

THE INGED NEWSLETTER

NEWS ON-LINE



A garbage bin on a street in Beypazarı

Issue 1
March 2010

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From the President

Dear members,

In this new issue, I will use some parts of my column published in INGED News-in-Brief, 1999-2000, Number 3 issue.

The Oxford Universal Dictionary Illustrated (Volume 2, p.1593) defines 'profession' as a vocation in which a professed knowledge of some department of learning is used in its application to the affairs of others, or in the practice of an art founded upon it. In the same dictionary 'professional' is defined as (1) engaged in one of the learned or skilled professions; (2) that follows an occupation as his or her profession, life-work, or means of livelihood. The meaning of 'professionalism' is given as professional quality, character, method or conduct. The term 'profession' can be said to include a set of ethical standards based on service to a client of the profession. In our case, these refer to the teachers' responsibility and obligation to students. Teaching requires commitment to students, trying to facilitate their learning and setting the conditions to enable them to learn. Teaching also results in satisfaction derived from a job which is well-done. Furthermore, teaching requires a long period of preparation and training; it has a body of specialized knowledge which is codified and transmitted through professional education and classroom practice. In the light of these definitions and explanations, there is no doubt that teaching is a profession. Freidson (1994:200) states that it requires theoretical knowledge, skill, and judgment that ordinary people do not possess, may not wholly comprehend, and cannot readily evaluate (Freidson, E. (1994). Professionalism Reborn: Theory, Prophecy, and Policy. The University of Chicago Press).

Professionalism, then, can be defined as the quality of being professional; moreover, it deals with one's motivations and the mental context with which one approaches one's work. Hence, the only people responsible for or capable of developing professionalism are the TEACHERS THEMSELVES. "A vocation is not

a profession unless those in it choose to call it one" (Goodlad, 1990, p.29 cited in Kelly) (Kelly, Philip P. (1995). "Teaching as a Profession?" <http://education.boisestate.edu/pkelly/webpages/920PPR.html>).

Individuals cannot become a professional. If we want to professionalize, we must speak with one voice. Of course, it is against human nature to achieve a complete uniformity of voice; however, a common voice is possible. Unfortunately, our nation's teaching work force seems to have formed separate and competing subgroups, such as public school teachers, private school teachers, university instructors, primary school teachers, secondary school teachers. We may have distinct fields of specialty and professional concern, but we share a common focus - a moral obligation to ensure that our children get good education. Hence, all parties within the teaching field unite is a must. Otherwise, we can never generate the collective voice and power necessary to shape the educational policy and system in our country. Needless to say, we cannot get respect or the social and economic status that we actually deserve unless we stand together.

We should change the question from "what INGED can do for me" to "what I can do for INGED". INGED is the only professional organization that English teachers have in this country; and, it is one of the major steps of being a profession. It is NOT a group of individuals; it is an association. We do have members who are extremely active and who never stop being creative and productive. They are aware of the fact that without the contribution of the members, an association cannot accomplish much. We appreciate their efforts, energy and devotion from the bottom of our heart. Others may also consider taking part in our activities or offering their services to help our association grow. We all have this responsibility - to ourselves, our students, and our colleagues. If we work as a team, we can combine our efforts, knowledge, experiences, and practices with our colleagues to create the best possible learning environment for our students and the best possible teaching environment for ourselves.

On a webpage entitled "Teacher Professionalism", a professional is defined as one who has (i) a specialized knowledge base (technical culture); (ii) commitment to meeting client needs (service ethic); (iii) strong collective identity-professional commitment (professional commitment); and (iv) collegial as against bureaucratic control over practice and professional standards (professional autonomy).

<http://www.teachersrock.net/TEACHER%20PROFESSIONALISM.pdf>

I have written this to invite all my colleagues to join our association to serve their own profession. Remember: "Together we stand!"

Prof. Dr. Aydan Ersöz





From the Editor

Dear Readers,

With this issue, you will find a picture on the cover of our newsletter that you can perhaps use with your students to discuss an issue. The cover photo of this issue shows the wonderfully creative minds of the Beypazarı Municipality: An interesting way to draw the attention of anyone walking by! Model houses that keep popping up on the streets of Beypazarı! These are actually garbage bins! The roof of each house moves so that visitors can get rid of wrappers, cans, plastic bags without littering the streets...

The issue of litter and how to avoid it in crowded public places, how to train children (and grown ups too) to keep the streets clean are potential topics for class discussions. These and topics such as creative ways of making use of the collected and separated items could even be turned into class projects. If you are interested in discovering what some class projects could be, go to page 14 to see what others have done.

Reflections on the INGED – Hacettepe Day, the Trainer Training Program conducted by the Ministry of Education and a Ministry of Education Symposium, as well as reflections on other conference presentations are all in this issue. The technology page describes how you can use the Cloze Test Creator.

A quick reminder: The deadline for sending in a proposal for the upcoming INGED Conference is in May so if you are thinking of submitting a proposal, you still have time. The Call for Papers is on the webpage.

Best wishes for an enjoyable school term,

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.**

**THE 14TH INGED
INTERNATIONAL ELTCONFERENCE:
"Piecing it Together"**



**22 - 23 October 2010-01-17
at
Süleyman Demirel University,
Isparta, Turkey.**

**The deadline for sending in proposals is:
14 May 2010**

**The 14th INGED
International ELT Conference:
"Piecing it Together"**

22 - 23 October 2010

hosted by Süleyman Demirel University,
Isparta, Turkey.

inged

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

The 2nd INGED SpellEvent

DATE: 17 April 2010

VENUE: Atek Koleji

PARTICIPATING SCHOOLS:

Antakya Özel Ata Koleji Atek Koleji Nesibe Aydın Okulları

Maya Koleji ODTÜ Koleji Özel Sanko Okulları

TED Ankara Koleji Yüce Koleji



The poster is red with white and yellow stars. At the top left is the Franklin's logo. To the right, it says 'in cooperation with' above the TESOL logo (Teachers of English to Speakers of Other Languages, Inc.). The main title is 'Global SpellEvent' with a globe icon. Below the title, it says 'Ankara, Turkey • April 17th, 2010'. A central banner shows two boys smiling, with the Turkish and American flags. Below the banner, it lists prizes: '1st and 2nd place finishers of local events earn a free trip to New York City' and 'First place winner at the SpellEvent Championship in New York City wins a \$10,000 Scholarship!'. At the bottom, it provides more information and the website www.spellevent.org. The Inged logo is in the bottom right corner.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

Happening now !

New! a regular monthly blog



12 - 16 April 2010
Ovidiu Aniculaese

My working week :
A teacher's diary of a week in the classroom
This month's blogger, Ovidiu Aniculaese, gives us his insights, thoughts and reflections.
Read about his week and add your comments.

My Working Week - Ovidiu Aniculaese

New! an on going Q & A forum



Philip Kerr

What I wanna know is...
Everything you always wanted to know about ...
... ELLT, but never found the opportunity to ask.

At conferences and training events, we often want to ask a specific question to the trainer or ELLT writer, but, for a variety of reasons, never get the opportunity. So, here's what we'll do! Send in your question and the person you want to address it to. Philip will find a way of getting it to the person in question. And get their response, of course...

What I wanna know is...

Coming Soon !



23-30 April 2010
Radmila Popovic

Teaching Young Learners:
to start early or to wait ... Is that the question?

Open for visits and tasks



March 2010
Filka Boyadzhieva & Desislava Zareva

Are there skeletons in our ELLT cupboard?

Are there skeletons in our ELLT cupboard?



February 2010
Jamie Keddie

How Do YouTube?
A practical course on using on-line video in the classroom.

Jamie Keddie : How Do YouTube?

SEETA World

Visit all of SEETA World

SEETA Music



April 2010
Jay Schwartz

The Blue Train

Jay Schwartz : The Blue Train



This year's participating schools are:

Atek Koleji

Başkent Üniversitesi Ayşeabla İlköğretim Okulu

Bilkent İlköğretim Okulu

Doktorlar İlköğretim Okulu

Evrensel Okulları

Gazi Üniversitesi İlköğretim Okulu

Nesibe Aydın Okulları

ODTÜ Koleji

TED Ankara Koleji İlköğretim Okulu

Tekden İlköğretim Okulu

Yüce Koleji

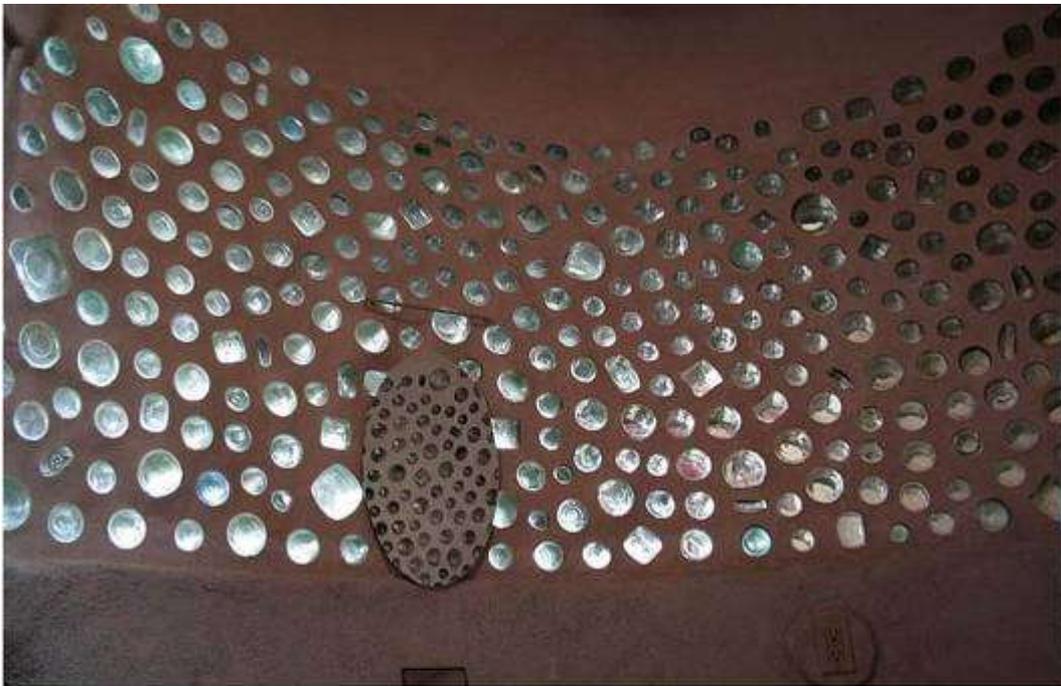
DISCUSSION IDEAS

by Suzan Öviz

Starting with this issue, there will be pictures and suggestions you can use for class discussions. The cover photo of this issue shows the wonderfully creative minds of the Beypazarı Municipality: They devised a very clever way to draw the attention of anyone walking by! Model houses that keep popping up on the streets of Beypazarı! These are actually garbage bins! The roof of each house functions as a moveable lid and so visitors can get rid of wrappers, cans, plastic bags without littering the streets...

The issue of litter and how to avoid it in crowded places, how to train children (and grown ups too) to keep the streets clean, and many related topics such as creative ways of making use of the collected and separated items could be discussed and even turned into class projects...

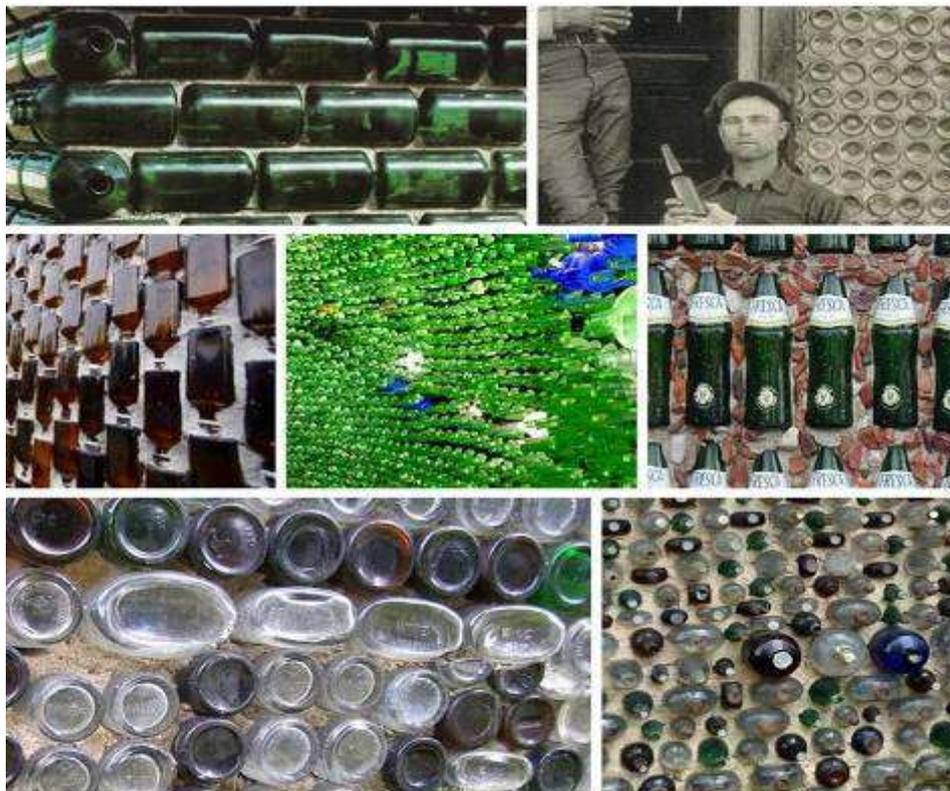
You can find various suggestions in the photos below. The web addresses have been included for teachers who wish to see more and read about the projects.



A wall made with bottles:
http://en.wikipedia.org/wiki/Bottle_wall



Old tires, cans and bottles put to use:
http://en.wikipedia.org/wiki/Bottle_wall



Different ways to use bottles to make walls:
<http://www.boxvox.net/2009/02/glass-bottle-houses.html>

This artwork was created by mainly using styrofoam plates and paint...



Art with styrofoam plates
<http://www.recycledart.com/classifieds/item/113>

**A project and its full description:
How to build a greenhouse using discarded bottles:**



Here is a full description of how to make a greenhouse using plastic bottles:
<http://www.reapscotland.org.uk/reports/greenhouse%20v1.pdf>

TECHNOLOGY IN TEACHING:

THE CLOZE TEST CREATOR

<http://l.georges.online.fr/tools/cloze.html>

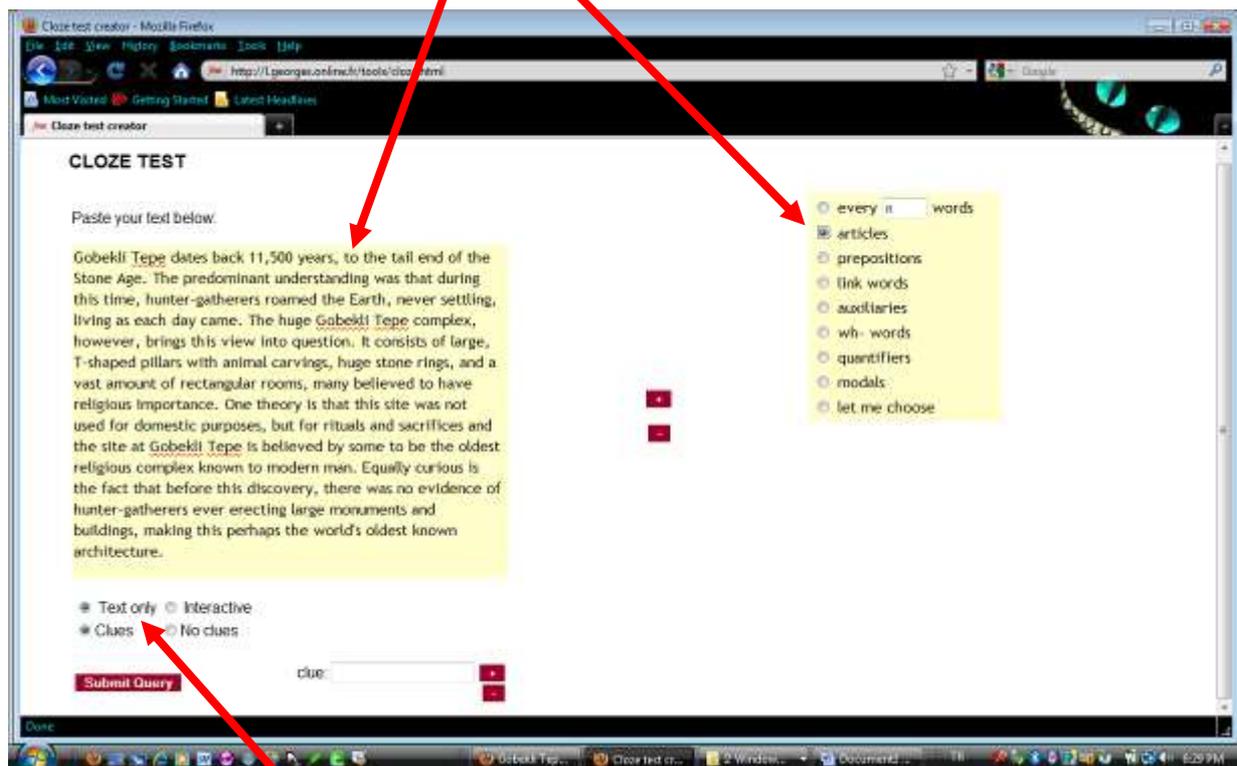


by
Suzan Öniz

The Cloze Test Creator is a tool that allows you to create online or paper based cloze tests. What you need to do is as follows:

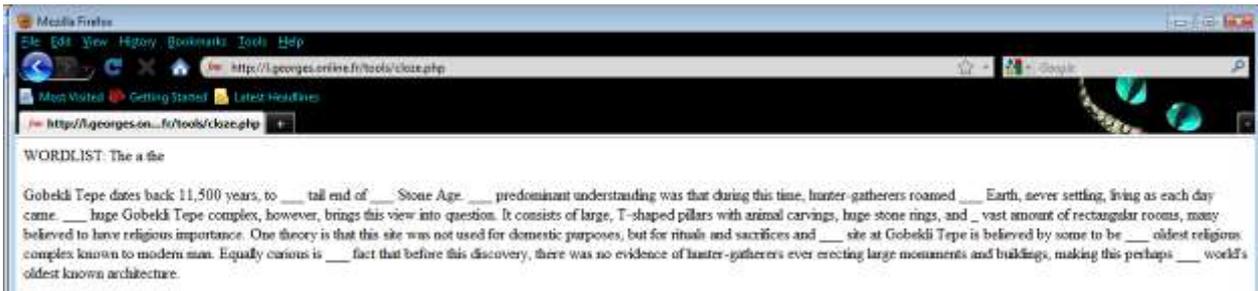
Step 1: Find or write a text & paste it into the window.

Step 2: Select which types of words you want deleted or how many words you want between blanks.

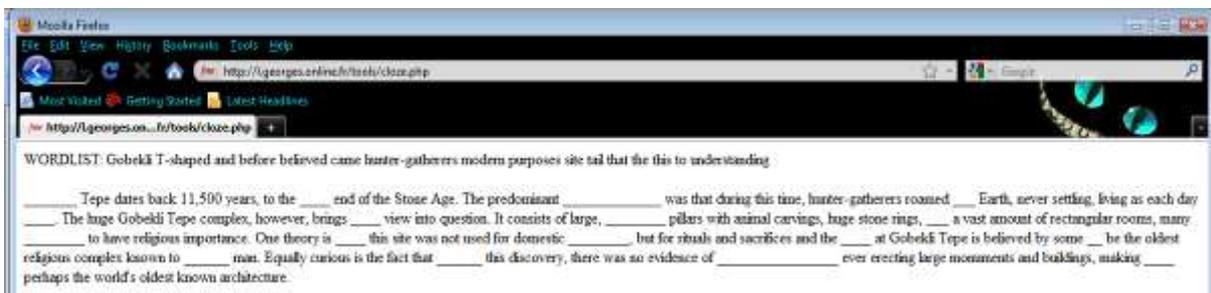


Step 3: Select 'Text only' for a paper version and 'Interactive' to do the activity online.

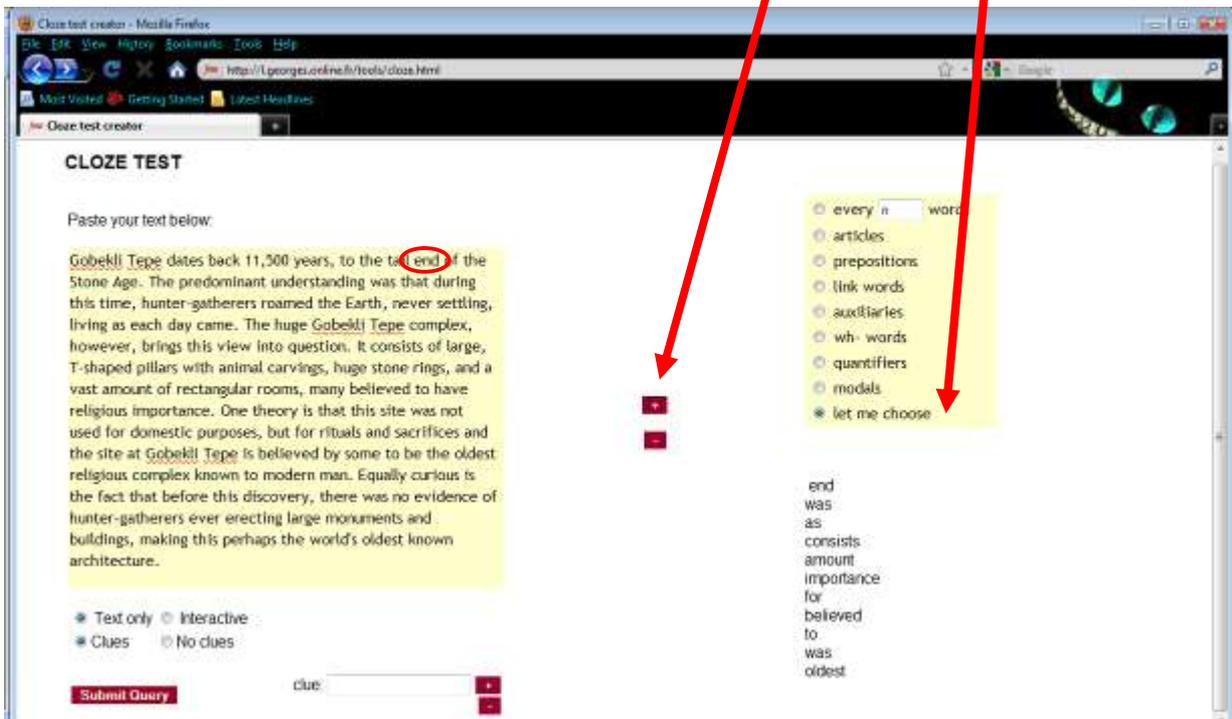
This is what the above options will yield:



Here are other options and how the text looks after different options are selected: With every 8th word deleted:



With you deciding which words to leave out, you select 'let me choose', double click the word you wish to delete and then click the + sign. The selected word appears on the right.



With the 'Interactive' version and 'let me choose' options, all deleted words appear in alphabetical order at the top and the cloze text looks like this:



When you type in a wrong answer, that blank becomes red; when you type in the correct answer, the word looks like part of the text. When you click on the question mark, all correct answers appear.

BRITISH COUNCIL AND UK FOOTBALL PREMIER LEAGUE COMPETITION FOR LEARNERS OF ENGLISH

Deadline 10 May 2010

For learners of English of 12 years and over

Be a guest of the Premier League at a Barclays Premier League game and win the football shirt of the team you support.

The Premier Connections competition -

<http://premierkills.britishcouncil.org/premierconnections>

gives learners of English aged 12 and over from anywhere in the world the chance to win fantastic prizes.

The competition is part of the Premier Skills project and involves finding connections between the places learners were born and a town or city where a Premier League club is based, and creating a short video or Power Point presentation with audio to illustrate these connections.

As it possible for an entry to come from two people working together, the competition lends itself to a classroom activity, but it can also be done individually.

There are sample entries, and online and downloadable guides for learners on the competition pages, and a special Premier Connections Teachers area -

<http://premierkills.britishcouncil.org/premierconnections-teachers>

with suggestions for how the competition could be used as a classroom activity.

Posters (in colour and black and white) advertising the competition can be downloaded from the website.

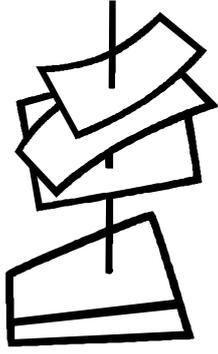
You will also find a Premier Skills Schools Pack -

<http://premierkills.britishcouncil.org/teachers/schools-pack>

on the site with downloadable classroom posters, worksheets, lesson plans, and learner training tips.

If you have any questions about the project or the competition:

Please contact Michael Houten from the British Council Premier Skills team:
michael.houten@britishcouncil.org



REFLECTIONS ON the Trainer Training Program by the Board of Education, Ministry of Education

by
Prof. Dr. Aydan Ersöz

The Board of Education of the Ministry decided to train English teachers as local trainers to promote the new curriculum and the course books and to improve the quality of English language teaching in our country. The authorities have realized that courses and seminars imposed by the central organization of the Ministry have failed to answer the problems of local teachers. The first seminar was held in Antalya in July. The follow-up program was between 31 August and 11 September 2009 in Kızılcahamam. Another seminar was held for this group by Bilkent University.

These trainer candidates took part in one more project between 21 December and 25 December 2009. 120 teachers from different cities were invited to



Participants doing group work

Ankara to be the experiment group. These trainer candidates ran sessions and workshops to this group. Five academics from different universities acted as observers in these sessions to give feedback to the trainers. Prof. Dr. Aydan Ersöz, representing our association, was one of the observers.

The sessions covered a wide range of topics such as Practical Teaching Skills in Grammar and Vocabulary; Practical Teaching Skills in Listening and Speaking;

Practical Teaching Skills in Reading and Writing; Integrated Approach; Testing and Assessment and so on.



Teacher trainer candidates running their session





Participants doing a listening activity





Observers



AN INGED - HACETTEPE DAY

"REFRESHING MINDS"

9:00 - 16:00, Monday, 25 January 2010
at Hacettepe University, Beytepe Campus, Mehmet Akif Ersoy Hall

These were the speakers:

"British Council Resources for Teachers and Learners"

Murray Keeler, Director English Language / Examinations at British Council

"Self-Regulation of Motivation & Motivational Strategies"

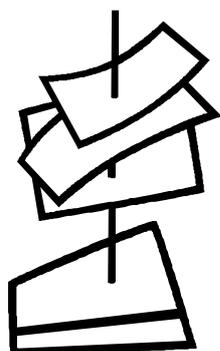
Dr. Alev Özbay, School of Foreign Languages, Hacettepe University

"EFL Teachers' Professional Development Practices and Beliefs: Where do you fit in?"

Assistant Professor Julie Mathews-Aydınlı, Bilkent University

"Classroom Dialogue and Competencies of Effective Teachers: A Review from a Pedagogical Perspective"

Mustafa Öztürk, School of Foreign Languages, Hacettepe University



REFRESHING OUR MINDS AT THE INGED-HACETTEPE DAY

Summarized by Hümeyra CAN

Hacettepe University, School of Foreign Languages,

Department of Basic English, Ankara, Turkey

hmeyra.can@gmail.com

On 25 January 2010, many instructors and experts in ELT, undergraduates/graduates of ELT Departments and many others interested in the field had the opportunity to attend the INGED-Hacettepe Day and as the day was called "Refreshing Minds", they were given the chance to refresh their minds regarding some important aspects in language teaching. In total, four speeches were held. Each of these presentations provided valuable information, reminded the participants of certain vital points in relation to ELT and gave

suggestions on effective language teaching and learning. Thus, they enabled the participants to think about and evaluate their own teaching, their students' learning processes and needs leading to critical thinking and self-evaluation while at the same time offering possible solutions to apply in order to eliminate some problems taking place in the classrooms. On the part of the student teachers, I believe the presentations brought into view a realistic picture of classroom situations and problems and contributed to their professional knowledge and development. Therefore, in general, it is possible to state that such days and conferences as the INGED-Hacettepe Day raise awareness of what might have been forgotten get the audience to ponder on questions and keep them up-to-date with the current issues and perspectives in ELT as well as the teaching and learning materials available. It is never too late to make use of these new approaches and materials since another term or semester always shows up.

Regarding the content of the INGED-Hacettepe Day, it started with Murray Keeler's presentation on British Council resources for teachers and learners. He informed the participants about what resources are provided by the British Council for teachers and learners and how they can be utilized in language classrooms as well as outside the classroom as self-study. The resources are generally in line with the recent technological developments and thus, the British Council website has some online interactive teaching and learning materials to offer. The second presentation given by Dr. Alev Özbay was about the self-regulation of motivation and motivational strategies. Özbay presented practical views on motivation the lack of which is a dilemma that teachers are always faced with in the classroom as a barrier to language teaching and learning. She looked at the issue from an interesting point of view and suggested possible ways of increasing student motivation. The point emphasized was to help the learners motivate themselves through suggested strategies such as self talk and environmental structuring rather than teachers motivating the students through materials and teaching techniques or methods. The third speaker was Assistant Professor Julie Mathews-Aydınlı, who brought into view some recent practices for professional development such as keeping journals, organizing critical friend groups, taking online courses and carrying out action research. If implemented with care, I believe these are all worth the effort and time. As the last presentation, Mustafa Öztürk focused on the classroom dialogue and competencies of effective teachers, which helped the participants to remember real classroom situations and dialogues based on which they formulated ideas about what makes a teacher effective and efficient. In this review, I will specifically reflect on Öztürk's presentation.

Öztürk started with the importance of the concept of dialogue by indicating that classroom dialogue is beyond verbal interaction and transmission of information and that it expresses deeper assumptions about the nature of knowledge and communication and the roles of teacher/learner and mutual ethical obligations. In other words, dialogue is an important part of pedagogy and every time it takes place in the classroom, its educative side is activated becoming not only explicitly but also implicitly pedagogical. This is evident in Öztürk's statement: "There are classroom utterances that may have pedagogical effects, even though they are not intended to. We cannot limit 'pedagogical' only to the things teachers say when they are teaching". For example, the dialogue below tells students something about the teacher's role in the classroom and imposes a certain image.

- T: Jimal, what's your favourite TV show?
J: Er...
T: Baywatch? American Idol? Top Gear?
J: Baywatch.
T: Great! [teacher writes up Baywatch on the board] Now, the rest of you, what are your favourite TV shows?
Ss: Er...
T: Well who likes watching football on television? Louie?
L: Yes.
T: Ok, that's on the list. What about you Marie?
M: Er...
T: Well, do you like to watch Oprah?
M: Yes
T: Great, we'll add Oprah to the list.

As can be seen, in the dialogue, although the teacher seems to be acting as a facilitator, s/he adopts a student role and s/he acts as the participant answering the questions and getting involved in the task so the dialogue transmits not only contextual information but also information about the way the teacher conducts the lesson. Therefore, the participants in the conference were reminded about how careful they should be while constructing dialogues in the classroom and how important it is to make them as meaningful as possible.

Öztürk went on with the discussion of the characteristics of effective teachers and made a connection between classroom dialogue and effective teachers. He gave a summary of the professional and personal characteristics of effective teachers. He emphasized that some of these characteristics are possible through successful classroom dialogue and interaction. To illustrate, classroom

dialogues that are well-thought of play a great role in the development of characteristics such as setting positive and reliable communication, organizing positive environment for learning, being effective communicators, involving students in the classroom dialogue and knowing how to listen to the students. Öztürk provided thought-provoking examples of classroom dialogues that need improvement in terms of professional development and asked the participants to think about what makes an effective teacher. For instance, the dialogue below between a teacher and a student shows the importance of listening to the students and giving them a chance to speak up:

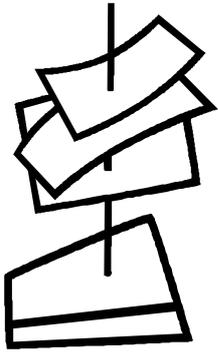
- T: Millie, give me a sentence starting with 'I'
M: I is...
T: No, Millie..... Always say, 'I am'
M: All right... "I am the ninth letter of the alphabet."

On the other hand, Öztürk shared some successful classroom dialogues that illustrated characteristics language teachers should display in the classroom. The following dialogue, for example, demonstrates how a teacher is able to relate personal examples or experiences to in-class discussions leading to a positive learning environment.

- T: Why are you late, Frank?
F: Because of the sign.
T: What sign?
F: The one that says, 'School Ahead, Go Slow.'

In conclusion, I think it would be worth tape recording ourselves in the classroom and analyzing our dialogues with the students to find out the kind of characteristics displayed and the roles adopted and assigned to the students. This would give us the chance to listen to ourselves from the perspective of the students and improve our weak dialogues. While teaching, it is important that we not respond to the students or involve them in the dialogues in a way that would have a negative impact on their learning and cause them to behave in certain ways such as showing resistance to learning or answering a question. In that sense, classroom dialogue is of great importance and should be utilized with care. Perhaps, some of the dialogues could even be pre-planned to enhance learning.

I would like to thank all the presenters for "refreshing minds" on some valuable points and making the INGED-Hacettepe Day possible.



REFLECTIONS ON A PRESENTATION:

Warming our Way to SBS: A Presentation by Dr. Bena Gül Peker

January 2010

Summarized by
Candan Büge
Bahçeşehir K-12 Schools
Coordinator for FL Implementations

In January 2010, Dr. Bena Gül Peker was at Bahçeşehir Florya College, presenting theories underlying language learning and teaching, linking them with her latest publication "Extreme SBS", and highlighting the importance of acquiring a positive attitude towards SBS. The session consisted of three parts:

- A. Learning and Teaching
- B. "Extreme SBS"
- C. Attitudes

A. Learning and Teaching

"Success is a journey not a destination!"



Dr. Peker started the session by focusing on the theories of language teaching and learning. The question she posed at the beginning of the session was: "If learning and teaching were a kind of music, what kind of music would that be?"

She asked us to choose one of the following:

- a. Kolbastı
- b. Turkish Classical music
- c. Dance music
- d. Jazz

We listened to a sample of each type of the above choices. Then, through brainstorming, the audience discovered the similarities between each kind of music and the principles behind language teaching and learning, as summed up below:

- ☞ **"Kolbasti"** is similar to strategy use in language learning. By using the right strategy, you can learn how to dance, like learning the skills of reading, writing etc.
- ☞ **"Turkish Classical Music"** is similar to learning rules of language. It can be the functions in language learning: e.g. "Describing Personal Experiences".
- ☞ **"Dance Music"** appeals to both the mind and the body, and suggests cognitive and affective tasks.
- ☞ And finally, **"Jazz Music"** suggests "reconstruction". It is compositional but also improvisational and it can be a group or individual work. Rhythm and movement are repeated.

All of these motives suggest a "constructivist" approach in teaching and learning. A constructivist approach is cyclical, communicative and interactive, allowing both group and individual work, and leaving space for creativity.

Dr. Peker then linked the points mentioned above (strategy, holistic, being aware of rules, cyclical, communicative, interactive, creative) with active learning principles. In the first part of the session, as participants, we found the chance to brush up our knowledge about language teaching and learning theories, and recent approaches. In the second part, we examined "Extreme SBS" in detail, linking it with the language teaching methodologies highlighted in the first part of the session.

B. "Extreme SBS": A guide through your journey to success!

In the second part of the session, a sample unit from "Extreme SBS" was examined. A unit consists of four parts as follows:

- Part I: Reading Corner
- Part II: Language Corner
- Part III: My corner
- Part IV: Test Corner

In the "Reading Corner", it can be seen that units are rich in terms of reading passages, all linked with functions listed in the curriculum, and different strategies for reading are included besides the strategies for writing, listening and speaking. In the "Language Corner", it is aimed to make students aware of the language items/ functions focused on, language is presented in, and students also can check their understanding about the language use. In "My Corner", students transfer their knowledge of the language in a productive piece of writing. And finally, In the "Test Corner", students answer a unit test of 25 questions, and revise their general knowledge of the language presented in the unit.

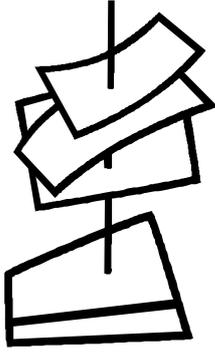
It can be said that "Extreme SBS" is not only a reference book for SBS preparation, but it also helps the students to learn the strategies required for language learning, and to revise their knowledge of the language functions stated in the national curriculum.

C. Attitudes towards SBS: Feed your Brain with Healthy Food

In the third and the last part of the session, Dr. Peker highlighted the importance of acquiring a positive attitude towards SBS. She said that if you have negative thoughts about the SBS exam, the result will be negative in turn. Dr. Peker also mentioned the motto of "Garbage in, garbage out" indicating that the brain needs healthy food (thoughts and emotions) to achieve its goal.

In her inspiring session, Dr. Peker gave us a lot of insights about learning and teaching a language, and she also underlined that SBS and teaching a foreign language are not two separate things. She concluded that, as teachers of foreign languages, if we teach in the right way with the right attitude, we can help our students to achieve success in learning and on SBS exams.

We thank Dr. Peker for taking us through an exciting and inspiring teaching journey!



**REFLECTIONS ON A SYMPOSIUM
"Evaluating the Primary
and Secondary Curricula
and the Courses"
by the Board of Education,
Ministry of Education**

March 15 and 16, 2010

by
Prof. Dr. Aydan Ersöz

The Board of Education of the Ministry held a symposium to evaluate the primary and secondary school curricula and the courses. Teachers, inspectors, school administrators, parents, students, representatives of private schools and academics were invited to this symposium. After the opening remarks by the Head of the Board of Education and the Minister of Education, a panel was held where authorities discussed any possible modifications to the present curricula and the courses offered at primary and secondary schools.



**Merdan Tufan
The Head of the Board of Education**



Nimet Çubukçu
The Minister of Education



Panel Discussion



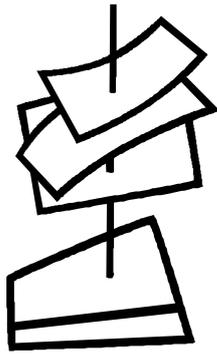
Then several committees were formed to discuss the pre-determined issues in smaller groups: two committees for primary education, three committees for secondary education, and one committee for technical/vocational education.

Prof. Dr. Aydan Ersöz, representing INGED, was elected to be the chairperson of the primary education committee.

Several issues such as courses, class times, recess times, curriculum, student attitudes, and administrative issues were discussed in the committees. In addition to several other suggestions, our committee suggested that English should be offered as an elective course for the 1st, 2nd, and 3rd grade students at primary schools provided that the resources are sufficient. The program for these grades should be prepared separately by the experts assigned by the Board of Education.

As the last session of the symposium, all committees came together to compare their notes and share their suggestions.

The Board of Education will make the final decisions after analyzing the results of the symposium.



REFLECTIONS FROM the 6th CamTESOL Conference Phnom Penh, Cambodia

26-28 Feb 2010



CAMBODIA : Land of Sorrows

by Brendan Ries, Özyeğin University

Before 1975, Cambodia was one of the art, music and cultural centers of South East Asia. Siem Reap holds the treasure of Angkor Wat, one of the most magnificent and awe-inspiring structures known to human kind.



During the Vietnam War as soldiers from North Vietnam went into Cambodia to fight against the US, the US blatantly carpet bombed Cambodia, killing many innocent people and at the same time demolishing the infrastructure that was giving support to the Americans. It is believed that as many as 250,000 Cambodians perished. The structure of its magnificent temple built before the 12th century lived on as the government infrastructure crumbled all around it.

The new regime of Communist leader Pol Pot and his 'Khmer Rouge' took control of the land, people's freedom and most of all existence in 1975. If you had glasses during this time you were killed, especially any artists, all teachers and intellectuals. This nightmare of the communist regime lasted for 4 years and an estimated 2 million people were murdered along with its arts and culture. The Vietnamese liberated Cambodia on January 7, 1979.

After, enter years of famine, poverty, a continuing battle with Khmer Rouge fighters and political collapse, Cambodia is rising back to the height of its famous temple walls.

CamTESOL 2010

Departing the plane, 3 amigos from Özyeğin University, are ready to explore to full capacity the sounds, vibrancy and smiles of the Cambodian culture. We set off on our four day journey to catch a glimpse of the heart-wrenching past mixed with the love that transcends.

Oh yes, pass me a fresh iced mango, pineapple, orange smoothie. Mmmm, so good for the heat!

Escape the South Asian heat as the breeze from an open canopied tuk-tuk (motorcycle pulling an open wheeled carriage) pulls you eye to eye with cultured passing scenes and passer-by's.



We came to give some ideas to others about teaching, while others came to listen and it seems the whole country and its people taught us more than we ever could.

With over some 800 teachers just inside Cambodia, professionals presenting from all over the world and 20 workshops taking place on the hour at the same time at Phnom Penh's Center for Education, it was the place to be in the world on the last weekend of February 2010. Ries said 'This is much better than NY TESOL 2007 and the tuk-tuk's are more fun than the subway system!'

Ozu showed the community 'kulça' it is known to have and the Turkish crew passed along Turkish delights as ambassadors for the country.

Ries and Mahir enjoyed the Rice steamed with mango and wrapped inside banana leaf at the Cambodia TESOL lunch! Fantastic food.

We bought fresh mangoes, litchi, pineapple, tamarind, corn, fried bananas from a many smiling face in the colorful market...some of us even nibbled a few spider legs and crickets just to let people know we are willing to expand or

consciousness. Hey, I hear in Turkey people eat cow intestines?!! But it's not a spider, it's a cockroach?!!

Ries, Mahir and Nazan give 6 thumbs up to Cambodia and its people for a lovely trip and we hope to go back again!

**A summary on the plenary: Learning English in ASEAN:
Myths and Principles**

Summarized by: Nazan Özçınar, Özyeğin University

Andy Kirkpatrick's session focused mainly on how English has been viewed in countries where English is taught as a foreign language. He gave examples from Asia because the conference theme was: **One World - World Englishes**. He emphasised the fact that time has come to see English as a language spoken by people in Asia and to recognise the Englishes spoken throughout the region as viable and appropriate varieties for ELT.

He started his session by saying that English is not pure, it contains roots from Germanic languages and other Scandinavian languages and said that languages are dynamic: they change constantly over time.

He continued his session with the three myths about language learning (Carol Benson 2008: pp 2 ff.):

- "the best way to learn a second language is to use it as a medium of instruction"
- "to learn a second language you must start as early as possible"
- "the home language gets in the way of learning a second language"

If we accept myth 1 and 2, we must take into consideration the qualified teachers, adequate resources, materials and values. We have to be realistic asking kids what they can do! Children couldn't cope with Math and Science when they started to use English as a medium of instruction in some Asian countries. So, the Malaysian government decided to revert back to teaching math and science through Bahasa Malaysia. In the Philippines, minister Mentor Lee Kuan has admitted they made a mistake in the way they implemented Bilingual Education in Singapore.

Accepting myth 3 leads to neglect of children's mother tongue and vernaculars in the school setting: In almost all Asian primary classrooms, the focus is on learning the national language and English.

According to the Hans Ruasing Endangered Languages Project to predict that more than half the world's 6,500 languages will have disappeared by the end of this century.

He concluded his session with:

Three Alternative Principles:

- Wherever possible and feasible, use the child's L1 as a medium of instruction.
- Delay the introduction of English until child has literacy in the L1 and until conditions and facilities merit it.
- Adopt multilingual benchmarks to measure linguistic proficiency.

Only when we follow the above principles, we can ensure that teaching a second language can become successful.

A Workshop: What's in a Word? The Importance of Vocabulary & Some Ways to Teach It

Presenter: JoAnn (Jodi) Crandall, University of Maryland Baltimore County (MD, USA)

Summarized by: Mahir Sarıgül, Özyeğin University

This workshop mainly focused on why vocabulary is so important and gave reasons for its being responsible for much of the reading rate and critical for academic or professional English as well as necessary for clarity and conciseness in writing. After having defined what vocabulary is, Crandall explained word families, phrasal verbs, collocations and idioms, which all help expand one's vocabulary cache and self-expression. Then, she moved on to talking about what vocabulary we should teach and factors to consider (Richards, Nation, Genesse, et al.):

- Frequency
- Range
- Need/Importance

Content-obligatory language

- Availability & Familiarity
 - Content-compatible language
 - Regularity (common patterns or features)
- Ease of learning

Later Crandall tried to look for answers to the question of how we should teach vocabulary by offering ways (Nation, 1998):

- **Learning from Input** (Extensive Listening & Reading)
 - Incidental learning
 - Most common 2000+ words
- **Direct Instruction**
 - Intentional learning
 - Teach patterns : roots & affixes
- **Learning from Output** (Speaking, Writing)
 - Opportunity to use the words; repetition
- **Fluency Activities** (L, S, R, W)
 - Use known words & grammar
 - Encourage lots of use

In the final section of her session, Crandall suggested some activities for teaching and learning vocabulary:

- **Extensive listening and reading**
 - Learners can begin with simplified texts, graded readers, newspapers.
 - They should have only 1-2 new words per 100 words and keep a common theme or topic for some time for repetition. Then, over time, they can be introduced to a range of text for academic words.
- **Find a Word**
 - Scan a text for:
 - A word you know and like to say
 - An important word; a BIG word
 - A bold word; A word you don't know
- **Matching**
 - Prefix with root; Picture with word;
 - Word with definition; word with synonym or antonym
 - Word with related word

- **Productive Activities : Word Grids**
Create sentences using all the words in a grid
Can add words
- **Word Games**
Bingo
Concentration
Charades
Word Search
Crossword Puzzles
Word Unscrambles (tcountry = country)
"I'm thinking of a word that ...)
- **Fluency Activities**
Repeated reading
Speed reading (reading text for 1 min; again for a min...; again)
- **Write a Story (Fluency)**
Use list of known words and write a story
Now re-write the story, but leave out these words(Put a line where the word would be)
Pass the story to another group. Ask them to write the words.

Crandall, before closing the session, put emphasis on the importance of repetition, teaching words in context, effective use of dictionaries (picture, bilingual, learner), learner practices (look up every word; rely on context), and learner level of language.

Outdoor Language Learning (OLL): Language development beyond the classroom walls

Presenters: Terry Fellner and Jerry Halvorsen

Summarized by: Brendan Ries, Özyeğin University

As Fellner states, 'OLL is an experiential process of language learning that takes place outside of the traditional classroom.' The target language is used as the vehicle that drives the tasks and focuses on the first hand experiences of learners and a particular emphasis on guided reflection. Guided reflection means that students bring out their experience and emotion through the use of the target language. Physical, linguistic and emotional are all blended together with

meaningful communicative tasks. This is learning where the 'outdoors is uses as the laboratory for learning.' (Hammerman, 2001)



OLL could be a picnic, a trip to the museum, even a walk to the local shopping mall. Even better, a weekend camping trip!

Language Development Beyond the Classroom uses **Task-based learning + Outdoor Education**

1. Experiential Learning
2. Experiential Language Learning
3. Total Physical Response
4. Task-based Learning

Fellner states nine reasons to consider taking your classes outside. He said it is collaborative, motivating, positive, contextually rich, hands-on, communicative, uses multiple intelligence (linguistic, interpersonal, intrapersonal, musical, logical-mathematical, spatial, kinesthetic, natural), environmental and flexible.

The facilitator feels that developing a variety of intelligences enables students to learn in their preferred learning styles thereby increasing their chances of success as well, there is a positive correlative link between higher IQ's and cognitive development with contextually rich learning environments. (Passingham, 2006).

In the end, because we make a break for the wild outdoors there are a few things to consider like selecting a venue, staffing, activities, budget, administration and materials.



**AN INGED SESSION WITH
Prof. Dr. Aydan Ersöz
at
ANKARA UNIVERSITY
on 27 January 2010**

**by
Prof. Dr. Aydan Ersöz**

The School of Foreign Languages, Ankara University, invited me to do a session on "Integrated Approaches". I did the session twice, once in the morning and once in the afternoon. The instructors were very active and eager to participate in the discussions we had. You can find a part of the session below.

INTEGRATED APPROACHES

The main principle of the integrated approach is that all aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication.

The integrated approach exposes learners to authentic language and challenges them to interact naturally in the language.

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



There are two common ways of teaching language integratedly.

Task-based instruction:

Nunan states that tasks are activities that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form.

Tasks can be both linguistic and non-linguistic. In non-linguistic tasks (changing a diaper, cooking a meal, using a vending machine, etc.) the result is clear, and the language training happens along the way.

In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks.

Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels.

Steps:

pre-task - preparation by the teacher and students

the task cycle - student work, planning, reporting

the language focus - analysis, practice

Content-based language instruction

CLIL refers to a learning/teaching situation where pupils learn a subject through the medium of a foreign language. A CLIL lesson is not a language lesson neither is it a subject lesson transmitted in a foreign language.

A successful CLIL lesson should combine elements of the following:

CONTENT: Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

COMMUNICATION: Using language to learn while learning to use language

COGNITION: Developing thinking skills which link concept formation (abstract and concrete), understanding and language

CULTURE: Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined:

- Listening is a normal input activity, vital for language learning
- Reading, using meaningful material, is the major source of input
- Speaking focuses on fluency. Accuracy is seen as subordinate
- Writing is a series of activities through which language is recycled.

CLIL lessons exhibit the following characteristics:

- Integrate all main language skills, and receptive and productive skills
- Lessons are often based on reading or listening texts / passages
- The language focus in a lesson does not consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically (because of the subject matter) rather than grammatically
- Learning styles are taken into account in task types.

A Paper from a colleague

Teaching Pronunciation to Adult English Language Learners by Exploring Codes for Social Justice through Music

by
Brendan Ries
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"Education must begin with the solution of the teacher-student contradiction,
by reconciling the poles of the contradiction
so that both are simultaneously teachers and students."
Freire, 1970

 As the world spirals out of control with recession, climate change, war and poverty worldwide we are still faced with the premise of education and retaining focus and balance. How do we bring sanity to a silenced voice conditioned by the powers above? During the process of following a university routine or public school curriculum let us not forget the world. Let us not forget the need to give youth and young adults the availability to their own personal tools that help build a better society. Perhaps we cannot change a soul on its due life course, however, we can help that soul find which way to go when it comes to the bend in the road. It is my belief that students must find the answers for themselves and the problem-posing approach is an expressive route into critical thinking for regular and EFL\ESL classrooms through active speaking and listening. At times, as teachers, we cannot change the curriculum but we can always bring in authentic materials. During the chaos let us not forget to give time for self-expression, critical thinking and community.

This article gives an explanation of old and new pedagogies of teaching in regards to the comparison between Banking Education versus Problem-Posing or Participatory education. As well, the article will give an authentic model of a workshop given during the CamTESOL 2010 Conference using music as a code for expanding on critical thinking for social justice in the classroom.

Teacher-Student


Student-Teachers

"A freedom fighter learns the hard way that it is the oppressor who defines the nature of the struggle and the oppressed is often left no recourse but to use methods that mirror those of the oppressor."

Nelson Mandela, *The Long Walk To Freedom*

I hold truth to this phrase so eloquently spoken by William Ayers, "Education, no matter where or when it takes place, enables teachers and students alike to become more powerfully and self-consciously alive; it embraces as principle and overarching purpose the aspiration of people to become more fully human; it impels us toward further knowledge, enlightenment, and human community toward liberation."

The pedagogy of teaching I always knew to be true revolved around the teacher. Everything revolved around the Earth, (teacher) the most important component in this classroom galaxy-spinning axis. I'd always had an interest in my students, who they were and what they did, but this was the extent of my interest. I did not delve into ways to find out what they truly needed. It was mostly about me. I now focus on changing my old pedagogy from a teacher-centered classroom to a more student-centered classroom.

A problem-posing approach helps students expand upon their self-realization and critical thinking in regards to the perils of an oppressive pedagogy through the use of art and expression. During my graduate studies I analyzed the structure of control in education as connected to the government and military with my readings and discourse in my 'Social Justice in Education' class. My professor Janaki Natarajan said that "the learning of language and development is structured by colonialism, the act of civilizing. "I feel that in order to stop the negative expansion of neo-colonialism, colonialism and globalization through English, social justice issues must be brought into the ESL/EFL classroom. As Freire says, "Conversion of the people requires a profound re-birth." (1970)

I have come to my own assumption that the underlying issue of people in the world is that everyone would like to be heard and free to express their true selves. The education system often does not let this type of freedom flower. As

Noam Chomsky states in the book Education as Enforcement, "It starts in kindergarten: The school system tries to repress independence; it tries to teach obedience. Kids and other people are not induced to challenge and question, but the contrary. If you start questioning, you're a behavior problem or something like that; you've got to be disciplined. You're supposed to repeat, obey, follow orders."

The Banking Approach vs. The Problem-Posing Approach

'The banking approach emphasizes permanence and becomes reactionary, problem-posing education - which accepts neither a well-behaved present nor a predetermined future - roots itself in the dynamic present and becomes revolutionary.' (Freire)

Banking Approach

Auerbach, 1995

Teacher determines the goals Teacher is knowledgeable and the students are ignorant. Teacher imparts knowledge and skills and the students receive it. Teacher talks, the students listen. Teacher directs the class session and the students comply. The education process perpetuates the status quo.
--

Old Pedagogy - Don't Bank On It

The "Banking Approach" to education, in which students are seen as empty vessels to be filled with information doesn't foster need and concern for student emotion. With this type of education the teacher is always right and the student wrong. This interesting duality of a student becoming a teacher and then oppressing the class is a great example of Freire's Pedagogy of the Oppressed. So often, the oppressed become the oppressor, the teacher in this situation knows no other way but to dominate. Teachers have never seen a new way in which to teach. In the words of Freire, "How can the oppressed, as divided, unauthentic beings, participate in developing the pedagogy of their liberation? Only as they discover themselves to be hosts of the oppressor can they contribute to the midwifery of their liberating pedagogy. As long as they live in the duality in which to be is to be like, and to be like is to be like the oppressor, this contribution is impossible." (1970)

Problem-Posing

Auerbach, 1995

Learners determine the goals
Facilitator and learners collaborate in the acquisition of knowledge and skills.
Learners soon apply the knowledge and skills in pursuit of their goals
The facilitator and learners discuss issues
The education process helps create new realities

Problem-Posing is a tool for developing and strengthening critical thinking skills. It is an inductive questioning process that structures dialogue in the classroom. Problem-Posing dialogue is rooted in the works of Dewey and Piaget who were strong advocates for active inquiring, hands-on education that resulted in student-centered curricula (Shor, 1993). Freire (1970) expanded on the idea of active participatory education through problem-posing dialogue, a method that transforms the students into 'critical investigators in dialogue with the teacher.'

Why Problem Posing?

"Problem-Posing challenges the relationship between teacher and student and offers students a forum for validating their life experiences, their cultures, and their personal knowledge of how their world works." (Nixon-Ponder)

My hope is to in some way show my students a non-oppressive style of education with a focus on problem-posing and participatory education. When curriculum is presented in such a way that it supports the interests and legitimizes the privilege of those with power, it becomes the propaganda of the ruling class. As a teacher, I am a conduit of the propaganda of my curriculum and in my choice of what and how to teach, I am always teaching "for" or "against" something. William Ayers writes in his book Teaching Towards Freedom, that at the outset, "teachers must decide whether we will teach toward human freedom and liberation or toward subjugation."

One of my beliefs in class is to allow students the opportunity to bring their views into the class and curriculum. I want to give them the opportunity to liberate themselves through the class and offer the availability for different views and creation of new ideas. Students here are seen as principal actors rather than bench bound listeners. I believe students should be given the control and responsibility for their own learning. It is extremely beneficial to

foster an environment where students can look to their peers for clarification, error correction, and ideas. This freedom can change views and actions in an oppressive pedagogy. In this way, students improve their language skills for future discourse and become free-thinkers. Below are the steps in the process for Problem-Posing:

Problem-Posing Approach

Describe the content

Define the problem

Personalize the problem

Discuss problem within a socio-economic context

Plan for action

(Auerbach, 1995)



What is a code?

The code originates from the students concerns and experiences, which makes them important to the students and their daily lives. A code is built off of a recurring topic that happens in class. In this case the code is a song. Each question contains personal and social conflicts that are of deep importance to the students. A code should be familiar, emotionally charged, two-sided and open-ended.

According to Wallerstein (1983) "codes can be written dialogues, taken from a variety of reading materials that directly pertain to the problem being posed, role-plays adapted from written or oral dialogues, stories taken from the participants lives and experiences, text from newspapers, magazines, community leaflets, signs, phone books, welfare or food stamp forms, housing leases, insurance forms, school bulletins, pictures, slides, photographs, collages, drawings, photo stories or cartoons." What about music for codes? A lot of songs have deep importance for many students, so they can also be a powerful tool for codes.



Exploring Codes for Social Justice through Music: An example

I was hoping to bring up some issues about oppression in education. During the presentation I used a power-point photo show that I had created while at the same time playing the song "Working Class Hero" by John Lennon on guitar and singing. Each of the power-point slides, when set on a timer, connected to a verse of the song. I also stated to the participants that we could also just use

one of the many photos in the presentation as a code as well. The idea to use "Working Class Hero" as a code originally came into my thought process because of the lyrics, "They hurt you at home and they hit you at school, They hate if your clever and they despise a fool.' The code usually comes from an idea or discussion that the class brings up.

I first played the song without giving the code (lyrics, which can be seen below). After presenting the song I split the class into groups of five and gave them the code and the problem-posing process of defining the problem, personalizing the problem, discussing the problem within a socio-economic context and plan for action. Due to the time constraint I had each group do the problem-posing approach for a different section of the song. As seen below 'group 1' explored the first verse and 'group 2' the second verse.

	Code Working Class Hero by John Lennon
(group 1)	As soon as you're born they make you feel small By giving you no time instead of it all Until the pain is so big you feel nothing it all. A working class hero is something to be, A working class hero is something to be.
(group 2)	They hurt you at home and they hit you at school They hate you if you're clever and they despise a fool Until your so crazy you can't follow they rules...

The next step in the process is explaining that each group must choose a facilitator to lead the discussion. The facilitator plays a key role and reads the questions from each section in order from describing content to defining the problem (see chart below). It is important to get all members involved with the process and other members in the group should take down some notes of the ideas and expressions that come up within the group. After groups have had enough time to go through the process, it is a good idea to have everyone meet again as a larger group. From the groups' notes, participants share some different thoughts and views that came up during the problem-posing process. This last process brings up more dialogue in the community. Students might even

come up with some great ideas for future social change activities in their schools and community through the 'plan for action' phase. I am very interested in participatory and problem-posing education and the availability to blend in music as a code for critical thinking. I now find that I can be a teacher, musician and activist in one class setting.

Critical Thinking in the Classroom: A Revolutionary Approach

Describe Content:

What's happening in the song?
Who is the song about?
Who are "they"?
What is the historical context?
What might happen next?
Who are the people in the song?

Define the Problem:

What's the problem?
How do "they" feel?
How does the "working class hero" feel?
How does the person singing feel?

Personalize the Problem:

Have you ever been in a situation like this? How did you feel?
Do you know anyone who has been in a situation like this?
How did they feel?
Have you ever heard another song like this?

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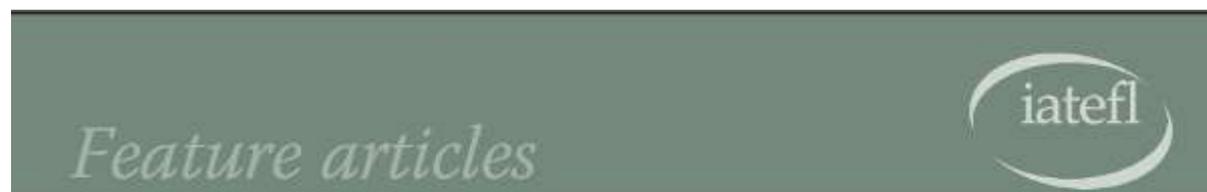
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An article from IATEFL Voices

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http://www.iatefl.org/phocadownload/newsletter/issues/voices_213.pdf



WRITTEN LANGUAGE IS NOT SPEECH WRITTEN DOWN !

**by Aneta Naumoska
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Aneta Naumoska urges learners to study spoken and written language together.

Many students and teachers see eye to eye on the fact that speaking is thought to be easier than writing, which can sometimes be a painstaking and even mentally exhausting task; there are so many grammar and syntax rules to follow, which are at times not abided by in speech, as well as spelling rules, which is not an issue in speech. However, personally speaking, I think quite the contrary; that writing as an activity is creative and it has always sparked my imagination. In fact, writing a composition is all about originality - letting our mind feel free for a moment, thinking about a certain topic, quickly jotting down the first thing that comes to our mind, and placing it in a well-formed sentence.

I even remember my first writing assignment in elementary school - a one-page story on the path of a French fry from a bag in the supermarket to the oven in the kitchen! We were told to put ourselves in the French fry's place (which each student gave a name to) and vividly describe his/her feelings! I had so many ideas about my French fry's path towards doom that when discussing them I would have had no problems, but when putting them down on paper I had to think long and hard about the chronological order and use of appropriate vocabulary (conjunctions). Consequently, there is one point that must be taken into consideration when writing - written language is not speech written down, except for cases when it is necessary to stay true to the direct words to retain the originality of the text, such as in dialogues.

What we write

Writing down (or saying out loud) our innermost thoughts and feelings on a given topic serves as a means of expressing ourselves, whether we agree or disagree with the topic. It is generally considered that written language should be slightly more formal than spoken language. For example, in school or in an academic setting, essays or any other type of written schoolwork or homework should be written employing the neutral register (even the formal; depending on the topic) and writers must rely on the grammar and syntax rules of a language to a great extent. You can't learn to write unless you know what your language is made up of - sentences, phrases, clauses, participles, infinitives, etc. (they are just as simple to learn as gear shift and brake) - and what these parts of our language do, how they operate, and the rules we must observe when we try to get them all to work together. When we drive a car, we are interested in getting it started and having it take us quickly and safely where we want to go.

How we write

'When we write, we are trying to say something to somebody clearly, simply, and directly so that we can be immediately understood' (Flesch and Lass 1996: 156). In written compositions it is advisable not to leave out words or phrases even if they can be understood from the context itself (as opposed to speaking). Word order and punctuation play a major role in writing, especially when employing relative clauses in the text. Writers should be particularly careful when putting a comma in these kinds of clauses, because carelessness leads to mistakes and misunderstanding of the actual meaning (as opposed to spoken English, which replaces the commas with pauses). Furthermore, the lengthy process of thinking takes up most of our time when writing. In fact, the main difference between speaking and writing lies in the fact that we think while we speak, whereas we always think beforehand and then write. Flesch and Lass advise future writers to plan ahead, to map out beforehand the word-trip they are going to take (1996: 4).

How to start

As a result of this, our written piece of work should represent a somewhat edited yet true to life image of our ideas, beliefs, thoughts and feelings which we strongly hold. As a warm-up activity to a writing assignment, students might go on another kind of trip; the teacher can give them instructions to be seated in a relaxed manner in their chairs, to close their eyes, and to go on a mental trip - i.e. they think of any place in the world they would rather be at that moment - and go into as much detail as they can, thinking about the place and what exactly they are doing. Afterwards, they open their eyes and quickly jot

down several key words of their 'trip' on paper. They can be told to retell their journey to a classmate, and then as a follow-up writing assignment in class they must place their many ideas in a certain order (with the guidance of the teacher) to get a well-structured paragraph. There is better organization of their flow of thoughts when writing.

On the one hand, speech is characterized by intonation, stress, speed and the occurrence of certain gestures and appropriate facial expressions, while fillers are mostly used when there is a brief pause and the speaker is preparing for the upcoming sentence. On the other hand, writing is distinguishable by its use of spelling, special punctuation marks and capital letters when necessary. But writers should not feel despair whenever they misspell a word or two, because, according to Flesch and Lass, if people don't spell well, they shouldn't think they have an incurable disease; they can learn to spell better and in a shorter time than they think (1996: 245).

In conclusion, it can be said that speaking and writing are equally worthy of attention. For our own good, it is advisable to study spoken and written language together, as one unit with distinguishing features. They both represent two distinct halves of language. As Flesch and Lass state, language is a muscle, and if one keeps using it, it remains firm and supple, but if it isn't used, then it soon becomes flabby and useless (1996: 157).

Reference

Flesch, R, and A.H.Lass. 1996. *The Classic Guide To Better Writing*. New York: Harper Collins.

Brief biodata:



Aneta Naumoska has been teaching Contemporary English at the state University in Skopje (Macedonia) since graduating in 2005. She lived in Canada for ten years, and is now working on her MA in the field of sociolinguistics. Her fields of interest include teaching writing to EFL learners.

NEWS FROM AN *inged* PLENARY SPEAKER



The wonderful story teller Michael Berman has remembered us one more time. Here are his suggestions as to how to teach and practise letters of apology.

Enjoy...

A letter offering an apology

From each set of alternatives, select the most appropriate choice of wording. Sometimes more than one option might be acceptable, and sometimes perhaps none of them will be:

1.
 - a. The name, address, and phone number of the person you are writing to on the left hand side of the page.
 - b. Your name, address, and phone number on the left hand side of the page.
 - c. The name, address, and phone number of the person you are writing to on the left hand side of the page, followed by your name, address, and phone number.
 - d. Your name, address, and phone number on the left hand side of the page, followed by the name, address, and phone number of the person you are writing to.

2.
 - a. Date
 - b. No date required as it will be on the postmark

3.
 - a. Dear Mr. _____, Mrs. _____, or Ms. _____,
 - b. Hello!
 - c. How are you?
 - d. Dear Sir/Madam,
 - e. Esteemed sirs,
 - f. To whom it may concern:

4.

- a. Pursuant to your letter of _____
- b. Regarding your letter dated _____
- c. In response to your letter of _____
- d. About the letter you sent me dated _____

5.

- a. I would first of all like to say how sorry we were to hear of your concerns.
- b. all I can say is that it wasn't my fault.
- c. I was of course most upset to learn of the problems you have experienced.
- d. I'm really sorry about what's happened and will do my best to sort out the mess.
- e. you must be mad to think that I'm going to accept responsibility for what's happened.
- f. We would first of all like to offer you our sincere apologies for what has unfortunately taken place.

6.

- a. I can assure you that we take such matters very seriously,
- b. To be honest with you, we get letters like this all the time and just bin them.
- c. We will of course carry out a full investigation into what has taken place.
- d. And you have every right to feel pissed off about the way you've been treated.
- e. If it had happened to me, I'd have been furious too.

7

- a. But it takes two to make a quarrel and you need to accept that you're partly to blame too.
- b. However, according to our records, we cannot be held entirely responsible for what has transpired.
- c. However, based on the information you initially provided us with, we did our best, and would like to point out that the majority of our customers are more than satisfied with what we provide.

8

- a. Nevertheless, in view of the inconvenience you have undoubtedly suffered, I have enclosed a cheque to cover the extra costs you have incurred.
- b. Nonetheless, to compensate you for the trouble you have experienced, enclosed please find a cheque to cover the extra costs you have had.

- c. Anyway, regardless of whose fault it is, I'm enclosing a cheque to cover the extra costs you say you've had.
- d. In any case, even though you've been a real pain in the backside, attached to this letter you'll find a cheque which should help to shut you up.

9.

- a. Trusting this will meet with your approval,
- b. So hope you'll let the matter drop now.
- c. And I hope I never hear from you again.
- d. I hope you find this acceptable.
- e. I hope this is acceptable to you.

10.

- a. Sincerely,
- b. Yours sincerely,
- c. Faithfully,
- d. Yours faithfully,
- e. Your obedient servant
- f. With all good wishes
- g. I remain, as always, yours truly
- h. All the best,

SUGGESTED ANSWERS:

1b / 2a / 3a or d / 4b or c / 5a or c or e / 6a or c / 7b or c / 8a or b / 9d or e / 10b (if the person is referred by name at the start of the letter) or d (if no name is given)

Michael Berman BA, MPhil, PhD, works as a teacher and a writer. Publications include *A Multiple Intelligences Road to an ELT Classroom* and *The Power of Metaphor for Crown House*, and *The Nature of Shamanism and the Shamanic Story* for Cambridge Scholars Publishing. *Shamanic Journeys through Daghestan* and *Shamanic Journeys through the Caucasus* are both due to be published in paperback by O-Books in 2009. A resource book for teachers on storytelling, *In a Faraway Land*, and a self-study book for students of Business English, *On Business & for Pleasure*, will be coming out in 2010. Michael has been involved in teaching and teacher training for over thirty years, has given presentations at Conferences in more than twenty countries, and hopes to have the opportunity to visit many more yet. For more information please visit www.Thestoryteller.org.uk

**The 44th IATEFL Annual International Conference and Exhibition
will be held Harrogate
between 7-11 April 2010
in the Harrogate International Centre.**

**FROM IATEFL
Harrogate Conference
7-11 April 2010**

The conference programmer and the members of the speaker proposal committee have come up with an exciting program with many highlights and here are some:

A pre-conference day has been organized by 11 of IATEFL's SIGs on Wednesday 7th April, on the following topics:

- Business or Business English?
- Technology and Innovation for Leaders and Managers
- Current Trends and Issues in English for Academic Purposes
- Assessing Reading: Can we really do it?
- Learner Autonomy and Current Trends in Language Teaching and Learning
- The Learning Technologies Un-Conference
- Magnificent Materials: Making Mondays Marvelous!
- The Film of the Book
- Challenging Changes or Changing Challenges? A YLT Reality Check
- Narrative Inquiry in Teacher Training and Education
- ELT, Life, the Universe and Everything - open space technology: the leading edge alternative for conferences

The Associates Day - a meeting for networking, exchanging views and updating important information, for the representatives of Teacher Associates in many countries of the world

Four world-class plenaries by:

Tessa Woodward	"The Professional Life Cycles of Teachers"
Kieran Egan	"Students' minds and imaginations"
Ema Ushioda	"Socialising students' motivation and autonomy in the English language classroom"
Jan Blake	"What is a storyteller?"

A full program of more than 500 workshops, talks, poster presentations and Signature Events

The ELT Debate on CLIL: "Content and Language - an Illusion?" with Sheelagh Deller and Amos Paran, chaired by Keith Morrow

Fifteen in-depth symposiums on a wide spectrum of topics ranging from Academic Writing to The Professional Development of Teacher Educators

An evening programme of fun and entertainment, language play, music and poetry.

This year's conference also sees two important innovations: the first IATEFL Jobs Market, and the Interactive Language Fair, a new format for networking and information sharing.

Harrogate Online

This is the third year of the online conference brought to life by IATEFL and the British Council. Harrogate Online will bring a taste of the conference to people worldwide who are unable to join at Harrogate in person. Harrogate Online will feature the highlights of the conference, providing live web coverage for participants around the globe. You will have a chance to see a number of recorded sessions, including the plenaries; we will live stream video interviews with presenters; and you can actively participate in moderated forums.

Bookmark this page<<http://iatefl.britishcouncil.org/2010>>

A New Committee

The Co-ordinating Committee agreed in its January meeting to establish a new committee dedicated to ensuring that IATEFL thrives in the digital world and serves its members as fully as possible. The new 'Electronic Committee' or 'ElCom' for short is chaired by Gavin Dudeney who is joined by current President Herbert Puchta and incoming Vice-President Eric Baber. All three are keen technology users and bring a wealth of experience to this new group.

Initially ElCom will be looking at all sides of IATEFL's electronic presence, including the website, e-bulletins, etc., as well as moving forward with a plan to set up an online platform for training and other events. If you have any suggestions for ElCom, please contact Gavin Dudeney<mailto:honsec@iatefl.org>

From the Associates Committee

IATEFL now has around 90 Associates, and over 50 Associate representatives with so far have committed to attending Associates Day at Harrogate on 7th April. INGED will be represented at the event by Suzan Ö niz.

IATEFL Jobs Market

Seventeen universities and organisations will be using the IATEFL Jobs Market this year, each offering excellent vacancies worldwide. New IATEFL Jobs Market posts are being added to the IATEFL website each week, so if you'd like a sneak preview of who will be at the Jobs Market in Harrogate, and the positions available, go to: <http://www.iatefl.org/harrogate-2010/jobs-market>. Sponsorship Opportunities Document for the 45th Annual International

Conference and Exhibition at Brighton

The new Sponsorship Opportunities Document for the 45th Annual International Conference and Exhibition at Brighton will be available on the IATEFL website from Monday 22nd March. Bookings, however, will not be accepted prior to Friday 9th April.

News from the SIG Committees:

The BESIG committee

New features are being added to the BESIG website through the use of selected social media. These include a year-round Ning network for social contacts which will go live before the Annual IATEFL Conference in April. Other new features include a BESIG YouTube channel, where recordings of events can be viewed and video resources can be shared, and a Diigo social booking account linked to the BESIG website links page. In addition, there will be live simulcasting of selected talks giving members the chance to view and interact with speakers in real time.

BESIG is organizing the following events:

International summer conference from 25th-26th June in Rome. Details regarding registration and accommodation can be found on the BESIG website. The deadline for early-bird registration is 23 April.

The 23rd Annual IATEFL/BESIG Conference between 19 and 21 November in Bielefeld, Germany. The call for papers will take place from mid-April until mid-June and registration for the conference will begin in July. Participants will also have the chance to attend a pre-conference seminar. For further details watch <<http://www.besig.org>>.

The ES(O)L SIG Committee

ESOL members will meet at the pre-conference event on Wednesday 7th April. The SIG program runs on Saturday 10 April and brings in perspectives from Scotland, Ireland, museums and libraries, along with the role of international students' partners. Full summaries of all sessions will be in the next newsletter.

The Learner Autonomy SIG

Together with IATEFL Learner Autonomy SIG, the University of Duisburg-Essen will host a one-day conference on autonomy in language learning, on 26 November 2010, titled *Involving Language Learners: success stories + constraints*. The day will be concerned with learner autonomy and its practical implications. There will be plenary speakers, workshops for more in depth discussions and poster presentations. Submission of papers/posters has already started. For more information visit the conference website <<http://www.uni-due.de/lasig>>: To submit a proposal, email <lasig2010@uni-due.de>.

The LMCS SIG

The LMCS SIG has just published its Newsletter No. 36 - a special edition of papers on different aspects of teaching culture from a Conference in Poland. They have also completed a very successful on-line discussion about using films of books. The Committee is currently discussing an event in the UK for Autumn 2010.

The LT SIG Committee

At this year's conference, they are running a PCE that links together participants onsite with participants offsite. If you are unable to come to Harrogate then you can join in the PCE via Second Life. They will be looking at the current and future role of learning technologies in language teaching and learning. For more information, visit their website at <http://ltsig.org.uk/>

The TD SIG

The TD SIG is starting a new decade with a new logo and a new website. Mark Bain, who created the logo, explained that it is bold, because change requires a bold approach; simple, because teacher development doesn't have to be

complicated or fancy; and directed, because if you look inside, you'll find a direction to follow. The new-look website<<http://tdsig.org/>> has many exciting features that will inspire digital natives and digital immigrants alike. The former are bound to find it a treat, and the latter may see it as a challenge, and as such, a chance to develop.

TD in Harrogate

In Harrogate, the TD SIG is going to use Open Space Technology (OST), an alternative model of conferencing for their Pre-Conference Event. 9 April, the second day of the conference, is the TD SIG Program Day.

The TTEd SIG

The Pre-Conference event in Harrogate entitled "Narrative Inquiry in Teacher Training and Education" will take place on 7 April. The main aim of the event is to create a platform for discussing the importance of teachers', teacher trainers' and educators' narratives as research tools, professional development and methodology. Invited speakers are:

Briony Beaven - 'Do you have that as well?' Teacher stories and teacher trainer stories: sharing and learning

Jill Hadfield - Narrating the Future

Anne Burns - Research as narrative: The potential of action research for telling classroom stories

The TTEd SIG programme will be held on Thursday, April 8. There will be talks and workshops which focus on a variety of topics in the area of Teacher Training and Education.

The TEA SIG

This year's PCE is titled: "Assessing Reading: Can we really do it?" and will feature the following speakers: Neil Anderson, Christine Coombe, Neus Figueras, Hanan Khalifa and Keith Morrrow. The TEA SIG Open Forum and the TEA SIG Program to be held on Saturday, April 10, 2010 will host:

Prof. Barry O'Sullivan - Why bother benchmarking tests to the CEFR?

Melanie Shaul - Teaching and testing: Bridging the gap (TLC Scholarship winner)

Sian Morgan - Advanced writing: A celebration of what students can do

Dr. Tony Green - Placing learners on EAP programmes with the Password Test

Dr. Glen Fulcher - Assessment literacy for the English language classroom

Nurdan Çoksezen & Seyran Erdoğan -The new adventures of the old writing criteria

Ute Massler - Assessing primary students' learning in CLIL lessons

The YLT SIG

This year is the 25th anniversary of YLT SIG. At the Harrogate Conference YLT SIG is presenting a pre-conference event on 7th April (looking at how well the industry is coping with challenging changes). There is also the YLT SIG day on 10th April and the YLT SIG Reading Symposium on 11th April.

**Have you looked at
the other sections
on our web page?**

Try the *Useful Links* ...

**Also take a look at
the *Calendar of Events*
to find out about what is going on
in other parts of the world...**

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

in Boston, Massachusetts, on 24-27 March 2010.

Details:

http://www.tesol.org/s_tesol/convention2010

Dear TESOL Members

The *Global Individual Member (GMI)* category is no longer available, and TESOL is converting TESOL membership to the *Global Electronic Membership (GME)*. You will see the lower fee of \$35 on your next invoice. Your benefits remain the same except that TESOL no longer publishes *Essential Teacher*.

Starting in March 2010, you will begin receiving the quarterly online TESOL Journal (TJ) as a member benefit. Watch for an email in March that explains how to view TJ online. [Click here](#) to read more about TJ.

Thank you for being a member of TESOL.

Sincerely,

Pam Williams

Email: pwilliams@tesol.org

Director, Member Services/Assistant Executive Director

WHEN YOU THOUGHT I WASN'T LOOKING

(Written by a former child)

When you thought I wasn't looking, I saw you hang my first painting on the refrigerator and I immediately wanted to paint another one.

When you thought I wasn't looking, I saw you feed a stray cat and I learned that it was good to be kind to animals.

When you thought I wasn't looking, I saw you make my favorite cake for me and I learned that the little things can be the special things in life.

When you thought I wasn't looking, I saw you make a meal and take it to a friend who was sick and I learned that we all have to help take care of each other.

When you thought I wasn't looking, I saw you give of your time and money to help people who had nothing and I learned that those who have something should give to those who don't.

When you thought I wasn't looking, I saw you take care of our house and everyone in it and I learned we have to take care of what we are given.

When you thought I wasn't looking, I saw how you handled your responsibilities, even when you didn't feel good and I learned that I would have to be responsible when I grow up.

When you thought I wasn't looking, I saw tears come from your eyes and I learned that sometimes things hurt, but it's all right to cry.

When you thought I wasn't looking, I saw that you cared and I wanted to be everything that I could be.

When you thought I wasn't looking, I learned most of life's lessons that I need to know to be a good and productive person when I grow up.

When you thought I wasn't looking, I looked at you and wanted to say, "Thanks for all the things I saw when you thought I wasn't looking."

via Diane David

