

THE INGED NEWSLETTER

*NEWS ON-LINE*



Issue 1  
March 2008

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## *From the President*

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Dear members,

We are together again with a new issue. I would like to take this opportunity to remind you that our 12th International INGED ELT Conference will be held between October 23 and 25, 2008. Our host is Anadolu University in Eskişehir this year. As you all know this year's theme is "Putting your best foot forward". Just to remind you what you already know, "putting your best foot forward" is an idiom which means stepping forward and doing your very best. Most English teachers in our country are graduates of the ELT Departments of universities where we have achieved a number of skills and a lot of knowledge about our teaching profession. However, we know that professional certification is only a starting point for us. We know that teacher education requires lifelong professional development.

The recent changes in the national curriculum and coursebooks have created new challenges for us. In order to fulfil our professional responsibilities, we need to make sure that learning takes place effectively in the classrooms and the students meet the national standards for English language learning when they graduate.

Professional development can be defined as a variety of activities in which teachers are involved to improve their teaching. Action research, reflection, following literature and subscribing to professional journals and publications are some of these activities. So is attending seminars and conferences.

In order to do our very best, we need to enrich our knowledge and skills. This enrichment will be beneficial not only for our students but also for ourselves. There is a tremendous responsibility laid on our shoulders. As teachers,

- \* We must have strong language skills. This means that we should continuously improve our language skills.
- \* We must face a classroom full of students every day some of which have no interest or energy and willingness to learn english.
- \* We must negotiate potentially stressful interactions with administrators, counselors, and other teachers.



- \* We must feel satisfied with relatively low pay for long working hours.
- \* We must deal with excessive paperwork and/or excessive testing.
- \* We must teach in overcrowded and mixed-ability classrooms.
- \* We must be content with low school budgets and lack of equipment/materials.
- \* We must handle discipline problems in the classroom.
- \* We must be ready not to get any recognition and thanks.

Please keep in mind that the pursuit of happiness is a matter of choice ... it is a positive attitude we consciously choose to express. If we don't want to stop considering ourselves professionals and start thinking that we are simply paid individuals, we should do something to have positive, encouraging, and uplifting thoughts about our profession. We should seek and find the many good things about what we do. We want to keep our idealism and enthusiasm for work. We want to feel happy and satisfied. We want to teach in the best way possible.

We are expecting you all to our conference to get that emotional and mental satisfaction, and to feel that sense of accomplishment. We will be there to encourage each other, to share with each other, to support each other.

Together we stand!

Prof. Dr. Aydan Ersöz





## From the Editor

Dear Readers,

As you have noticed, our web page and newsletter pictures have changed. You will see bridges as this year's theme. The INGED motto "Together we stand!" has been expressed through trees and later through penguins that huddled together. This year, we would like to see more teachers connecting over long spans, communicating with each other, exchanging ideas, and learning from each other.

One such means is our newsletter so we are inviting you to share your ideas with us and experiences at conferences and seminars.

In this issue of *News On-Line*, you will find several reflections on INGED Afternoons and Mornings as well as conference sessions. There is also an explanation of how to use one of the perhaps lesser known WORD features: The drop down menu and how English teachers can use this feature to create multiple choice activities for online use.

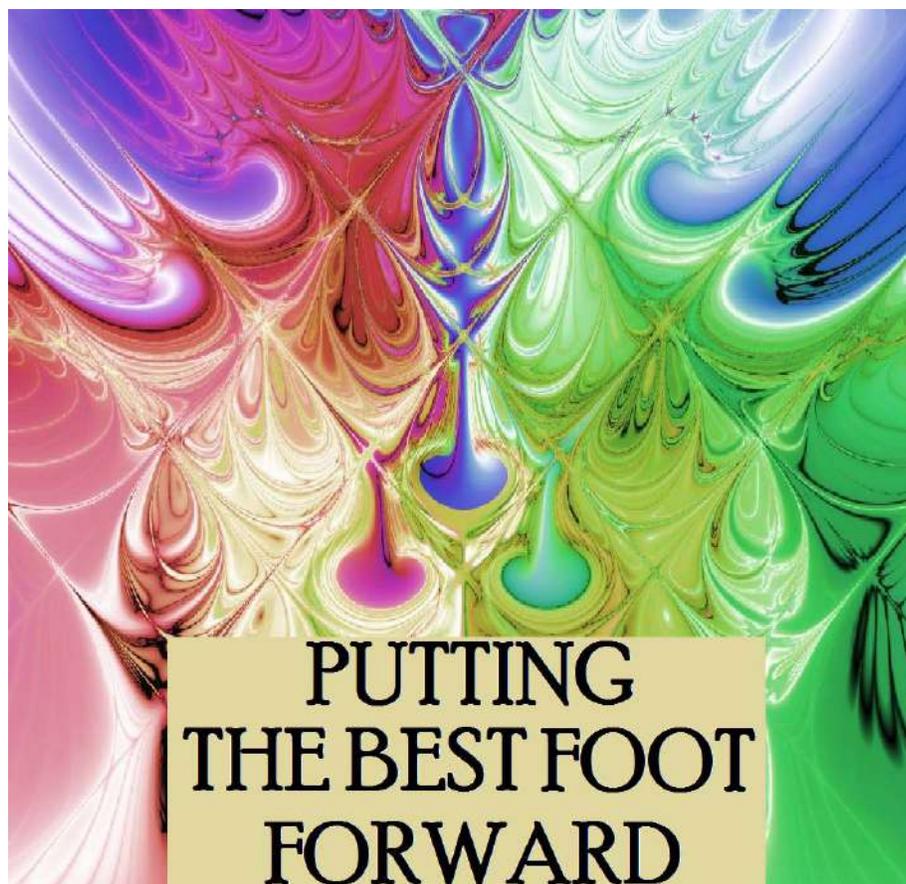
Our annual conference Speaker Proposal deadline is coming up! It's on 26 May 2008 so if you have any sessions that you would like to present at Anadolu University, please send in your proposals...

Best wishes for a fruitful, active, and enjoyable spring semester...

Suzan Oniz  
Your Editor



The 12th  
*International INGED ELT Conference*



*23-25 October 2008*

**Organized by**

**INGED**

**&**



**ANADOLU UNIVERSITY**

SCHOOL OF FOREIGN LANGUAGES

**Eskisehir**

**Call for Papers & Details: On our webpage**



## CALL FOR PAPERS FOR THE 12th INTERNATIONAL INGED ELT CONFERENCE

**INGED / ELEA-Turkey** (English Language Education Association) is an international organisation whose mission is to strengthen the effective teaching and learning of English as a Foreign Language in Turkey while developing international connections. The 12<sup>th</sup> International Conference provides TEFL professionals with opportunities for professional development through an exchange of ideas and practices in English Language Teaching and research. Participants will integrate their knowledge of current trends in the TEFL field and in ELT practices.

We warmly invite everybody in the field of TEFL / TESOL to be a part of this significant event. We hope that the discussions will assist the progress of TEFL / TESOL around the world.

### TOPIC AREAS

This year's theme, "Putting the Best Foot Forward", has been set in the hope that the participants will share and compare their own teaching practices and collaborate in finding solutions to common problems. This conference aims to focus on innovative theories and practices in the following areas:

- *Teaching Language Components and Skills*
- *Classroom Applications*
- *Culture in ELT*
- *Curriculum, Syllabus and/or Materials Design*
- *Implementing the Common European Framework*
- *Technology in the Classroom*
- *CALL*
- *Assessment and Evaluation*
- *Teacher Training & Development*
- *ELT Management*

### PRESENTATIONS

#### Paper

A paper is a 30 or 50-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language, language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenters are requested to present their papers with only occasional reference to their notes rather than by reading out previously prepared texts or overhead transparencies. The summary they will provide should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper.

#### Workshop

A workshop is a 50-minute hands-on session. It should include active audience participation through experiencing and discussing tasks provided by the presenter. The summary they will provide should be no more than 250 words and should explicitly outline and discuss the steps and procedures that will be followed during the workshop. If presenters wish to restrict the attendance to their session, they should tick the appropriate box for their preferred audience size.

#### Poster

A poster session gives a visual presentation illustrating or summarizing a project, research, or a feature of language teaching and/or learning. Each poster will be allocated wall space and there will be a 30-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates. The



## **VENUE AND DATE**

The 12<sup>th</sup> International INGED ELT Conference will be held between 23-25 October 2008, at Anadolu University (School of Foreign Languages), Eskişehir, Turkey.

### ***NEW: FIRST TIME PRESENTERS FROM THE TURKISH MINISTRY OF EDUCATION***

At this conference, INGED has decided to allocate two presentation slots to TWO Turkish colleagues who work for the Ministry of Education and who have never before presented at any conference. **For detailed information please see the INGED website.**

**\* All presenters should keep in mind that the specified times in each presentation involve discussion as well.**

### ***CRITERIA FOR PROPOSAL SELECTION***

Proposals fulfilling the following criteria will be considered for selection:

- It is clear from your summary that you will shed new light on the topic.
- It is clear that you have respected the level of knowledge of your audience.
- Your session considers practical issues and implications.
- Your session provides the opportunity for the audience to link this experience to their own if it describes a study or project in your local context.
- Proposals based on research should report on a complete study or a significant phase that has been completed.
- You have not given this session, or a version of it, at a previous INGED conference.

poster presenters will be expected to be on hand during this slot. The abstract they will provide should be no more than 250 words and should explicitly outline and discuss the steps and procedures that they present in their poster.

### ***CONFERENCE PROCEEDINGS***

The proceedings of the conference will be published. Presenters who wish to have their presentations published should submit the required material to the Conference Organization Committee during the conference.

Guidelines for the required material are as follows:

1. All papers should be typed in Microsoft Word and copied onto a disc, which is to be submitted together with a hard copy.
2. All illustrations and charts should be copied onto the disc.
3. The font colour should be black and white.
4. Papers reporting study results should include an introduction, a brief literature review, a description of the study, the results, and the classroom implications.
5. Papers discussing practical teaching issues should include an introduction, a brief literature review, the philosophy behind the idea, and its application in the classroom.
6. All referencing should be made and a list of direct references should be written and attached.
7. Workshops should be written up in the form of an academic paper.
8. Presenters should not submit their session notes. They should rewrite the notes by following the requirements of academic discourse.
9. All papers should be edited and proof-read.
10. All papers should follow the APA style.



### **CONFERENCE REGISTRATION**

Enclosed you will find:

- Speaker Proposal Form
- Registration and Reservation Form (not available yet)

All forms are also available at:

<http://www.inged.org.tr>

### **REGISTRATION, ACCOMMODATION & TRAVEL**

Prowin Travel Agency is in charge of registration, accommodation and travel. Please see the registration and reservation forms for details.

Please see the INGED website for travel grants.

### **CONFERENCE FEE:**

**Before October 13, 2008:**

INGED Members: 60YTL; Non-members: 80YTL.

**After October 13, 2008:**

INGED Members: 80YTL; Non-members: 100YTL.

### **PROPOSAL DEADLINE**

The Speaker Proposal form should be sent to Fulya Tosun: [fulya@prowintour.com.tr](mailto:fulya@prowintour.com.tr) by **26 May 2008**. Speakers will be notified of the status of their proposals via email.

### **CONTACT FOR QUERIES:**

About the conference: *Prof. Dr. Aydan Ersöz*, [aydanersoz@yahoo.com](mailto:aydanersoz@yahoo.com)

About registration, accommodation and travel: **Fulya Tosun**, [fulya@prowintour.com.tr](mailto:fulya@prowintour.com.tr)

About the university: **Yrd. Doç. Dr. Aysel Bahçe** [abahce@anadolu.edu.tr](mailto:abahce@anadolu.edu.tr)

**Yrd. Doç. Dr. Aynur Boyer** [aboyer@anadolu.edu.tr](mailto:aboyer@anadolu.edu.tr)

**Sener Es** [snere@anadolu.edu.tr](mailto:snere@anadolu.edu.tr)

**(Ms) Barış Kasap Özdemir** [bariskasap@anadolu.edu.tr](mailto:bariskasap@anadolu.edu.tr)

### **IMPORTANT DATES:**

**Deadline for proposals: 26 May 2008**

**Response to proposals via e-mail: 11 July 2008**

**Registration deadline for presenters: 30 July 2008**

**Registration deadline for participants: 13 Oct 2008**

## **NEW AT OUR ANNUAL CONFERENCE**

### **FIRST TIME PRESENTERS FROM THE TURKISH MINISTRY OF EDUCATION**

At this conference, INGED has decided to allocate two presentation slots to TWO Turkish colleagues who work for the Ministry of Education and who have never before presented at any conference. Please indicate this on the 'Speaker Form'.



**SPEAKER PROPOSAL FORM  
FOR THE 12th INTERNATIONAL  
INGED ELT CONFERENCE**

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**The 12<sup>th</sup> International INGED ELT Conference  
ANADOLU UNIVERSITY, School of Foreign Languages  
23 - 25 October 2008**

**Speaker Proposal Form**

**CLOSING DATE: 26 May 2008**

Please type or write legibly and keep a copy of your proposal for future reference. Proposals arriving after the deadline will not be taken into consideration. Please keep to the word limits; proposals exceeding the word limit will be returned. Applicants will be informed of decisions on proposals by 11 July 2008. Joint presenter(s) may continue on a separate sheet if necessary.

**FIRST PRESENTER**

Surname: \_\_\_\_\_

First name: \_\_\_\_\_

(Mr. / Mrs. / Miss / Ms / Prof / Dr)

Address:

\_\_\_\_\_

Postal Code: \_\_\_\_\_ City/Country: \_\_\_\_\_

Tel No: \_\_\_\_\_ Fax No: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Institutional Affiliation: \_\_\_\_\_ or Freelance:

**Biographical Data** (Maximum 30 words)

**JOINT PRESENTER (IF RELEVANT)**

Surname: \_\_\_\_\_

First name: \_\_\_\_\_



(Mr. / Mrs. / Miss / Ms / Prof / Dr)

Address:

\_\_\_\_\_

Postal Code: \_\_\_\_\_ City/Country: \_\_\_\_\_

Tel No: \_\_\_\_\_ Fax No: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Institutional Affiliation: \_\_\_\_\_ or Freelance:

**Biographical Data** (Maximum 30 words)

**FIRST TIME PRESENTER**

**MEB TEACHER**

**TITLE OF PRESENTATION** (Maximum 10 words)

\_\_\_\_\_

**TYPE OF PRESENTATION**

Please tick the relevant boxes. (**Paper presentations** will be given 50 minutes and there will be no limits on the number of the audience. **Workshops** will be given 60 minutes and upon request there can be limits on the number of audience.)

**Paper:**

**Workshop:**       **Audience:**       **15-20**       **21-30**       **31+**

**Poster:**

**EQUIPMENT NEEDED:**

Please tick the relevant boxes.

**OHP**

**CD Player**

**DVD Player**

**Power Point Projector**

**Cassette Player**



**ABSTRACT FOR THE PROGRAMME** (Your abstract must accurately reflect the content of your presentation in 50 words maximum)

**SUMMARY** (This is a summary of your paper, workshop, or poster presentation in no more than 250 words)



# WHAT IS THE DIFFERENCE ???

## AN INGED AFTERNOON AND AN INGED EVENT



### INGED Afternoons

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

### INGED Events

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



## FOR PROSPECTIVE CONTRIBUTORS



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.**



**SEE YOU AT**

**THE 10<sup>TH</sup> INGED  
DRAMA FESTIVAL!**

**Sunday, 25 May**



**We are eager to see your play & listen to your story!**

**Our host in Ankara this year:  
Maya Private Schools, Ankara**

**For details, contact:**

**Sinan Ozmen: [sozmen@gazi.edu.tr](mailto:sozmen@gazi.edu.tr) or**

**Cem Balcikanli: [balcikanli@gazi.edu.tr](mailto:balcikanli@gazi.edu.tr)**



**10<sup>th</sup> INGED Drama Festival  
at Ankara Maya Private Primary School  
25 May 2008**

**APPLICATION FORM**

Please complete the following form and send it to [balcikanli@gazi.edu.tr](mailto:balcikanli@gazi.edu.tr)  
by 20 March 2008.

**Name of School:** \_\_\_\_\_

**Full Home Address:**

\_\_\_\_\_  
\_\_\_\_\_

**Name of the Drama Coach/es:**

**Would you like to attend the festival with a**

Part of a play ( )

Story-telling ( )

Please keep in mind that 'enact part of a play' and 'story-telling' should be within the time limits stated above.

**Name of the play:**

**Name of the story:**

**Required time for stage preparation:**

**Number of students involved as actors onstage and as helpers backstage:**

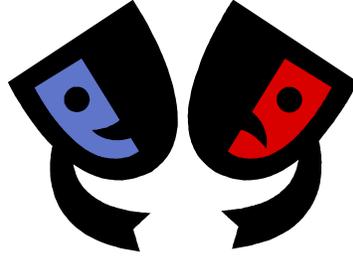
**Names of the acting students with the name of their part in the play:**

Please state the names and parts of the students in details so that they can appear on play leaflets.

**Contact person:**

**E-mail:**





# INGED & MARMARA SCHOOLS

## 2008 Istanbul Drama Festival

*30 May 2008  
at Marmara Egitim Koyu,  
Istanbul*



**Yuksel Dagistanli**  
Head of Foreign Language Department  
Marmara Primary School  
Tel: 0216 626 10 00 ex. 2138  
Fax: 0216 626 10 10  
E-mail: [yukseldagistanli@mek.k12.tr](mailto:yukseldagistanli@mek.k12.tr)

[ydag54@yahoo.com](mailto:ydag54@yahoo.com)



# AN INGED AFTERNOON WITH RAYMOND KERR

*TPR revisited: A Practical Hands-on Workshop*

by  
Raymond Kerr

Friday, April 18 from  
17:00 - 18:30

Venue:

Darüşşafaka Eğitim Kurumları  
Büyükdere Caddesi, Darüşşafaka Mahalle  
Maslak, Sarıyer,  
34457 İstanbul

Phone: 0212 286 22 00



## TECHNOLOGY IN TEACHING:

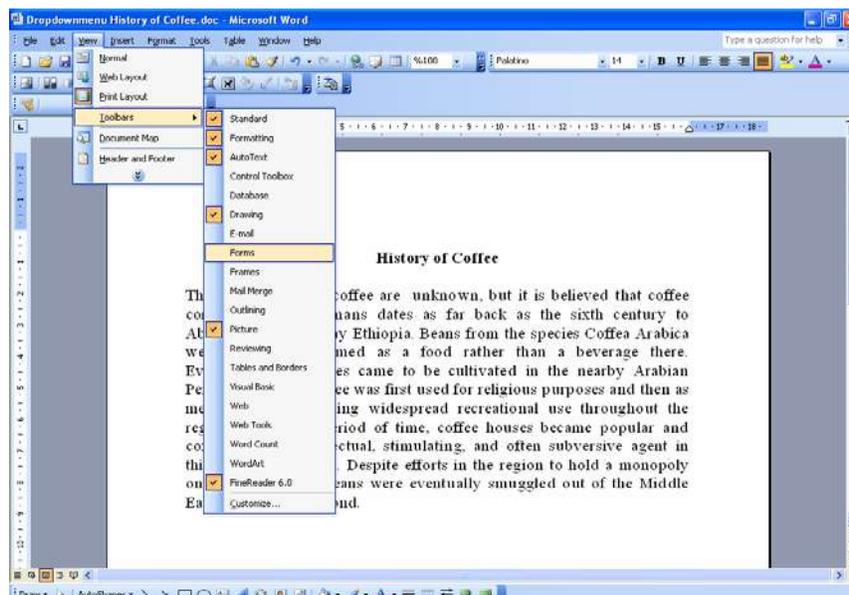
# HOW TO CREATE AN ONLINE TEXT WITH MULTIPLE-CHOICE VOCABULARY OPTIONS IN A DROP-DOWN MENU



by  
A. Suzan Oniz,  
METU, Ankara

WORD uses drop-down menus to give us all kinds of options from formatting to saving a document. It is now also possible for teachers to create exercise sheets containing texts that have small drop-down menus for the vocabulary or grammar structures that teachers would like to include in their practice. The following steps show you how to create such an exercise.

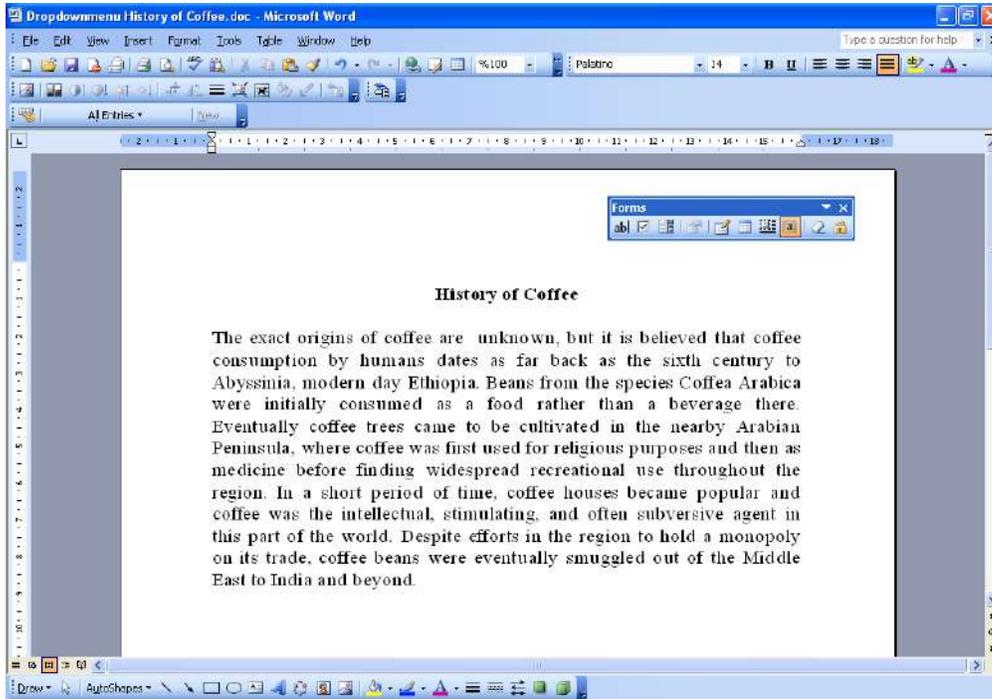
1. Find a text for your exercise and copy it to a blank WORD page.
2. Decide which words you wish to turn into blanks.
3. Go to VIEW > TOOLBARS > FORMS



Click on FORMS to get the FORMS toolbar, which looks like this:



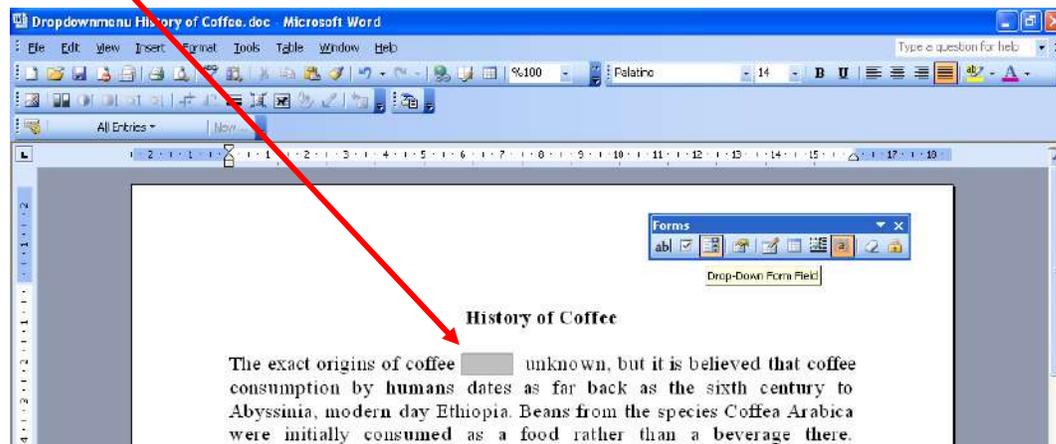
The sample text that I have chosen now looks like this:



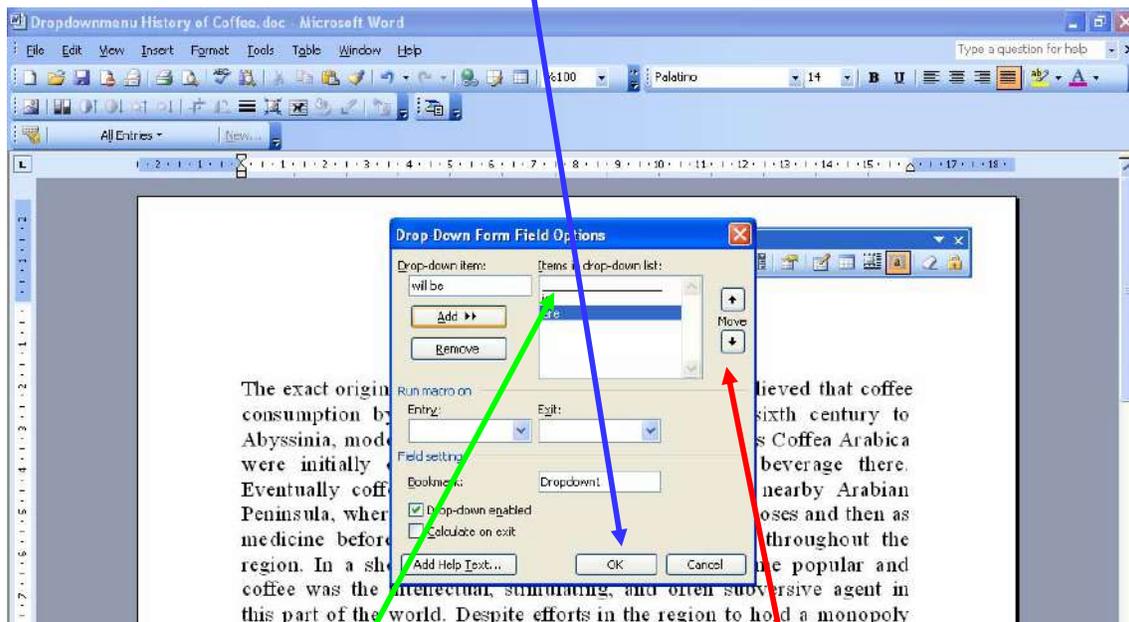
With your cursor, select the first word that you want to turn into a blank. Then, on the FORMS toolbar, click on the DROP-DOWN FORM FIELD.



A grey box will appear in place of the word.



Double click on the grey box and an options menu (DROP-DOWN FORM FIELDS OPTIONS) will appear. Write an alternative word or expression that you wish your students to consider in the small box (DROP-DOWN ITEM) on the left and click ADD. This item is now in the box on the right (ITEMS IN THE DROP-DOWN LIST) and will appear as an option later. Enter more items one by one including the correct answer. Click OK when you are finished with this item.



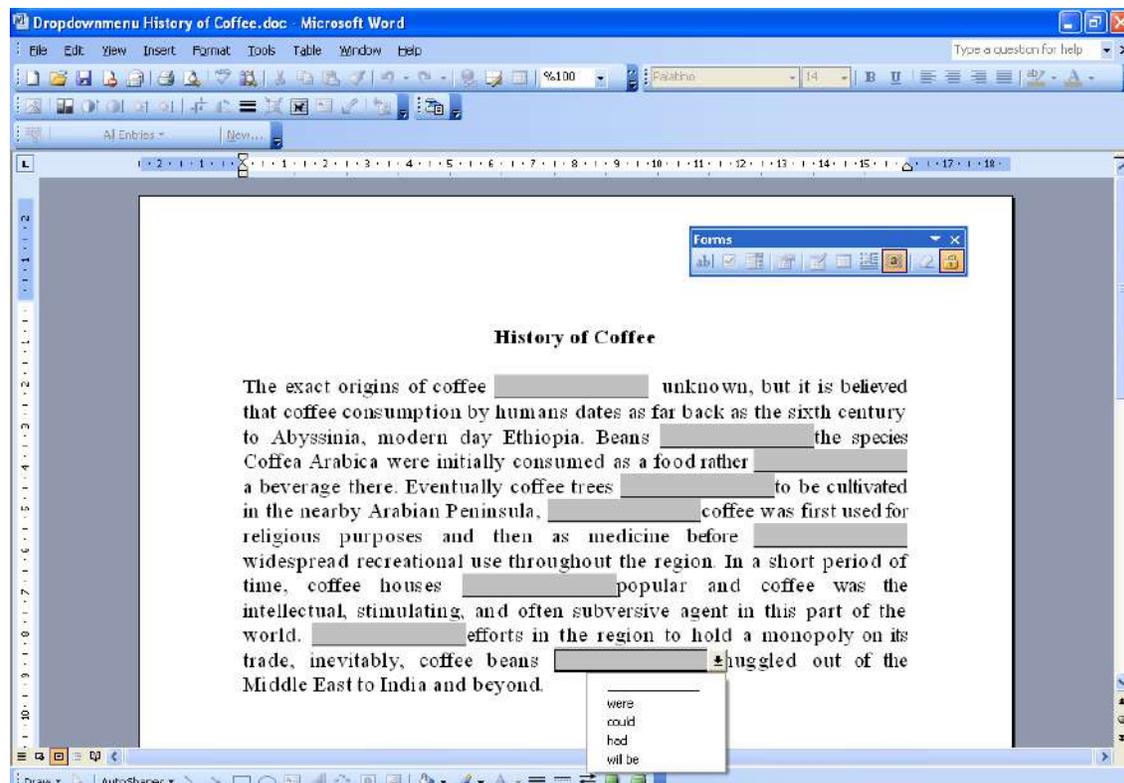
You can change the order of these items using the MOVE buttons. ADVICE: The first item in the list will appear in the finished exercise so my advice is to enter a line and place it at the top of the options so that when students view the text, they see a blank.



Follow the same procedure for each word or expression that you have chosen. When you have completed all items, click on the LOCK on the FORMS menu.



Now, the grey boxes will show the first item on the options list, a blank in my case. There will also appear a small arrow at the end of the grey box indicating the drop-down menu. When the students click on the grey box, the options for that blank will drop down like this:



Check the answers as a whole class or give the answer key to early finishers or if the text is in a handout/course book, ask students to refer to the original text.



**KONYA**



**EVENT**

## **BOOSTERS FOR ENGLISH TEACHERS - 2**

- 09:30 - 10:45 **A Free Web Source: The Online Concordancer:** Dr. Suzan Oniz
- 10:45-11:00 **Break**
- 11:00 -12:15 **A Sample English Lesson for Young Learners:**  
Prof. Dr. Aydan Ersoz
- 12:15 - 13:00 **Lunch Break**
- 13:00 - 14:15 **Empowering Learners in ELT Classes:** Fatma Ataman
- 14:15 - 14:30 **Break**
- 14:30 - 15:15 **Listening Activities: Testing or Teaching?** Serper Tumer
- 15:15 - 16:30 **Content and Language Integrated Learning (CLIL):** Raymond Kerr



# AN INGED AFTERNOON WITH MICHAEL WHITBECK & EVE CHAMBERS

in collaboration with TAA, Ankara

'Maximizing Practice in Student Presentations'  
by  
Eve Chambers

'Teachers and Technology: The Long View'  
by  
Michael Witbeck

**Summarized by  
Suzan Oniz, PhD**



The presenters at the INGED Afternoon on 8 January 2008 were Michael Whitbeck and Eve Chambers. Michael started out the afternoon with his presentation "Teachers and Technology: The Long View." He started out by briefly describing the two major trends in ELT: Learner-Centered Instruction versus New Instructional

Technology. The main features of the former trend include: teachers as facilitators instead of lecturers, learners constructing the language they are learning, learner variety, learner collaboration among others. New Instructional Technology means films, videos, DVDs, records, tapes, CDs, MP3s, radio, TV, and



the internet. Michael stressed that a lot of schools always buy the newest technology and some teachers love using it. What makes these teachers want to use the new technology?

Michael went over some points that he felt were important:

Personal/Impersonal:

- \* Technology is impersonal as in the booths of a language lab and power point lectures at universities.
- \* Technology permits large scale standardized teacher-centered instruction as well as individualized, learner-centered instruction as in a computer lab with the teacher going over to students one by one and with students working on different tasks suitable for their individual needs.
- \* Teachers can move at different speeds or do different projects when they use technology.

Michael mentioned two interesting sites:

a social web: [http:// www.orkut.com/](http://www.orkut.com/)

and a social bookmarking web: <http://del.icio.us/>

**Difficult/Easy:**

- \* Two typical reactions: Technology is actually easy vs. Aaagh, it's horrible!
- \* The whiteboard as an example: It is one up from the blackboard; allows the use of colorful pens. There is a problem: The pens can run out of ink or leak. But in the end: It's easy.
- \* Why is technology difficult? Because machines have their own rules and language; teachers have to learn to understand them and not the other way around.



**Dependable/Not:**

- \* Equipment can break down or be incompatible with media.
- \* There could be power failure.
- \* Equipment may not be available at the time when it is needed and substitute equipment may operate in a different way than expected.

Michael also stressed the importance of doing a run-through on exactly the same equipment as the one to be used with the class and always having a backup plan ready. Michael ended his part of the presentation by saying that not all teachers need to use technology. Good teachers teach about things that they



are excited about. If you are excited about technology, use it! It's not just about you but also about what gets students excited. Using technology in the class is a way to make lessons new and interesting, to motivate and engage students, and to advance your learning objectives.

### 'Maximizing Practice in Student Presentations'

by  
Eve Chambers

After coffee and cookies, it was Eve Chambers' turn. Eve's focus was on student presentations and how to set them up so that they are the most beneficial for students. She started by discussing why it is better for students to do their presentations to small groups of audiences rather than the whole class.

- To lower anxiety.
- To get students to practice speaking in a more realistic situation.
- To increase student to student interaction.
- To provide variety in presentation formats.



Eve then briefly described her ESL Class Project at Oregon State University, where students do 3 presentations on the same topic.

1. Group speech
2. Individual speech in the "round Robin" system
3. Individual speech in the traditional formal report style

**The "round Robin" system** works in the following way:

- 4 students simultaneously give speeches in 4 corners of the classroom.
- Presenters use prepared posters or power point presentations.
- The audience rotates every 5, then 4, then 3 minutes. (This means that each presenter delivers the same speech 4 times so less time is needed.)
- The teacher rotates with the audience (and so gets to hear each speaker and can evaluate the speeches).

**The evaluation system:**

Self-evaluation of speech



Listener evaluation of speech  
Teacher evaluation of the speech



Eve then invited the audience to do a hands on of the "round-Robin" system. She asked the audience to think of something they are good at doing. It could be anything except work! For example, dancing, playing basketball, painting... She gave everyone time to think and then invited people to write up

their topics under the title "Our Class Experts". The 4 volunteers went to 4 different corners of the room and delivered their mini talks on their fields of expertise keeping to Eve's time limits just as has been described above. The audience went around listening and also filling in their evaluation of the speech. On this form, they indicated the following:

Name of the Presenter

Topic

One thing that was interesting and clear

One thing that made it difficult to understand

Name of Observer

It was great fun to see the 'experts' trying to explain their topics in less and less time and it was interesting to move from one topic to another completely different subject. The session ended with Eve collecting the feedback and telling us that presenters would write up their self-evaluation as home work.



This lively and very interesting INGED Afternoon ended with the audience happy and equipped with yet more practical ideas that they could use in their classes.



# AN INGED AFTERNOON WITH CRAIG DICKER IN ANKARA

in collaboration with TAA, Ankara

*Classroom Implications of  
Second Language Acquisition Research*

A workshop by  
Craig Dicker

Summarized by  
Sinan Ozmen & Cem Balcikanli  
Gazi University, Ankara.



The session given by Craig Dicker, the language officer of the US Embassy, was held in TAA on 9 March 2008. After a brief introduction to the main theoretical frameworks of second language acquisition (SLA), Dr. Dicker made some statements concerning the main research areas of SLA and their implications in language teaching. Some of the statements by Dr. Dicker are as follows:

1. Children learn quicker than adults.
2. Errors are generally attributable to L1 rather than L2.
3. L2 is much better learned with a native speaker.
4. Certain personality types are more successful at learning language.
5. The earlier a child starts to learn a language, the better s/he will be at that language.
6. Focusing on only grammar leads to accuracy in communication.

Having focused on the statements above with a small discussion with the audience, the speaker maintained that these statements are the main areas of SLA. Afterwards, he mentioned some of the major approaches to SLA in terms of sociolinguistics, psycholinguistics, and neurolinguistics. In this section of his presentation, Dr. Dicker made a connection between social variables and



interlanguage, a term coined by Selinker (1972) by pointing to the stages that each language learner has to go through when learning a foreign language. After the sociolinguistics aspects, the speaker emphasized the importance of neuropsychological dimensions, namely the relationship between language and the brain. In this respect, he posed questions including "How do language and brain work?" and "How are sounds represented in symbols?" He concluded that these aspects should be considered attentively for effective language learning. Dr. Dicker also stressed that there are certain sources of errors which, no doubt, have to be discussed in SLA. Sources of errors can be classified as:

a. Interlingua errors: produced by the negative transfer from L1,  
b. Intralingual errors: overgeneralization of L2 rules,  
c. Simplification errors: reduction of redundancy,  
d. Communication based errors: errors that may cause misunderstanding in communication.

- a. Interlingua errors: produced by the negative transfer from L1,
- b. Intralingual errors: overgeneralization of L2 rules,
- c. Simplification errors: reduction of redundancy,
- d. Communication based errors: errors that may cause misunderstanding in communication.



At this point, Dr. Dicker aimed at associating these issues to classroom practice by relating some behaviors of language learners to SLA. He held that the linguistic environment provided for the students should be planned and organized in such a way that learners should be able to do 'experiments' with the target language so that the internalization process of the target language inevitably requires the externalization of the language input in a social setting. This is where he linked the experimentation process of the target language to making mistakes, or precisely in Dr. Dicker's words, 'to make golden mistakes' in order to be fully ready for the feedback. You may, as a reader, infer that the speaker pointed out the most exciting, and perhaps some confusing, territory of SLA research. Also he did not wait long to accentuate Vygotsky's 'Zone of Proximal Development' and Krashen's 'Comprehensive Input Hypothesis' so as to give a clear explanation of the nature and dynamics of the internalization process of the learner language, or interlanguage which he was disposed to use repeatedly, and the possible role of the teacher in giving the feedback to the 'experimenting learner'. What he offered to language teachers in order to be able to realize the commandments of SLA in class was as follows:



- Do not oversimplify the language you use but modify it where and when necessary.
- Encourage and praise risk-taking.
- Give students some time to reach the level of production.
- Learners are different and so is their interlanguage development.
- Use authentic language presented in real life (or real life like) tasks.
- Promote peer teaching in pair and group work.

The presentation was theoretical and thought-provoking, with some 'one size fit all' superb SLA activities. However, it may be wise to bear in mind that whatever we do in the classroom should be based on a philosophy, or 'A Theory of ELT'. In this respect, Dr. Craig provided us with not only sound theories of SLA, which should be the basis of our actions in our classes but also an opportunity for us to question our own classroom philosophies. As for us, we may underline that as long as we teach in accordance with the findings of SLA research, there is, and will be, still hope for learning and making it easier and fun for our students.



# An INGED Morning at Maya Private Schools, Ankara on March 16, 2008



## *PARENTS' COOPERATION IN ELT* by Prof. Dr. Aydan Ersoz

Despite all the money, time and efforts spent for teaching English in our country, we have not been successful in training people who can effectively use English. We have raised people who know grammar rules but who cannot communicate.

Language learning is a long and difficult process. In order to understand this, we can get some insights from the first language acquisition process. Children are exposed to their mother tongue for 24 hours a day, 7 days a week in a very safe environment without having any worries for failure.



Anyone who interacts with the child is extremely patient and understanding. Even the slightest attempt of communication on the part of the child is treated as a big success. The child always gets praise and appreciation.

Despite all these positive conditions, it takes 5 years for the child to be an effective communicator in his/her language. It does not end there. The child continues develop his/her language skills throughout his life through formal education and natural/informal situations.

When it comes to English language learning, the child is expected to start producing the language immediately. This impatience and lack of trust effect the child negatively. The child develops a negative attitude towards language learning.

The linguistic proficiency of the child is continuously questioned; and, the child is usually labelled as being unsuccessful without considering his/her efficiency in communication.

Parents who are concerned about their children try to help them. However, as they do not have the necessary knowledge and experience in language teaching, they recall their learning experiences and try to use the same techniques that were used for them.



Parents do not understand the most important factor in language learning: age. Adults, adolescents and children have different learning styles and strategies. Parents disregard this fact and try to explain grammar to the child. Then they ask the child to do mechanical activities. The child starts memorizing the rules as they do not have any wish to learn grammar rules which are extremely abstract for them. Old methods which focus on grammaticality and rote



memorization do not work with children. They do not want to worry about grammatical correctness; they only want to communicate.

Children who feel tired of being questioned for their structural proficiency start forming sentences in their mind first. This blocks the natural flow of speech. They cannot get engaged in spontaneous speech. They also start paying extreme attention to the grammatical correctness of their sentences. They stop taking risks with the fear of making mistakes. This emphasis on grammaticality affects them negatively and as a result they lose their motivation. They also develop negative learning habits (such as translating) which are not useful in communication.

The new trends in ELT accept the fact that there are individual differences in learning. Children may have different learning styles and strategies. They also give priority to communicative efficiency due to the fact that language is primarily for communication. Grammar is an indispensable part of language but it should never be taught independently from the whole language context.

Grammar exists to express meaning and to guarantee communication.

Children learn language better in contexts that they are familiar with in their daily life. Any program designed for children should have contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on.

All these contexts contain authentic and natural language. Since they are fun, they motivate children. They also help the learning to be more effective and memorable.

### ***Family Support***

Education begins at home. Home, unlike school, is a safer place for the child as s/he knows that success and failure are not a natural part of life at home. They do not have to compete with the others or try to prove themselves at home. So, learning activities at home highly support the learning process.

Unless teachers get support from the parents, they are bound to tackle with lots of problems. Firstly, parents should be informed about the innovations that have taken place in language teaching field. This way they can be asked not to interfere with the school policy of language teaching and the teacher's methods and techniques. Parents can be asked not to try to impose upon the teacher the



methods and techniques that they are familiar with. Having a one or two hour teacher-parent conference may save the teacher one full year of struggling with the misconceptions and wrong beliefs about language teaching/learning.

Parents can be asked to encourage their child's interest in the language and in other cultures. They can show him or her that they value the ability to speak a foreign language. They may attend cultural events that feature music, dance, or food from the country or



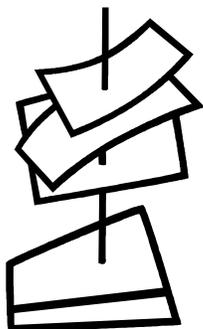
countries where the language is spoken together with their children. If possible, they can provide some books, videos, or other materials in the foreign language. They can read books and watch movies together with their child and make predictions when necessary to show the child how they can make predictions themselves. Furthermore, if they are familiar with the language themselves, they can help their child with his or her homework or project works.



Are your students eager to act?  
Would you like them to experience an unforgettable day?  
Can you set aside time to prepare these students for the  
INGED DRAMA FESTIVAL?

Then definitely we hope to see you at  
the 2008 INGED Drama Festival!





## NOTES FROM *THE INTERNATIONAL CONFERENCE ON NEW AND EMERGING LEARNING TECHNOLOGIES IN ELT*

Summarized by  
Dr. Işıl Günseli Kaçar,  
The Department of Basic English, METU

The international conference on new and emerging learning technologies in ELT was held in Loyola College, Chennai, India between August 3 and August 5, 2007. It was a joint organization of IATEFL learning Technologies (SIG) UK and ELTAI Computer Technology (SIG) India. The delegates from all over India as well as abroad participated in the conference.



A temple in Kanchee Puram, India

There was a wide variety of interesting and thought-provoking presentations on how to incorporate learning technologies in ELT. The conference enabled the participants to gain a lot of valuable insights into the technology use in ELT. The audience was introduced to emerging trends in learning technologies in the classroom such as weblogs, wikis, podcasts and the moodle, the use of video in the classroom to facilitate interaction, the benefits of and difficulties involved in e-learning, the development of video-based materials in class and e-assessment as an aid



to ESL / EFL learners, the use of asynchronous discussion forums to foster collaborative reflectivity among teacher trainees, collaborative learning through yahoo groups, virtual learning environments and so on. The pros and cons of computer-mediated technologies were discussed in detail. Apart from the 32 paper presentations, there were 7 workshops, 13 poster sessions and a panel discussion. Four plenary talks were delivered during the conference. These were as follows:

- *Eyeyore and the pixel dropout: What's wrong with technology-enhanced language learning* by Prof. James Coleman from Open University, UK,
- *Are language teachers fit for Web 6.0 ?* by Gary Motteram from the University of Manchester, UK, and Sophie Ionnau-Georgiou, from Cyprus Pedagogical Institute, Cyprus,
- *Language learning in a connected world* by Michael Coughlan, the e-learning consultant, Australia
- *To innovate or not to innovate, that is the question* by Eric Barber, the educational consultant, UK.

Of a variety of presentations delivered in the conference, the one entitled *Speaking and Listening Online and at a Distance* by Claire Ann Pinks, the University of Sienna, Italy bears particular relevance to ESL / EFL learning.



Online language courses are predominantly text-based and consequently provide students with a wide range of activities and tasks to improve reading and writing skills and grammatical and lexical knowledge. Mastering a language, however, rests largely on effective oral /aural communication. What's more, internationally recongized exams such as Cambridge ESOL

contain a substantial oral component.

Students living in remote areas or non-English speaking countries following online language courses can practise using CDs and online materials but do not have opportunities for truly interactive listening and speaking. Educational sites offer substantial online practice, but until recently, learners have not been able to save or Exchange audio files due to copyright restrictions and file size.

Two recent breakthroughs have considerably improved this situation. First, the advent of mp3 files which are of a manageable size and can be attached to an



email or uploaded onto a learning platform or VLE. Secondly, the spread of podcasts which are onto only contained on compressed files, but are seldom subject to copyright laws, which allows learners to save materials to a computer or portable device for practice on demand.

The presentation addressed how these recent developments in information technology can enable interactive listening and speaking activities online via synchronous voice chat, vocal messaging and webtelephony. It also examines how students can obtain asynchronous oral practice with tutor monitoring and assessment at a distance both on-and offline via the attachment or uploading of mp3 voice files.

The presenter started by introducing the audience kinds of media and modes and the skills associated with them (See Figure 1 below):

<b>MEDIUM</b>	<b>MODE</b>	<b>SKILL</b>
<b>books</b>	<b>text</b>	<b>reading</b>
<b>computers</b>	<b>interactive text</b>	<b>reading and writing</b>
<b>sound cards, speakers</b>	<b>audio</b>	<b>listening</b>
<b>voice tools VoIP/audio recorders/voice boards</b>	<b>interactive audio</b>	<b>speaking and listening</b>

Figure 1: Media and the associated modes and skills

ESL /EFL learners may be engaged in listening practice in different ways such as offline listening practice via using textbooks and CDs, resource-based online practice and podcasts.

Podcasts are small mp3 files which are easy to open and save. They can be subscribed to at no cost and have both educational and authentic variety. They are usually copyright free. As to the uses of podcasts, the tutor may select the podcast and prepare the task. Alternatively, the student may select the podcast



according to his / her interest and report back, or else the student may select the podcast and prepare the task for his/her peers. Individuals or cohorts may produce their own podcasts as well.

Just as ESL / EFL learners can practise their listening skills in a variety of ways, they can do speaking practice in a number of ways through webtelephony, instant messaging, call recorders, audio recorders, and voice boards. " *The line is blurring between what used to be two separate utilities, instant messaging vendors (...) and VoIP providers*" (Bryant, 2006).

The speaker introduced *Skype* as a popular voice tools. It is preferred thanks to its fast connection, its free download, user-friendly interface, free calls, the file sharing facility and recording software compatibility. Another preferable feature of the program is that they work on portable devices in dyads and small groups.

Apart from *Skype*, another call recording software, *Pamela*, provides free download. It automatically embeds into *Skype*. It records up to 15 minutes. It includes files that can be saved in mp3 format and can be attached to emails and uploaded to the learning platform.

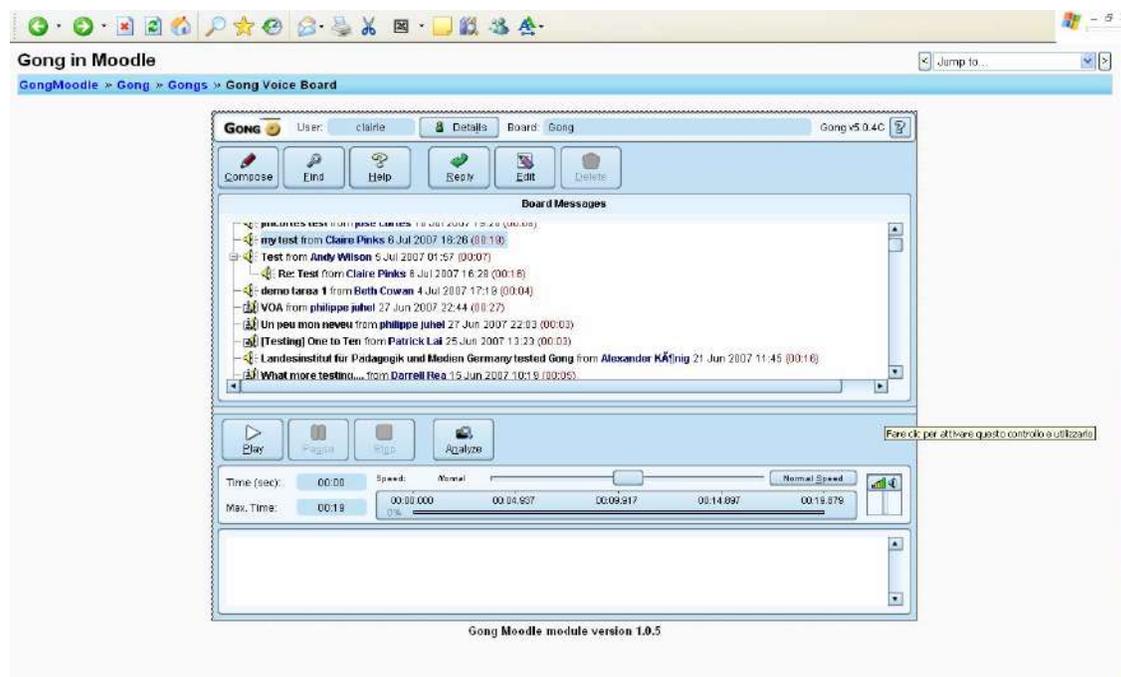
Having introduced the audience the call recording softwares such as *Skype* and *Pamela*, the presenter went on to illustrate the VoIP, which facilitates socialization between learners at outset of online course. She also pointed out its uses in tandem speaking projects using buddy service or sites such as [Mixxer](http://www.language-exchanges.org/login.aspx) (available from <http://www.language-exchanges.org/login.aspx>), structured activities for pairs and small groups and in exam practice. Furthermore, she mentioned how it is used to provide tutor feedback and how it is used in self-monitoring and assessment in conjunction with call recorders.

As far as self-monitoring and assessment are concerned, ESL /EFL learners were recommended to listen to their performance and note their strengths and weaknesses according to the following criteria:

1. GRAMMAR (range and accuracy)
2. VOCABULARY (range and accuracy; any items you were unable to express)
3. PRONUNCIATION (stress, intonation and individual sounds; appropriate use of contractions)
4. DIALOGIC INTERACTION (length; hesitation; turn-taking)
5. APPROPRIACY (register; did you answer the question?)



With respect to supplying voices in online courses, voices could be brought into online courses in several ways. They can take advantage of free voice recorders (available from [http:// www.freecorder.com](http://www.freecorder.com)). Secondly, tutors and students record and post [voice](http://moodle.lett.unisi.it/login.index.php) (available from <http://moodle.lett.unisi.it/login.index.php>) messages to forums. Last, but not the least, they can make use of asynchronous oral conferencing voice boards. A sample voice model called *Gong Voice Board* is as follows:



Synchronous speaking activities provide several advantages for ESL / EFL learners. To begin with, they develop learners' use of phonetic and syntactic system. Moreover, they trigger noticing and use of repair strategies (i.e., negotiating meaning). In addition, they internalize learning. Also, they enhance socialization.

After illustrating synchronous speaking activities, the speaker proceeded to inform the audience of the importance of asynchronous follow-up. The asynchronous follow-up enables self-monitoring and assessment. It allows learners time to reflect on, refine output and facilitates tutor feedback, increasing learner autonomy by raising metalinguistic awareness.

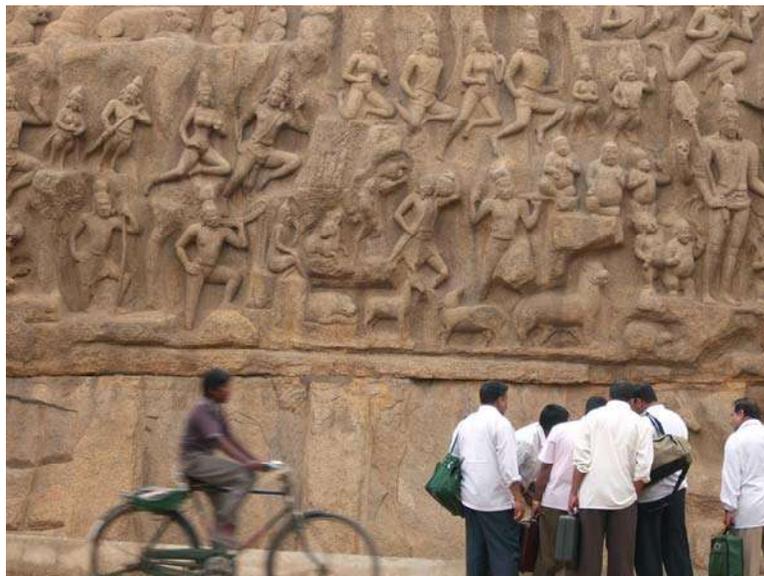
The session enabled the audience to gain insights and perspectives into the use of various online speaking and listening activities to be used in ESL /EFL classrooms.

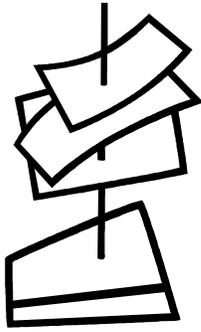


## References

Bryant, T. (2006). *Using World of Warcraft and Other MMORPGs to Foster a Targeted, Social, and Cooperative Approach Toward Language Learning*. Academic Commons.

<http://www.academiccommons.org/commons/essay/bryant-MMORPGs-for-SLA>





# NOTES FROM Ankara University, School of Foreign Languages Professional Development Program Days 1 and 2

Summarized by  
Prof. Dr. Aydan Ersöz

Ankara University, School of Foreign Languages held a one-week professional development program for its instructors between January 28 and February 1. This activity was sponsored by the Pearson Education Limited.

I was lucky to be a part of this program for the first two-days as a speaker. The enthusiasm of the instructors and the hospitality of the administration were incredible. I would like to thank all parties involved for their outstanding professionalism. You can find a brief summary of the workshops that I ran as a part of this program below. The activities done in these workshops are not mentioned here.

## **INTEGRATED APPROACH TO THE TEACHING OF ENGLISH**

Traditional teaching techniques often inhibit learning by discouraging, ignoring, or punishing the brain's natural learning processes. However, recent studies have shown us that the brain is a parallel processor, in other words it can perform several activities at once. It processes wholes and parts simultaneously. The search for meaning is innate and comes through patterning. Learning is enhanced by challenge and inhibited by threat. It involves analysis, synthesis, and evaluation of the concepts.

All aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication. The integrated approaches, as contrasted with the purely segregated approach (also known as language-based approach), expose learners to authentic language and challenge them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed



for communication. Integrating the language skills promotes the learning of real content, not just the dissection of language forms. It can be highly motivating to students of all ages and backgrounds.

### **Steps of Teaching**

- 1) Choose a text (either authentic or semi-authentic) in which the target items are used.
- 2) Prepare warm-up activities related to the theme of the text to help students to be cognitively, emotionally, and linguistically ready to tackle with the text.
- 3) Provide a task (a reason) for students to listen or read the text.
- 4) Give students more detailed activities to exploit the text.
- 5) Use the text for vocabulary teaching.
- 6) Ask students to locate the sentences with the new structure within the text and examine them. (explore)
- 7) Ask questions related to the form (USAGE), meaning and function (USE) of the new structure in relation to the sentences in the text. (elicit)
- 8) Design post activities where students can transfer to and use what they have learned in a similar context. (experiment)
- 9) Recycle as often as possible; create opportunities for the learners to be able to experiment with what they have learned in different contexts; be patient with backslidings and restructurings.

### **LISTENING AND READING**

Listening and reading are similar skills as they both deal with decoding a message sent (encoded) by someone else. Commonly they are categorized as perceptive skills. The main aim is to understand (comprehend) the meaning embedded in the already created text. In order to do that successfully, learners should begin with pre-activities, continue with while activities and finish with post-activities. As we adapt an integrated approach, a post activity can function as the pre-activity of another task.

#### **Pre-activities**

In real life, before we read, listen, watch, speak or write, we already know a lot about what we are going to do. We have all kinds of expectations and predictions in our head. In the classroom situation, however, we do these just because teacher asks us to do so. Having a purpose affects the learner's motivation, interest, and manner.



Pre-skills activities are warming-up activities. They are very much like warming-up our body before we start taking strenuous exercise. Pre-skills activities help learners be prepared for the main task. In short, pre-activities are to prepare learners emotionally, cognitively and linguistically for the main activity. The general goal of warming-up activities is to help learners learn better. Some more specific aims can be listed as:

1. to give learners a reason(aim) for the main task
2. to motivate learners for the task
3. to involve learners by asking their ideas and knowledge about a topic
4. to introduce or pre-teach vocabulary or difficult language which might otherwise prevent learners from doing the task
5. to focus learners on a specific topic so that they can recall all they know about it (relate the topic to their schemata) (mental preparation for the task)
6. to prepare learners with language to use during the main task

### **While activities**

When the aim is to develop reading and listening skills, activities should be prepared for

- training learners to comprehend text by using knowledge of the world and by using different skills such as skimming (for gist / the main idea) and scanning (for specific information).
- training learners to recognize the detailed information in a text.
- training learners to infer meaning by making use of the contextual clues.
- training learners to recognize and understand relations between parts of a text through references.
- training learners to make predictions and intelligent guesses when reading or listening to a text
- developing learners' understanding of the communicative value of a text and the sentences in it.
- developing learners' understanding of the relations between parts of a text through references (anaphoric and cataphoric).
- training learners to identify the main idea and supporting ideas of a text.
- training learners to infer meaning of unknown words through contextual clues.
- training learners to understand the writer's or speaker's attitude towards the topic.
- developing learners' autonomy.
- giving learners a taste of reading and listening for pleasure.



### **Post-activities**

Activities that help learners draw conclusions and transfer what they have learned to some other context. A post activity can be the pre-activity of some other skill activity; or a pre-activity can be the post activity of some other skill activity.

### **SPEAKING AND WRITING**

Speaking and writing are similar skills as they both deal with encoding a message to be sent to someone else. Commonly they are categorized as productive skills. The main aim is to produce (create) the meaning embedded in a new text in the clearest way possible. It is probably fair to say that in many English language classrooms less time is devoted to speaking and writing skills than to reading and listening. There are numerous reasons for this:

- Writing and speaking are seen as time-consuming. Teachers do not want to waste valuable classroom time on these.
- Writing and speaking are productive skills. Teachers do not want to deal with correction of the products.
- The learner's negative perception of speaking and writing activities. They may see them as being something tiring and boring, or maybe a "waste of time".
- Students do not have enough background (cognitive and linguistic) to produce an oral or written work.
- When speaking is the case, students feel really shy about talking in front of other students. They do not want to lose face in front of the class.
- When writing is the case, they feel lazy because they do not have good writing habits in their own language either.

Students should engage in a range of awareness-raising tasks to understand that the best way to learn English is to use it. Oral and written products are also a good indication of students' strengths and weaknesses. Not only should speaking and writing activities be seen as a valuable way of practicing language, but also as an indispensable part of the language learning process as a whole. Being aware of this fact may help students to adopt a more positive attitude towards such activities.

A popular approach used by teachers to develop these skills is to assign a topic and require students to write or talk about it. This approach assumes that the students are highly articulate and able to argue and express abstract notions in rapid and comprehensible language products. Such activities often intimidate most students because they have nothing much to say or write about and look to



the teacher to supply most of the language and ideas. Furthermore, students do not see any reason to produce anything. The resultant lack of interest and motivation can be attributed to the purposelessness of the language they are being asked to produce. We must arouse in the learners a willingness and need to talk or write about by providing them with something they feel they have a need or reason to talk or write about. Giving positive feedback also helps to encourage and relax shy students to produce more.

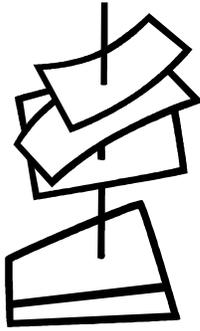
Why don't students want to participate in SPEAKING activities?

- Students don't have an opinion on the subject
- Students have an opinion, but are worried about what the other students might say or think
- Students have an opinion, but don't feel they can say exactly what they mean
- Students begin giving their opinion, but want to state it in the same eloquent manner that they are capable of in their native language
- Other, more actively participating students feel confident in their opinions and express them eloquently making the less confident students more timid

We can overcome most of the problems that our students encounter by giving them pre- activities such as observing, brainstorming, using graphic organizers, making/taking notes, making lists, talking to others, and reading/listening about the topic.

*The next time you go to a  
conference or workshop,  
take detailed notes  
and send these to us  
in a format similar to what you  
are reading on these pages.*





# REFLECTIONS ON INNOVATIONS, THE 3RD FOREIGN LANGUAGE TEACHERS' CONFERENCE BY YUCE SCHOOLS

Summarized by  
Prof. Dr. Aydan Ersoz

**innovations**  
3rd Foreign Language Teachers Conference  
3. Konferenz für Fremdsprachenlehrer

*"Innovative and Good Applications in the Field of Foreign Language Teaching"*  
*"Innovative und korrekte Anwendungen im Fachbereich der Fremdsprachenlehre"*

**15<sup>th</sup> March 2008**  
15. März 2008

**PROGRAMME**  
09.00 - 10.00  
Anmeldung  
10.00 - 10.30  
Begrüßung und Grußworte  
Prof. Dr. Hilmi Engender and Dr. Bernd Schneider  
10.30 - 11.00 + Workshop 1  
Dr. Bernd Schneider „Sprachliche Situation des Zweitsprachlers in der Türkei“  
Prof. Dr. Arsen Günc „Praktiktorien im DaF-Unterricht“  
Wolfgang Thiele „Javan könt genest“  
Gözte Sork „Fime in DaF-Unterricht“  
Pinar Yaman „Der Arbeit mit Radiofonie (F“  
Gül Selma Ansal Yildiz „Spiele in DaF-Unterricht“  
Alio Yaman „Jünerer in DaF-Unterricht“  
11.00 - 11.30 + Koffmache  
11.30 - 12.00 + Workshop 2  
Dr. Bernd Schneider „Typologische Diaphton bei Zweitsprachlern in der Türkei“  
Prof. Dr. Arsen Günc „Praktiktorien im DaF-Unterricht“  
Wolfgang Thiele „Javan könt genest“  
Gözte Sork „Fime in DaF-Unterricht“  
Pinar Yaman „Der Arbeit mit Radiofonie (F“  
Gül Selma Ansal Yildiz „Spiele in DaF-Unterricht“  
Alio Yaman „Jünerer in DaF-Unterricht“  
12.00 - 12.30 + Mittagessen  
12.30 - 13.00 + Workshop 3  
Dr. Bernd Schneider „Typologische Diaphton bei Zweitsprachlern in der Türkei“  
Prof. Dr. Arsen Günc „Praktiktorien im DaF-Unterricht“  
Wolfgang Thiele „Javan könt genest“  
Gözte Sork „Fime in DaF-Unterricht“  
Pinar Yaman „Der Arbeit mit Radiofonie (F“  
Gül Selma Ansal Yildiz „Spiele in DaF-Unterricht“  
Alio Yaman „Jünerer in DaF-Unterricht“  
13.00 - 13.30  
Verleihung, Zertifikate und Mittagessen

**BRITISH COUNCIL** **GOETHE-INSTITUT ANKARA** **UNIVERSITY OF CAMBRIDGE** **TA ÖD**

Yuce Schools held the 3rd Foreign Language Teachers conference on March 15, 2008 at Yuce Schools, Ankara. The theme of the conference was "Innovative and Good Implications in the Field of Foreign Language Teaching". The aim of the conference was to deepen the understanding of the new and good as well as to provide the participants with new ideas by sharing practical ways through the sessions. There were two parallel conferences: one for the English teachers and one for the German teachers. The one for the English teachers had 4 plenary sessions.





**Prof. Dr. Hüsnü Enginarlar**  
(Opening Speech)

"Humour and Fun in the Language Classroom" by Hanna Kryszewska

"The New Curriculum: New Roles for the Teacher and the Learner" by Prof. Dr. Aydan Ersöz



**The Audience**



"Using ICT in Foreign Language Classrooms" by Raymond Kerr



**Raymond Kerr**

"Innovation and an Old Problem: Getting Students' Attention" by Dr. Luke Prodromou



**Dr. Luke Prodromou**



## Two sessions from the Conference: 1

### Humour and Fun in the Language Classroom by Hanna Kryszewska

#### ***Biodata:***

Hanna Kryszewska is teacher, teacher trainer, trainer of trainers. She is co-author of resource books : Learner Based Teaching, OUP, Towards Teaching, Heinemann, The Syamby Book, CUP, Language Activities for Teenagers, CUP and a course book series for secondary schools: ForMat, Macmillan. She is also co-author of a video based teacher training course: Observing English Lessons. She is based in Poland at the University of Gdansk, Poland. Hania is a Pilgrims trainer and editor of HLT Magazine. E-mail: [hania.kryszewska@pilgrims.co.uk](mailto:hania.kryszewska@pilgrims.co.uk)

#### ***Session:***

The words "fun" and "laughter" seem lighthearted and not serious enough to be the focus of mainstream language teaching methodology. Yet psychological research shows that humour is an indispensable factor in mental hygiene and significantly supports and even enhances learning. Humour can address various senses, e.g. the visual, the auditory and kinaesthetic. Humour is not only jokes, cartoons and sketches but also poems, drama and fine arts.



**Sample Activities:**

A good cartoon is a good start to a lesson; it can also be a break, a filler or an excellent illustration of a point during a lecture. Humour has much to offer, helps us to see everyday or common situations in new light, teaches us about culture and language and last but not least relaxes.

A good cartoon website is a treasure. Randy Glasbergen's website ([www.glasbergen.com](http://www.glasbergen.com)) is a wonderful source for fun and laughter.

**Activity 1**

Ask the students to visit the Educational section of the cartoon website.

Find 3 cartoons about :

- types of teachers
- parents and children talk about school
- IT technology at school

Check in class.

**Activity 2**

Dictate a caption to your students

Ask the students to visit the Educational section, or any other you have chosen the cartoon from.

Ask them to find the whole cartoon.

Check in class.

**Activity 3**

Choose a cartoon.

Tell the students which section it comes from.

Describe the cartoon to the students.

Ask the students to draw their own version/s in their copybooks.

Ask them to find the cartoon and the caption.

Check in class.

**Other Activities:**

**Poetry**

Ask the students to examine the poem.

**Spring is overrated.**

**Summer is overheated.**

**Autumn is overwritten.**

**Winter is overthankgod.**

Ask them to write their own poem.



## Stories

Read "The Very Hungry Caterpillar" story. Then ask the students to re-tell the story of a student who eats classroom objects.

One sunny Monday, the student came to the classroom. S/he was very hungry. On Monday s/he ate one board. On Tuesday s/he ate two windows. On Wednesday s/he ate three desks, but s/he was hungry. On Thursday s/he ate four books, but s/he was still hungry. On Friday s/he ate five notebooks, but s/he was still hungry. On Saturday s/he was so hungry that s/he ate one pencil-case, one school bag, one ..... The next day was Sunday. The student had a terrible stomachache.

## Two sessions from the Conference: 2

### The New Curriculum: New Roles for the Teacher and the Learner by Prof. Dr. Aydan ErsO



The new curriculum by the Ministry of Education implements the European Language Portfolio which contains The Principles and Guidelines approved by the Council of Europe (DGIV/ EDU/LANG (2000). For the FIRST stage of primary education (4th and 5th grades), A1 level (Breakthrough) is aimed. For the SECOND stage (6th, 7th and 8th grades), A2 level (Waystage) is planned to be reached.

The European Language Portfolio has communicative goals and an integrated approach. All language components and skills are treated together and are equally important. All aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication.

The new curriculum accepts the fact that learning a language is a slow process which is full of backslidings and restructurings. With the new curriculum, teachers and learners are not only being asked to change their roles and take different responsibilities, but they are also expected to change previously held attitudes and beliefs.

<b>Old Curriculum</b>	<b>New Curriculum</b>
<ul style="list-style-type: none"> <li>*<b>transferring information</b></li> <li>*<b>explaining</b></li> <li>*<b>focusing on grammar</b></li> <li>*<b>focusing on product</b></li> <li>* <b>teaching through dialogs</b></li> <li>*<b>using teacher-centered approach</b></li> <li>*<b>teaching components without a context</b></li> </ul>	<ul style="list-style-type: none"> <li>*<b>improving critical thinking</b></li> <li>*<b>eliciting and helping learners to discover</b></li> <li>* <b>focusing on skills</b></li> <li>*<b>focusing on process</b></li> <li>* <b>using all kinds of texts</b></li> <li>*<b>using learning-centered approach</b></li> <li>*<b>teaching language within contexts familiar to children</b></li> </ul>



Teachers should :

- learn the philosophy behind the new curriculum (which covers the information about the approach),
- develop new teaching skills to implement the new curriculum effectively,
- learn how they are to use the materials in the classroom,
- change their attitudes and beliefs about learning and teaching.

Otherwise, the new curriculum and materials will NOT create a renewed national system. They will only cause stress and frustration on all parties involved.

Old methods which focus on grammaticality and rote memorization don't work with children. Hence, at primary level, the structural objectives should be very limited. They should be practised and recycled continually in meaningful contexts as a part of natural communication. Structures should never be taught independently from the whole language context. Exposure to chunks\* of language (words that naturally come together e.g. 'thank you very much', 'glass of water', 'have a nice day') is much better as those are easily learned, repeated and do not need analysis.

### **New Roles**

1. Children are more concerned with the use of language to convey meaning than with correct usage. They want to actually use the language, not to learn about it. Hence, teaching the rules of usage is not necessary for children.

Hence, teachers are to provide input that is functional and communicative. They are to avoid grammatical explanations as they are too abstract for children and have no direct application to life. Learners are to practice a lot so that they can experiment with English in order to internalize it.

2) For children, learning is a matter of experiencing rather than storing information to memory.

Hence, teachers are to use activities that appeal and make sense to children. They are to step off the stage and let students experiment with language. Learners are to actively involve in the learning process. They should be more risk-taking.

3) Young children are willing to use language without worrying about grammar correctness.



Teachers are to let children make mistakes if they do not impede communication. However, they should be careful not to let those mistakes become errors. Pronunciation and vocabulary mistakes are most of the time more serious than syntactic mistakes. Learners should try to imitate the model as closely as possible. They should be ready to accept the fact that speaking a foreign language may sometimes mean adopting a new identity.

4) Children don't like activities that are mechanical and meaningless.

Teachers are to use contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on. Learners should be ready to be active all the time. They should be willing to take part in these activities. All these will help them discover language by themselves.

5) Children don't like long and detailed explanations. They easily get bored.

Teachers should decrease the teacher talk time. It is much better to demonstrate the language than to explain it. Learners should be ready to cooperate and collaborate with the teacher in the classroom. They should be eager to make guesses and predictions.

6) Children don't like formal classroom atmosphere which requires them to be passive, motionless and quiet.

Teachers should use contexts which allow learners to learn by doing and being physically active. Teachers and the school administration should be tolerant when there is noise in the classroom. If it is started by the teacher, it is a part of the learning process.

7) Children like being able to use their imagination and creativity in the classroom. They like doing amusing and interesting activities that challenge them.

Teachers should begin with a play-centered approach and gradually move to more conscious and cognitive learning as learners mature. Learners should participate in all activities in the class to have fun and to learn at the same time.

8) Children need comprehensible input as meaning is crucial to learning.



Teachers should use a lot of body language, gestures or other visual supports to make meaning clear. They cannot rely on the learners' linguistic background. The language that the teacher uses should be:

- developmentally appropriate for the learners' physical, cognitive, socio-emotional, and communicative maturity level
- redundant and consistent (repeatedly received from a variety of sources)
- frequent (ample opportunities to practice)
- consistent with their identity (less formal, peer-oriented, expressive use of language)
- (grammatically correct with proper word choice and pronunciation) as teachers are the only live models.

9) Children need a classroom context that is supportive, safe and motivating.

Teachers should not be an outsider. They should be an active participant. If there is a song, the teacher should sing it to model it, then sing it together with the learners to help them learn it.

**If children can't learn the way we teach,  
it's high time we started teaching the way they learn.**



**A Paper from a member**

## **The Effects of the Teachers' Personality and Attitudes on Student Motivation**

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### **I**ntroduction

“Motivation” can be defined as having the desire and willingness to do something. It is a handy word accounting for both success and failure (Bergström, 2004). That is, if students are good language learners, they most probably have high motivation to learn. Similarly, if a student is not successful, this is often explained as lack of motivation. Motivation is what it all finally comes down to. With it there is success; and without it there is little or none. As stated by Dörnyei and Csizer (1998), motivation is a key to learning. However, what exactly is motivation? Most educators use the word “motivation” to describe those processes that can arouse and initiate behavior, give direction and purpose to behavior, continue to allow behavior to persist, and lead to choosing or preferring a particular behavior (Wlodkowski, 1984). Teachers are generally interested in ‘learner motivation’ which makes teaching and learning easier, more pleasant, as well as more productive. Teachers also pay attention to the motivated learner, the student who is willing to invest effort in learning activities and to progress.

The first part of this study describes the background to the study. Then, the research hypothesis will be stated followed by the explanation of the data collection procedures and data analysis. The results and conclusions will be given at the end of the study.

### **B**ackground to the study

Teaching is a never-ending journey during which the main point is the students' learning. In order to achieve this, teachers have to motivate students to a high extent, thus creating more purposeful classroom atmosphere. According to Lewis (2002), teachers do influence the classroom environment by motivating the unmotivated. As we all know, some students seem naturally enthusiastic about learning but most of them need or expect their teachers to inspire



and stimulate them to learn. Several factors help teachers to motivate students to study and to learn. These are mainly:

1. Pair / group work activities
2. An interesting learning atmosphere
3. Materials organization
4. Various teaching methods
5. Different kinds of teaching activities

The effects of such variables on the students' desire and motivation to learn have been justified in many studies so far. However, another variable that should be considered is the teacher factor. Teachers have a great influence on their students' motivation.

## Research hypothesis

In this study, I will not deal with teachers' knowledge or abilities. I will focus on *“The Effects of Teachers' Personality and Attitudes on Student Motivation.”* No matter how knowledgeable teachers are in teaching English and making use of the necessary skills and classroom activities, they may still have some difficulty motivating their students, so as Harmer (2001) suggests, we need to examine teachers' role not only in education but in the classroom itself.

Throughout my school life and teaching experience, I have seen many students attending courses just because they like the teachers and their attitude! I have also met students not doing their homework due to their teachers' bossy statements and comments. Shortly, most teachers believe that it is enough to have field knowledge and the related skills in order to motivate students. However, Harmer (2001) states that, we have to start with the recognition of students as individuals as well as being members of a classroom. I believe that, motivating students is strongly related to the personality and positive attitude of the teacher.

## Data collection procedures

Students from four intermediate level classes at a high school participated in the study. 50 students were given a questionnaire which consisted of 15 statements some of which are the points Prodromou (2004) listed to portray “an outstanding teacher”, and all the statements are



related to the students' ideas about positive attitudes, personalities of teachers and positive effects of these variables on their own motivation. The students rated the statements using a 1 - 5 scale as can be seen below.

### The Questionnaire

Dear Students,

This questionnaire has been prepared to find out the enhancing effects of teachers' own personality and attitudes in addition to the field knowledge of the teacher on your interest in the lesson and motivation. Choose the most appropriate item just opposite the statements. Thank you for your participation.

1. I totally disagree
2. I disagree
3. Doesn't matter
4. I agree
5. I totally agree

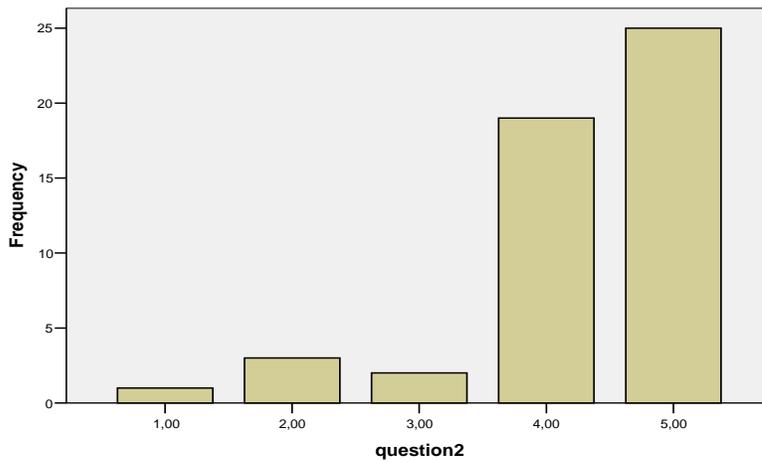
In addition to the field knowledge of the teacher, he/she should...

- |                                                                                           |   |   |   |   |   |
|-------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. have a good sense of humor.                                                            | 1 | 2 | 3 | 4 | 5 |
| 2. believe in his/her students and make them feel that through his/her behaviors.         | 1 | 2 | 3 | 4 | 5 |
| 3. be patient in all situations.                                                          | 1 | 2 | 3 | 4 | 5 |
| 4. pay attention to the students' both personal and family lives.                         | 1 | 2 | 3 | 4 | 5 |
| 5. not ignore students' ideas and opinions and explain and interpret them when necessary. | 1 | 2 | 3 | 4 | 5 |
| 6. be friendly.                                                                           | 1 | 2 | 3 | 4 | 5 |
| 7. attract the students' attention easily.                                                | 1 | 2 | 3 | 4 | 5 |
| 8. be eager to teach.                                                                     | 1 | 2 | 3 | 4 | 5 |
| 9. be able to keep the balance between affection and respect.                             | 1 | 2 | 3 | 4 | 5 |
| 10. provide a warm and intimate classroom environment.                                    | 1 | 2 | 3 | 4 | 5 |
| 11. laugh when necessary and be expressive .                                              | 1 | 2 | 3 | 4 | 5 |



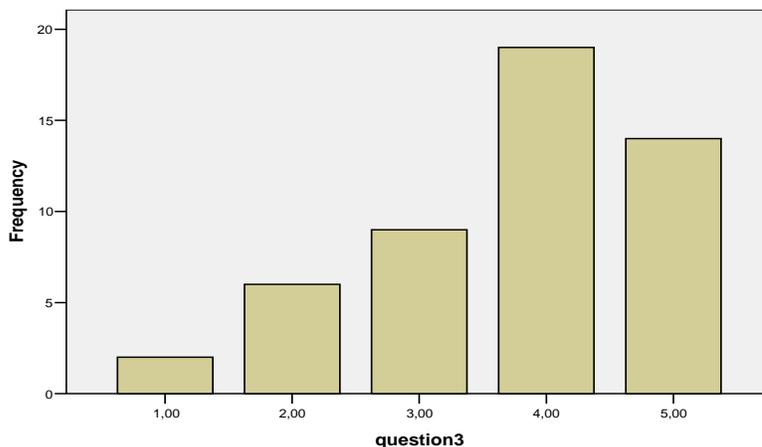


**2. The teacher should believe in his/her students and make them feel that through his/her behaviours.**



Students may only learn well if the teacher finds a way to activate and encourage their desire to invest effort in the learning activity (Ur, 1996). At this point, the necessity of using reinforcement, especially “social reinforcement” becomes apparent. These are the ones which are socially mediated by teachers which express approval and praise for appropriate behavior. Comments ("Good job," "I can tell you are working really hard," "You're nice"), written approval ("Super"), and expressions of approval (nodding your head, smiling, clapping, a pat on the back) are all very effective kinds of reinforcement. These kinds of reinforcement help students feel successful and show that the teacher believes in their success. This way, as Rivers and Temperley (1978) points out, teachers can set their students on the road, helping them to develop confidence in their own learning powers.

**3. The teacher should be patient in all situations.**

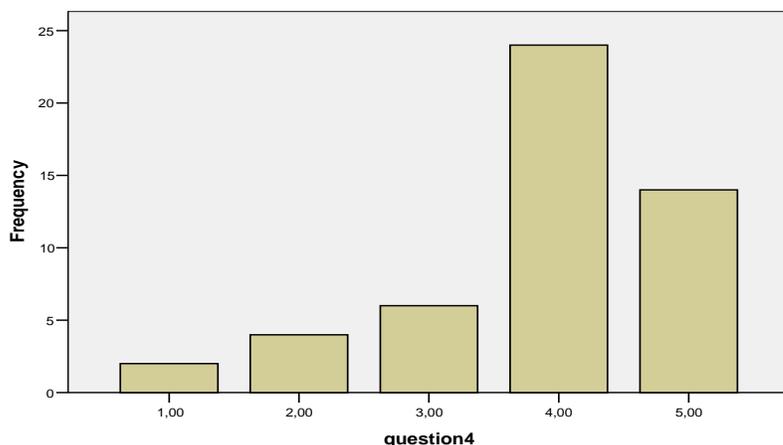


Teachers who have little or no patience can not continue their teaching career or become good teachers because “patience” is included in all the points relating to the characteristics of a good teacher. Teachers need to have **patience** and try hard to teach students. If they run out of patience with their students, they lose easily. To put it another way, they may not be able to be



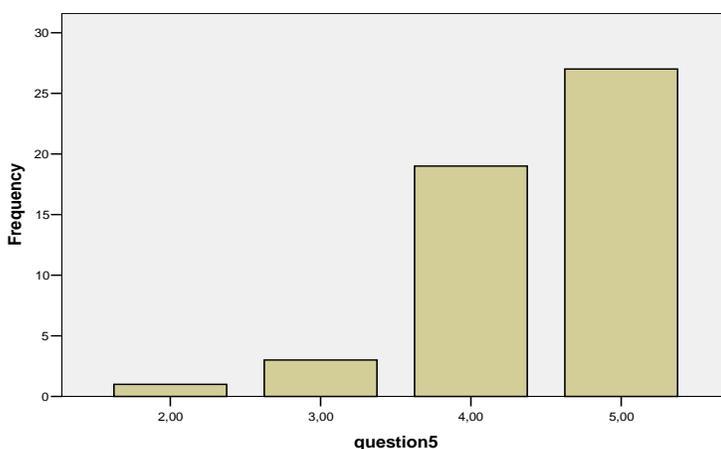
effective in the classroom. In order to maintain patience, teachers should be flexible in teaching. That is to say, they need to try out different teaching techniques with their students.

**4. The teacher should pay attention to the students' both personal and family lives.**



Teachers should always remember that students are by nature social. Therefore, sometimes they may attend classes with problems in their minds. These could be related to their families or friends and such problems may hinder their attention. As it is clear from the graph above, most students need their problems and their private matters to be dealt with. Teachers could sometimes ask students about their families and friends so that they will feel valued and relaxed.

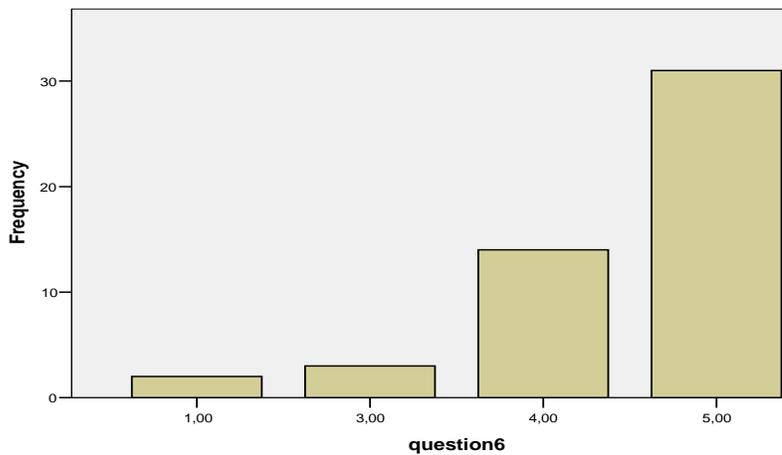
**5. The teacher should not ignore students' ideas and opinions and explain and interpret them when necessary.**



This is similar to the previous question. In order to make learners feel valued and motivated, the teacher should take students' ideas and opinions into consideration and explain and interpret them when necessary. To achieve this, teachers can ask their opinions on different subjects.



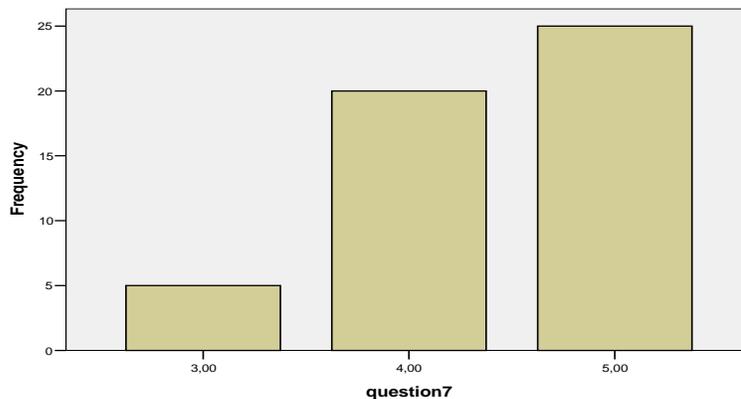
**6. The teacher should be friendly.**



It is quite obvious that students need a friendly teacher and classroom atmosphere to get motivated. Just like being patient, a teacher should also be friendly so as to be effective. Brennen (2007) defines a friendly teacher as follows:

“This is the teacher that enjoys teaching and does everything to make his classroom a heaven of learning. He is constantly upgrading himself intellectually, and joyfully shares his knowledge with his students. We do know that enthusiasm breeds enthusiasm. Thus, when we have an enthusiastic teacher, the students will also exude a level of enthusiasm. The friendly teacher is the kind teacher. His classroom teaching method is not textbook-centered, but student-centered. Hence, there is a greater chance of the outcome being a developed, happy, whole person, than a miserable, "want-to-get-out-of-this-mess-student.”

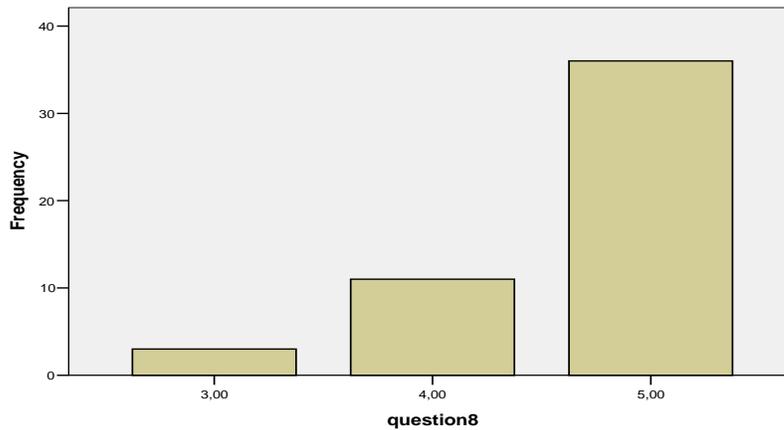
**7. The teacher should attract the students' attention easily.**



Students may be unmotivated to learn a language because they mostly happen to connect the learning only to superficial needs. As a result, to get motivated students need different kinds of motivators. Therefore, teachers should use different kinds of materials such as visuals, realia, illustrations as most of the times the course book itself does not include items specifically attractive to that particular class. Teachers also need to use mime and gesture; stress and intonation when necessary.

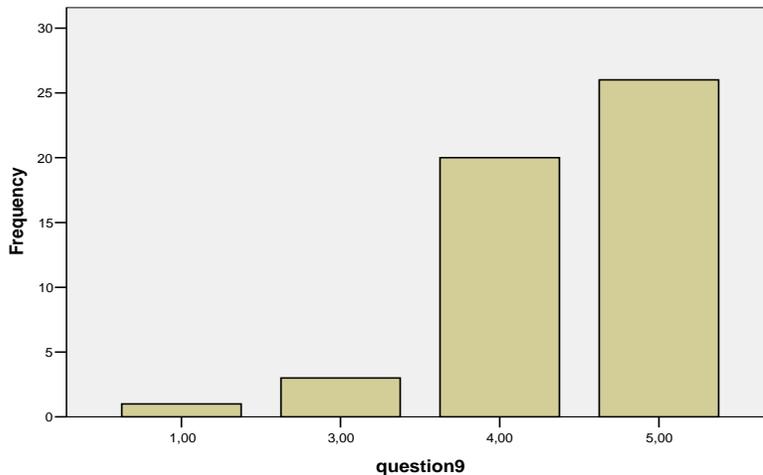


8. *The teacher should be eager to teach.*



Teacher enthusiasm has been identified as a prominent teacher behavior that affects student learning (Carlisle & Phillips, 1984). The graph supports the idea that the teacher needs to be enthusiastic about teaching and bring enthusiasm to the classroom. In other words, teachers have to be willing to help students and teach them. Without this, their knowledge or skills are of little use. To achieve this, teachers should try out different teaching techniques, be aware of the learners' needs and learning differences, and encourage students.

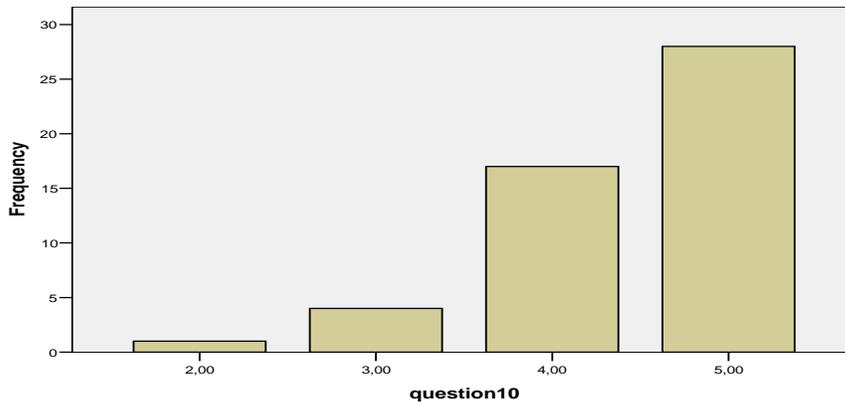
9. *The teacher should be able to keep the balance between affection and respect .*



Teaching is a complex interpersonal chemistry between teachers and students (Nunan, 1999). Therefore, students need both loving and respectful teachers who show respect, accept students as individuals, know each of them by name, and who care for them, value them and show these within their behavior as indicated in the graph above.



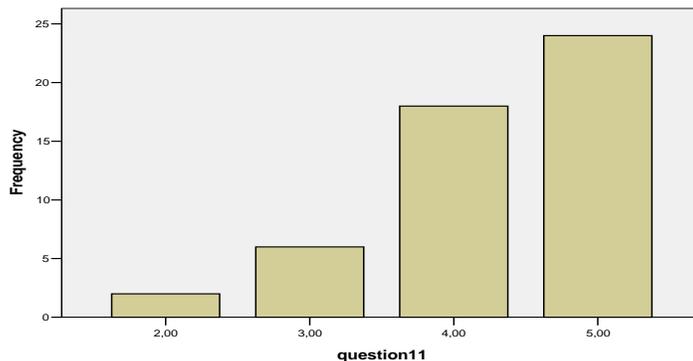
10. *The teacher should provide a warm and intimate classroom environment.*



There should be a classroom environment in which students feel relaxed and secure, where they can express their opinions freely, and in which the teacher is friendly and enthusiastic. Kristmanson (2000) emphasizes the need to create a welcoming classroom for language learning;

In order to take risks, you need a learning environment in which you do not feel threatened or intimidated. In order to speak, you need to feel you will be heard and that what you're saying is worth hearing. In order to continue your language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high. Issues of motivation and language anxiety are keys to this topic of affect in the second language classroom.

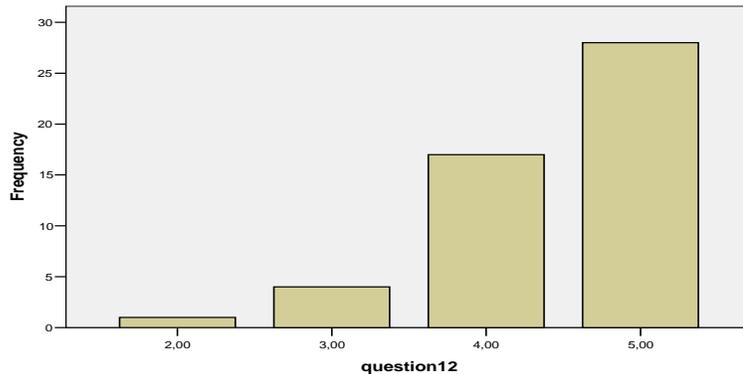
11. *The teacher should laugh when necessary and be expressive.*



Just like students, teachers are also social by nature. Sometimes funny things may happen in the classroom. Most students want their teachers to laugh at such things and to express their feelings about the situation. The classroom should be a place where laughter is allowed from time to time because as Dickinson (2001) claims, classrooms in which laughter is welcome help bring learning to life.

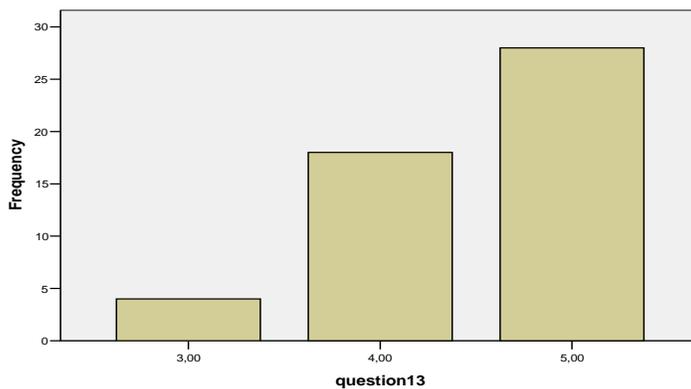


**12. The teacher should provide students with the opportunity to express themselves without feeling distress.**



As pointed out before, students need opportunities for discussions to express their feelings or opinions without feeling distress, thus becoming social. Richards and Lockhard (1996) state that learner's beliefs are also influenced by the social context of learning and can influence both their attitude toward the language itself as well as toward language learning in general in order to help students to do. Due to this, we as teachers should have meetings about classroom rules and lessons and agree on some of the points. By doing so, students feel that they are important parts of the system. As a part of the lesson, teachers can also give their learners some discussion questions on a subject matter. This can easily be in the form of a post reading activity.

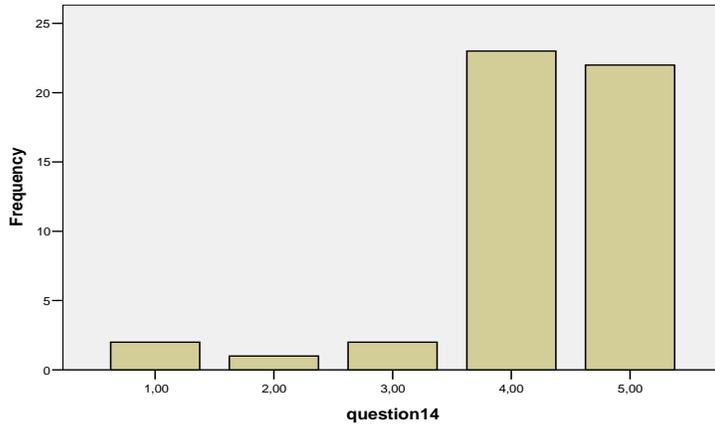
**13. The teacher should also be knowledgeable about some other subjects and share them with his/her students.**



When I was a student, I liked teachers who had something to say about different subjects and who integrated this into their teaching. This made the subjects and the reading passages more colorful and interesting. The graph shows that most students like to hear about teacher anecdotes or their experience about the items taught. To motivate students, teachers should read a variety of books and be knowledgeable about present matters, developments, and current news.



14. *The teacher should not ignore students' praiseworthy behaviours.*

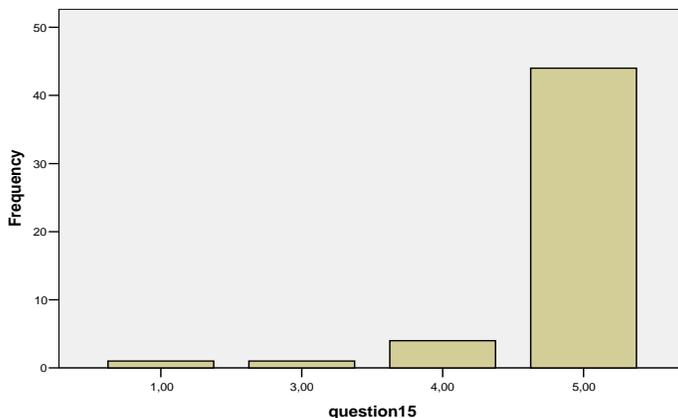


The teacher should look for positive things to say about a student's work even when pointing out problems or mistakes with the work. However, when praising, the teacher should be careful about some points. Brophy (1981) lists these as follows:

Effective praise:

1. is delivered contingently
2. specifies the particulars of the accomplishment
3. shows spontaneity, variety and other signs of credibility that suggest clear attention to the student's accomplishment
4. rewards attainment of specified performance criteria (which can include effort however)
5. provides information to students about their competence or the value of their accomplishments
6. orients students toward better appreciation of their own task-related behavior and thinking about problem solving
7. uses students' own prior accomplishments as the context for describing present accomplishments
8. is given in recognition of noteworthy effort or success at difficult (for *this* student) tasks
9. attributes success to effort and ability, implying that similar successes can be expected in the future

15. *The teacher should treat all the students fairly.*



It is clear that, to be motivated, students first seek a “fair teacher” who treats all students fairly. That is to say, the students above all want to feel that they share the same opportunities with the other students. Unfairness is an issue that occurs quite frequently in many classrooms. As suggested by Richards and Lockhart (1996), despite a teacher’s best intentions, he/she sometimes interact with some students more frequently than others. They also state that, although teachers generally feel that all students have an equal opportunity to participate in the lesson, this is not always so. Adams (2000) clearly suggests a solution to this problem saying that teachers need to try to put personal differences aside and treat each student equally so that each student has the same opportunity to be motivated to learn.

## Conclusions and Results

The findings of the questionnaire clearly demonstrate that motivation in learners increases not only due to the teacher’s knowledge of English and classroom activities but also due to the teacher as a human being. Teachers should always remember that students are social by nature and as Celce-Murcia (2001) suggests, there should be an awareness of important learner factors. Views are somewhat mixed as to what and who teachers are, and because different functions are ascribed to teachers (facilitator, tutor, prompter, resource), teachers need to examine their roles as teachers not only in general educational settings and terms but also in the classroom itself where the actual learning and teacher-student interaction take place. Therefore, bearing the graphs and findings in mind, teachers need to be able to switch between both academic, educational roles and those social roles relating their personality and attitudes which help to motivate the students. To achieve this, it is important that teachers display positive feelings for the students. Teachers should also make the students feel that they are eager to teach. In addition, the present study shows that being friendly is another key element of motivating students. However, teachers should be careful not to be friends with their students. They have to keep a certain distance keeping class discipline in mind.

All in all, teachers should try to do their best to motivate their students. What is meant by “best” is not only the use of field knowledge but also positive behavior. Therefore, teachers should never forget that teaching and motivating are a kind of fine tuning. They have to know how to behave in certain conditions. I believe that, this study will give teachers some insight into factors that increase student motivation.

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# THE VOICE & STORY OF AN *inged* MEMBER



Dear Colleagues,

Prof. Dr. Aydan Ersoz sent us a story that you may want to use in class.

## **The Starfish Story by Loren Eiseley**

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out "Good morning! May I ask what it is that you are doing?"

The young man paused, looked up, and replied "Throwing starfish into the ocean."



"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled wise man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they'll die."

Upon hearing this, the wise man commented, "But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, "It made a difference for that one."



# AFFIRMATIONS FOR TEACHERS



Dear INGED Members,

Here are some affirmations from our President Prof. Dr. Aydan Ersoz.

## Affirmations for Teachers

I am proud to be a teacher.  
Teaching is one of the most honorable and noble of all professions.  
I love what I do and know that my enthusiasm is contagious.  
I bring knowledge, dedication, and understanding to my classroom.  
I make a positive difference in my students' lives through my work.  
My students will be better people because of me and I will be a better person because of them.  
I know what I give to my students will come back to me in many wonderful and unexpected ways.  
I have accomplished many worthwhile things in this job.



# NEWS FROM THE MINISTRY OF EDUCATION



## MEB MAHALLI SEMINARS

### Contact Details

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## THE 2008 MEB MAHALLI SEMINAR PROGRAM IS AS FOLLOWS:

2008 YILINDA DÜZENLENECEK EĞİTİM FAALİYETLERİ								İNGİLİZCE	
Sıra No	Faaliyet No	EĞİTİM FAALİYETİNİN ADI	KATILACAK OLANLAR	YERİ	TARİHİ	Süresi (gün)	Enstitü No	Sayısı	AÇIKLAMALAR SEMİNERİ VERECEK KURUMLAR:
1.	291	İngilizce Öğretim Yöntemleri Semineri	İstanbul Anadolu yakasındaki ilköğretim okullarında görevli İngilizce öğretmenleri	Kadıköy Anadolu Lisesi/Kadıköy/İSTANBUL	16/06/2008 20/06/2008	5		50	SABANCI UNIVERSITY
2.	292	İngilizce Öğretim Yöntemleri Semineri	Kırşehir il merkezindeki ortaöğretim okullarında görevli İngilizce öğretmenleri	Milli Eğitim Müdürlüğü/Merkez/KIRŞEHİR	16/06/2008 20/06/2008	5		50	SABANCI UNIVERSITY
3.	321	İngilizce Öğretim Yöntemleri Semineri	Çorum il merkezindeki ortaöğretim okullarında görevli İngilizce öğretmenleri	Milli Eğitim Müdürlüğü/Merkez/ÇORUM	23/06/2008 27/06/2008	5		50	SABANCI UNIVERSITY
4.	322	İngilizce Öğretim Yöntemleri Semineri	Tokat il merkezindeki ortaöğretim okullarında görevli İngilizce öğretmenleri	Milli Eğitim Müdürlüğü/Merkez/TOKAT	23/06/2008 27/06/2008	5		50	SABANCI UNIVERSITY
5.	435	İngilizce İlköğretim Programı Tanıtma ve Öğretim Yöntemleri Semineri	Formatör İngilizce öğretmenleri	Daha sonra belirlenecek/Merkez/BAKANLIK	14/07/2008 18/07/2008	5		25	THE BRITISH COUNCIL
6.	562	İngilizce Öğretim Yöntemleri Semineri	İlçelerdeki ortaöğretim okullarında görevli İngilizce öğretmenleri (2-3 yıl hizmete olacak)	Şerif Bacı Öğretmenevi/Merkez/KASTAMONU	11/08/2008 15/08/2008	5		50	TO BE CONFIRMED LATER
7.	634	İngilizce Öğretim Yöntemleri Semineri	Fatih il merkezindeki ortaöğretim okullarında görevli İngilizce öğretmenleri	Milli Eğitim Müdürlüğü/Merkez/BURDUR	08/09/2008 12/09/2008	5		50	INGED
8.	635	İngilizce Öğretim Yöntemleri Semineri	Samsun il merkezindeki ortaöğretim okullarında görevli İngilizce öğretmenleri	Milli Eğitim Müdürlüğü/Merkez/SAMSUN	08/09/2008 12/09/2008	5		50	MALTEPE UNIVERSITY

As can be seen above, the 2008 MEB seminars will be provided by the British Council, Sabanci University and Maltepe University. We would like to thank them for all their effort in the previous years and this coming year.



The International Association of Teachers of English as a Foreign Language (IATEFL) was founded in 1967 to identify the needs of teachers from a wide range of educational contexts across the world, and to provide opportunities for them to share and benefit from each other's practical classroom experiences.

Presently, the number of members is 3500 members worldwide, many through our Wider Membership Scheme.

**INGED's IATEFL Contact Person:**  
**Prof. Dr. Birsen Tutunis**  
**([tutunisster@gmail.com](mailto:tutunisster@gmail.com)).**  
She will be very happy to help you.

**THE 42nd INTERNATIONAL ANNUAL IATEFL  
CONFERENCE, EXETER, UK.  
7th and 11th April**

Registrations will be accepted at the conference but you can avoid having to complete a registration form and pay on arrival at the venue by sending in your registration form and full payment by Friday 28 March 2008.

Keep up-to-date with arrangements for this year's conference by visiting the 'Exeter Blog' at: <http://iatefl.britishcouncil.org/exeter2008blog>

IATEFL and the British Council have also launched a mini website to promote 'Exeter Online'.

See highlights from the 2007 IATEFL Conference and read about plans for this year's online coverage at:  
<http://iatefl.britishcouncil.org/promo>



The 42nd Annual TESOL Convention & Exhibit (TESOL 2008)  
"Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity"  
is being held in New York, New York USA  
between April 2-5, 2008



All details related to TESOL 2008 can be reached at:

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=1518&DID=8281](http://www.tesol.org/s_tesol/seccss.asp?CID=1518&DID=8281)



# REAL TEACHERS



**REAL TEACHERS** grade papers in the car, during commercials, in faculty meetings, in the bathroom, and (at the end of grading periods) have been seen grading while sleeping.



'YOU THERE! PAY ATTENTION AT HOME!!'

**REAL TEACHERS** cheer when they hear that April 1 does not fall on a school day.

**REAL TEACHERS** clutch a pencil while thinking and make notes in the margins of books.

**REAL TEACHERS** can't walk past a crowd of kids without straightening up the line.

**REAL TEACHERS** never sit down without first checking the seat of the chair.

**REAL TEACHERS** have disjointed necks from writing on boards without turning their backs on the class.

**REAL TEACHERS** are written up in medical journals for size and elasticity of kidneys and bladders.

**REAL TEACHERS** have been timed gulping down a full lunch in 2 minutes, 18 seconds. Master teachers can eat faster than that.



"Will this be on the test?"



**REAL TEACHERS** never teach the conjugations of LIE and LAY to students.

**REAL TEACHERS** know it is better to seek forgiveness than to ask permission from the administration.

**REAL TEACHERS** never assign essays on final exams.

**REAL TEACHERS** know the shortest distance and travel time from their classroom to the office.

**REAL TEACHERS** will eat anything that is put in the workroom/teachers' lounge.

**REAL TEACHERS** never plan class discussions for first period or cooperative groups for last period during an evaluation.

**REAL TEACHERS** have the assistant principal's and counselor's home phone numbers.



**REAL TEACHERS** know secretaries and custodians run the school.

*"Dear Mr. Trent: Since you only pretended to write this paper, I only pretended to grade it!"*

**REAL TEACHERS** know the rules don't apply to them.

**REAL TEACHERS** hear the heartbeats of crisis; always have time to listen; know they teach students not subjects; and they are absolutely non-expendable.

