THE INGED NEWSLETTER

NEWS ON-LINE

Issue 1
March 2009

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From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to announce the 13th International INGED ELT Conference. This year's theme has been set as "Actions and Words". We have been inspired by two different proverbs while deciding on the theme: 1) Actions speak louder than words; and 2) Do as I say, not as I do. This year our host is Gazi University (Gazi Faculty of Education), Ankara. Our conference will be held on 23 - 25 October 2009. We hope to see you there as a speaker or a participant. You can find the details in this issue and on our web page.

Recently, I have read an article on "Thinking like a Genius". I think it is brilliant. I want to share it with you. If you are interested, you can find it on the internet. The address is http://www.newhorizons.org/wwart_michalko1.html

As ordinary people, we have always been fascinated by the creative mind of a genius like Einstein or Leonardo da Vinci. The article suggests that there are eight strategies that will encourage us to think productively, rather than reproductively, in order to arrive at solutions to problems.

1. We should look at problems in many different ways, and find new perspectives that no one else has taken. Leonardo da Vinci believed that the first way we look at a problem is too biased. We need to gain knowledge about the form of a problem by reconstructing it in many different ways. This will help us to be objective and rephrase the problem as a new one.

2. We should use different means of visualization. We may use diagrams, sketches, mind maps, plans and the like to come up with a visual picture of the problem and its solutions. Einstein thought visualizing played a significant role in his thinking process.

3. We should be brave and not be afraid of failure. We should start producing solutions to the problem. Some solutions will turn out to be great works; some will be "bad" ones. We should remember that even the bad ones are good teachers to teach us how to arrive at excellence.

4. We should try to make novel combinations. We may think that a combination idea sounds highly unusual or bizarre but ideas, images, and thoughts can be combined in many different ways. In fact the Austrian monk Grego Mendel who combined mathematics and biology inspired the modern science of genetics.

5. Similarly, we should form relationships and make connections between dissimilar subjects. Sometimes subjects that seem totally unrelated to each other may open the doors to new perspectives. For example, Leonardo da Vinci forced a relationship between the sound of a bell and a stone hitting water. This unusual connection gave him the idea that sound travels in waves.

6. We should think of opposites. Opposites may complete each other. The solution does not have o be EITHER … OR, it can be BOTH … AND. Physicist Niels Bohr imagined light as both a particle and a wave. This enabled him to form his conception of the principle of complementarity.

7. We should be able to think metaphorically. Aristotle considered metaphor a sign of genius and believed that the individual who had the capacity to perceive resemblances between two separate areas of existence and link them together was a person of special gifts. Drawing analogies will help us improve our creative thinking.

8. We should be determined and not give up easily. When we try something and fail, we may lose our motivation and stop doing it. Why can't we start trying something else? That is the first principle of creative accident. Failure can be productive only if we do not focus on it as an unproductive result. We should analyze the process, its components, and think about how we can change them to arrive at other results. We should not focus on the question "Why have I failed?", but rather on "What have I done?"

Hope you have enjoyed reading the summary as much as I do. If you want to share something with us, an article, an activity or anything else, please contact our editor. It is always a pleasure to share and stand together.

Prof. Dr. Aydan Ersoz
March 2009

From the Editor

Dear Colleagues,

In the period leading up to our Spring Issue, the INGED board was busy organizing events and representing you at various ELT gatherings. There were a large number of INGED Afternoons, INGED Mornings, where the aims and activities of our association were presented to the audience following workshops. This year, TESOL invited three associations to submit a presentation that would be an invited speech at the conference in Denver. The workshop from the past INGED Conference "What's my path? The road to burnout or renewal?" by A. Suzan Öniz was selected and presented in Denver, Colorado with a brief introduction to INGED and what it stands for. As you already know, the first Global SpellEvent will take place soon and we are all very excited to have initiated this event in Turkey. It will become an annual INGED event just like the Drama Festivals and the Conference. The Drama Festivals in Istanbul and Ankara are also due very soon and we wish all children the best!

In this issue, you can find summaries of a large variety of conferences that our members attended and summarized for you. The topics that have been covered are varied, from errors to business English, from testing to tips on teaching listening, and much more. If you wish to refresh your memory about for example 'spoonerisms,' read the summary on page 16.

In the TECH article, you can read about the 20th anniversary of the www and if you follow the link, you can listen to a very interesting talk by the inventor of the www. There is also information about secure webs and brief info about software that allows you and your students to create comics.

As you know, INGED is an active member of SEETA and so all INGED members can benefit from the online mini courses or discussions that SEETA organizes on its website **http://www.seeta.eu** Soon Mario Rinvolucri will ask teachers to think about what they have always thought is absurd in EFL thinking and a lively exchange of ideas will follow.

Our dear plenary speaker Michael Berman hasn't forgotten us. He sent us a story and notes as to how to use the material in class. Hope you enjoy the perceptions of children on the last page and have a successful, healthy and happy spring.

Suzan Öniz
Your Editor

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.**

SpellEvent 2009

Seven schools from Turkey will participate in the

National SpellEvent

with a total of 48 students.

These schools are:

Antakya Ozel Ata Koleji

Atek Koleji

Maya Koleji

ODTU Koleji

Ozel Sanko Okulları

TED Ankara Koleji

Yuce Koleji

The National SpellEvent Competition will be held

on 18 April 2009

and will be hosted by TED Ankara Koleji.

Good Luck to all contestants...

14 students from 7 countries will compete in the Spelling Competition in New York City in August 2009.

The Global SpellEvent is a collaborative work of TESOL, Franklin Electronic Publishers and INGED.

7 schools in Turkey will participate in the Local Competition. The First Place and Second Place winners will be chosen from among 48 spellers & they will travel to NYC to compete with spellers from Argentina, China, Germany, Italy, Mexico, South Korea & TURKEY.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

WHAT IS SEETA?

The SEETA project was initiated by TESOL Macedonia-Thrace Northern Greece and is seed funded by the British Council Greece. INGED is a member of SEETA as of 1 June 2008. The other members are: LTA Albania, ELTAM Montenegro, BETA Bulgaria, IATEFL Poland, TESOL Macedonia Thrace Northern Greece, ELTAM Former Yugoslav Republic of Macedonia, RATE Romania, ETAI Israel, ELTA Serbia, IATEFL Slovenia.

WHAT ARE THE OBJECTIVES?

The overall objective of SEETA is that this networking community will provide an ongoing and structured means of communication which can be developed by future associations and their members for their mutual benefit.

HOW DO INGED MEMBERS BENEFIT?

All INGED members can participate in the online discussions and mini courses on the SEETA moodle platform. INGED members receive email messages about these online interactive opportunities and all that they have to do is follow the instructions in the message.

WHAT'S ON?

6 - 12 April 2009

Discussion leaders: Natasha Jovanovic and Jeremy Day.

Topic: Grammar Issues. Share problems and solutions.

11 - 17 May 2009

Guest: Mario Rinvolucri

Topic: What have you always thought is absurd in EFL thinking ?

Past discussions that you can read online:

Gavin Dudeney leading a discussion on "Teaching with Technology"

Penny Ur leading a discussion on "Using L1 (mother tongue) in English Lessons"

THE 11TH INGED DRAMA FESTIVAL

31 May 2009

hosted by
Private ATEK Primary School

Good luck to all participating schools and young performers…

Baskent Ayse Abla Koleji
Gazi Universitesi Vakfi Ilkogretim Okulu
Maya Koleji
Nesibe Aydin Okullari
Ozel Antakya Ata Ilkogretim Okulu
Ozel Atek Ilkogretim Okulu
Ozel Cukurova Bilfen Okulları
Ozel Erken Basari Ilkogretim Okulu
Ozel Yuce Okullari
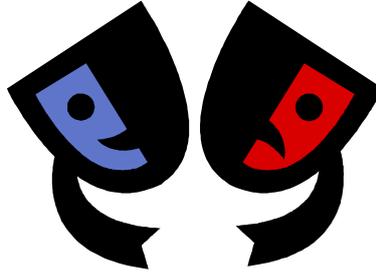
INGED & MARMARA SCHOOLS
2009 Istanbul Drama Festival Results

On 3 April 2009
the following schools took part in the Istanbul Drama Festival:

Ozel Cevre Ilkogretim Okulu: Fiddler on the Roof
Ozel Eyuboglu Camlica Ilkogretim Okulu: Fiddler on the Roof
V.K.V. Koc Ozel Ilkogretim Okulu: Half a King is Better than None
Ozel Uskudar SEV Ilkogretim Okulu: A Garden in China
Ozel Marmara Ilkogretim Okulu: Sibling Switch

Do your students like drama activities?
Would you like them to experience an
unforgettable day?

Can you set aside time to prepare these
students for the next
INGED DRAMA FESTIVAL?

Then definitely we hope to see you at
the 2010 INGED Drama Festival!

TECHNOLOGY IN TEACHING:

THE 20TH ANNIVERSARY OF THE WORLD WIDE WEB, HTTP AND HTTPS, MAKEBELIEFSCOMIX

by

A. Suzan Oniz,
METU, Ankara

THE ANNIVERSARY OF WWW

On March 13th, 2009 the World Wide Web turns 20 years old. Sir Tim Berners-Lee invented this world-changing layer on top of the Internet on this day in 1989. It's hard to overstate the impact this young technology has had already and it's even more exciting to think about where it's going in the future.

Berners-Lee has some great ideas about where the web should go next. His vision is of a major advance that could serve as the foundation for innovations that we can't even imagine today.

One year ago Berners-Lee said that all the pieces needed to build a new Semantic Web are now in place. Last month he gave an impassioned talk at the high-profile TED conference about a related concept called Linked Data, a set of ideas he outlined in 2006. The gist of the idea is that we need every institution that can do so to put raw data in a standardized format up on the web.

What's so exciting about raw data? We'll defer to Berners-Lee's 15 minute explanation at this year's TED conference. The link to this video is below. Please be patient for the link to get ready...

http://www.readwriteweb.com/archives/happy_20th_birthday_world_wide_web.php#more

HTTP://   HTTPS://

The main difference between http:// and https:// is that it is all about keeping the user secure. HTTP stands for Hyper Text Transport Protocol, which is just one way of saying it is a protocol (a language, in a manner of speaking) for information to be passed back and forth between web servers and clients. The important thing is the letter S which makes the difference between HTTP and HTTPS.

The S stands for "Secure". When you visit a website or webpage and look at the address in the web browser, it will likely begin with the following: http://   This means that the website is talking to your browser using the regular 'unsecure' language. In other words, it is possible for someone to "eavesdrop" on your computer's conversation with the website. If you fill out a form on the website, someone might see the information you send to that site. This is why you should **never** enter your credit card number in an http website! If, however, the web address begins with https://, that basically means your computer is talking to the website in a **secure** code that no one can eavesdrop on.

If a website asks you to enter your credit card information, you should automatically look to see if the web address begins with https://. If it doesn't, do **not** enter sensitive information like a credit card number. However, most web sites are not HTTPS, but when you click a link to make a purchase, many of them will direct you to an HTTPS site.

MAKEBELIEFSCOMIX

There is an easy to use free web site available
http://www.makebeliefscomix.com
where children and adults can create their own comic strips. They can select from 15 fun characters with different moods -- happy, sad, angry, worried - and write words for blank talk and thought balloons to make their characters talk and think. There also are story ideas and prompts to help users create graphic stories.

This site can be used by educators to teach language, reading and writing skills, and also for students learning English to facilitate self-expression and storytelling, as well as computer literacy. It is now being used in 160 countries by educators. Some educational therapists use it with deaf and autistic people to help them understand concepts and communicate. Parents and children can create stories together, print them to create comic books or email them to friends and family. Others will find the site a resource to be creative, calm down and have fun.
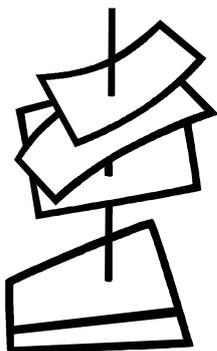
NOTES FROM
The 6th ELTA Conference

Summarized by
A. Suzan Öniz
INGED Editor

The 6th ELTA (English Language Teachers' Association) conference was held on 30 May – 1 June 2008 at the Sava Center in Belgrade. INGED's representation at this well-attended conference came about as part of an agreement between INGED and ELTA through which there would be a representative at each other's conferences. This year, INGED was represented by the editor, Suzan Oniz, who attended meetings and presented a workshop for teachers entitled "Teaching Tips for Listening." Also at this meeting, the collaboration between INGED and SEETA, the South Eastern Europe Teachers Association, was established.

The conference was held over two and a half days and there were 10 plenary sessions, two of which were plenary workshops, 9 slots for concurrent presentations and 51 presentations. There was also one Round Table Discussion o the Bologna Declaration Implications. The plenary speakers and their titles were as follows:

Robert Hastings:	To err is human; to *improve* divine
Philip Kerr:	The Ugly Betties of ELT
Steve Lever:	The critical classroom
David A. Hill:	Contemporary UK poetry: A safe bet for inspiration
Lisa Harshbarger:	What works in the English language classroom
Anne O'Keefe:	Spoken grammars, written grammars
Hugh Dellar:	Teaching grammar better
Hugh Dellar:	Workshop: Teaching spoken English means more grammar – not less!
Lisa Warner:	Workshop: Using games to reinforce language learning
Robert Dean:	Speaking personally

In this summary, I would like to share with you the Opening Plenary talk by Robert Hastings.

"To err is human; to improve divine"
The Opening Plenary by Robert Hastings
Summarized by Suzan Oniz

Bob Hastings started his talk by suggesting that teachers laugh at their own mistakes and bring the real 'person' that they are to class. Doing so will break down the barriers and make students want to speak using the language that their instructors teach them.

Concerning language errors, the speaker gave very entertaining examples from all around us, in the signs posted in public places to native speakers' mistakes. Below are some examples from the bloopers made by American and British school children that he quoted and asked us to read and spot the errors:

Ancient Egypt

The inhabitants of Egypt were called mummies. They lived in the Sarah Dessert and traveled on chameleons. The climate of the Sarah is so hot that the inhabitants don't live there. Some parts of the dessert are cultivated by irrigation. The Egyptians built the Pyramids in the shape of huge triangular cube. The Pyramids are also a range of mountains between France and Spain.

The Renaissance

During the Renaissance many people wrote poems and verse and literature too. One tale tells of William Tell, who shot an arrow through an apple while standing on his son's head. But the greatest writer of the Renaissance was William Shakespeare. He died in 1616 and is still dead.

The Renaissance was also an age of great inventions. Gutenberg invented the Bible, Sir Walter Raleigh invented cigarettes, and Voltaire invented electricity. Gravity was invented by Newton. It is chiefly noticeable in the Autumn, when apples are falling off the trees.

Abraham Lincoln

When Abraham Lincoln was President, he wore only a tall silk hat. He said, "In onion there is strength." He wrote the Gettysburg address while traveling from Washington to Gettysburg on the back of an envelope. On the night of April 14, 1865, Lincoln went to the theatre and got shot by an actor, John Wilkes Booth. This ruined Booth's career.

Spoonerisms

Bob Hastings also mentioned pronunciation errors where the speaker mixes up the initial sounds, a type of mistake called Spoonerism. An example is 'a half-warmed fish – a half-formed wish.' William Archibald Spooner (1844 – 1930) had a nervous manner that led him to produce many slips of tongue – typically involving reversals – which led to unintentional comic effects now come to known as "Spoonerisms." The presenter then gave us what speakers said and got us to figure out what they meant.

The speaker said:	*The speaker meant:*
You have hissed all my mystery lessons.	... missed ... history ...
It's cold so I'm fighting a liar.	... lighting ... a fire .
My new flat seats my nudes.	... suits my needs.
You've tasted two worms.	... wasted two terms.

More spoonerisms to figure out:

You have very mad banners.	???
What's the weather like? It's roaring with pain.	???
Would you like a nasal hut?	???
I won't tell you again. Go and shake a tower.	???
I belong to an NGO called Wave the Sails.	???
Oh watch this, it's the pun fart.	???
Robin couldn't start the car because of the bat flattery.	???

Malaproprisms

He gave the following examples of these lexical errors:

pineapple of	pinnacle of
erotic fruit	exotic fruit

Grammar mistakes

Here are two of these mistakes:

"The bell has went!"	In Glasgow, this is acceptable in spoken English.
"Dundee might of had a penalty!"	(might have had) This mistake was observed in the press.

Discourse mistakes

There are many rather funny ones in George W. Bush's speeches.

Errors of comprehension

Mondegreens: errors of comprehension especially frequent when listening to lyrics.

Types of errors

What then are mistakes? This was another point addressed in the opening plenary. The speaker suggested that there are three types of errors related to the level of competence:

Type 1: errors due to lack of knowledge – this occurs when a learner tries to use a part of language which is beyond his or her communicative competence, tries to use something he or she hasn't studied or hasn't even seen yet.

Type 2: errors due to insufficient exposure to / practice with the language area – the typical kind of error in the classroom. A learner has studied a part of the language, has practiced it in a controlled manner and may have even used it in a more spontaneous way but hasn't fully assimilated it.

Type 3: performance mistakes – these are mistakes that the student knows are wrong and can self correct. These are the kind of mistakes that students make when they are distracted by something or are not really paying attention.

How to handle errors

Robert Hastings suggested several ways available for the teacher to deal with errors:

- Ignore the error (in order not to interrupt the flow)
- Echo the error with questioning intonation
- Drop a hint – raise eyebrows/cough
- Stop the speaker and ask other students to correct the error
- Stop the speaker and correct the error directly
- Note down the error for later feedback

SOME GAME IDEAS TO CORRECT MISTAKES

1. Worksheets

- Form teams and nominate one leader in each team.
- The students find and correct the errors on the worksheet and the team leader brings you the corrected sheet.
- Tick the sentences they have corrected correctly and hand it back to them to continue the error correction.
- The first team to hand in the complete sheet with all the corrections made is the winner.

2. Walking

- Write up sentences with errors one at a time on the board.
- One person in each team walks up to the board and tries to write the correct version of the sentence.
- His/Her teammates can help but they must not shout; they can only say 'come here' and whisper their ideas to their 'writer.'
- The first team to correct the sentence wins the point.
- Continue with other walkers and more sentences.

3. Mini-Dialogues or Stories

This game requires some preparation but it has the advantage of presenting the language in a clear communicative context and not just in discrete sentences.

- Collect the errors and put them in a (witty and personalised) dialogue or story thus creating a text with mistakes.
- Photocopy one for each student, pair, or group.
- Students correct the errors.
- Students practice the conversation and perhaps even extend it.

4. Grammar Auctions

- Form teams and tell them they are going to take part in an auction (you may need to explain what that is and how it works).
- Give each team the same amount of virtual money.
- Show them some sentences with errors in them either on the board or on a worksheet.
- The teams bid money on which sentences they want to correct.
- The team that bids most gets to try to correct the sentence; if they don't correct the sentence properly, the team that made the second highest bid can try to correct it.
- The team that corrects most sentences wins.
- Remember to deduct the money from each team every time they bid successfully even if they get the correction wrong.

5. Snakes and Ladders

This game requires a little work but you can use the same board again and again.

- Write out your students' errors on numbered cards.
- Students play snakes and ladders by throwing the dice, moving their counter on the board and picking up the appropriate cards according to the number of squares they land on.
- They can play in pairs or in small groups but, of course, you need a board, a set of cards and dice and counters for each group that is playing.

This highly enjoyable and practical plenary talk ended with Bob Hastings talking about how to correct written errors using an error correction code indicating errors common to writing such as spelling, word order, and paragraphing errors. The speaker ended his presentation by stressing the point that 'prevention is better than a cure.'
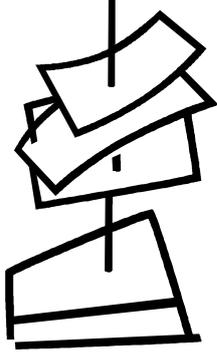
NOTES FROM
The 12ᵗʰ International INGED ELT Conference hosted by Anadolu University

"Critical Language Awareness" by Yeşim Güven METU, Ankara

Summarized by
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Dokuz Eylül University,
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I would like to talk about one of the concurrent sessions I attended at the 12th International INGED ELT Conference hosted by Anadolu University in Eskişehir, Turkey. The name of this session was "*Critical Language Awareness*". It was presented by Yeşim Güven, an instructor of English at DBE, METU.

In the beginning of her talk, Mrs. Güven gave the definitions of *Language Awareness:*

"*Language awareness*" is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work. It is also a pedagogic approach that aims to help learners to gain such insights. (Tomlinson 1994)"

"*Language awareness*" is the explicit knowledge about language and conscious perception and sensitivity in language learning, language teaching and language use. (ALA: Association for Language Awareness)"

Yeşim Güven went on with her talk by explaining the principles, objectives and procedures of critical language awareness. Here are the principles given by her:
- Learners learn best whilst affectively engaged, and when they willingly invest energy and attention in the learning process.

- Paying deliberate attention to features of language in use can help learners notice the gap between their own performance in the target language and the performance of proficient users of the language.

These are the objectives of critical language awareness given by Yeşim Güven:
- Helping learners notice for themselves how language is typically used so that they will note the gaps and achieve learning readiness.
- Developing cognitive skills. (connecting, generalizing, and hypothesizing)
- Helping learners become independent, with positive attitudes towards the language and to learning the language beyond the classroom.

Procedures which are mainly **experiential** were mentioned by Yeşim Güven.
Their aims were to:
- involve learners in affective interaction with a potentially engaging text, so as to be able to achieve their own mental representation of the text, and to articulate their personal responses to it.
- ask learners to focus on a particular feature of the text, to work with others to identify instances of this feature, and to make discoveries and articulate generalizations about its use.

She also emphasized that throughout the process, procedures are used to maximize the potential of interactive collaboration in the classroom.

In the second part of her talk, she gave small papers to her listeners which had different questions on them. They provided different tasks for each listener. After about 10 minutes to think and write our answers on our papers, she invited us to share our answers with other listeners and form groups. These were the tasks we did in her talk:

1- **If someone offered you a cup of coffee in your own language, what exact words would you use if you did not want one? Write how you would answer:**
   a- someone younger than you, whom you did not know very well.
   b- someone older than you, whom you did not know very well.
   c- a good friend
   d- a good friend, but you are upset or annoyed because of something they have just said or done.

2- **Translate these dialogues into your own language:**
   TASK I
   A: Would you like to come to the party next Saturday?

B: Oh, yes. Thank you.

Now change the answer so that:
a. it is much more enthusiastic and positive.
b. You seem to say "Yes", but show you mean "No".

TASK II
A: What has happened to this glass?
B: Oh, I'm sorry, I broke it.

Now change the answer so that:
a. the apology is stronger and more sincere.
b. It suggests "Don't be stupid-you can see what's happened. It's broken!"

3- Discuss the fixed expressions below and decide:

a. which expressions you feel completely comfortable using yourself.
b. Which you think you will never use.
c. Why you like or dislike certain expressions.

She gave us the following **fixed expressions** as examples:

How are you?   I don't agree.
How's things?   I'm afraid I don't agree.
How's tricks?   Rubbish. That's just not true.
What have you been up to recently?   Yes, I suppose so, but…
What's new with you?
How's life been treating you?

4- In an attempt to find out what speakers actually do say-rather than what they should say-sociolinguists have devised ways of eliciting language behaviour such as the following " discourse completion test". Try it on yourself, and then compare your answer with the people in your group.

A. A colleague at work drops into your office:

Colleague: We're having a few friends round for diner next Saturday night and I was wondering if you and your friend would like to join us?

You: --.
Colleague: Oh, well, maybe another time then.

B. **You are sitting in a crowded open-air café and a person you don't know approaches you:**

Stranger: Do you mind if I share your table?
You: --.
Stranger: I guess I'll just have to wait until someone leaves, then.

5- Here is an English limerick. In your group prepare to read it aloud:

a. with a strong mother tongue accent.
b. with an American accent.
c. with some irony and distance.

> There was a young lady named Wright,
> Who could travel much faster than light
> She set out one day
> In her usual way,
> And came back the previous night.

Choose one member of the group to read it to the class in a particular way. Other members of the class have to guess which of the three ways was intended.

All of the participants of this talk answered these tasks joyfully. Often our answers were nearly the same. We felt good sharing our ideas in this session and I must confess that although this was a paper presentation, it gave me so much positive energy! I was quite tired when I sat down in this session but the presenter motivated me to attend and listen to the following presentations very actively. In my opinion, it was a very practical paper that gave us ideas how to increase our students' communicative competence and motivation.

With board members,
Sibel Tüzel Kandiller & Fatma Ataman
in front of the main venue
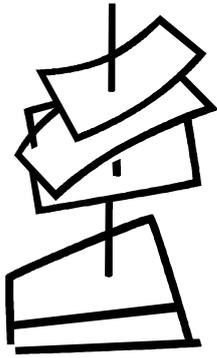
NOTES FROM A TALK
'English for Business Life': Relevance, flexibility and adaptability for the business learner

by
Ian Badger
Business and Medical English Services

Summarized by
Özlem Yağcıoğlu
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Dokuz Eylul University, Izmir,Turkey

I would like to talk about the presentation given by the famous author and professional business trainer: Ian Badger. It was presented on behalf of Marshall Cavendish Education on 8 November 2008 in Izmir in Turkey. At the beginning of his talk, Ian Badger listed the current needs for business English and his observations:

- Increasing worldwide contacts
- Increasing global teamwork / introduction of global systems (influence of software such as SAP)
- Vital needs to help learners communicate with specific language groups – native and non-native
- Needs for all personnel in companies to have a working level of English (intranet databases in English, use of email/messaging, web conferencing, mobile phones)

He listed the **Communication trends** in the following way:
- Evolving
    1. Web Conferencing
    2. Teleconferencing
    3. Instant Messaging

4. Emailing (push mail)

■ Common place
   1. Emailing (fixed location)
   2. Face-to-face communication
   3. Telephoning (person to person)
   4. Texting

■ Fading
   1. Faxing
   2. Face-to-face communication?

Specific changes in business English were listed as follows by Ian Badger:
■ 'Everything-in-English' policies
■ 'One-phone' policies
■ Introduction of Global systems in English, e.g.- Sarbanes-Oxley (SOX) compliance, savings programmes, introduction of, eg, SAP software
■ Heightened company security - network support / instructions often only available in English
■ Relocation of jobs (offshoring/'nearshoring')

Mr. Badger then explained the **three-tier approach**:
■ Core language (function/grammar/vocabulary)
■ Semi-technical language
■ Specific language

He listed the **core language areas** (from 'English for business life, Upper Intermediate) as follows:
   o Unit 1. Business travel
   o Unit 2. Representing your company
   o Unit 4. Dealing with change
   o Unit 5. Culture and values
   o Unit 6. Environmental issues
   o Unit 7. Recruitment and training
   o Unit 8. Staff relations
   o Unit 9. Retirement and redundancy
   o Unit 13. Salaries, incentives and rewards
   o Unit 14. Personal and company finances
   o Unit 18. Working practices
   o Unit 22. Home and family
   o Unit 27. Legal matters

Semi-technical language areas were listed as follows: (from 'Everyday technical English')

1 Working in industry
2 A tour of the workplace
3 Tools and equipment
4 Suppliers and contractors
5 Buildings and installations
6 Maintenance
7 Troubleshooting
8 Safety in the workplace
9 Environmental matters

Mr. Badger also mentioned some future trends:

- Widening of language learning in businesses to include all staff
- Training involving simultaneous work and learning
- Language training hand-in-hand with business development
- Remote support for learners
- Increasing demand for mother-tongue translations/glossaries to ensure issues are understood
- No English = no job/no contract

After this presentation, he asked everyone what kinds of course books were used in the first-class and the second class students for *Business English* courses. He asked his listeners what kind of problems the instructors have in their *Business English* classes. The session ended with a lively sharing of ideas.
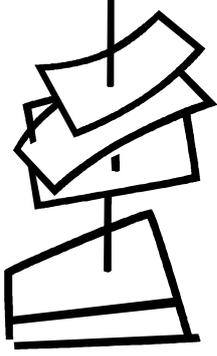
NOTES FROM A TALK
"The Student is the Textbook: Putting students and their learning at the center of attention"

by
Craig L. Dicker, Ph.D.
Office of English Language Programs

Summarized by
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Dokuz Eylul University, Izmir,Turkey

The talk given by the educator trainer Dr. Craig Dicker was presented at the School of Foreign Languages at DEU on the 21st of November in 2008. At the beginning of his talk, the presenter asked us if the following questions were true or false:

Roles and Uses of Textbooks
1. Textbooks are to be used in a linear fashion, starting at the beginning and moving chapter by chapter to the end.
2. Textbooks are to be used as one of many learning resources, all aimed at addressing student learning needs.
3. Textbooks are the basis upon which courses and exams are developed.
4. Textbooks are to be used in a selective manner - tasks and sections selected based on student learning needs.

Next, Dr. Craig Dicker invited his listeners to rank the following teacher roles according to their importance:
A. To set tasks and activities.
B. To document and record the nature of student language production (via observation).
C. To provide feedback and correct student errors.
D. To note patterns of student language usage (observation).

E. To be familiar with their students- both in terms of their linguistic abilities and as human beings.
F. To present materials, explain ideas or input.
G. To monitor student learning.
H. To set exams.
I. To be the "guardians" of the discipline.

Then, he talked about the perspectives on technology and ways of knowing students and he listed the following:

- Examinations and other assessment instruments
- Interviews
- Surveys and Questionnaires
- Classroom Observations of other teachers
- Recording and documenting your classes
- Student diaries, essays, compositions
- Action Research
- Observation of non-school and community based events and activities

Dr. Craig Dicker then asked us what learners should be doing in their English classes and he wanted us to rate them from 1 to 5.

1. Attending to their own language and that of their classmates.
2. Trying to impress the teacher and other students.
3. Avoiding making errors and showing what they don't know.
4. Asking questions about language as well as the topics derived from instructional materials.
5. Working through a set of tasks and activities from the textbook.
6. Building a "meta-cognitive" awareness of their own strengths and weaknesses and learning styles.
7. Using language in meaningful ways at the "I+1" level (doing just a bit more than they could before).

Mr. Dicker also talked about learning tasks and activities and explained the following points:

1. In most language learning settings, tasks and activities are textbook or instructional material driven can be linked to previous tasks, covered materials or topics are treated as "an end unto themselves", carried out often for their own sake and without regard for other considerations
2. In "student-centered" settings, tasks and activities are

- driven by student language production
- linked to what students can and can not do with language
- treated as a "means to other ends", with the other end (linguistic in nature) remaining in mind at all times

He listed the objectives of exams with the following way:
- To assess learners' knowledge of the curriculum and content of the course.
- To assess learners' improvement and progress over the course of the academic year.
- To assess whether or not learners have mastered the performance standards (criteria) for a particular level.
- To diagnose learner strengths and weakness so that appropriate learning materials and activities can be identified and/or developed.
- To comply with the demands of an external imposed (Ministry of Education) examination system.
- To empower learners to become independent and autonomous learners.

He ended his talk by listing examples of materials derived from student language production as follows:
- Audio-taped interviews, oral presentations, oral readings, discussions, debates, etc.
- Student essays, letters, dialogue journals, poetry, notes, written assignments, etc..
- Student errors (and patterns thereof) taken directly from classroom interaction, written and oral work and examinations.
- Patterns (structural, lexical, functional, pragmatic, etc.) found in student discourse (including avoidance strategies).
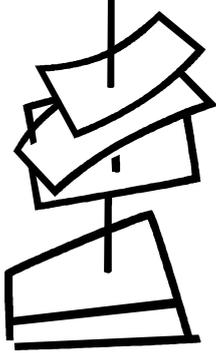
NOTES FROM
Foreign Language Teaching in Turkey

"Contributions of a Short Story to Language Teaching and a Sample Study"
by
Semra Saraçoğlu
(Gazi University)

Summarized by
Özlem Yağcıoğlu
Dokuz Eylül University, Izmir, Turkey

I would like to summarize a paper which was presented by Assist. Prof. Dr. Semra Saraçoğlu at the national congress, entitled *Foreign Language Teaching in Turkey* on 22 – 23 November 2008. The congress was held by the Faculty of Education at Gazi University in Ankara, Turkey. The title of this presentation was "*Contributions of a Short Story to Language Teaching and a Sample Study.*" Here are the main points of this presentation.

In the first part of her paper, Semra Saraçoğlu talked about the aim of her study. She told the audience that all of the discussions on using literature in language classes agreed that literature gives students the opportunity to learn about that language and culture. Students increase their language awareness by seeing the language in its natural environment and this contributes to their intellectual and emotional development. Literary texts open the opportunity for class discussions by presenting different language usage and provide the possibility for students to develop new reading strategies.

The speaker also talked about the scope of her study in the second part of her paper. She emphasized the fact that the discussions on why and how literature will be used were still going on. She said that there were different kinds of approaches to literature teaching stating that the theories developed by Robert

Scholes and HLB Moody had given shape to determine the view points of this study while discussing the contributions of short story. She summarized their ideas saying that Scholes talks about a new perfection: Text/Textual power. According to Scholes, there are 3 types of reading. The first is the reading of the inside of the text. In this type of reading, the first activity is trying to understand the language codes of the text. A reader, in language classes a student who knows grammar rules, determines the situations which are unlike the rules and tries to understand how language is used skillfully with general grammar rules. The second type of reading is reading "above" the text which means interpretation. This type of reading is one step further than summarizing events. It is a discussion of the metaphoric, symbolic and paradigmatic dimensions of the subject and meaning of the text. A reader destroys the text in the light of its author's and his/her own aggregation and then reconstructs it. If the first type of reading is reading the inside of the text and grammatization, the second type is analyzing the text subject and it is called thematization. The last step of reading is the third type of reading that Scholes calls "criticizing" which involves the critiques of themes and the language codes. Readers must read the text to themselves by comparing the other works which were written in that type. In fact, it is not expected that language students can assess the text in its literacy world with this type of reading.

In literature teaching, H.L.B. Moody (Brumfit 1983:23-25) suggests a method which has extrinsic/traditional and intrinsic features. The extrinsic aspect contains the information about the author's personal and literal character. As the content of the text and its shape is affected by the author's life and its literal background, the social, historical, political and ideological periods which the author lived gain importance in understanding the text. In intrinsic literature teaching, the language content of the text is more important. In this approach, the student focuses on grammar, vocabulary knowledge, structure of language and cultural features and tries to examine and interpret the professional usage of language. The essential thing is the language usage and the effect which were formed by the cultural components. While examining a literal text, especially in the interpretation and critique period, a reader must realize both intrinsic and extrinsic features in order to catch the meaning of the text.

In order to answer the question how literature teaching is done in language classes, a sample study will be done in the light of the theories developed by Scholes and Moody by examining Nathaniel Hawthorne's story, "Young Goodman Brown".

In the third part of her presentation, Semra Saraçoğlu explained the extrinsic features in Moody's approach by giving some information about Hawthorne. He was born in the city of Salem in Massachusetts in 1804 and his grandfather William Hawthorne was the first family member who had migrated from England. His works included *The Scarlet Letter*, *The House of the Seven Gables*, *The Blithedale Romance, The Marble Faun* among others. Saraçoğlu
stated that it would be wrong to say that Hawthorne is only a romantic person. He had always drawn attention with his symbolic usage and his moralistic idealism. His essential success was not in introducing characters or in the events but in the subjects he chose and in using every detail professionally.

Semra Saraçoğlu concluded by noting that a short story could be used in language classes in terms of Robert Scholes' and H. L.B. Moody's theories. She pointed out that structure breaking and semiotic readings were needed for short stories and that these could also be used in the other types of teaching resulting in students developing their language skills.

AN AYDIN - INGED SYMPOSIUM
at
Istanbul Aydın University

by
Sibel Tüzel Kandiller

The program for this one-day symposium held on 20 December at Istanbul Aydın University was as follows:

TRC
TEACHER TRAINING & RESEARCH CENTER
Istanbul Aydın University

INGED Symposium Program

09.00 – 09.20 Registration

09.20 – 09.25 Opening Remarks – Prof. Dr. Birsen Tütüniş

09.25 – 09.40 Opening Remarks – Rector Prof. Dr. Mehmet Salih Çelikkale

09.40 – 10.00 **INGED Introductory Film**

10.00 – 10.45 Plenary 1 - Wayne Trotman
                 University of Cambridge ESOL Department

Feeding back on students' writing? Try talking to them!
Self-evaluation? Error-correction? Teacher-written comments? Peer-evaluation?
Computer-mediated feedback? This session will look firstly at commonly used
techniques for providing feedback on students' written work. After outlining
issues involved with each, it will then, based on points illustrated in a local action
research study, focus on how collaborative teacher-student conferencing may be
the most useful means of evaluating and developing students' writing.

10.45 – 11.15 **Coffee Break**

11.15 – 12.00 **Plenary 2 – Kristina Smith**
                 Longman / Pearson

Assessment as a teaching tool
A focus on learner autonomy in an educational program requires educators to
reconsider issues of assessing the product, the process or both. Instead of
using assessment mainly as a method of evaluation, perhaps we should turn
our attention to how assessment could be used as a teaching and mentoring
tool. This requires a shift in the thinking of program managers, teachers
and learners. In this plenary we will consider some of the implications of
developing a comprehensive assessment strategy which enhances learner
autonomy and development while at the same time providing the summative data
that our stakeholders look for.

12.00 – 12.45 Plenary 3 – Sibel Kandiller, INGED & METU

Assessment & Autonomy: Can they co-exist?
The purpose of this talk is to create opportunity for the participants to discuss what exactly learner autonomy is, how it differs from learner independence, why it is difficult to attain and yet how it can be achieved despite the difficulties. Following discussion on the qualities of an autonomous learner, the process involved in becoming an autonomous learner, and some possible reasons behind why learners may find it difficult to gain autonomy, the speaker will focus on what teachers can do to assist their learners during their difficult journey towards autonomy and how assessment can be used to push the learners forward rather than to hold them back.

12.45 – 13.45 Lunch

13.45 – 14.30 Wayne Trotman Workshop

Today's writing quiz has been cancelled! Get your portfolios out!
With an emphasis on collection, selection and reflection, by looking at their portfolios it's surely more possible to get a clearer picture of students' writing ability than offering them a 'single-shot' timed performance in a quiz. This workshop will encourage discussion on the advantages and disadvantages of portfolio assessment, along with the thorny issue of how to implement it.

14.30 – 15.15 Kristina Smith Workshop

Designing and Implementing Portfolio Assessment
Portfolios have become almost a standard element of the assessment program at many institutions around Turkey. Despite this, teachers frequently raise questions regarding the assessment of the portfolio. In order to be able to assess portfolios successfully, a systematic approach needs to be taken while designing the portfolio system. We need to consider issues such as aims, content and process vs. product assessment, for instance. In this workshop we will examine these and other practical issues regarding portfolio assessment and discuss the value of different approaches.

15.15 – 15.45 Coffee Break

15.45 – 16.30 Suzan Öniz, INGED & METU

This workshop aims to demonstrate to participants a variety of ways of how teachers can pair or group their learners, to discuss how to design the materials related to the frameworks presented and ways of adapting materials to different language levels and learner styles. Learners often sit in a certain place and do not move anywhere else unless the teacher moves them. Many times, they migrate back to their 'original' seats after an activity. Therefore, students usually form pairs or groups with the same partners; this means that there is very little of an information gap existing in these pairs or groups. Whereas, if learners frequently sit with different partners, there is more for them to discover about each other. In addition, learners with different or similar learning styles can pair up or work as a group. This may assist some learners in their work. In this workshop, participants will be able to participate in a series of demonstrations of a variety of pairing and grouping ideas. Then, they will have the opportunity to discuss how to design the required materials and how to adapt the framework to classes with different language levels and learner needs. In summary, this will be a workshop with two parts: a hands-on section and a discussion.

16.30 – 17.00 Music & Raffle for INGED & IATEFL membership

17.00 – 17.15 Closing Remarks

At the Aydın-INGED Symposium 'Assessment vs/or Learner Independence' hosted by Istanbul Aydın University on 20 December 2008, Kristina Smith from Pearson Education delivered a thought-provoking session in which she drew attention to and had the participants reflect on the importance of learner involvement in the establishment of criteria to be used in the assessment of written work as well as in the feedback process.

The session began with paired discussion as regards (1) what teachers are most likely to focus on when planning a lesson whose aim is to provide the learners with practice in narratives using the past simple and continuous forms as well as the time expressions 'while', 'when' and 'as soon as' by having them write a story, and (2) how such lessons are most often executed. According to the speaker, when planning such a lesson, teachers seem to be mainly concerned with how they will provide their learners with the vocabulary items that they will need in the process of devising the story, and what the interaction pattern for the task should be. When it comes to implementing the plan, teachers often display a tendency to start by asking learners, in pairs or groups, to brainstorm nouns, verbs and adjectives that they might use in the story and continue by having the pairs or groups write a story together. Teachers then collect these stories to take home, read and provide feedback.

While evaluating students' written work, it seems that teachers usually draw upon criteria and rubrics that they have made a mental note of. In other words, the criteria and rubrics that teachers use during evaluation rarely exist in the form of a document, which means that students are often unaware of what the teacher expects them to achieve. In cases where the rubrics and criteria have been made available to the learners in advance, the problem still persists as students are then offered little opportunity to analyze sample work and identify ways in which the criteria can be fulfilled.

Kristina questioned the effectiveness of such procedures in setting learners up for success and suggested another. She proposed starting out with a class discussion on the elements of a "good" story, during which the teacher accepts any criterion that the students might offer. Thus, the learners and the teacher together devise the criteria for a successful outcome. Following this, the learners are grouped and each learner is assigned a role for the completion of the task. One student in each group is responsible for ensuring that the group makes as much use of the criteria as possible for success.

In order to render teaching effective, Kristina suggests that teachers begin planning by brainstorming what it is they would like their students to know or be

able to do, which will enable to them to specify their teaching objectives. Then, by matching these objectives with the materials, they will be able to identify the gaps that they will need to fill in. She believes that it is also important for teachers to compare their objectives with those of the learners and discuss the sequence and importance of each with their learners. The next step is planning for assessment.

Assessment, for Kristina, is not merely summative assessment; it is a procedure that should be geared to check what the students already know, what they know half-way through the teaching and what they know at the end. For assessment to successfully measure achievement, the tasks and rubrics need to be constantly reviewed, evaluated and amended according to students' work. Yet, it appears that assessment for pre-, while- and post-teaching is often neglected as teachers tend to spend too much time teaching and not enough time checking what students know at different intervals. It is also important to ensure that the assessment tools, tasks and rubrics all match the learning objectives and that the learners have a thorough understanding of what exactly is expected of them.

What are the benefits of including learners in the setting of rubrics and criteria? Firstly, according to Kristina, it has a positive impact on learner involvement. While students show little or no involvement when criteria are set externally by the institution without any learner input, they are display greater involvement when they are allowed to add a few points to the already set criteria together with the teacher. When they are allowed to work with the teacher and together determine the criteria, or when they are allowed to set the criteria themselves and seek the approval of the teacher, learner involvement increases significantly. It is highest when they set the criteria themselves.

Effective feedback was the final issue discussed at the session It was established that feedback is effective when it is relevant, provides information on both strengths and weaknesses, and encourages self-assessment and dialogue. Ultimately, feedback needs to get the student to feel empowered to generate a desire to move forward, and feedback can create this effect only if learners are involved in the process.

How can learner involvement in feedback be encouraged? Learners can be asked to assess their own work as well as the work of their peers. They could be encouraged to discuss what type of feedback they find useful and what type they do not based on examples of feedback provided by the teacher.

In brief, the message was straightforward: If you want your learners to be autonomous, share with them the responsibility of decision-making; have them contribute to the criteria setting process; let them know exactly what it is that they are expected to do; let them reflect on and decide what type of feedback works best for them; let them assess not only their own work but the work of others based on the criteria that they themselves have contributed to the establishment of. After all, without involvement, reflection and ownership, autonomy is a long shot. Well said Kristina!

Have you looked at
the other sections of our web page?

Try the Class Activities...

Also take a look at
the Calendar of Events...

AN INGED AFTERNOON WITH
Prof. Dr. Aydan Ersöz
at Maya Private Schools

on 18 January 2009

Upon a request from Maya Private Schools, Ankara I gave a speech to parents about the Innovations in Teaching English to Young Learners. The speech was in Turkish and was open to all who were interested. You can find a short summary of the speech below.

Summary of the Session

Working with children is totally different from working with teenagers or adults. Children learn best in an activity-based environment where they are active throughout the class. Children learn when they can experience and experiment for themselves by **doing.** They are kinesthetic by nature so they need to use their hands and bodies to express and experience language. Hence, teachers should focus on physical responses rather than just speaking correctly. We should bear in mind that non-verbal communication is as effective as verbal communication if not more.

Children love working in a supportive environment where they feel safe and secure. They should have a trusting relationship between the teacher and children (and also between children). They only experiment with language in a a non-threatening environment.

They want to use language as a tool for real communication rather than worrying about the grammatical correctness. Grammar is too abstract and complex for them. They don't like long and detailed explanations; they simply want to **experience** English. Too much correction by the teacher scares them. The teacher should patiently keep giving correct language examples. Making mistakes is a natural part of learning. They should not be robbed off this right. By accepting good tries, the teacher can increase motivation. By insisting on perfection, the teacher may decrease motivation.

Children learn best when they have fun. They love playing games, singing rhymes and songs, telling and listening to stories, acting out, dramatizing, doing art and craft activities. They should be allowed to be children and bring their natural motivation and curiosity to learning. Using such activities in the classroom gives a great chance to explore authentic language and combine learning with their real world.
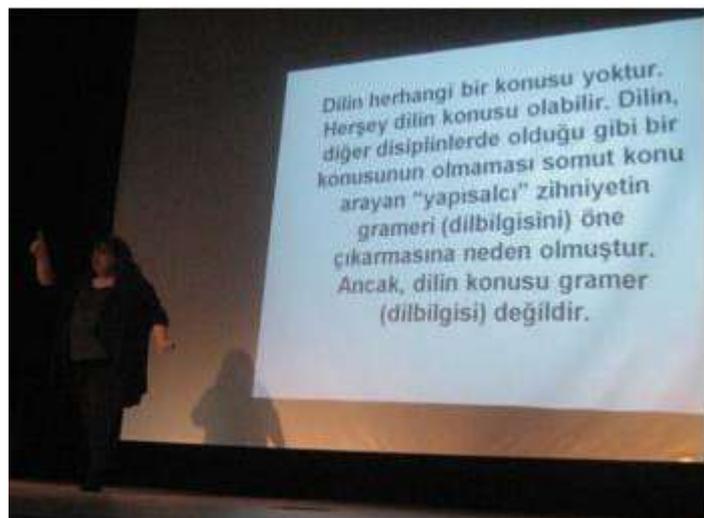
If teachers and parents focus on tests and exams as the only measure of one's language skills and treat grades or marks as the only reward for communication skills gained, learning will be seriously harmed. When learning has taken place, students will naturally succeed in the exams. Hence, learning should be our ultimate goal, not tests and exams.

When working with children, teachers should avoid overload; they should use the language that learners are familiar with in their own context. Children learn holistically. They learn the language related to the whole of their reality. No matter how thorough the teacher thinks his/her teaching has been, children's understanding will naturally be partial. The teacher should constantly and cheerfully repeat and recycle the material covered in classes. Children need time to digest what they have swallowed.

Children are capable of much more than they are given credit for. As parents and teachers, we often hold them back because we try to teach them in the way we think they learn. It's high time we started remembering our own childhood and teaching the way they learn.

AN INGED DAY WITH
Prof. Dr. Aydan Ersoz
at the School of Foreign Languages,
Ankara University

Two Sessions with Prof. Dr. Aydan Ersöz

on 27 January 2009

Every year School of Foreign Languages, Ankara University organizes a series of sessions for the staff to give them a chance to brush up their teaching skills. This year, I held two related sessions there on 27 January 2009. Pearson Education Ltd. sponsored this event. You can find a summary of the session below.

MATERIALS EVALUATION AND ADAPTATION
Prof. Dr. Aydan Ersöz

Coursebooks play an important role in language classrooms where English is taught as a foreign language; because teachers and learners tend to rely heavily on them, so coursebooks often control the instruction. Coursebooks are vital in EFL settings as

* they relieve the teachers from the pain and pressure of designing or adapting materials for each and every class;
* they guarantee a degree of consistency in the courses that are taught by a number of different teachers who bring into classrooms different professional skills and personality traits;
* they help teachers to make the best use of time in the classroom;
* they help teachers to avoid unintended repetition or neglect of essential language patterns;
* they give students a general picture of what has been studied and what will be studied;
* they provide a solid resource for students (easy to keep and refer to whenever necessary).

However, such course books

* are written for mass sales
* target an average group of learners
* rarely meet all the expectations of the school and the teacher
* rarely answer all the needs of a particular group of learners or address their interests.

In some institutions where there is no set syllabus, the content of the course book becomes the syllabus. Although this is not something that we desire, it simply happens. If a good course book is selected and implemented, then adopting its syllabus is not highly dangerous. Normally, institutions

have their own curriculum/syllabus. When a coursebook is to be chosen, the syllabus becomes the backbone of the materials evaluation. The materials are evaluated to find out whether they can fulfill the requirements of the syllabus.

Coursebook selection comes after the following steps:
- Identifying students (age, level, sex, educational background, socio-economical background, attitudes toward English, etc.)
- Identifying resources (cassette players, TV, video, VCD or DVD players, size of the classroom, organization of the desks, library, etc.)
- Defining learners' needs (perceived and actual) and interests
- Defining institutional goals (designing the curriculum and the syllabus)
- Finding a fine balance between the learner and the institution

Course books are usually selected as a result of an evaluation process which has three stages;
- initial evaluation (evaluation at first sight or after scanning its preface, contents and abstract);
- detailed evaluation (to check how suitable the material is when the syllabus is considered. Evaluation forms can be used);
- in-use evaluation (constant evaluation of the material to see how it works in the actual classroom situation).

Among all, the in-use evaluation i.e., constant evaluation of the material to see how it works in the actual classroom situation is the most important as it will

reveal the problems encountered in the classroom or how much teachers and learners benefit from the material.

Evaluation can be done through three different devices:
- Student based evaluations ,
- Learning based evaluations ,
- Teacher based evaluations.

Student based and teacher based evaluations can be done through checklists, questionnaires and/or interviews. Learning based evaluations aim to determine whether any measurable learning took place as a result of the materials. In addition to the quizzes and exams, observations can also be used in determining the effectiveness of the materials.

As a result of these evaluations, teachers may decide to adapt the materials. Materials adaptation is inevitable to increase the effectiveness of our program and make our students' task of learning as easy and enjoyable as possible. The only limit to materials adaptation is the time restrictions and background knowledge that we have, in addition to our enthusiasm, creativity and imagination.

When it comes to adaptation, teachers may decide to focus on one or two activities or deal with the whole unit. Adaptation can be in the form of

- ✓ change
- ✓ add
- ✓ remove
- ✓ replace

Change: Teachers may make changes in the content or organization of the material. They may change the order of the activities or texts; add pair and group work; use a speaking activity as a writing activity; a mechanical activity into a meaningful one; a TRUE/FALSE activity into a MATCHING activity, so on.

Add: Teachers may feel that the activities in the main course book are not sufficient; hence, they may want to add extra activities. Isolated activities do not influence the textbook procedure but can be used to supplement a grammar point, pronunciation, etc. Teachers may also want to add variety to the class so they may want to bring in an additional game, song, visuals, etc. to reinforce what has been learned.

Remove: Teachers may feel that a certain activity is above/below the level of the learners, or that it is not useful, or that it is boring, etc. In such a case they may decide to remove (skip) that particular activity.

Replace: Teachers may want to replace an activity with another one which seems more useful or suitable for the learners.

It should be borne in mind that no matter how good a textbook is, it is just a simple tool in the hands of teachers. We should not, therefore, expect to work miracles with it. What is more important than a textbook is what teachers can do with it. In fact how effective teachers can use the books depend on their pedagogic skills, the level of language competence and creativity.

AN INGED MORNING WITH
A. Suzan Öniz
at the School of Foreign Languages,
Ankara University

Summarized by
Suzan Öniz
INGED Editor

On 28 January 2009, a workshop on listening skills with a focus on teaching rather than testing this skill was held as part of the in-service workshops

annually organized by the School of Foreign Languages of Ankara University under the sponsorship of Pearson Education Ltd. The session summary is as follows:

Teaching Tips for Improved Listening Skills

Suzan Öniz, PhD
INGED

Listen to the text myself & do the task.

Note the points where the answer is & see if ss can catch it.

Decide if any vocab needs to be taught.

Decide how to set the stage in class.

Training students to do ACTIVE LISTENING

Listen, summarize, decide if it is important, anticipate, listen...

Pre Listening:
Awaken schemata/concepts
Revise/Teach vocabulary

While Listening:
Specific purpose for L: task
No accuracy worry!

TO SUM UP

Prepare ss
Go over the concepts.
Go over the vocabulary.

Encourage inner conversations.
(summarize what they heard)

Get ss to focus on the key words of the Q.

Get ss to anticipate!

Students' LANGUAGE issues: Related to

LANGUAGE INPUT

present language in context

show
HOW the new structure is used
WHERE & WHEN

do a lot of pair & group practice giving a context

Students' LANGUAGE issues: Related to

REACTION TO STUDENT ERRORS

FLUENCY vs. ACCURACY activity;

i.e. when they should just 'flow' (Tarzan!)
& when they should weigh each word carefully...

self-correct if possible (mimics)

???

SOME FEATURES OF SPOKEN DISCOURSE

IN TERMS OF STRUCTURES

incomplete utterances (not complete 'sentences'),
little subordination,
v. few adjectives before nouns,
frequent use of 'and', 'then', 'but'
rare use of 'if' and passives,
almost no use of cleft it/wh

a lot of pre-fabricated fillers:
well, erm, I think, you know,
of course, if you know what I mean

WHAT HAPPENS WHILE SPEAKING?

THE LISTENER

interprets the speaker's intended meaning

HOW?

1. the communicative function
   (*how* to take the message)

2. general socio-cultural knowledge
   (facts about the world)

3. the inferences

Students' LANGUAGE issues: Related to

AWARENESS REGARDING
SPOKEN DISCOURSE

formal & informal language,

simple sentence structures,

the use of 'and', 'then', 'but'

teach especially during pair/group work:
English sounds & fillers,

expressions that signal dis/agreement,

turn-keeping/taking sounds & expressions,

expressions to signal they are listening ...

Students' LANGUAGE issues: Related to

CONFIDENCE

Do a lot of short pair/group work activities
Frequently change seating & therefore partners
Sympathize
Tell anecdotes of yourself as a learner
Don't correct everything
REALLY listen to what they are saying
Be interested!
Ask genuine Qs not display Qs
Say sth positive
PRAISE even the smallest effort
Show you noticed the improvement
S M I L E

Have you received
your new username & password?

Have you visited
'Useful Links'?

Do you know when
the 13th INGED Conference will be?
And where?

Have you tried some of the 'Class Activities'?

AN INGED AFTERNOON WITH
A. Suzan Öniz
at
Atılım University, Ankara

The English instructors at Atılım University were extremely welcoming and motivated at the workshop held on 4 March 2009. The topic was "Strings, Cards, Pictures, Ideas for Pairing & Grouping Learners" and the aim was to provide the teachers with ideas as to how to group and regroup their learners. The basic philosophy behind getting students to sit in different seats with different partners is that most students, and often teachers at seminars and courses alike, choose a place and always sit there. This means that they will be pairs or from groups with always the same partners. Students will soon get to know each other well and there will be no info-gap left between them. In addition, some students may end up sitting in a dark corner or in a place with bright light in their eyes, in a seat with an obstructed view of the blackboard, near a window or radiator where it may be too warm or cold. Some students are kinaesthetic and like to move around. Some learners begin to feel 'familiar' or too comfortable where they sit and start talking with their neighbors causing distraction. Therefore, if from the beginning of the term, instructors inform their class that they will be changing their seats and if they incorporate pairing and grouping activities into their teaching, learners will work with different partners and also change places in the room. Feedback from my own learners has shown me that initially they are unwilling to change their seats but after a while they appreciate the new partners who may be better at English and help them at times or weaker and require assistance, which helps both learners improve their English.

In the next stage of the workshop, two types of activities were described:
Type A: Linguistic Pairing/Grouping Activities
The aim is to pair/group students and to get them to practice a particular aspect of spoken English.

The language in these activities may be unrelated to the lesson they precede getting the learners to recycle language from earlier lessons or may be directly related to the lesson they precede serving as a warm up or quick revision of language that is the basis of the new language to be introduced in that lesson.

Type B: Non-Linguistic Pairing/Grouping Activities
The aim is to pair/group students usually as quickly as possible with no focus on language practice. Often there is little or no talking; learners just look for the specific place in the class where they will sit. These activities are done by asking students to match words, phrases or information given with a title placed on a table or chair that will serve as the gathering place.

The following handout contains various pairing and grouping ideas that instructors can use and adapt for their own needs.

POLARIZATION (pairs or groups)
Procedure:

1. Ask all learners who know about a topic such as CALL, word processing, or drama to gather at the back of the room. All those who know little/nothing about the topic should gather in the front. Encourage them to tell each other why they are standing at this end of the classroom.

2. Ask the learners to do this with two or three other such topics. This means that some students will probably be moving from one part of the room to the other. Then, ask them to form a straight line depending on their knowledge of the topic or skill. One end will be for the learner who is best at the topic or skill and the other end for the learner who has no idea about it. This means that the learners will have to talk to the others around them to be able to decide where exactly to stand and who is better.

3. Now pair off/form groups with the students in the line and ask them to sit down with their new partners.

Variations:
1. Topics: Those who like-hate the spring-autumn; Those who can-can't do ….; Those who would-wouldn't like to ….
2. Pairing/Grouping ss:
*If ss normally sit in a semicircle in class: Learners sit down in the same order as the straight line and the teacher pairs/groups students once they are seated.
*In the straight line: Take one student from each end of the line and pair them up.

HORSESHOES (pairs or groups)
Procedure:

1. On an A4/colored paper, write a big 'A' and on another 'Z'. Put them on the floor allowing enough space for all the students to form a U shape that ends at the letters.
2. Ask the students to line themselves up alphabetically according to the third letter of their first/last names :)
TEACH: "I'm before/after you." "Where am I?" "Where should I stand?"
3. Pair them off/count off groups.
Variations:
Instead of writing the letters on paper, first get the students' attention and then silently draw a big imaginary letter A and Z on the floor.

Line up according to:
1. the name of the city/town they were born in with students born in the same place using the name of their neighborhoods to line up.
2. the last name of their favorite singer, actor/actress, famous person.
3. the third letter in your last name/in the name of your favorite school subject/etc.

FIND YOUR PARTNER (pairs or groups)
Using pictures
1. Cut small pictures in two for pairs and bigger pictures into 3 or 4 for groups. Make sure that you cut up the pictures at such points that an object in the picture is clearly cut in two.

2. Distribute the cut up pictures randomly.

3. Ask students to study their picture and get ready to say what missing object they are looking for. Also clearly tell students how many other students they should be looking for. They need to be told if it is a pairing or activity to group 3 or 4 students.

4. Students then leave their pictures on their desks face down, mill around describing what they have and what they are looking for. When there is a potential match, they get their pictures, show them to each other and sit down together if the pictures match.

Using strings
1. Bring long strings of equal length to class (10 strings for 20 ss).

2. Hold them together at mid point with equal lengths hanging down on both sides.

3. Each student holds onto one end.

4. When all students are holding one end, let go; students find out who is at the end of their strings thus pairing up.
If the class is large: Use half the number of strings as needed. First ask one half of the class to come up to the front to do the pairing/grouping with strings and then the second half.
Variation for triplets/groups:
To form threes: tie a half length string to one so that there are three ends to the string.
To form fours: tie two full length strings together.

Using small cards: (for groups)
1. Using previously presented vocabulary, construct word strings of three and write each word on a small card.

For example, banana-orange-apple; teacher-driver-dentist; sofa-table-chair.

2. Give out all the cards; students try to find two other people in their category and sit down together.

3. Each group reads out their words; the rest of the class name the category and/or add more words to the category.
<u>OR</u> the group names the category and the class tries to guess which 3 members they got.

Variations:
1. To form bigger groups: add more words to each category or include the category word (e.g. fruit, jobs, furniture) in the cards.

2. Write the category words separately on big pieces of paper and place these on different chairs so that students know where to gather and sit down without much chaos.

3. After the grouping, while students read out their words: only one student from each group reads out one word; the rest of the class tries to guess the other two words in that group.

4. Each string: a different form of the same word.
For example, construct-construction-constructive; apply-applicant-applicable.

Using student generated strings
1. Pick a topic (from a course book or any topic such as 'winter') and ask ss to write down 5 things they like about this topic WITHOUT SHOWING ANYONE ELSE.

2. Students rate these and write numbers 1-5 next to each item.

3. Students mill around looking for other students with the same top item or similar top three items or one common item and sit down with that person.

4. Students with no match: create connections and pair up. For example, if one student has 'ice' and another 'hot chocolate': the connection may be 'opposites' or 'sequence'. e.g. 'First you go out and feel cold on the ice, then you drink hot chocolate.' It will be up to the students' imagination and language level to form these connections.

INTERACT WITH THE PICTURE (mainly groups)
Procedure:

1. Give each st a picture as they enter;

2. Ask ss to do the task on their pictures; warn ss NOT to show their picture to anyone!

SAMPLE TASKS: What did this person see before she came her?
What will the boy on the left do in 2-3 minutes?
Why have they all gathered here?
What is in the bag of the girl in the middle?

3. Get ss to group themselves by finding 2 or 3 other ss with the same little picture in the right upper corner of their picture by saying stg like:
"I've got a star",   "Who's got a star?", "What have you got?" OR
If there are 30 ss: by the T placing big copies of the signs on the pictures on every 4th or 5th chair and telling prts to use language such as
"Are the stars here?", "Is this the star group?"etc.

4. FEEDBACK:
- HIDE your picture and read to the others what you wrote down
- Others: Listen and try to guess what the picture is about/like

COMPLETE THE SENTENCE (pairs or groups)
Procedure:

1. Pick statements or questions that you have practised recently; write half of each on one strip, the rest on a different slip. Remember to capitalize and punctuate correctly.

2. Mix up the strips. Tell students that they will be looking for one other person to form a pair or several other people to form a group with.

3. Students pick a strip, read the fragment sentence and try to think up an appropriate beginning or ending.

4. Students with the beginnings of sentences: walk around reading/saying their fragment looking for the rest of their sentences thus pairing up or forming groups. Students with the endings: stay in their seats and wait to be approached.

Variations:

1. The sentences on the strips may form a dialogue or paragraph. Ask students to first form pairs and then tell them to find, for example, two more pairs to form a complete paragraph/dialogue. Next, ask these newly formed groups to stand in the order of the complete text. Students read their bits, paying

attention to their pronunciation and sentence stress, for the rest of the class to hear the whole text.

2. Write whole questions and answers on separate strips. To form triplets: Write one question and two possible answers on separate strips. To form groups of four: Write one question and three possible answers on strips.

ANYTIME 1: Hair (mainly for groups)
Procedure:
Ask students to form groups according to their:
Hair
Clothes
Eyes
Mouths
Ears
Fingernails

Variation:
Either learners decide on how many groups they will form or the teacher asks them to form, for example, five groups (any number of groups that you need) according to their hair or whatever topic has been named.

ANYTIME 2: New partner (pairs or groups)
Procedure:
Ask learners to form pairs or groups with students that they have NOT worked with during the last week/yesterday.

Variation:
If learners are sitting in a semicircle: Ask students to count off using A-B, or the present and past forms of a verb (e.g. SING-SANG), two words that are difficult to pronounce correctly (e.g. TREE-THREE), two words that collocate (e.g. HARMFUL-DISEASE); ask all Bs to pick up their belongings, stand up and go to the second chair clockwise and pair up with that student.

ANYTIME 3: Sit next to me (pairs or groups)
Procedure:
1. Sit or stand in a big circle leaving an empty chair/ space on one side of you.

2. Point to the empty chair/space and say: "Name, come and sit/stand next to me because I like your ……. ".

3. One of the learners on either side of the empty chair then continues with the same sentence pattern. Regarding the next turn: the teacher can either tell the class that the student to the left of the empty chair will go on with the activity or leave it up to the two learners to be alert and take the turn.

4. Stop at some point and ask the students to pair up/count off groups in this order.

Variation:
Other possible patterns are:
"Someone who is/can/has/hasn't......, please sit/stand next to me."
"Make a compliment about a student. Please sit/stand next to me."

ANYTIME 4: Eye Contact (pairs or groups)
Procedure:
1. Line up the learners in two rows facing each other.

2. Each student picks someone in the other row to be partners with by only using eye contact and mimics.

3. Rules:
They can't pick the person directly across from them.
They can't use their arms, hands or legs; only their faces to communicate.
Their feet can't move; they must stay in line.

4. When two students agree, they sit down together.

==

A CHECKLIST FOR PAIRING - GROUPING ACTIVITIES

At Home

CONTENTS
__   introduces/fits CONTENT of first thing you will do in class
__   is APPROPRIATE
__   is an ENJOYABLE lesson starter
__   gives all learners a chance to COLLECT THOUGHTS
__   lets SLOW organizers get ready

GROUPING
__   GROUPS learners for the first pair/group work activity in that lesson
__   is FAST
__   is adaptable to ABSENT/UNEVEN NUMBERS OF learners

NEXT STEP IN LESSON
__   provides learners with WORKSHEETS/CHARTS etc. needed later
__   prepares BB for later
__   reviews/introduces VOCABULARY needed later
__   reviews/introduces STRUCTURES needed later

FEEDBACK

___ has a FEEDBACK stage (learner-to-learner/ learners-to-teacher)

___ makes learners LISTEN to each other VIA A TASK

___ is BRIEF

___ has an INFORMATION-GAP

MATERIALS

___ pictures /one big picture for each learner

___ slips

___ blank sheets (A4, half,1/3)

___ colored paper

___ code for matching

___ NO ZIGZAG/cutting patterns on edges (for slips to be sequenced)

___ can be RE-USED

KEY

___ has a KEY

___ may be given to the learners (self-checking)

___ is for the teacher

In Class

___ have taught Lers the necessary language to do the warm up

___ "   "   "   "   "   "   " group themselves in English

===

CATEGORIES OF PAIRING – GROUPING

- **find the same**................(identical words, pictures)
  - * word/s
  - * picture/drawing
  - * color
  - * function/sentence

- **find the rest of this**.........   (incomplete picture/word, etc.)
 - * picture
  - * word/phrase/sentence

- f**ind the match for this**..... (pictures: father & son, salt & pepper;
                                    cards: idiom & explanation, word & synonym)
    * word/phrase/sentence
    * picture

- **games**

- **puzzles**

- **sequence these** .... (cut up a sentence/sentences)
    * **words** so that they form a sentence; stand in this order & read the sentence. Sit down in the same order.
    * **yourselves:** attach cards (face down) on walls with "If you know the past form of to hang, give yourself 3 points; if not, take away 2 points." ; Ls turn over and read as many slips as possible; at the end of the time limit, the highest score is first and Ls line up & sit down according to scores.

- **draw a / make a** ....
    Ls then pair up with someone with whose picture they have sth in common.

Would you like your summary to appear in this newsletter?

**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.**

In this way, other INGED members can also benefit...

Together we stand...
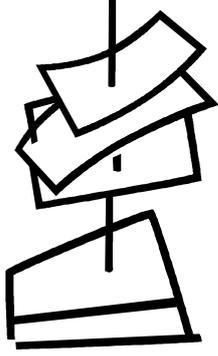
NOTES FROM
The YÜCE Schools
ELT Conference:
'SHARE'

Summarized by
Gülsüm ŞIVGIN
Maya Private Schools

This article aims to summarize the conference titled 'SHARE' that was held by the Yüce Schools on the 14th March 2009. The main objective of the conference was 'Sharing Good Applications in the Field of Foreign Language Teaching'. Thus, there were four plenary sessions as shown below:

Plenary 1
'How to Approach Lexis' by Elna COETZER
Plenary 2
'Skills Lessons' by Amanda YÜCEL
Plenary 3
'Cooperative Learning' by Craig DICKER
Plenary 4
'Empowerment and Lifelong Learning' by Teresa DOĞUELLİ

Plenary 1: 'How to Approach Lexis'
by Elna COETZER

This session started of with the theme of 'Love & Friendship' and the title 'It's all in the CHUNK!'. Elna first elicited some ideas about what a chunk is. Then we moved on to talking about what it means to 'know' a word. We analysed to know a word is as below:

To know a word is to know
- Knowledge of the words spoken/written form
- Collocational knowledge
- Grammatical knowledge
- Memorising chunks

As the second step in the seminar, Elna lead an experiment for better memory. Together we tried to memorise a set of grammatical chunks about love and friendship, as this was the theme of this session. The audience came up with the chunks such as

- to be in love
- to make a commitment
- to accept somebody's proposal

After pulling our attention to chunks, Elna asked us to fill in the blanks as a follow up activity with the aim 'Doing things in chunks allows you to remember BETTER!' Later, Elna pointed out some the example activities that are used in today's course books such as

> Put chunks in order of a process of a relationship
> Complete the sentences by matching chunks

Later in the session Elna mentioned some ways of finding out language chunks. One of which were the concordancers, which are internet based databases that provide you with examples of most common uses of a word. Also poems and chants include good examples of commonly used chunks. To experiment chunks in chants Elna provided us with a chant that she wrote:

<div align="center">

I love you he said	Me too she said
But that's not enough	Oh really she said
I need something more	Like what she said
A night out he said	Sounds good she said
A really good holiday	That's even better
Perhaps a new car	Now you're talking
Maybe some chocolates	Always good!
I love you he said	Me too she said
Everyday for always and ever they said.	

</div>

We then sang the chant all together and memorised the chunks. Elna then talked about what learners need to do for improving their knowledge of lexical chunks, why we need corpus materials and the tools that can be used for learning vocabulary, as summarised below:

These are some activities that can be used to develop learner's knowledge of lexical chunks:
- Intensive and extensive listening and reading
- First and second language comparisons and translation aimed at raising language awareness

- Repetition and recycling of activities
- Guessing the meaning of vocabulary items from context
- Noticing and recording language patterns and collocations
- Working with dictionaries and other reference tools
- Working with language corpuses created by the teachers for use in the classroom or accessible on the Internet

Why corpus materials?
- I can teach my students to speak naturally – like a native speaker.
- I can teach my students the most commonly used words and expressions first.
- I can use examples that will interest my students.
- I can teach my students expressions from *spoken* English, rather than from written English.
- My teaching can follow the exams that my students are taking.
- I can be confident that I am focusing on the key areas that cause the most problems for the students I am teaching.

Tools for learning vocabulary – What do students need?
- Examples in context
- Activities showing groups of related words
- Activities showing common collocations
- Lessons on how to use their dictionary
- Lessons on how to build their vocabulary notebook

Elna ended this session by saying,
Remember it's all in the CHUNK
HAPPY CHUNKING!

<div align="center">

Plenary 2: 'Skills Lessons'
by Amanda YÜCEL

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Amanda Yücel, started her session by providing an outline of what she will talk about;
- Sub-skills of reading and listening
- Top – Down processing VS Bottom – Up
- Ideas for Pre and Post tasks

Sub-skills of reading and listening
After talking about her outline, Amanda started off with a little task for the audience. She showed us a little dialogue and divided the audience into 3 groups and each group had a task to perform for a reading sub-skill.

Task 1. Read for the **Gist** and answer;
   What is the main topic of the conversation?
   A) Sports   B) Weather C) Windows

Task 2. Read for **specific information** and answer;
   What's the weather like?
   A) Sunny   B) Rainy

Task 3. Read for **inference** and answer;
   Do people go outside?
   A) Yes   B) No

Having provided the audience with example activities for these reading sub-skills she asked talked about how we can create a pool of different activities testing these skills, such as reading a text and asking to guess the title.

Top – Down processing VS Bottom – Up
Amanda explained these concepts:
- Top – Down processing of a reading text is to start from the title and to move towards the text and
- Bottom – Up processing is to start with the text and create a title

As Amanda believes that our students' need both of these sub-skills she then talked about example activities we can carry out in the classroom to develop our students. For example;
- Recognise time reference
- Looking for matching pictures with the text
- Predicting the text topic
- Gap fill activities etc.

Ideas for Pre and Post Tasks
Moving on to the next topic, we were provided with a hand out that gives us example activities for Pre and Post tasks, which are:

Pre Tasks
a) Look at pictures and connect to text
b) Give some words from the text to predict content of text or use them to create the text
c) Listen to sounds or music
d) Quiz
e) Visualisation

f) Ranking
g) Use a short video clip
h) Give character profile
i) Personal views / discussion
j) Look at the title
k) Brainstorm
l) Look and label

Post Tasks
a) Debate
b) What would you do if…?
c) What do you think?
d) Discussion as a stimulus for writing
e) Continue the text /alternative ending
f) Summarising
g) Personalisation / learners' own experiences
h) Writing questions
i) Language focused writing
j) Role plays
k) Language work
l) Explain text in your own words

After taking a look at these activity types Amanda discussed the aims of Pre and Post task by asking questions to the audience. We came up with the following aims:

Pre Task Aims
- help to get students interested in the topic
- personalise the text
- prepare students for the lesson

Amanda states that PRE stands for   P ersonalise
                                               R eady
                                               E ngage

Post Task Aims
- show that text are not used just for introducing the language
- it's a natural thing to continue working on the text
- good opportunity for productive skills
- provide variety for the lessons
- they are a great way to integrate skills

Amanda states that POST stands for   P roductive
                                                       O omph
                                                       S upplement
                                                       T argetted

Plenary 3: 'Cooperative Learning; Approaches and Beliefs' by Craig DICKER

Craig Dicker started his session by telling a little story to create an effective way to make us understand the importance of the statement '**It depends.**' Having caught our attention to the topic he then went on to explaining:

Underlying Beliefs of Cooperative Learning

- Learning is an active process on the part of the learner
- Students can and already do learn from each other
- Students can be socialised into a classroom culture that embraces collaboration and cooperation
- Language learning is a holistic process that goes beyond the acquisition of a set of skill and understandings and to the cognitive and psychological growth of the whole person

General Classroom Observations from Turkey

- Teachers work too hard (they should let students do most of the work)
- Students have few opportunities to respond to open-ended tasks or questions
- The textbook is often closely followed regardless of the students needs
- Receptive skills (listening, reading) get more attention than productive skills (speaking, writing)

Challenges of Cooperative and Collaborative Learning

- Use of mother tongue at least during conceptualisation/negotiation phases
- Uneven distribution of responsibilities – some learners dominate
- Timing – some groups finish earlier
- Grading – how can we grade outcomes of group work

After putting forward his ideas, Craig went on to explaining how the teacher should realise that there are no right or wrong answers and that IT ALL DEPENDS! The only aim is to get students involved. So here is an example activity the Craig also applied with the audience:

Activity:

Ask students to draw to big circles that have a cross section.

Write Male in one part, Neither in the middle and Female on the other part.

The teacher will read out some words and the students will put them in the category which they think suits them.

Male   Neither   Female
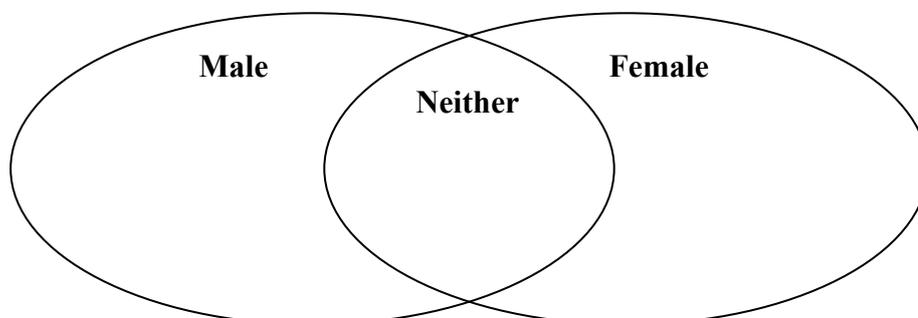
Words: aggressive, stubborn, strong, temperamental, sensitive, independent, patient, flexible, open-minded etc.

Don't forget that in this activity it all depends on the student…

Group Investigation / Problem Solving

Craig then moved on to talking about activities related to investigation activities and gave us an example activity that we can carry out in the classroom, where the students have to do the work. Here is a problem our students can have fun with:

Activity:

'Alice lives in a forest. In the forest also lives a Lion and a Unicorn. The Lion always lies on Monday, Tuesday and Wednesday but never on Thursday, Friday, Saturday and Sunday. The Unicorn always lies on Thursday but never on Sunday, Monday, Tuesday, Wednesday, Friday and Saturday. One day Alice, the Lion and the Unicorn met up and Alice asked them what the day is. The lion said 'I lied yesterday' and the Unicorn said 'I lied yesterday too!' Can you help Alice find out what day of the week it is?'

Activity:

Provide you students with a text that has some Non-English words embedded to the text. Show the text to your students and ask them to guess what those unknown words may be. Try to use the unknown words more than once so that they can analyse and guess.

Plenary 4: 'Empowerment and Lifelong Learning in the 21st Century' by Teresa Doğuelli

Theresa provided the audience with a copy of her presentation as a hand out, which is also provided here as an attachment. She wanted to apply some of the activities she shared so we applied the activity LINGO BINGO during her session. The aim of the activity is to cross out a word when you hear from the speaker and to call out BINGO when you have crossed them all out. (See the attachment for the game). This activity also keeps students listening even if they are not interested.

Wishing to make us realise that most people are scared of changes Theresa showed us a picture (provided with the attachment) of a horse carriage with square wheels. She said 'People are resistant to change – but its in evitable!' With the next picture she also pointed out that we always see the negative sides of things. Instead of thinking that the people on the hill are looking for a solution everybody from the audience thought that they were standing there helpless. Theresa stated: **'Try to point out the POSITVE!'**

One of the main aims of this session was to empower teachers to think that there is no such thing as an 'I cant…' statement. So at the end of this great session Theresa wanted us to take a piece of paper and write down what we think we can't do. Then she asked us to scrunch up the paper and throw it on to the stage and say **'I can!!!'**

The 'Share' conference was one of those conferences where at the end you felt like you can do anything that your heart desires, you can change the perspectives and attitudes of students and you can be a greater teacher than you already are.

Teachers are doing it for themselves: Empowerment and Lifelong Learning for the 21st Century. Yes, we can!

LINGO-BINGO

Empowerment	Options	Self-Actualisation	Life-long Learning	Power	Synergize
Survival	Knowledge	Effective	End	Choice	Expertise
Organisation	Accomplishment	Professional	Can	Influence	Policies
Teamwork	Esteem	Self-Development	Need	Win-Win	Flexible
Habits	Synergise	Model practice	Decision-making	21st Century	Enabler
Intelligence	Change	Millenial	Can't	Proactive	Reform

Teresa DeQue ll   Oxford University Press   2002

Teachers are doing it for themselves: Empowerment and Lifelong Learning for the 21st Century. Yes, we can!

Ten differences between Baby Boomers, Generation X and Generation Y employees

1. Preferred style of leadership

2. Value of Experience

3. Attitude

4. Feedback

5. Rewards

Teresa DeQue ll   Oxford University Press   2003

6. Training

- BB – can take it or leave it; some feel they are past that stage
- X – want to continually learn, if they don't they will leave
- Y – still in an exam driven mentality

7. Work Hours

- BB – work until the job is done if we have to
- X – do their work and go home
- Y – will work as long as needed ...or until they get bored

8. Work Life Balance

- BB – too often ignored
- X – they want to enjoy life to the full, while they are young enough to do so
- Y – their lives are busy – they need a lot of 'me' time

9. Loyalty

- BB – many still believe in "a job for life"
- X – they are committed as everyone else working here
- Y – already working out their exit strategy

10. Meaning of Money

- BB – a way to measure success
- X – it gives freedom and independence
- Y – just something that allows them to maintain their lifestyle

http://blog.simmadconsulting.com/timetstays/2007/ ... futures-vet.html

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Teachers are doing it for themselves: Empowerment and Lifelong Learning for the 21st Century.   Yes, we can!

The 7 Habits of Highly Effective People   Stephen R. Covey

How many of these habits do you have?

Habit 1: Be proactive
Habit 2: Begin with the End in Mind
Habit 3: Put First Things First
Habit 4: Think win-win
Habit 5: Seek First to Understand, Then to Be Understood
Habit 6: Synergize
Habit 7: Sharpen the Saw
- Physical: Benefits of eating, exercising, and resting
- Social - Emotional: Making social and meaningful connections with others
- Mental: Learning, reading, writing and teaching
- Spiritual: Spending time in nature, expanding spiritual self through meditation, music, art, prayer or service

Lessons from the Wiz Intelligence

1. ...
2. ...
3. ...
4. Be skilful
5. Keep appointments
6. ...
7. ...
8. ...
9. ...
10. Live creatively

Lessons from Maslow's Hierarchy of Needs for Self-Actualisation

- The need for food
- The need for water
- The need for physical health
- The need for safety
- The need for ...
- The need for social interaction
- The need for individual, social and emotional recognition

...

Tuncer Dogukan   Culture University Press   2009   4

ABC Brainstorming

Topic: _____

A	C	M	S
B	H	V	T
C	I	O	U
D	J	P	V
E	K	Q	W

Quotations

People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them. **George Bernard Shaw**

Your life doesn't just "happen." Whether you know it or not, it is carefully designed by you. The choices, after all, are yours. You choose happiness. You choose sadness. You choose decisiveness. You choose indecisiveness. You choose success. You choose failure. You choose courage. You choose fear. Just remember that every moment, every situation, provides a new choice. And in doing so, it gives you a perfect opportunity to do things differently to produce more positive results. **Stephen R Covey**

Power can be taken, but not given. The process of the taking is empowerment in itself. **Gloria Steinem**

First they ignore you, then they laugh at you, then they fight you, then you win. **Mahatma Gandhi**

We must become the change we want to see. **Mahatma Gandhi**

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. **Alvin Tuffler**

In times of profound change, the learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists. **Al Rogers**

Learning is not compulsory... neither is survival. **W. Edwards Deming**

So let me remind you (...) that change will not be easy. Change will take time. There will be setbacks and false starts and sometimes we'll make mistakes.
And where we are met with cynicism and doubt and fear and those who tell us that we can't, we will respond (...) in three simple words – YES WE CAN! **Barack Obama**

Whatever you are, be a good one. **Abraham Lincoln**

Given the right circumstances, from no more than dreams, determination, and the liberty to try, quite ordinary people consistently do extraordinary things. **Dee Hock**

Never doubt that a small, committed group of people can change the world. Indeed, it is the only thing that ever has. **Margaret Mead**

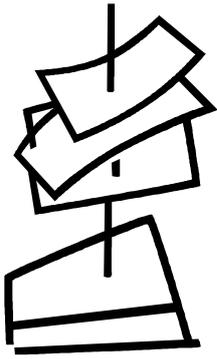God gives every bird his worm, but he does not throw it into the nest. **Swedish proverb**

Teresa Duguelli   Oxford University Press   2008   6

NOTES FROM
The 43rd Annual
TESOL Convention & Exhibit:

Best of the Affiliate Presentation
"What's my Path?
The Road to Burnout or Renewal?"
A Workshop delivered by
A. Suzan Öniz

**Summarized by
Cem Balçıkanlı,
INGED Member**

Friday, March 27, 2009

After a warm introduction of Dr. Suzan Oniz to around 30 participants, Dr. Oniz commenced her session "What's my Path? The Road to Burnout or Renewal" with a cartoon that simply explains how much you may be demotivated by the environment which surrounds you. Even though the cartoon was in Turkish, Dr. Oniz provided English translation for the audience so they could get a sense of what the cartoon was mainly about, which was fun. Following a brief discussion on the cartoon, she continued to focus on symptoms of teacher burnout. With the participation of the interactive audience, specifically with their views, it was very interesting to note that teachers in the room had been there once in their lives (Yes, I have been there, this was exactly what I was going through) regardless of how long they had been teaching. Putting the slide "What leads to burnout?" up on the screen, the presenter made a list of the causes of burnout on the basis of the observations and her experiences. Then, a discussion as to whether to take attendance emerged and nearly all of the participants shared their own experiences with each other, which was really worth seeing. By and large, the conclusion they drew was that this was definitely an administrative issues. In other words, it was all agreed that the issues that Dr. Oniz raised

through her own experiences lead teachers to burnout. Having taken a picture of how real teacher burnout is, Dr. Oniz made several recommendations about preventing burnout. The steps she pointed out were as follows.

1. Clarify your job description and responsibilities.
2. Manage the expectations and demands made upon yourself & work in accordance with your strengths and capabilities.
3. Get support from the school administration.
4. Look for opportunities of change: Request a transfer, ask for new duties, make a career move, or look for a new job.
5. Get career advice.
6. Socialize.

Towards the end of the session, on a lighter note, the participants were asked to complete the sentences provided by Dr Oniz. More or less the sentences were the following.

Sentence 1:   Accept that some days you're the pigeon, ……
Sentence 2:   If you can't be kind, at least ……
Sentence 3:   If you lend someone 20 TL and never see that person again, ……
Sentence 4:   Never put both feet in your mouth at the same time, because ……

With the comments the participants made on these sentences, Dr. Oniz finished her session by thanking everyone for their participation and by saying "have fun, enjoy what you are doing!"

For those of you wondering about the endings, here are the sentences in completed form:
*   Accept that some days you're the pigeon, and some days you're the statue.
*   If you can't be kind, at least have the decency to be vague.
*   If you lend someone 20 TL and never see that person again, it was probably worth it.
*   Never put both feet in your mouth at the same time, because then you won't have a leg to stand on.

Thoughts on Learner Autonomy
in a Computer Assisted Language Learning Program

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Abstract

In our institution, Quartet (computer software program) is a part of the curriculum which provides the students with the opportunity to work on their own in order to develop their language skills. According to the observations of teachers, some, but not all students worked effectively in lab lessons. This paper aims to identify the students' perceptions about themselves, the teacher, their peers and language learning to have an idea of their autonomy and computer assisted language learning. Data were gathered through a 46-item questionnaire. Frequency tests were used to determine the frequencies and percentages of each item to find out the perceptions of participants on learner autonomy and the usefulness of computer lab lessons. Though the students shoulder the responsibility of learning, what we found with this study is that most students need guidance of their teachers to set goals for their learning process.

Introduction

Language learning has become interesting, easy and enjoyable with many multimedia material CDs and internet sites. Schools are now providing their students with these materials to enable them to practice their language skills. In our institution, Quartet (computer software program) is a part of the curriculum. Students have two-hour lab lessons each day where they study on their own with this program, observed by the teacher during the education year. According to the observations of teachers, some, but not all students worked effectively in lab lessons. These "some" students can be called autonomous learners since they attended regularly, worked hard, asked questions frequently, identified their weaknesses and strengths, and determined their own pace in lab lessons. The main goal of this paper is to identify their perceptions about themselves, the teacher, their peers and language learning to have an idea of their autonomy.

Literature Review

Since there are many options today for language learners outside the classroom context, providing students with essential research strategies has become much more important than making them learn limited amount of knowledge merely in the classroom from the language teacher. In such a learning environment, the role of the teacher is changing from the status of a "genius" who knows all to a "guide" who shows where and how to access knowledge and how to adapt or adopt it. Therefore, emphasis should be focused on providing them with skills and raising an awareness for language learning strategies to teach how to learn languages. Learning

how to apply language learning strategies and how to improve their skills may be beneficial to them when they must cope with a vast amount of information for specific tasks in their professional lives. We wanted to provide students materials and opportunity to develop their skills. With this goal in our mind, we based our curriculum on Quartet, which is a computer assisted language learning system that includes a series of course books and multi-media materials for students at beginner to advance levels. According to the examinations of laboratory lesson teachers, some students attended regularly, worked hard, asked questions frequently, identified their weaknesses and strengths, and determined their own pace. Based on their qualifications observed by the teachers, such students can be called autonomous learners.

Holec (1981: 3) defines learner autonomy as follows: "to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning:

- determining the objectives;
- defining the contents and progressions;
- selecting methods and techniques to be used;
- monitoring the procedure of acquisition properly speaking;
- evaluating what has been acquired

According to Benson (2001), "an adequate description of autonomy in language learning should include three levels at which learner control may be exercised: learning management, cognitive processes and learning content" (p. 50). His explanation is: "effective learning management depends upon control of the cognitive processes involved in learning, while control of cognitive processes necessarily has consequences for the self-management of learning. "Autonomy also implies that self-management and control over cognitive processes should involve decisions concerning the content of learning" (p. 50).

Littlewood (1996) classifies autonomy as proactive and reactive autonomy. In proactive autonomy, the learner determines objectives, selects methods and evaluates what he has learned. In reactive autonomy, the learner organizes resources autonomously to reach his goal in an initiated direction. Benson (2001) explains proactive autonomy as control over content and reactive autonomy as control over method. This study focuses on learner autonomy in a school context where the students proceed through already defined content; therefore, what we refer to as autonomy should better be regarded as reactive autonomy. As Benson (2001) states, "Learner control of the cognitive processes involved in language learning is a crucial factor in what is learned." Since as Nunan (1996) states, "Learners tend to follow their own agendas rather than those of their teachers" (195b: 135). Dakin (1973: 16) supports this statement with his following argument, "though the teacher may control the experiences the learner is exposed to, it is the learner who selects what is learnt from them".

In our institution, students have two-hour laboratory lessons everyday during which they use the multi-media materials on computer and study the worksheets individually. During these self-study lab lessons, the teacher is present to guide and assist the students when they feel the need and ask for help.

Quartet CALL system offers the following:
- Pronunciation activities provide realistic native speaker models of English and incorporate voice recordings and playback to let students compare their recordings with the models provided.

- Grammar activities include explanations of forms and drills to practice the usage of them.
- Reading texts are provided together with pre-, while-, and post-reading activities in which true-false statements, comprehension questions, information sequence and chart completion tasks are used. New vocabulary is practiced in reading activities through guessing the meaning from the context, matching, and completing the paragraph.
- The program offers short creative writing tasks which oblige students to use their writing and computer skills. These tasks also provide students with an opportunity to read others' writing, giving students the chance to view writing from both reader and writer perspectives.

The students are provided with immediate feedback for the exercises on the computer. When they are unable to comprehend the feedback given, the teacher is there to explain. Also, each level has an achievement test which may raise students' awareness of their own language learning process. By means of the achievement tests, students can recognize their strengths and weaknesses.

We, as teachers, expect them to get the utmost advantage of the multimedia materials on the computer for their self-development. However, in order to use the materials effectively while they are studying on their own, they have to be ready and willing to plan their learning, set goals, evaluate their learning process and do their best. That's, they should be autonomous. Individual examinations of teachers during computer laboratory lessons voiced at weekly meetings indicated that some, but not all students attended regularly, worked hard, asked questions frequently, identified their weaknesses and strengths, and determined their own pace. Depending on these examinations, we might identify these some students as autonomous learners and the others as less autonomous. However, individual examinations of teachers are not adequate to derive such a conclusion. In this paper, we focused on finding out their perceptions about themselves, the teacher, their peers and language learning to have an idea of their autonomy.

Methods

The aim of this research is to find out what students believe about language learning and where they place themselves, teachers, opportunities, feedback, and their classmates in the language learning process. Therefore, the study addresses the following questions:

- Are the students autonomous?
- What is the role of the opportunities to use language in language learning?
- What is the role of the practice in language learning?
- What is the role of the language teacher in language learning?
- What is the role of the students' own effort in language learning?

The questionnaire also includes items related to computer software program; therefore, it addresses the following questions as well:

- Can computer program contribute to language learning?
- Did the students like using the program?

The study was conducted at Zonguldak Karaelmas University Obligatory Preparatory School. The participants were 100 prep school students. They were chosen randomly. In this study, the

instrument used to collect data was a questionnaire. The questionnaire was adapted from "What is important to you in language learning? (www.vuw.ac.nz/lals/research/Docs/QUIZSYS99.pdf)", a published questionnaire that is widely used in research related to learner autonomy in language learning. The questionnaire was conducted in Turkish, students' mother tongue. Responses to questionnaire items represent the data for this study. First, the questionnaires were numbered, and then items were coded. Codes were entered into Statistical Packages for Social Sciences (SPSS 10.0), and SPSS was used to analyze the data. Frequency tests were used to determine the frequencies and percentages of each item to find out the perceptions of participants on learner autonomy and the usefulness of computer lab lessons.

Results

Frequency Table 1: The role of the teacher

No	Items	Totally Agree-Agree	Disagree-Totally Disagree
		Percentages	
1	I believe that the role of the teacher is to tell me what to do.	51	49
3	I believe that the role of the teacher is to help me learn effectively.	93	7
7	I believe that the role of the teacher is to tell me what progress I am making.	61	39
13	I believe that the role of the teacher is to tell me what my difficulties are.	59	41
19	I believe that the role of the teacher is to create opportunities for me to practice.	71	39
21	I believe that the role of the teacher is to decide how long I spend on activities.	36	64
25	I believe that the role of the teacher is to tell me why we are doing an activity.	78	22
28	I believe that the role of the teacher is to set my learning goals.	65	35
29	I believe that the role of the teacher is to give me regular tests.	53	47
31	I believe that the role of the teacher is to offer help to me.	58	42

According to the results of Table 1, students believe that the teacher should help them learn effectively and create opportunities for learning. They also believe that the teacher should tell them what to do and why they do an activity; similarly, s/he should also set learning goals for students and tell them what their difficulties are. Also, the teacher should give them regular tests and offer help to them.

Frequency Table 2: Learner Autonomy

As shown in Table 2: Learner Autonomy, the students are autonomous; they can explain what they need English, measure their language learning process, identify their strengths and weaknesses, check their work for the mistakes and ask for help when they need to. They can find their own ways of practicing. They accept the responsibility for planning their learning and set their own learning goals.

No	Items	Totally Agree- Agree	Disagree- Totally Disagree
		Percentages	
2a	I believe I know how to find my own ways of practicing.	52	33
2b	I am confident about finding my own ways of practicing.	63	37
2c	I am willing to find my own ways of practicing.	76	24
2d	I accept responsibility for finding my own ways of practicing.	72	28
6a	I know how to check my work for mistakes.	70	30
6b	I am confident about checking my work for mistakes.	65	35
6c	I am willing to check my work for mistakes.	83	17
6d	I accept responsibility for checking my work for mistakes.	74	26
8a	I believe I know how to explain what I need English for.	81	19
8b	I am confident about explaining what I need English for.	80	20
8c	I am willing to explain what I need English for.	55	45
8d	I accept responsibility for explaining what I need English for.	70	30
11a	I believe I know how to identify my strengths and weaknesses.	76	24
11b	I am confident about identifying my strengths and weaknesses.	74	25
11c	I am willing to identify my strengths and weaknesses.	74	26
11d	I accept the responsibility to identify my strengths and weaknesses.	84	32
14a	I believe I know how to ask for help when I need it.	73	27
14b	I am confident about asking for help when I need it.	75	25
14c	I am willing to ask for help when I need it.	68	16
14d	I accept responsibility for asking for help when I need it.	78	22
16a	I believe I know to how to set my own learning goals.	69	31
16b	I am confident about setting my own learning goals.	68	32
16c	I am willing to set my own learning goals.	69	31
16d	I accept the responsibility to set my own learning goals.	78	22
17a	I believe I know how to plan my learning.	57	43
17b	I am confident about planning my learning.	57	43
17c	I am willing to plan my learning.	77	23
17d	I accept the responsibility to plan my learning.	72	28
32a	I believe that I know how to measure my language learning progress.	46	54
32b	I am confident about measuring my language learning progress.	53	47
32c	I am willing to measure my language learning progress.	80	20
32d	I accept the responsibility to measure my language learning progress.	70	30

Frequency Table 3: Language learning

No	Items	Totally Agree - Agree	Disagree - Totally Disagree
		Percentages	
5	I believe that all people learn languages in the same way.	3	97
24	I believe that different people learn languages in different ways.	90	10

According to the results of Table 3, students believe that all people learn languages in different ways.

Frequency Table 4: Communication in English
The results of Table 4 below indicate that students believe that they need to know language learning rules before they can communicate in English.

No	Items	Totally Agree - Agree	Disagree – Totally Disagree
		Percentages	
4	I believe that I can communicate in English without knowing the rules.	31	69
22	I believe that I need to know language learning rules before I can communicate in English.	34	66

Frequency Table 5: Mistakes

No	Items	Totally Agree – Agree	Disagree - Totally Disagree
		Percentages	
12	I believe that making mistakes is harmful in language learning.	5	95
26	I believe that making mistakes is a natural part of language learning.	96	4

According to results reported in Table 5, although the students believe that making mistakes is a natural part of language learning, they state that they need to know the rules before they can communicate.

Frequency Table 6: Level at language learning

No	Items	Totally Agree - Agree	Disagree - Totally Disagree
		Percentages	
9	I believe that I am average in language learning.	54	46
23	I believe that I am above average at language learning.	26	74

The results shown in Table 6 suggest that students believe that they are not above average at language learning. They consider their level of English as average or below average.

Frequency Table 7: Feedback

No	Items	The least important	Important	The most important
		Percentages		
33a	I believe feedback on my language learning that I give myself helps me most.	**<u>60</u>**	34	6
33b	I believe feedback on my language learning from the teacher helps me most.	34	**<u>55</u>**	11
33c	I believe feedback on my language learning from other people helps me most.	6	17	**<u>83</u>**

As indicated in Table 7, the students believe that feedback on their language learning from other people is the most important one. The feedback on their language learning from their teacher is important, and their own feedback is the least important one.

Frequency Table 8: Opportunities to use language

No	Items	The least important	Important	The most important
			Percentages	
34a	I believe that opportunities to use the language should be provided by my classmates.	12	16	**72**
34b	I believe that I should find my own opportunities to use the language.	**59**	34	7
34c	I believe that opportunities to use the language should be provided by my teacher.	29	**50**	21

The results displayed in Table 8 indicate that the students believe that their classmates are the most important in providing opportunities to use the language. Their teacher is important in providing opportunities to use language. They themselves are the least important in providing opportunities to use the language.

Frequency Table 9: The ways to learn a language

No	Items	The least important	Important	The most important
			Percentages	
35a	I believe I can find for myself the best ways to learn a language.	45	**50**	5
35b	I believe that my classmates can show me the best ways to learn a language.	6	15	**79**
35c	I believe the teacher can teach me the best ways to learn a language.	**49**	35	16

According to the results shown in Table 9, the students believe that their classmates are the most important in finding best ways to learn a language. They themselves are important in finding best ways to learn a language. Their teacher is the least important in finding best ways to learn a language.

Frequency Table 10: The teacher

No	Items	The least important	Important	The most important
			Percentages	
36a	I believe the teacher should be an expert at teaching language.	30	**59**	11
36b	I believe the teacher should be an expert at learning language.	6	23	**71**
36c	I believe the teacher should be an expert at showing students how to learn.	**64**	18	18

Table 10 shows that the students believe that the teacher's being an expert at learning languages is the most important. His being an expert at teaching languages is important. His being an expert at showing them how to learn is the least important.

Frequency Table 11: Language learning success

As seen in Table 11 below, the students believe that what their classmates do in the classroom is the most important in their language learning success. What they do in the classroom or what the

teacher does in the classroom is less important. What they do outside the classroom is the least important.

No	Items	The least important	Less important	Important	The most important
		Percentages			
37 a	I believe my language learning success depends on what I do outside the classroom.	**45**	14	16	25
37 b	I believe my language learning success depends on what I do in the classroom.	28	**37**	29	6
37 c	I believe my language learning success depends on what my classmates do in the classroom.	1	14	38	**47**
37 d	I believe my language learning success depends on what the teacher does in the classroom.	26	**35**	17	22

Frequency Table 12: Language learning

No	Items	The least important	Less important	Important	More important	The most important
		Percentages				
38a	Feedback plays an important role in successful language learning.	8	8	13	14	**57**
38b	Opportunities to use the language play an important role in successful language learning.	21	13	22	**33**	11
38c	Practice plays an important role in successful language learning.	7	11	**33**	30	19
38d	The language teacher plays an important role in successful language learning.	21	**32**	23	18	6
38e	My own effort plays an important role in successful language learning.	**43**	36	9	5	7

Table 12 shows that the students believe that their own effort is the least important in successful language learning. The language teacher is more important than their own effort. Practice is important in successful language learning. Opportunities to use the language are more important than practice. Feedback is the most important in successful language learning.

Frequency Table 13: Learners

	Describes me	Well	Better	Best
No	Items	Percentages		
39a	Learners who like to learn with other people.	8	28	68
39b	Learners who like to learn with a teacher.	35	45	20
39c	Learners who like to decide for themselves how and what they learn.	57	27	16

According to results shown in Table 13, some students are mostly learners who like to learn with a teacher and some students like to decide for themselves how and when they learn.

Frequency Table 14

No	Item	Yes	No
		Percentages	
40	Did you use computer before to learn English?	15	85
41	I prefer to learn English without using computer.	24	76

Most of the students did not use computer to learn English before, and they do not prefer to learn English with a computer.

Frequency Table 15

No	Items	Totally Agree - Agree	Disagree - Totally Disagree
		Percentages	
42	Computer program can contribute to language learning.	6	94
43	Quartet software program can make language learning enjoyable.	25	75
44	Using Quartet software program is a useful activity for me.	24	76
45	I enjoyed learning English using computer program.	16	84

The results shown in Table 15 indicate that most of the students believe that computer program cannot contribute to language learning, and it does not make language learning enjoyable. They believe that using Quartet software program is not useful activity for them, and they did not enjoy it.

Frequency Table 16

No	Items	No	Yes
		Percentages	
46a	Reading	28	72
46b	Writing	82	18
46c	Listening	22	78
46d	Vocabulary	27	73
46e	Grammar	64	36

As shown in Table 16, the students believe that mostly reading, listening and vocabulary can be developed using computer program. They believe that grammar and writing skills cannot be developed.

Conclusion

Although the students accept the responsibility for planning their learning and set their own learning goals, they believe that the teacher should set learning goals for them. This indicates lower autonomy and may partly explain why some students are not able to work effectively during lab lessons. Though the students believe that their own feedback and feedback provided by the teacher is important, feedback from their peers is the most important. Emphasizing feedback from others rather than their own feedback is another sign of a decrease in autonomy.

The students believe that the ways to learn a language and opportunities to use the language should be provided by their classmates. They also believe that their language learning success depends on what their classmates do in the classroom. The emphasis they put on their classmates is also a sign of low autonomy.

The students believe that the teacher should firstly be an expert at learning languages, then at showing students how to learn and lastly at teaching language. Taking Turkish education system into consideration, we may regard this as a natural consequence of the education they have gotten since the early years of their school life where the teacher is in the center of the curriculum as the source of the information. The fact that they want to be guided by their teacher is another sign of low autonomy.

Since the students did not enjoy learning English with Quartet program and did not find it useful, they did not like to learn with this program. Their negative attitudes toward Quartet program can partly explain why some students do not work effectively in lab lessons. The students prefer to learn with using computer; moreover, they believe reading, listening and vocabulary can be developed with using computer program. Therefore, we way state that using a computer language learning program that appeals to students' interests can be useful in language learning.

The aim of this research is to find out what students believe about language learning and where they place themselves, teachers, opportunities, feedback, and their classmates in the language learning process. Though they shoulder the responsibility of learning, what we found with this study is that most students need guidance of their teachers to set goals for their learning process. We may set learning goals for lab lessons together with students individually or as a group. Moreover, we may emphasize peer feedback and encourage the students to find the strong points in their peers' language use first, and then mention the weak points since peer feedback is the most important.

A further study can be done to find out the level of students' autonomy. The level of each student may be compared with the achievement test results to find out whether they study effectively or not.

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NEWS FROM A COLLEAGUE

A dear colleague, Ayfer Tppare, at the Middle East Technical University sent information on a project that METU is conducting. They have completed these and are now in the follow-up stages. She also mentioned 'Café Scientifique' a concept I was unfamiliar with. I thought that you would like to hear about these two encouraging and motivating idea so below is a brief description:

Project Title: Little Teachers Touch Science

The main aim of the Little Teachers Touch Science Project is to bring school children closer to science, initiate scientific curiosity and as a result, make science education more attractive for the young population. The target group chosen to this end is school children who are approaching the end of the 8-year compulsory education period. At the same time, due to their social and economic situations, as well as living in disadvantaged geographical regions, the access of this group to further education opportunities is limited. For this reason, the main target group has been chosen as the children from Eastern and South Eastern provinces of Turkey who are enthusiastic to learn and willing to continue with their education.

Twenty children each from Mardin Yeşilli Boarding School, Erzincan IMKB Müşir Zeki Paşa Elementary School and Van Vali Adnan Darendeliler Elementary School (all three schools in Eastern and South Eastern Anatolia Regions) are chosen from of 6, 7 and 8 graders. The children join training activities including both theoretical and applied aspects of science. These activities aim to create or raise curiosity, enthusiasm and capacity building in science and science education and are carried out at METU-Science and Society Center and the related departments for a period of two weeks. These activities are designed to

change the perception of both children and their teachers about science which they learn about only from their books. They are thought to be lacking in practical applications of the knowledge they gather from written sources and may not have been aware of the widespread and common use and applications of science in everyday life.

Therefore, a different and new understanding of science is expected to be formulated in teachers and children by not only touching and feeling 'science' but also preparing simple kits to be used for applying the theoretical knowledge to everyday life. In this respect, they will learn how to utilize the theoretical knowledge in real life situations by grasping the meaning of 'cause and effect relationship'.

The Little Teachers Touch Science Project includes the following activities; demos by scientists from METU, field trips to departments, labs and research centers and practice with hands-on experiment sets. On completing the program, when these children go back to their schools, they are expected to be "little teachers" themselves and share their knowledge and experiences with their classmates and schoolmates under the supervision of their teachers and administrators.

The goal of all these activities is to create a "snowball effect" and eventually reach a larger number of student populations. Also, one of the important outputs of the project is anticipated to be reaching the other elementary schools in the city with the support of the public bodies, local education authorities, teachers and school administrators.

The last phase of the project includes meetings with the participation of all stakeholders; project team, students, teachers, administrators and other stakeholders. The meetings are planned to be held in these three cities: Van, Erzincan and Mardin. In this way, the project team will have a chance to come together with the families of the participating students and listen to the impact of the whole project from their own perspectives. Finally, a SWOT analysis of the project will be carried out and the results are expected to be used for future similar studies and projects.

CAFÉ SCIENTIFIQUE

Cafe Scientifique is a place where, for the price of a cup of coffee or a glass of wine, anyone can come to explore the latest ideas in science, discuss important and interesting scientific issues and technology. Meetings take place in cafes, bars, restaurants, bookshops, community spaces and even theatres, but always outside a traditional academic context. They are informal and accessible-much more so than a public lecture. Audiences consist of people who are interested in science but generally never have the opportunity to discuss their views with, and ask questions of, someone 'in the know'. No scientific knowledge is assumed by the speakers, so anyone can participate.

Currently, in UK, some forty or so cafes meet regularly to hear scientists or writers on science talk about their work and discuss it with diverse audiences. Cafe Scientifique is a forum for debating science issues, not a shop window for science.

Café Scientifique starts with a short talk from the speaker (about 20 min.) The speaker is usually a scientist or a writer on scientific subjects to introduce the topic. After this, there is usually a short break to allow glasses to be refilled and conversations to start. It is then followed by an hour or so of questions and answers and general discussion.

A wide range of issues relating to science and technology are discussed. eg. AIDS, the Big Bang, biodiversity, cancer, code-breaking, ecology, extreme life, consciousness, Darwinism, evolution, foetal experience, genetically modified organisms, global warming, infertility, the Public Understanding of Science movement, nanotechnology, sports science, superconductors and more.

All Cafe Scientifiques welcome suggestions from the audience about their programmes.

ACTIVITIES FROM AN inged MEMBER

"Reading aloud activities"
By
Simon Mumford

Students reading aloud in the classroom is a controversial technique. Grellet (2002:10) sees it as a very difficult and inauthentic activity, to be avoided, as most texts are not designed to be read aloud. She notes that efficient readers do not in fact read every word, but because this is necessary for reading aloud, it tends to works against developing effective reading strategies.

However, Tennant points out that there are times when reading aloud is authentic, giving the examples of reading stories to children, reading short newspaper articles aloud, reading menus and song lyrics. Gibson (2008) argues that reading aloud has a number of beneficial effects including promoting autonomous learning, since it is something that students can do at any time, as well as helping to give anxious students the courage to speak, and acting a proofreading technique for written work. She acknowledges the drawbacks, however, recommending only 'careful and appropriate' use of reading aloud.

Anecdotal evidence suggests that reading aloud is still widely used in language teaching. Some students like reading aloud, as it provides an opportunity for their voice to be heard. It can also be used as a classroom management technique, because students who are potentially disruptive can be given a role that allows them to be the centre of attention and contribute to the lesson at the same time.

We probably will not want students to read every text aloud, and when we do ask them to read aloud, it will not usually be the whole text. However, there are times when selective reading aloud may be beneficial. By integrating reading aloud into motivating activities, we can give students reasons and opportunities to practise this somewhat controversial skill.

Skim aloud
As you skim a text, read aloud only the words you consider important, which will be mainly verbs and nouns. This can demonstrate how to skim; how fast and how

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much to read. Students listen while you skim aloud and underline the important words. When you have finished, they can practise skimming aloud by quickly reading aloud underlined words and phrases to themselves.

Hum the text
Hum a portion of text, e.g. a paragraph, giving a clear idea of rhythm and stress. Students try to follow. Stop from time to time and ask students where you are in the text. This should help students get a feel for how a text should be read. Let students practise in pairs with the same paragraph.

Omitting words
Read sentences from a text (not too fast), omitting one word from each. Students listen with books closed. They should stop you when they think there is a missing word. They check by opening their books and looking at the original. If they are right, the class scores a point. If they are wrong, the teacher scores a point. Alternatively, instead of omitting words, put in a word that should not be there. Let students continue in pairs.

Sentence order
Choose two sentences from a text at random and write them on the board. Ask students which they think comes first. When they have guessed, let them looking the text and find out. Then put students in threes, two with the text, and one without. The students with the text read one sentence each at random. The third tries to guess which comes first, without looking at the text. Then students with the texts give the answer. Students swap roles after several turns. This can be a pre-reading, i.e. prediction activity, but will probably be more effective as a post-reading, i.e. revision/recall activity.

'Find the difference' scanning
Books closed, drill a very short sentence or part of a sentence from a text, but make one small change, e.g. tense ending, preposition. When students are able to say the sentence from memory, they scan the text to find the sentence, repeating the sentence to themselves as they do this until they find the wrong word. Repeat with several sentences.

Read, question and answer
Put students in groups. Students take it in turns to read two or three sentences aloud. At the end of each sentence, they ask a question, either word meaning, (What do you think .... means/is/refers to?) or a question on the overall meaning (Why did he do/say that?) The first person to give a correct answer reads the

next two/three sentences, and so on. This gives other students a reason for careful listening.

Join in read aloud

Students read a text sentence by sentence. Each sentence is read twice. The first time everyone reads silently, give a time limit for this. The second reading is done by the teacher (or a student) reading aloud (quite slowly) from the text, and the students, with their books closed, joining in with as much as they can remember.

Find your sentence

As a post reading activity, each student underlines one sentence from the text. Put the students in groups. Students take it in turn to find their sentence as follows: one student starts reading aloud from the text at a point chosen at random. In turn, each student listens with books closed and gives one of the following instructions to the reader: forward, fast forward, rewind, fast rewind, stop. The reader will move back or forward in the text accordingly, for example, for forward, he will jump forward a sentence. For fast forward, he will jump forward several sentences. The aim is for the student to guide the reader to their sentence as quickly as possible by giving instructions then saying stop. However, as they cannot see the text, they have to remember where their sentence is in relation to the rest of the text.

Showing attitude

As a post reading activity, ask students to choose a sentence or two that they have some feeling about. They read these aloud in a way that reflects their attitude to the statement and then add a comment of their own. Examples:
It says here (reads sentence in a disapproving way). I think that is complete rubbish!
Listen: (reads sentence in a positive way.) That's a really good point.
Listen to this: (reads sentence in a questioning way.) I'm not sure if that's true.

Do a few examples with the whole class and let them continue in groups.

Listen, underline and read

Read a paragraph aloud, emphasising the important words, and skipping over others. Students follow in the text, underline important words, and draw a wavy line under words that are skipped or passed over very quickly, i.e. words that are mumbled or replaced with expressions such as etcetera, etcetera or blah blah blah. In pairs or groups, students can then reconstruct the reading with

the important words emphasised and mumbling/etceteras for skipped words, using their underlined text as a guide. This represents how someone would actually read a newspaper article aloud to someone else.

Conclusion

Reading aloud makes use of two of the most fundamental classroom resources, students and texts, and there are many ways of exploiting these. Reading aloud does not necessarily mean reading a whole text from beginning, but can involve reading selected sentences or sections in an activity with a clear purpose. Where longer sections of a text are read, an activity can be devised to make sure the class not switch off when only one person is reading. However, there are many possible alternatives to the traditional one student reading and the rest of the class listening.

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A STORY FROM AN
inged
PLENARY SPEAKER

The Doctor Lukman
by Michael Berman

Man had hardly appeared in the world, before he began to think how not to die of hunger, how to get warm on a bitterly cold day and how to find medicine against illness. The more people there were, the more illness appeared.

So, around that time, there also appeared a doctor by the name of Lukman. He conceived the idea of relieving the suffering of people, of finding a remedy for illness. Lukman searched for various medicinal herbs and roots in the fields, in the ravines, along banks of rivers and streams, and in mountain pastures. For the healing of wounds he found *akhurbgits* (plantain), for the treatment of Siberian ulcers, *ashkhardan* (a medicinal root), for the relief of malaria, *adjakva* (a winter multi-flowered plant), and he discovered the medicinal properties of a great many other herbs. With flowers, with leaves, with roots he cured people of all kinds of ailments. There was only one that he did not know about: how to cure a toothache.

On one occasion a snake crawled to him and began to beg him, "I frequently have terrible headaches, cure me!" Lukman agreed to help him, but at the same time he asked whether he knew a remedy for toothache. "If it is not possible to soothe the tooth with medicine, then it is necessary to pull it out, since there is nothing worse than this suffering", answered then snake.

"Yes, I understand", said Lukman, "but the trouble is that I do not know with what and how one ought to pull the teeth".

"You can pull a tooth with something similar to my head, with a contraption that would be able to open and close".

"That is good advice. In gratitude for it I will instruct you of the most sure remedy for a headache. As soon as you have a headache, lie down on a highway, rolling yourself into a ball, pressing your head to the ground and closing your eyes. Simply lie motionless, trying to sleep, not paying attention to anything. After about an hour the headache will pass completely."

"Thank you friend", said the snake, and it crawled into the bushes, in order to instruct all the snakes of the remedy for headaches.

This is why snakes, even today, after rolling themselves into a ball, settle themselves in the middle of the road; and people, creeping up to them, kill them.

On one occasion, Lukman, after pelting rain, wanted to get across a river which was a swollen torrent. The narrow little bridge, thrown across it, was slippery, since the water was coming up through the cracks from below. Lukman slipped and fell into the river. With difficulty he managed to clamber out on to dry ground. Most of the medicines, which he was carrying with him, were lost, and only a few items were deposited by the current on to the bank. Lukman gathered up the surviving medicines, and with them he cures people even to this day.

The story was taken from Bgazhba, Kh.S. (1985) *Abkhazian Tales*, Translated from the Russian, with new Introduction by D.G. Hunt. (Russian edition published by Alashara Publishing House, Sukhumi). The collection can be found in the University College of London library, and it was donated to the library by the translator.

Notes for Teachers

Pre-listening: Have you ever stopped to ask yourself why illnesses exist? Once upon a time there was a cure for every known illness but unfortunately many of them got lost. How did this come about? In groups write a story to explain how this happened.

While-listening: Then listen to the original version of the story that your teacher will read you to find out what the one cure was that the Doctor Lukman was unable to find until the snake came to his aid:

Pause after the words "As soon as you have a headache" and ask the learners to predict what comes next.

Post-listening: What alternative remedies do you know of for some of the everyday illnesses and complaints that people suffer from? Working in small groups, make a list of them. Then make sentences about them using the structure IS (or ARE) BELIEVED/ CLAIMED/SAID/SUPPOSED/ THOUGHT/ TO BE. For example: Guarana from the Amazon is said to give you an energy boost and drinking camomile tea is claimed to be a good cure for a hangover.

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News from iatefl

The 43rd Annual International IATEFL Conference and Exhibition
will be held in Cardiff on 31 March - 4 April 2009.

The plenary speakers include
Claudia Ferradas,
Bonny Norton,
Marc Prensky,
Fauzia Shamim,
Elana Shohamy

Details of IATEFL's next conference are now available on the website
http://www.iatefl.org/content/conferences/index.php

FOR MORE INFO:
http://www.iatefl.org

News from **TESOL**

The 44th
Annual TESOL Convention & Exhibit:
Re-imagining TESOL

in
Boston, Massachusetts

on
24 -27 March 2010.

Deadline for all proposals:
2 June 2009

Details:
http://www.tesol.org

A TESOL Virtual Seminar:
"A Skills-based Approach to Teaching Listening Comprehension"
with
Lida Baker

FREE for TESOL global members !
Preregistrants will receive access to both the live event and the playback version.

Deadline for pre-registration: 13 May 2009

http://www.tesol.org/s_tesol/sec_document.asp?CID=1426&DID=12191

CHILDREN'S PERCEPTIONS

A 1st grade school teacher had twenty-six pupils in her class. She presented each child in her classroom the 1st half of a well-known proverb and asked them to come up with the remainder of the proverb. Here are the answers of the 6-year-olds:

1.	Don't change horses	until they stop running.
2.	Strike while the	bug is close.
3.	It's always darkest before	Daylight Saving Time.
4.	Never underestimate the power of	termites.
5.	You can lead a horse to water but	How?
6.	Don't bite the hand that	looks dirty.
7.	No news is	impossible.
8.	A miss is as good as a	Mr.
9.	You can't teach an old dog new	Math.
10.	If you lie down with dogs, you'll	stink in the morning.
11.	Love all, trust	me.
12.	The pen is mightier than the	pigs.
13.	An idle mind is	the best way to relax.
14.	Where there's smoke, there's	pollution.
15.	Happy the bride who	gets all the presents.
16.	A penny saved is	not much.
17.	Two's company; three's	the Musketeers.
18.	Don't put off till tomorrow what	you put on to go to bed.
19.	Laugh and the whole world laughs with you, cry and	you have to blow your nose.
20.	There are none so blind as	Stevie Wonder.
21.	Children should be seen and not	spanked or grounded.
22.	If at first you don't succeed,	get new batteries.
23.	You get out of something only what you	see in the picture on the box.
24.	When the blind lead the blind	get out of the way.
25.	A bird in the hand	is going to poop on you.

And the WINNER!

26.	Better late than	pregnant!