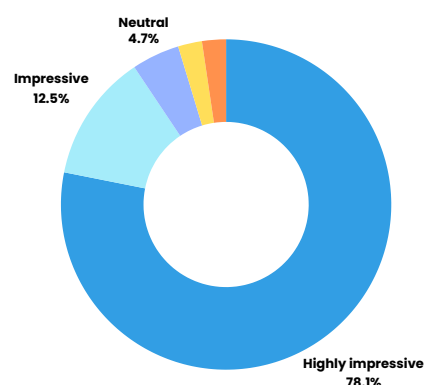
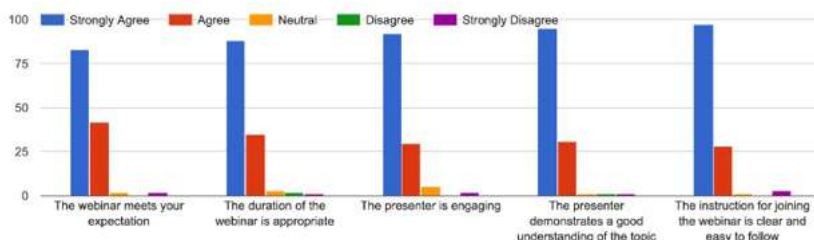
- ChatGPT 3.5**
From the OpenAI series, used for research, educational content creation.
- ChatGPT 4**
More powerful, used for research, educational content creation.
- Google Gemini**
Used for research, educational content creation.
- Microsoft Copilot**
Used for research, educational content creation.
- Perplexity AI**
Used for research, educational content creation.

EduVerse April's webinar was a stellar success! With 346 educators from 38 countries joining us, we explored the exciting world of AI in education. Our heartfelt thanks go to **Dr. Christina Agvent** from Trifecta Education, whose engaging talk illuminated the rapidly changing learning environments of today.

The energy was palpable as we received an overwhelming response from our attendees, who participated with great enthusiasm. To add to the excitement, we held a lucky draw for 10 premium Eduling Speak accounts, rewarding our attendees with the chance to experience the app's premium features. A big shout-out to Eduling Speak for offering these exclusive prizes!

IMPRESSIVE NUMBERS

Registration: **346**
Diversity: **38 countries**
Overall impression: **90.6% (Good + Outstanding)**



LUCKY PRIZE WINNERS

- | | |
|------------------------------------|-------------------------------|
| 1. Phuoc Pham - USA | 1. Carla Mae - PHILIPPINES |
| 2. Syeda Aeman - PAKISTAN | 2. Lucia Nunez - ARGENTINA |
| 3. Soryaly Chau - HONG KONG SAR | 3. Sherif Elsharkawy - CANADA |
| 4. Jaira Luz Lizardo - PHILIPPINES | 4. Army Jorda - PHILIPPINES |
| 5. Huy Nguyen - VIETNAM | 5. Rubén Borbor - PERU |

These lucky winners will also be notified via email about the prize and how to redeem it.

Webinar recordings





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SCOS 2023 Innovation in Education Award

Student-Centered Observation Scheme

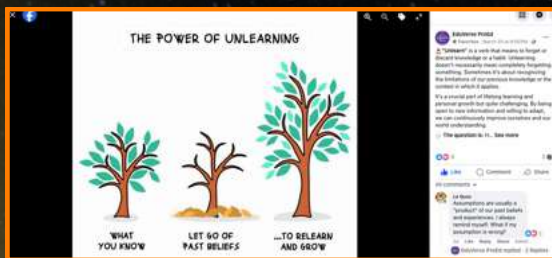
The Student-Centered Observation Scheme (SCOS) by Pro.Ed Education Solutions is honored to be presented the **Innovation in Education Award** by Asia Education Conclave in 2023. SCOS is a groundbreaking educational product that has the potential to transform teaching and learning.

By shifting the focus to students, it not only improves teaching quality but also ensures that educators prioritize the needs of their students.



EduVerse Facebook group provides subscribers with curated professional development activities of EduVerse, our partners, and other trusted organizations. Find cutting-edge strategies, classroom tips, and inspiration to ignite curiosity and foster creativity in students.

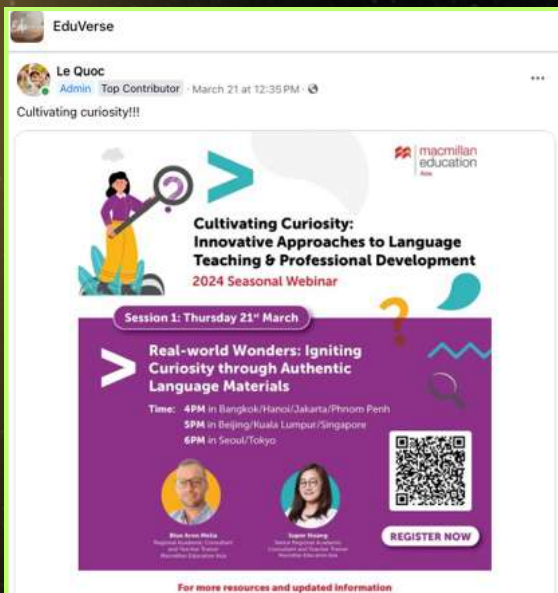
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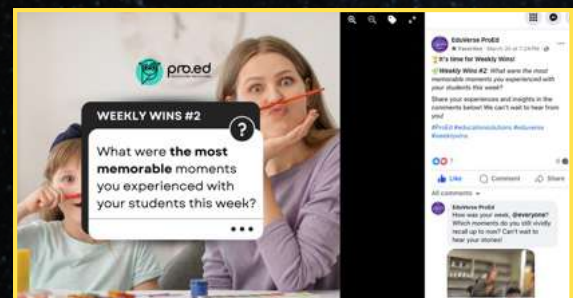
Find **motivation** in powerful messages on teaching, learning, and leadership to empower and inspire those in your circle.



Stay informed with the latest tech tips and tools for your teaching and professional growth.



Learn about and **join** the activities, professional development resources, and opportunities available through Pro.Ed's partners.



Weekly Wins: a new series at EduVerse where we engage with educators to discuss their small wins, and achievements from the week! When we reflect and celebrate what we did in a week, it reminds us that progress is happening, even if it's in small steps.

Join here





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For more information about Cambridge materials in Vietnam, please contact hochiminh@cambridge.org



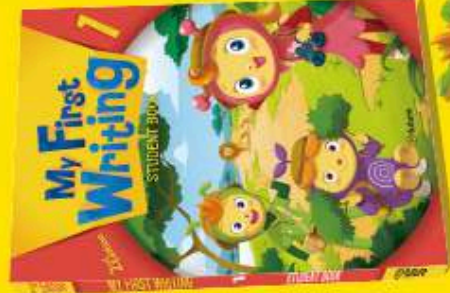
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Book Info

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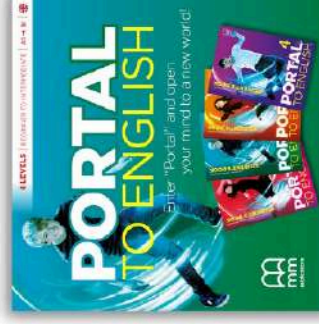
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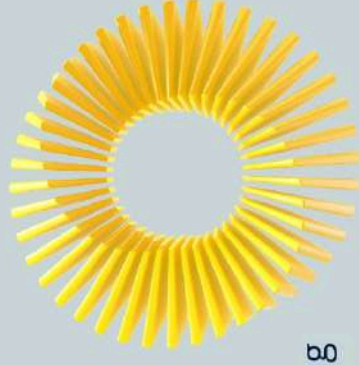
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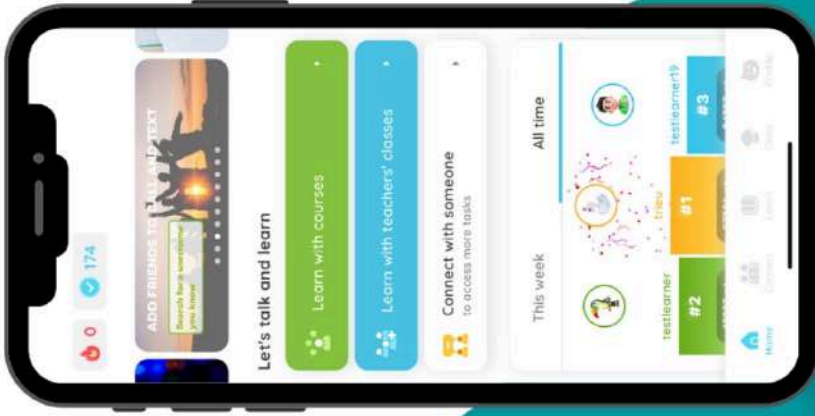
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ELT Buzz grew out of the former EFL Classroom, a huge online portal serving teachers from 2005 - 2018.

The changing landscape of how English language teachers interact online led to the creation of ELT Buzz in 2018. We provide teachers with a directory for ELT and updated news and events. Also, a professional lesson library, print and digital. Lastly, a video platform with the best videos for teaching English.

Our LinkedIn community serves 88,000 teachers daily. We also provide individual lesson resources through TpT's.

LinkedIn



OUR MISSION STATEMENT

ELT Buzz aims to provide English language teachers around the world with essential information about the profession and inspiration for their own classroom teaching and professional development.

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- Directory Of ELT services, books, tools etc ...
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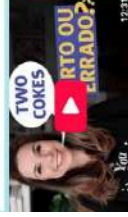
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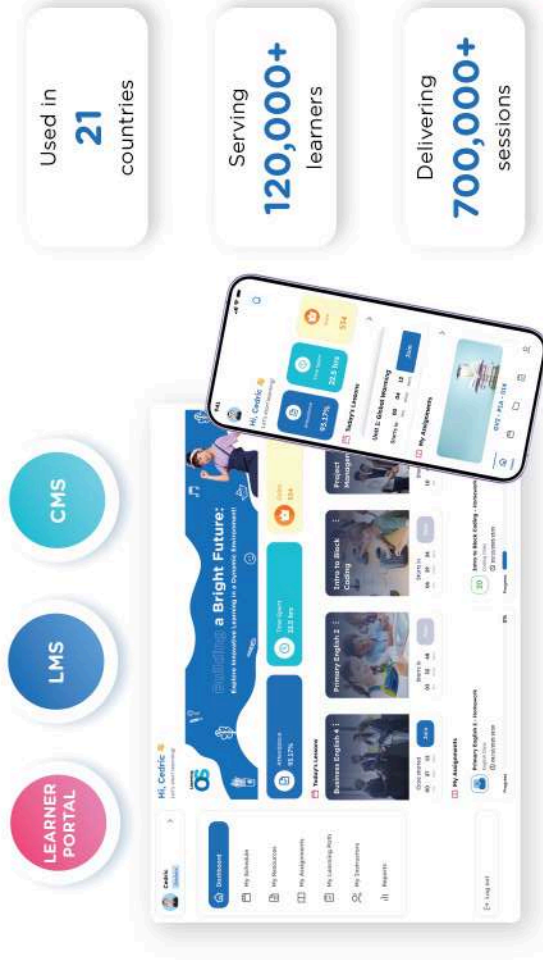
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Nam Phuong English (NPC) was established in 2015, as an educational institution specializing in providing high-quality language teaching programs for students of all levels. With the core values of "**heart - mind - prestige**", NPC is proud of its professional staff and teachers, working towards sustainable development with the philosophy of "*happy learning experiences could only be created by happy teachers*".

COURSES

NPC offers English courses for learners from children to teenagers, students, workers, certificate courses, exam preparation (VSTEP, IELTS, TOEIC, Cambridge YLE, ...) and English for Business.

MISSION

Create happy learning experience boundlessly.

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CONTACT INFORMATION

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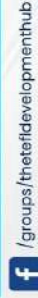
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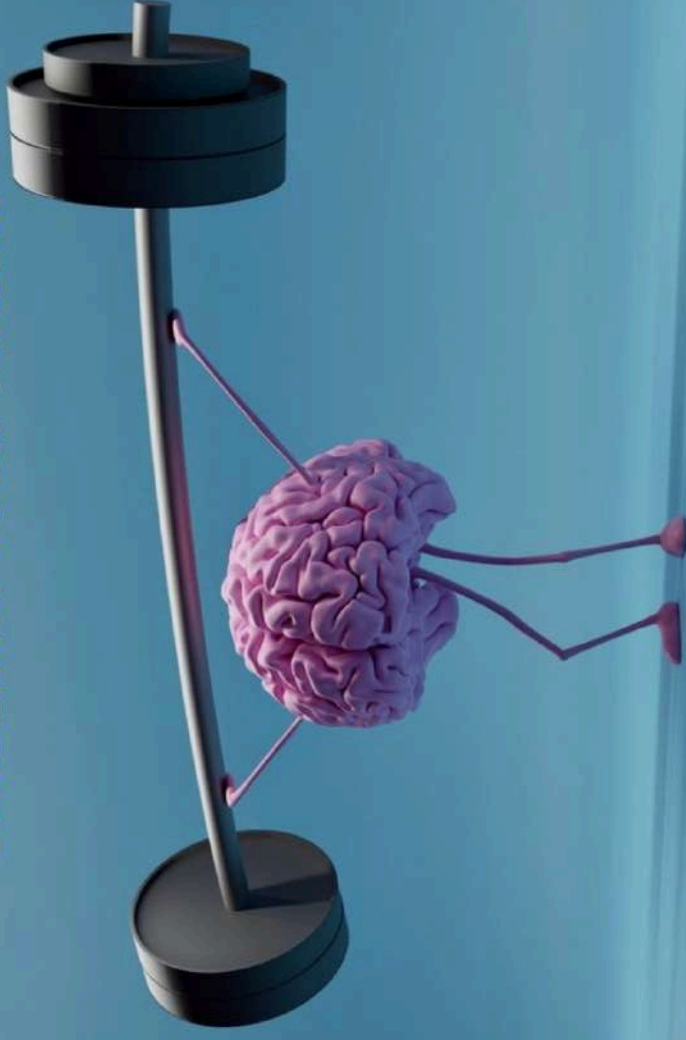


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