

# THE INGED NEWSLETTER

## NEWS ON-LINE

*Together we stand!*



Issue 1  
March 2011

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## From the President

Dear members,

In this issue, I want to share my ideas on "the role of a school" with you. Dictionaries define a "school" as an institution or a place designed for the teaching of students (or pupils) under the supervision of teachers. It is for teaching and learning; it is an establishment for education. Henry Giroux (<http://www.perfectfit.org/CT/giroux3.html>) asserts "School can be used as a strategic site for addressing social problems and helping students understand what it means to exercise rights and responsibilities as critical citizens actively engaged in forms of social learning that expand human capacities for compassion, empathy, and solidarity." He also adds "Schools should foster public values and not merely advance excessive individuals, competitiveness, and intellectual consumerism."

Schools are definitely institutions for education. Dewey defined education as a social process and the most effective instrument of social reconstruction; education shapes individuals who then shape culture. Good schools

- convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Some students may need extra support to learn or behave in socially desirable ways. The school has to be sensitive to these needs.
- emphasize positive relationships among students and staff. Positive student and staff interpersonal relations should be fostered. All members should be encouraged to help each other and to feel comfortable assisting others in getting help when needed.
- treat students with equal respect. All children should feel that they are valued and respected as a student and as an individual.
- create opportunities for students to share their concerns. Otherwise students may not feel safe providing information about a potentially dangerous situation, socially inappropriate behavior or a disturbing issue.
- help children feel safe expressing their feelings. They should be able to express their needs, fears, and anxieties to school staff. Otherwise they may suffer from the feelings of isolation, rejection, and disappointment.
- promote good citizenship and character. In addition to their academic mission, schools are also expected to reinforce and promote the shared

values of their local communities (in fact, humanity), such as honesty, kindness, responsibility, and respect for others.



**In an effort to increase academic skills, schools are shortening or removing recesses, believing that more time in the classroom will result in better academics. Taking playtime from a child due to time restraints will result in the child feeling rushed which may lead to depression, stress, and anxiety.**

American Academy of Pediatrics

Unfortunately, our schools have turned into testing factories because of all the examinations thrown upon our children. Schools spare less time for the arts, physical education, music, even science. The recess time is shortened, and classes do not have time for debate or discussion. All the things that make school interesting are getting lost. The test preparation madness has reached to a point where the only aim of the schools has become enabling students to get high scores from tests. Everyone seems to have forgotten the fact that when learning takes place, success will follow automatically.

Children need to have a reason to come to school. I cannot imagine a child saying "I want to go to school for test preparation". They come to school to see their friends and be with them. They come to learn something new and fun.

Our schools should function as a learning organization in order to continue to improve performance and build capacity to manage change (Corcoran and Goertz, 1995). Schools and their staff need to be ahead of the change game. They cannot afford to follow, they have to be leaders.

Our children need to go beyond the textbooks to study complex topics based on real-world issues. They need to work together under the guidance of well-qualified teachers not only to achieve high academic success but also to learn the skills of collaborating, managing emotions, and resolving conflicts in groups.

Remember that we have the power to make things better; and remember our motto wherever you are: "Together we stand!"

Prof. Dr. Aydan Ersöz

**Have you renewed your INGED membership?**

**If so, thank you! Together we stand strong!**

**If not, please go to *Members* on our webpage, fill in the membership form, send us the documents.**

**We need your support to stand strong!**



## From the Editor

Dear Readers,

In this issue of *News On-Line*, we celebrate the 6<sup>th</sup> year of our online newsletter! We are very happy that our publication has pleased our members since the first online issue appeared in March 2006. We thank all those members who have written to us with their comments, encouraging us and offering their views as well as sent us materials for publication. We have stood together one more time!

This being the first issue of 2011, you will find a new section, "Let's Recycle Old Activities," featuring activities and ideas from our past issues when our newsletter was printed on paper and mailed to members as *News In Brief*. In the four issues of this year, you will find a variety of ideas all taken from issues of the late 1990s. The first activity that you will find is a photocopiable flier that we included in each issue. If you wish to use it, please feel free to do so. The ideas that follow come from sections called "Question Box," where we responded to questions submitted to us and "Actual Ideas from ACT-U-AL Teachers," a section where we published activities that teachers had tried in their classes.

Recycling is a major process in this day and age and so we thought we should go back and select class ideas that are still practical and effective today. Many of us, especially when cleaning up handouts and materials from the past year come across ideas that we have forgotten about and feel happy to have rediscovered them. This is the feeling we are aiming for in this new/old section. Please write to us about this section and tell us what you think. We also welcome activities that you have been using/recycling in your classes.

We wish you a happy and fruitful term and would like to see you at our events.

Warm regards,

Suzan Öviz  
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.**

inged



**15<sup>th</sup> International  
ELT Conference**

taking it to  
the limits

hosted by  
**School of Foreign Languages  
Hacettepe University  
Ankara / Turkey  
October 20 - 22, 2011  
<http://inged.org.tr>**

## CALL FOR PAPERS

**INGED / ELEA-Turkey** (English Language Education Association) is an international organisation whose mission is to strengthen the effective teaching and learning of English as a Foreign Language in Turkey while developing international connections. The 15<sup>th</sup> International Conference aims to provide TEFL professionals with opportunities for professional development through the exchange of ideas and practices in English Language Teaching and research, thus enable them to integrate their knowledge of current trends in the TEFL field with their ELT practices.

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

### TOPIC AREAS

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

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

### VENUE AND DATE

The 15<sup>th</sup> INGED International ELT Conference will be held between 20 - 22 October 2011 at Hacettepe University, School of Foreign Languages, Beytepe, Ankara, Turkey.

### PRESENTATIONS

#### Paper

A paper is a 30-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language, language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well.

The presenters are requested to present their papers with only occasional reference to their notes rather than by reading out previously prepared texts or overhead transparencies or slides.

The summary should be no more than 450 words and should explicitly outline the steps and topics that will be discussed in the paper.

### **Workshop**

A workshop is a 60-minute hands-on session. It should include active audience participation through experiencing and discussing tasks provided by the presenter.

The summary should be no more than 450 words and should explicitly outline and discuss the steps and procedures that will be followed during the workshop. If presenters wish to restrict attendance to their session, they should tick the appropriate box for their preferred audience size on their proposal form.

### **e-session**

An e-session can be either a 30-minute e-sharing session where the presenter actually demonstrates how to use websites or any other e-related ideas OR a 60-minute hands-on session where the presenter asks the participants to actually do something following the steps presented. These sessions will be held in a computer lab and all participants will have a computer to work on. The number of audience will be limited.

### **Poster**

A poster session gives a visual presentation illustrating or summarizing a project, research study, or a feature of language teaching and/or learning. Each poster will be allocated wall space and there will be a 60-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates.

The poster presenters will be expected to be on hand during this slot. Their summary should be no more than 450 words and should explicitly outline and discuss the steps and procedures that they will present in their poster.

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

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

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

**IMPORTANT NOTE FOR PROPOSALS:** While writing your summaries please keep in mind that

- a) if your proposal is accepted, your summary will be printed in the conference booklet.
- b) screening committee members evaluate the summaries to accept or reject a proposal. Please make sure that your summary reflects your study. The clarity and flow, originality, significance, and detailed description of the study all effect the members' decision.

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

Proposals fulfilling the following criteria will be considered for selection:

It is clear from your summary that:

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

### ***CONFERENCE REGISTRATION***

Enclosed you will find:

- A Speaker Proposal Form
- A Registration and Reservation Form

All forms are also available at:

<http://inged.org.tr>

### ***CONFERENCE FEES***

#### **INGED Members**

On or Before 26 Sept 2011: 70.-TL

After 26 Sept 2011: 100.-TL

#### **Non-Members**

On or Before 26 Sept 2011: 100.-TL

After 26 Sept 2011: 130.-TL

### ***REGISTRATION AND ACCOMMODATION***

Registration can be done online via wire transfer before the conference or on site during the conference.

Participants are requested to book their accommodation in advance on their personal preferences. Suggestions regarding hotels and guest houses are available at the INGED web site.

### ***UNDERGRADUATE STUDENTS***

The first 30 undergraduate ELT students will be offered a special discount only if they register for the conference by 2 September 2011.

### ***CONFERENCE PROCEEDINGS***

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

#### **Guidelines for the required material are as follows:**

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

### ***PROPOSAL DEADLINE***

The Speaker Proposal form should be sent to Hilal Onat at [2011ingedconference@gmail.com](mailto:2011ingedconference@gmail.com) by **27 May 2011**.

Speakers will be notified of the status of their proposals via email.

***CONTACT FOR QUERIES:***

**About the conference:**

Hilal Onat: 2011ingedconference@gmail.com mobile: +90533 6843467

**About registration & accommodation:**

Nazli Demirbas: [mnazlidemirbas@gmail.com](mailto:mnazlidemirbas@gmail.com) mobile: +90 505 6884802,

Akın Güngör: [magelt06@gmail.com](mailto:magelt06@gmail.com) mobile: +90 542 8104888

Ceyhun Karabiyik: [ceyhunkarabiyik@gmail.com](mailto:ceyhunkarabiyik@gmail.com) mobile: +90 554 5412499

**About the university:**

Hilal Onat : [h.onat@hacettepe.edu.tr](mailto:h.onat@hacettepe.edu.tr) or [onathilal@yahoo.com](mailto:onathilal@yahoo.com) Pbx: 0312 2978092

***IMPORTANT DATES:***

Deadline for proposals: 27 May 2011

Registration deadline for presenters: 01 August 2011

Response to proposals via e-mail: 15 July 2011

Registration deadline for participants: 26 Sept 2011

# The 3rd INGED SpellEvent

## CALL FOR THE NATIONAL CONTEST

In co-operation with  
Franklin Electronic Publishers & TESOL

to select the finalist to represent Turkey  
in August in the Global SpellEvent in New York

**The 3<sup>rd</sup> INGED National SpellEvent Date:  
Saturday, 16 April 2011**

**Host:  
ODTÜ Koleji, Ankara**

For details about the INGED National SpellEvent, please contact:  
Hilal Onat (INGED SpellEvent Co-ordinator): [h.onat@hacettepe.edu.tr](mailto:h.onat@hacettepe.edu.tr)

For practice for the SpellEvent:  
<http://www.spellevent.org/>

THE 2<sup>nd</sup>  
ENGLISH  
STORY WRITING  
CONTEST



This year, Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED are organizing the 2<sup>nd</sup> *Story Writing Contest*, the first of which took place in 2010 and which will now be an annual event. In 2010, approximately 300 stories in two age categories were entered and the winner in the Junior Category was sent to a two-week language course in Malta.

**AGE CATEGORIES IN 2011**

1. Primary School Age: Juniors
2. High School Age: Seniors
3. Adults

**PRIZES**

**Primary School Age: Juniors**

1. A two-week language course in Malta\*
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

**High School Age: Seniors**

1. A two-week language course in Britain\*\*
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

**Adults**

1. 50 Nuance readers & accompanying CDs
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

**\*In Malta:** The prize in this category comprises the following. Please note that the air fare and visa expenses are not included and will be covered by the winner.  
Chamber College, Malta

- \* Registration Fee,
- \* Welcome Pack including student Discount Card & Map,
- \* General English course (20 hours per week),
- \* Course materials,
- \* End of course certificate,
- \* Progress report
- \* Accommodation in host family twin rooms on full-board basis, including packaged lunch,
- \* Arrival / Departure airport transfers,
- \* FREE 2-hour weekly conversation class,
- \* FREE Internet service within College,
- \* 24-hour Emergency Contact,

**\*\* In Britain:** The prize in this category comprises the following; the air fare and visa expenses are not included and will be covered by the winner.

St Giles International Schools (The exact school will be announced)

- \* Registration Fee
- \* Course Fee
- \* General English course (20 hours per week),
- \* Course materials,
- \* End of course certificate,
- \* Accommodation with host family (half board)
- \* FREE Internet service within school

#### **APPLICATION GUIDELINES**

**Deadline for all applications: 30 April 2011**

The contest is open to all participants who qualify according to the 2<sup>nd</sup> Story Writing Contest conditions. Click the link below:

[Yabancı Dil Kitap 2. İngilizce Öykü Yarışması Yarışma Şartnamesi:](http://www.yabancidilkitap.com/index.php?do=dynamic/view&pid=92)

[>>](http://www.yabancidilkitap.com/index.php?do=dynamic/view&pid=92)

#### **ATTENTION:**

Applications that do not comply with the contest conditions or stories submitted later than 30 April 2011 will NOT be accepted.

## **THE JURY**

Prof. Dr. Aydan ERSÖZ: INGED President

Sibel TÜZEL KANDİLLER: INGED Vice President

Suzan ÖNİZ: INGED Board Member and Editor

Michael BAYLIS: English teacher

Arzu Sunu GÖK: English teacher and Happy English with ASG administrator

Koray ÖZER: Story writer and author

Nejat Eralp TEZCAN: Translator and author

## **SPONSORS**

### **Main Sponsors**

NÜANS Publishing: <http://www.nuanskitabevi.com>

EğitimAL: <http://www.egitimal.com>

### **Sponsors**

İNGED - İngilizce Eğitimi Derneği: <http://inged.org.tr>

Happy English with ASG: <http://www.happyenglishwithasg.com>

### **Press Sponsor**

Gazete5: <http://www.gazete5.com>

Dear Teachers: Start preparing your students for this contest.

Dear Parents: Please encourage your children to participate!

Dear Students: Start writing your story right now... Combine your imagination with your knowledge of English to win one of the wonderful prizes and also to prove your English!

We hope to receive thousands of stories in the 2011 story writing contest!

Best regards,

NÜANS Publishing

P.S. This contest, made possible through the support of the sponsors, is a project to contribute to education and civil society initiative and therefore involves neither a contest application fee nor any other payment to participate in the contest.

To receive posters, please write to: [info@nuanskitabevi.com](mailto:info@nuanskitabevi.com)

# SEETA

## SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

**SEETA**  
South Eastern Europe Teachers Associations

<http://seeta.eu>

getting started | netiquette | SEETA

### Welcome

Welcome to the SEETA Community, a collaborative on-line community of twelve Teachers' Associations in SE Europe run by volunteers.

### Getting Started Getting Active

Do you want to find out more about the SEETA Community?

Do you want to know how you can contribute and be more active?

Do you need help and advice about using the site? Click [HERE](#) to access this area.

### SEETA Members

An area for the members of Teachers' Associations in SEETA. You need an account. Log from your ID. Click [HERE](#) to access this area.

### SEETA Committees

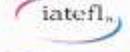
This is an area for online courses for committee members of Associations in SEETA. Click [HERE](#) to access this area.

### SEETA

#### Administration

This is an area for SEETA administration.

### SEETA is:



online community

### Coming soon!

#### Our regular monthly guest blog



7 - 11 March 2011  
**Catalina Burlacu**

#### My working week : Teaching English in difficult times

This month's Blogger, Catalina Burlacu, gives us her insights, thoughts and reflections.

Read about her week and add your comments.

### Happening Now!



28 March - 4 April, 2011  
**Marina Kollatou**

#### Videobridge: A Tool for the Empowerment of Local Communities.

One may think 'what on earth is the connection between development of local communities and an on-line platform designed to cater for educators' needs?'

The answer lies to the fact, the although videobridge is rooted in some new practices of innovative and education-driven local development, there are general lessons to be learnt, both in regard to the sustainability of learning processes and in regard to the vitality of learning situations.

[Videobridge](#)

### Conference Reports

#### 19th - 20th March 2011 - 18th Annual International TESOL M.Th N.Greece Conference:

#### Education : I Fight My Fire!

Video from plenary sessions, the 18th IATEFL World, interviews and post-plenary presentations.

Click [HERE](#) to access the IATEFL M.Th N.Greece Conference

### An on-going Q & A forum



**Philip Kerr**

#### What I wanna know is...

Everything you always wanted to know about ...

... ELT, but never found the opportunity to ask.

At conferences and training events, we often want to ask a specific question to the trainer or ELT 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...](#)



#### New and ongoing

**Catalina Ecaterina Burlacu**

**SEETA Projects Corner**

SEETA Projects Corner is the place where teachers can exchange ideas on projects to use with their classes or to share. Either you want to find partners for a project, take part in a project or simply share your own school experience, SEETA Projects Corner is the right place to start with. Upload your ideas for projects onto the SEETA Projects Corner and you will find other people with the same interests as yours, willing to give you a helping hand and get involved in the project.

[More](#)

[SEETA Projects Corner](#)



#### New and ongoing

**Sandra Vula**

**The ELT recipe book**

Tell me what you have in your fridge and we will help you cook something with it! I don't promise it will always be edible, but it is worth a try! This will be a how-to-tackle-problematic-moments forum with a "little help from my friends".

[More](#)

[The ELT Recipe Book](#)

### SEETA Music



1 - 30 April 2011

**Esra Gergin Akiskali**

**Best Eurovision Songs Ever**

[Best Eurovision Songs Ever](#)

**INGED - MARMARA SCHOOLS  
13th DRAMA FESTIVAL  
13 MAY 2011**



at Marmara Primary School, Istanbul.

Contact: Yüksel Dağistanlı  
Head of Foreign Language Department  
Marmara Primary School

Tel: 0216 626 10 00 -ex. 2138  
Fax:0216 626 10 10

E-mail: [yukseldagistanli@mek.k12.tr](mailto:yukseldagistanli@mek.k12.tr)  
[ydag54@yahoo.com](mailto:ydag54@yahoo.com)

# THE 13<sup>TH</sup> INGED DRAMA FESTIVAL IN ANKARA



28 May 2011 at Nesibe Aydın Schools

For details: Hilal Onat: [h.onat@hacettepe.edu.tr](mailto:h.onat@hacettepe.edu.tr)

## PARTICIPATING SCHOOLS

Atek Koleji,  
B.Ü. Kolej Ayşeabla İ.Ö.O.,  
Beytepe İlkokulu,  
Doktorlar Koleji,  
Erken Başarı Koleji,  
Gazi Üniversitesi Vakfı Özel Okulları,  
IDV Bilkent İlköğretim Okulu,  
Maya Koleji,  
Nesibe Aydın Koleji,  
Özel Arı Okulları İ.Ö.O.,  
TED Ankara Koleji,  
Tekden Koleji,  
Yüce Koleji,  
Yükselen Koleji

## TECHNOLOGY IN TEACHING:

# HOW THE IPAD 2 WILL REVOLUTIONIZE EDUCATION



by  
Gregory Ferenstein

This article first appeared on the online publication Fast Company's 3 March 2011 issue at:

<http://www.fastcompany.com/1733662/how-the-ipad-2-will-revolutionize-classroom-education>

New features facilitate remote learning, exploration, and stylish lectures.



The iPad 2's wealth of new features is a boon for tech-hungry classrooms.

Enhanced Facetime will be great for remote lectures or office hours, high-definition video editing will facilitate exploratory learning and reporting, and real-time image mirroring will stylize lectures in science, history, and geography. Additionally, mobile learning is made possible through the iOS 4.3 hotspot update, permitting Internet connectivity for apple phones, tablets, and laptops.

This will be especially valuable for recession-hit school districts, such as [Detroit](#), scrambling for ways to solve ballooning class sizes. Skeptical educators can be relieved that the iPad was deemed classroom ready by [Reed College](#), and that remote learning can be just as effective as in-class lecturing.



### **Mobile Learning**

Educators are eager to break students free from of the nap-inducing prison of concrete lecture halls. Universities, such as [Abu Dhabi](#), are integrating classrooms into mobile devices to keep procrastinating students alert on due dates, keep discussions alive after the bell rings, and promote serendipitous idea sharing. [Apple's](#) new front-facing camera will facilitate interaction between students and teachers as they roam campuses and cities.

Education isn't restricted to just peers within the same school. For language learning, [Marquette uses Skype](#) to connect nascent speakers from different countries. Finding a partner school will likely be even easier with [Skype's new online community for teachers](#).

Public school districts, such as Detroit, could ease the pressure of crammed classrooms by permitting exploratory research in museums, at [gardens](#), or public libraries. With real-time communication, specific class times could still be maintained, so that all students are learning together for at least some period of the day.

Incidentally, the iPad could spell the end of [snow-day cancellations](#). Sorry, kids.

## Lectures and Office Hours

In the near future, lectures will *become the* homework. The Gates and Google funded [Khan Academy](#) found that lectures were more effective when students could listen to and replay lectures at their own pace at home. The iPad's video capture feature will allow teachers to join the movement by pre-recording their lectures as homework the day before a new classroom topic. Additionally, teachers could hold virtual office hours from anywhere in the world.

[Duke University](#) has been encouraging professors to hold online office hours for years, so that jet-set professors could keep in touch with students while at conferences and also to encourage their faculty to engage with eager learners outside the university.

## Mirror Image Lecturing

Despite the hype of mobile learning, traditional lectures will dominate classrooms for the foreseeable future. Why not spice lectures up? Apple reveals how mirror imaging, which projects images from the iPad to a larger screen, would work inside a classroom [image below].



[Google's new Body Browser](#) would be great for anatomy classes (and, is available now). In the near future, we expect a host of [interactive textbooks](#) to augment lectures.

These are just a few of the uses that are immediately obvious. However, the wonderful thing about technology is that investigating new applications is educational in-itself. Tech-happy students will be eager to explore new ways of using tablets and sharing their discoveries with the world.

# LET'S RECYCLE OLD ACTIVITIES

Compiled by  
A. Suzan Öñiz

Starting with this issue, we will have a look at old issues of *INGED News in Brief*, the paper based newsletter published by INGED when our association was first established. A variety of practical ideas from the *INGED News in Brief*, 1998 issues have been selected.

The first activity that you will find on the next page was an insert called the PHOTOCOPIABLE ACTIVITIES SHEET. These inserts were included in each issue and you will see some more in the coming *News On-Line* issues.

The next set of 'recycled' material is answers to questions submitted to the editor. This section was called the 'QUESTION BOX' and you will find some of these on the next few pages.

The last 'recycled' activities are from a section called 'ACTUAL IDEAS FROM ACT-U-AL TEACHERS' and are, as the title suggests, ideas that INGED teachers tried out in their classes and sent to us.

If you think you can use or adapt any of the activities, please feel free to do so. If you can, please send Suzan Oniz, our editor, a message at [suzanoniz@metu.edu.tr](mailto:suzanoniz@metu.edu.tr) describing where and how you used the activities. We would love to hear your impressions and ideas.

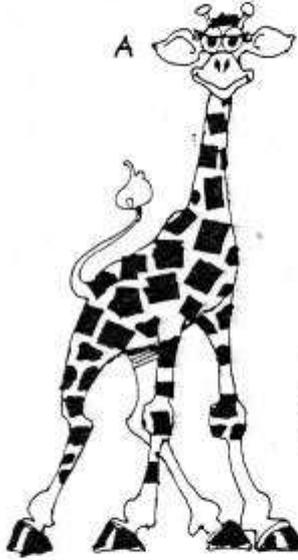
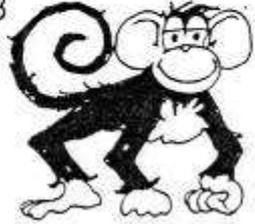
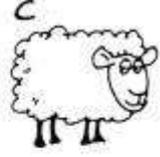
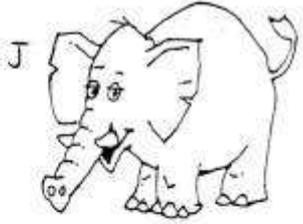
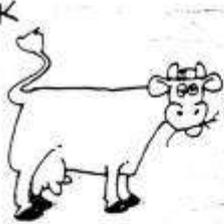
**From *INGED News in Brief*, March 1998**

SAMPLE VOCABULARY ACTIVITIES FOR YOUNG LEARNERS

Doç.Dr.Aydan Ersöz

Activity 1: (Photocopy this activity. Students should see the material in the box)

Teacher says- Try to match the names of the animals with the pictures

ANIMALS	NAMES
	zebra
	penguin
	monkey
	giraffe
	bird
	elephant
	mouse
	snake
	cow
	sheep
	kangaroo

Key for the teacher: A/giraffe, B/monkey, C/sheep, D/penguin, E/mouse, F/bird

G/zebra, H/kangaroo, I/snake, J/elephant, K/cow

Teacher says- OK.Now, let's check your answers...

We have another activity about the same animals. Which are BIG?  
 (You may open your arms to demonstrate big) And which are SMALL?  
 (You may use your fingers to demonstrate small)

born into. Yet he explains that intelligence should not be limited to the ones he has identified although he believes that these seven intelligences describe a person and their capabilities much more accurately than the standard IQ test results.

Gardner lists seven intelligences: linguistic intelligence (the ability to use words and language), logical-mathematical intelligence (the ability to calculate, quantify and so on; the ability to think in abstract terms), spatial intelligence (the ability to think in three dimensions), bodily-kinesthetic intelligence (the ability to manipulate objects and one's own body), musical intelligence (the sensitivity to pitch, melody, rhythm, and tone), interpersonal intelligence (the ability to understand and interact effectively with others), intrapersonal intelligence (the ability to construct an accurate perception of oneself and to use such knowledge in planning and directing one's life).

Sources: Campbell, L., Campbell, B., and Dickinson, D. (1996) *Teaching & Learning through Multiple Intelligences*. Needham Heights, Massachusetts: Simon & Schuster.

Gardner, H., Kornhaber, M.L. and Wake, W.K. (1996) *Intelligence: Multiple Perspectives*. N.Y.:Harcourt Brace College.

## ? QUESTION BOX ?

Here are questions from our members. We are opening the box with questions and answers about various items.

### **QUESTION: WHAT DOES MULTIPLE INTELLIGENCE REFER TO?**

The theory of multiple intelligence was first presented by Dr. Howard Gardner in his book titled *Frames of Mind* in 1983. In brief, Gardner states that there are seven intelligences and that these are languages that all people speak and that are influenced, in part, by the culture one is

### **QUESTION:**

#### **ARE THERE ALTERNATIVES TO PRESENTING -PRACTISING- PRODUCING?**

Various writers make different suggestions. Here are very brief summaries (in chronological order) of some with the related references.

Keith Johnson (1982) suggests the "Deep End" Strategy: Provide a communicative task/activity; get ss to communicate via this activity with whatever language they have; then present language items that emerge as necessary for the task; drill / practise if necessary.

Justification: Both T and ss will see to

what degree available language is in/adequate; thus ss will realize they need to learn the new structure; the T will know who in class knows how much of the structure/s to be presented; the 'struggle' to communicate with the other student/s provides ss with opportunity to work on their strategic competence, fluency and accuracy states Johnson.

Source: Johnson, K. (1982) *Communicative S ylabus Design and Methodology*. Oxford:Pergamon Press. pp.192-200.

Harmer and Rossner's ESA (1991) is another model for teaching and learning. The writers state that if ss Engage (are involved in a process), Study ("focus on the constructional aspects of grammar, lexis, pronunciation and style") and Activate their knowledge (by processing written or spoken material to get at the meaning or by producing language to express themselves), not necessarily in this order, teaching and learning will be enabled. A lesson can take different routes: ESA, or EAS, or ESASASA.

Justification: Engagement of learners, studying the material, and activating knowledge are three key "elements that can and should always be present" state the writers. The engagement element especially plays an important role because if learners are not motivated or interested in the lesson, if their right and left brains are not involved in the process, learning may not take place. By engaging ss, the first battle is won, so to speak.

Source: Harmer, J. (1996.) *Is PPP Dead?* *MET* Vol.5 No.2. pp.7-14.

Michael Lewis' OHE, which he introduced in his book *The Lexical Approach*, (Lewis 1993) stands for 'Observation' of language, 'Hypothesis formation' based on that observation, and 'Experimentation' to see if the hypotheses are correct. Lewis' teaching/learning methodology is based on discovery learning and is therefore

reflective in nature.

Justification: Ss learn better if they discover things for themselves. People remember information much better if they have discovered it themselves than if they were 'told'.

Source: Harmer 1996.

Jim Scrivener's ARC (Scrivener 1994) stands for 'Authentic use' of language, 'Restricted use' of language as in controlled practice activities, and 'Clarification & focus' or explaining, demonstrating, giving rules etc. These three elements of a lesson can be combined in a variety of ways as in: CRA (similar to a PPP lesson), RCR, or CRCRCR.

Justification:Scrivener states that ARC is a descriptive model for teaching and learning. It can be applied to all levels of learners and trainee teachers. By re-considering elements that have always been present in an EFL lesson, Scrivener aims to present "an enabling model for training, not a restricting, constraining model."

Source: Scrivener, J. (1994) *PPP & After. The Teacher Trainer* Vol.8 No.1. pp.15-16. and Harmer 1996.

#### QUESTION: DO YOU HAVE AN ACTIVITY TO PRACTICE 'A FEW' AND 'A LITTLE'?

Here is one:

Level: Elementary

Aim: To practise differentiating between the use of 'a few' and 'a little'

Put up a tic-tac-toe grid on the blackboard with these two expressions and write the countable and uncountable nouns that you want the class to practise next to the grid in list form:

a little	a few	a little
a few	a little	a few
a few	a few	a little

Divide the class into two groups with one group being a 'cross' (X) and the other a 'nought' (O). Flip a coin to decide which group will start. The group who starts picks a square on the grid and decides how they will complete the sentence "I went shopping yesterday and I bought ....." with the item in the grid and a suitable noun from the list. The group secretary reads out the sentence within a fixed time limit (determined beforehand together by the class and timed by the teacher). If the answer is correct, the T puts that group's sign in the box and crosses out the noun in the list. It is now the other group's turn. If, however, the answer is incorrect, the other group using the same box and noun reads out their sentence with no additional time given. If this group's sentence is correct, their sign goes in the box and it is again their turn to play. The aim of the game is for a group to get three correct answers in a horizontal, vertical or diagonal line. If there is a winner, make sure to have a prize for them. See the next answer for prize ideas.

**QUESTION:  
WHAT ARE SOME THINGS THAT I  
CAN DO TO GIVE REWARDS TO MY  
PUPILS WHEN THEY WIN A GAME?**

Concrete rewards:

Buy a pack of something within your budget and give one item out of the pack to each one of the winning group members. For instance, give each member one plastic paper clip (the big ones in the shape of a heart or arrowhead etc.). In winter, bring a tangerine and divide it up among the winners. Packs of stickers, cookies, candy, or just pencils, erasers, bookmarks all work. These depend mainly on how much money you want to spend. You can also buy a glass of tea per winner if that is appropriate and/or possible in your institution.

Other rewards:

A standing ovation: The losers stand up and applaud the winners with a big smile on their faces (definitely required; insist

on it!)

**Congratulating:** The losers walk up to at least four winners and shake their hands heartily (required!) saying "Congratulations" with an appropriate facial expression (absolutely necessary!).

**Fun punishment:** Collectively decide on fun and harmless 'punishments' that the losing group will perform as a group or individually or by appointed/volunteer victims. Punishments might be prepared by the teacher in advance in collaboration with another colleague in the neighboring class. Punishments might involve this neighbor teacher as well. For instance, as punishment, the student has to go to the next class and ask that teacher something, borrow some item from that class in English. The teacher lists these punishments and asks the winners to name a number; the teacher then reads out the corresponding punishment. The losers are now in the hands of 'kismet'!

**One final reward:** Form two teams with each team taking a name and conduct competitions until a fixed date (end of term/month etc). Decide together what the losing team will buy the winners (a movie ticket/a soft drink/ a book/etc) or what they will do. In this way, you need to keep track of the points, which is best done by one pupil from each team, and you don't have to worry about prizes each time you play a game with your class; the reward comes at the end of a fixed period and from the losing team instead of from the teacher.

## Actual Ideas from ACT-U-AL Teachers



Here is some graffiti from one of our teachers, and a fresh teacher trainer too, from Adana. She says these are just for fun or to be used in any way a teacher likes. Have fun ...

### GRAFFITI FOR THE ELT CLASS

by  
Pırl Sönmez  
Adana Erkek Lisesi  
Adana

It's nice to be important  
But it's more important to be nice.

It's a good thing to be rich and strong  
But it's a better thing to be loved.

To love is good  
To be loved is better  
But to love and to be loved  
is THE BEST.

A little love can go a long way...

Nobody is perfect.  
My name is ... NOBODY!

If you love someone  
Set him free.  
If he comes back,  
he's yours;  
if he doesn't,  
he never was.

Don't kiss in the garden!  
Love is blind  
But the neighbors aren't!

You're a free person.  
And in your freedom you chose me to be your friend.  
Thanks...

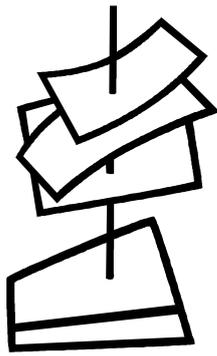
### Comparative / Superlative Line ups & Grouping

by  
Meltem Atay  
Ankara University

Lining up activities can help revise comparatives and superlatives and also provide a lively beginning or ending to the lesson. Here are a few examples of students lining up according to:

\* age, from youngest to oldest using month and day of birth if the class is of almost the same age,  
\* the distance of their homes from the school, nearest to furthest or vice versa.

An alternative to lining up is grouping. Divide the classroom into areas such as the four seasons and ask students to stand in the area they like or dislike the most and discuss why. This can be done with types of food, books, sports and the like depending on what you want to revise.



**REFLECTIONS ON  
THE INGED INTERNATIONAL  
ELT CONFERENCE:  
"PIECING IT TOGETHER"  
22 - 23 October 2010  
Isparta**

**The slides from the plenary talk  
"The Key Piece of the Puzzle: Teachers as Motivators"**

**by Neil J. Anderson**

**A Key Piece of the Puzzle:  
Teachers as Motivators**

**Neil J Anderson**  
neil\_anderson@byu.edu  
<http://humanities.byu.edu/faculty/nja3>  
Brigham Young University, Provo, Utah USA

Thanks to . . .

Conference Committee

Dr. Bradley Horn, English Language Officer, US Embassy, Ankara



Teachers of English to Speakers Of Other Languages, Inc.  
A Global Education Association



Is there a Toastmaster in the audience?  
<http://www.toastmasters.org/>

### **The Teacher's Role in Motivating Students**

"Student motivation is related to the teacher's motivational practice. The question to answer now is whether *teachers* would benefit from being *specifically trained* in the use of motivational strategies as part of preservice or in-service teacher education programs." (Guilloteaux & Dörnyei, 2008, pp. 72-73)

### **The Teacher's Role in Motivating Students**

"Given that student demotivation is a major problem in educational settings worldwide, finding ways to raise teachers' awareness of their motivating practices and to train them in using skills that can help to motivate learners should be a prominent methodological concern" (Guilloteaux & Dörnyei, 2008, pp. 72-73).

### **The Learning Outcomes for this Plenary Session**

At the end of this plenary session, you will be able to

1. Describe *why* it is important for you to use *motivational strategies* in the classroom.
2. Name the *components* of Dörnyei and Ottó's process model of *learning motivation* in the L2 classroom.

### **A Definition of Motivation**

MOTIVATION =  $\frac{\text{Expectation of Reward}}{\text{Effort Required}}$

Schramm's Model of Fraction of Selection (1956)

### **Increasing Expected Rewards**

- Provide regular, genuine tasks and activities
- Write fair tests
- Provide high-success tasks
- Involve students in purpose setting
- Involve students in questioning
- Give students choices

### **Decreasing Expected Effort**

- Provide background information
- Give specific purposes
- Scaffold the assignments
- Preview vocabulary
- Discuss learner strategies
- Use high-success materials
- Divide long assignments into shorter ones

### A Definition of Motivational Strategies

"Motivational strategies refer

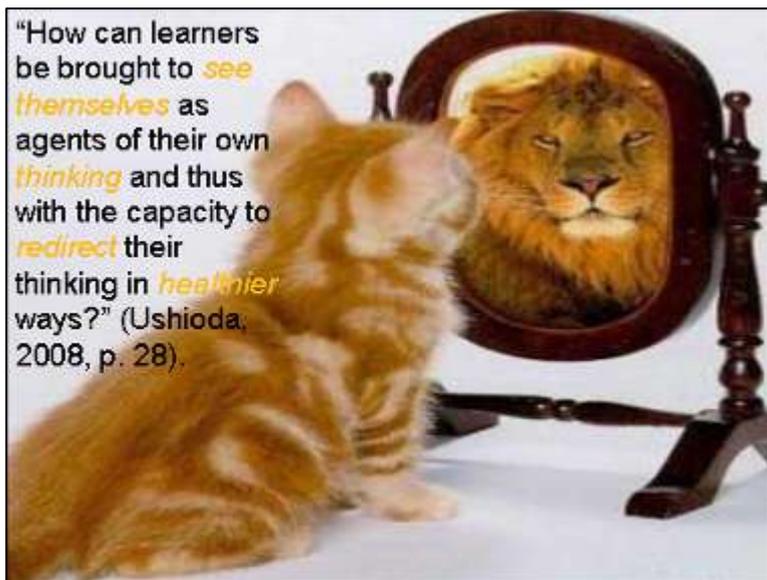
(a) to *instructional interventions* applied by the teacher to elicit and stimulate *student* motivation and

(b) *self-regulating* strategies that are used *purposefully* by individual students to manage the level of their own motivation" (Guilloteaux & Dörnyei, 2008, p. 57).

### The Self-Regulating Role of Motivation

"Our real aim as educators must be to *foster* learners' own motivation from *within*" (Ushioda, 2008, p. 22).

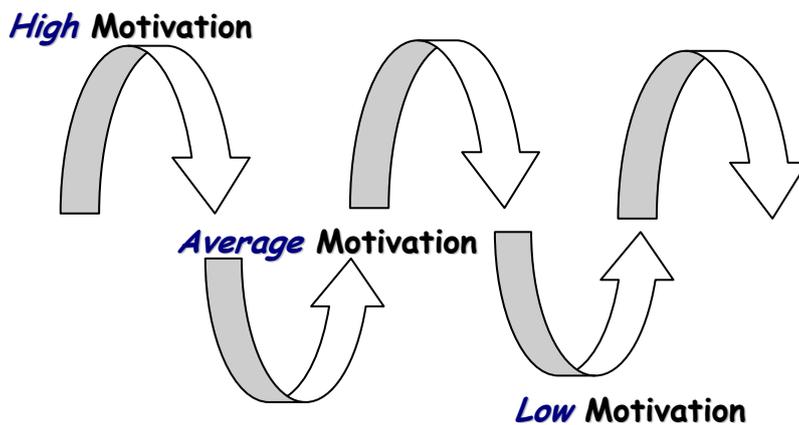
One condition is vital for individual learners to exercise their motivation for language learning. They must have a "*desired future self-image*" (Dörnyei, 2009, p. 18).



### A Definition of Motivational Strategies

"Motivational strategies refer (a) to *instructional interventions* applied by the teacher to elicit and stimulate *student* motivation and (b) *self-regulating* strategies that are used purposefully by individual students to manage the level of their own motivation" (Guilloteaux & Dörnyei, 2008, p. 57).

## Motivation is not Static but Rather Dynamic



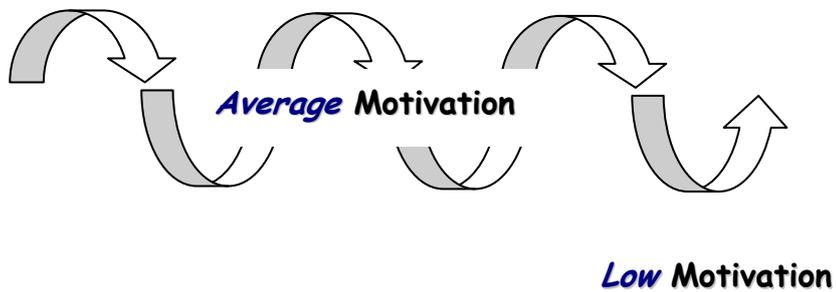
## What are Some Factors that Cause Motivation to Fluctuate?

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• the L2</li><li>• the teacher</li><li>• the books or materials</li><li>• the program that offers the language course</li></ul> | <ul style="list-style-type: none"><li>• the physical classroom</li><li>• the task</li><li>• the task participants</li><li>• the learner's attitude at that specific moment in time</li></ul> |
|---|--|



Motivation is not Static but Rather Dynamic

*High Motivation*



The Teacher's Role in Motivating Students  
directly  
*does*

Learning Outcome #1

One reason why it is important for me to use motivational strategies in the classroom is \_\_\_\_\_.

Three Phases in the Process Model of L2 Motivation

1. Preactional Phase
2. Actional Phase
3. Postactional Phase

## A Process Model of L2 Motivation (Dörnyei & Ottó, 1998)

Preactional Stage	Actional Stage	Postactional Stage
Choice motivation	Executive motivation	Executive motivation
<i>Motivational functions:</i> <ul style="list-style-type: none"> <li>▪ Setting <b>goals</b></li> <li>▪ Forming intentions</li> <li>▪ Launching <b>action</b></li> </ul>	<i>Motivational functions:</i> <ul style="list-style-type: none"> <li>▪ Generating and carrying out <b>subtasks</b></li> <li>▪ Ongoing appraisal</li> <li>▪ <b>Action</b> control</li> </ul>	<i>Motivational functions:</i> <ul style="list-style-type: none"> <li>▪ Forming <b>causal</b> attributions</li> <li>▪ Elaborating <b>standards</b> and strategies</li> <li>▪ Dismissing <b>intention</b> &amp; further planning</li> </ul>

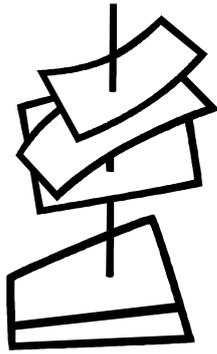
### “Required Motivation”

Warden and Lin (2000) have identified an aspect of motivation that they label “*required* motivation.”

### Learning Outcome #2

The three components of Dörnyei and Ottó's process model of learning motivation in the L2 classroom include 1. \_\_\_\_\_, 2. \_\_\_\_\_, and 3. \_\_\_\_\_.

### A Key Piece of the Puzzle: Teachers as Motivators



**REFLECTIONS ON  
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ELT CONFERENCE:  
"PIECING IT TOGETHER"  
22 - 23 October 2010  
Isparta**

**The slides from the workshop  
"Learning to Teach the Top Twelve Motivational Strategies"  
by Plenary Speaker, Neil J. Anderson**



**Neil J Anderson  
Brigham Young University  
neil\_anderson@byu.edu  
<http://humanities.byu.edu/faculty/nja3>  
Provo, Utah**

### Review from Yesterday's Session

1. Why it is important for you to use *motivational strategies* in the classroom?
2. Can you name the *components* of Dörnyei and Ottó's process model of *learning motivation* in the L2 classroom?

### TESOLacademic.org

Online resources of video clips of leading scholars reflect on key topic areas in our profession.

Video clip on motivation and language teaching by Maria Guilloteaux and Zoltán Dörnyei.

Note: Huw Jarvis is the editor of TESOLacademic.org.

### The Learning Outcomes for this Workshop Session

At the end of this workshop you will be able to

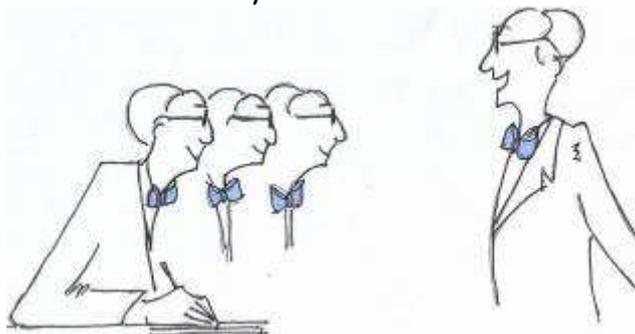
1. Name the four components of a motivational L2 teaching practice.
2. Identify one strategy from each of the four components that you can apply in your classroom.

### The Teacher's Role in Motivating Students

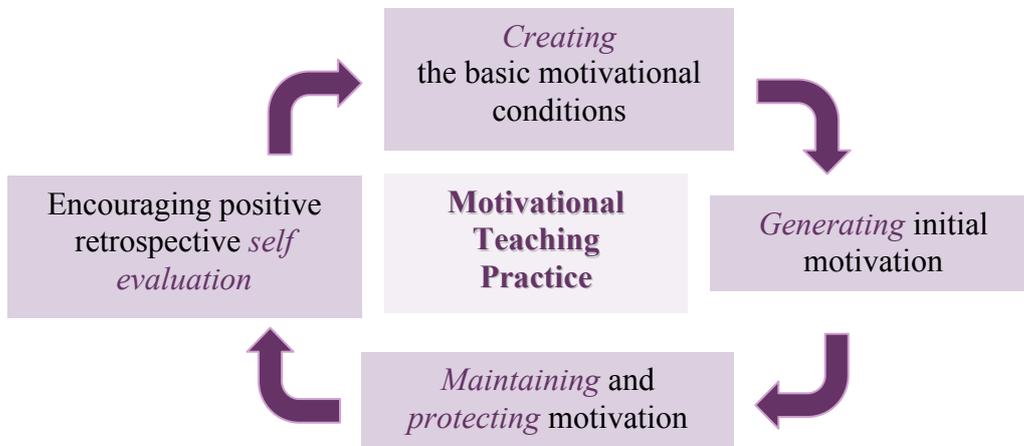
If we want motivated learners we *must* have motivated teachers.

"The teachers' motivational teaching practice is *directly* related to how the students approach classroom learning. . . . The teacher's motivational practice does matter" (Guilloteaux & Dörnyei, 2008, pp. 69-70, 72).

The *perfect* class



**The Components of a Motivational L2 Teaching Practice**  
(Dörnyei, 2001, p. 29)



**Learning Outcome #1**

The four components of Dörnyei's motivational L2 teaching practice include  
1. \_\_\_\_\_,  
2. \_\_\_\_\_, 3. \_\_\_\_\_  
and 4. \_\_\_\_\_.

**It is easy to become overwhelmed**

Weave *motivational moments* into your teaching.

### ***Creating the basic motivational conditions***

Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally.

Take the students' learning seriously.

Create a pleasant and supportive atmosphere in the classroom.

### **Learning Outcome #2a**

The strategy for creating the basic motivational conditions that I plan to use in my classroom in the next two weeks is \_\_\_\_\_.

### ***Generating initial motivation***

Raise the learners' intrinsic interest in the L2 learning process.

Promote the learners' language-related values by presenting peer role models.

Increase your students' goal-orientedness by formulating explicit class goals accepted by them.

**Learning Outcome #2b**

The strategy for generating initial motivation that I plan to use in my classroom in the next two weeks is \_\_\_\_\_.

***Maintaining and protecting motivation***

Help to create realistic learner beliefs.

Use goal-setting methods in your classroom

Build your learners' confidence in their learning ability by teaching them various learner strategies.

**Learning Outcome #2c**

The strategy for maintaining and protecting motivation that I plan to use in my classroom in the next two weeks is \_\_\_\_\_.

**Encouraging positive retrospective *self evaluation***

Promote effort attributions in your students.

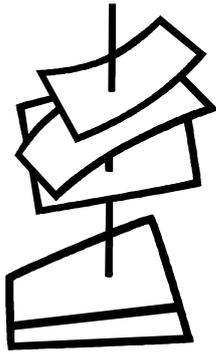
Provide students with positive information feedback.

Use grades in a motivating manner, reducing as much as possible their demotivating impact.

**Learning Outcome #2d**

The strategy encouraging positive retrospective self evaluation that I plan to use in my classroom in the next two weeks is

\_\_\_\_\_.



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**The handout from the Plenary Talk  
"Higher Order Thinking Skills and Language Teaching"**

**by Penny Ur**

The use of Higher Order Thinking Skills - critical and creative thinking - in activity design in English lessons is important for various reasons: students' intellectual development and effective language learning; the fostering of educational values; increase in interest.

Some main types of HOTS are the following:

**Critical thinking (= find the right answer)**

**Analysis:** being able to distinguish between categories, generalize, exemplify etc.

**Precision:** being aware of vague, contradictory or tautologous statements in input, and taking care to be precise themselves.

**Logic:** being aware of illogical reasoning in their reading and listening, and able to think logically themselves

**Creative thinking (= find different answers)**

**Divergent thinking/Creativity:** brainstorming a large number of responses to any cue or task

**Original or lateral thinking:** devising original, unconventional responses to problems or tasks

**Links to other classifications:**

Critical thinking: Bloom's knowledge and application, but mainly 'analysis' stage

Creative thinking: Bloom's knowledge and application, but mainly 'synthesis' stage, De Bono: 'lateral' thinking

**1. Critical thinking**

**Analysis (1): Classifying**

Put at least 3 items in each category.

a clock, a dog, a dress, a mother, black, a pen, bread, pants, a bag, a frog, red, boots, a cat, rice, a man, a baby, pink, a teenager, a hat, a t-shirt, a banana, a book, a sheep, meat, kids, a table, green, an elephant, sugar, white					
Animals	Colors	Things	Food	Clothes	People

(vocabulary)

**Analysis (2): Generalizing**

Here is a list of sentences.

1. Goodbye, I hope I'll see you tomorrow.
2. Look at those clouds! It's going to rain.
3. We bought our tickets, we're leaving at four this afternoon.
4. Beth may come to stay with us next weekend.
5. Our plane lands at 6 pm.
6. I'm going to visit my grandmother on Friday.

In which cases is the speaker sure? absolutely sure? not sure? Can you make generalizations about the grammatical forms?

(grammar)

*What classes do the following belong to?*

- a hammer - a tool
- sadness -
- a table -
- a mother -
- a palace -
- December -
- winter -
- biology -
- tennis -

(vocabulary)

### Analysis (3): Exemplifying from generalizations

Define the following items:

Example: A hammer is a tool which...

- a cow
- Canada
- a chicken
- a carpenter
- cigarettes
- coffee
- a cinema
- Christmas

(relative clauses)

### Precision (1): Inherent contradiction (oxymoron)

Do these make sense?

1. an objective opinion
2. a definite maybe
3. an exact estimate
4. the larger half
5. genuine imitation leather

(vocabulary, critical reading)

### Precision (2): Tautology (repetitive redundancy)

What's wrong with these?

1. A free gift	7. It's a biography of Kipling's life.
2. A new innovation.	8. That is a basic and fundamental fact of life.
3. We made too many wrong mistakes	9. I commute back and forth every day.
4. He exaggerated the situation too much.	10. The reason is because we were not ready.
5. It's pure undiluted orange juice.	11. The dog was completely dead.
6. Let's meet together at six.	

(vocabulary, critical reading)

### Logic (1): Underlying assumptions

What assumptions or emotive implications underlie these statements?

1. This food is composed entirely of natural ingredients, so it is good for you as well as being delicious. (assumption: Natural = good; some natural ingredients = not good)
2. This method is scientifically proven to be effective. (assumption: scientific = good; no real reference to proof)
3. Thousands of people have already signed up: join now! (assumption: sheeplike...)
4. He always wanted to be famous: now he is famous, so he must be very happy. (assumption: fame brought him happiness)

5. Don't use this method: it is based on outdated and old-fashioned ideas. (assumption: outdated and old-fashioned ideas = bad; this is unjustifiable)
6. Everyone knows that the earlier you start learning a language the more successfully you will master it. ("Everyone knows that" is there proof that this is true?)

**(critical reading, writing)**

### **Logic (2): Reasoning: Premise and conclusion**

*What's wrong with these statements?*

1. These people drink a lot of red wine and have few heart problems: so drinking red wine is good for your heart.
2. The boy told me he'd left his book at home, but it was in fact in his bag: so he was lying. That shows he is a liar.
3. The word 'education' comes from a Latin word meaning 'to draw out', so education is about drawing out people's potential.
4. The roads in Israel are not very good, and there are a lot of traffic accidents; that shows that traffic accidents are caused by bad roads.
5. She spends a lot of time reading, so she reads very well.

**(critical reading, writing)**

### **Logic (3): Ambiguity**

*What's wrong with these statements?*

1. We need more comprehensive schools.
2. Visiting relatives can be boring.
3. Iraqi head seeks arms
4. Ambulance man helps dog bite victim
5. Enraged cow injures farmer with ax
6. Juvenile court to try shooting defendant
7. Stolen painting found by tree
8. Two sisters reunited after 18 years in checkout counter
9. Kids make nutritious snacks

**(linguistic awareness, contrastive analysis)**

### **Logic (4): Evidence-based conclusions**

*What would be your conclusion from this evidence?*

- She's wearing a white coat.
- She's wearing a stethoscope round her neck.
- I saw her examining a patient.
- She has a certificate that says she's a doctor hanging in her office.
- She was interviewed on television about a disease.

- There's a notice outside her door that says 'Doctor...'.  
"She must be \_\_\_\_\_"
- He never smiles.
- We sometimes see him cry.
- The funniest jokes can't make him laugh.
- He stays at home all the time.  
"He can't be \_\_\_\_\_."

(grammar: must/ can't of logical necessity)

**Pair work:** in turn, each partner tries to elicit a sentence from their list by providing evidence why this must be so. Note that each partner has a different list, they won't find the answer on their own list!

### List 1

1. There must be a party at their house.	2. That child must be lost.	3. She must have lost her house key.
4. That woman must be very rich.	5. That car must have been in an accident.	6. It must be very cold outside.
7. Nobody can have lived in that house for a long time.	8. That boy must be in love.	9. That television program must be very funny.
10. They must have gone to bed very late last night.	11. Something terrible must have happened.	12. The lesson must be boring.
13. I must have offended her somehow.	14. There must be mice in the house.	15. You must be very happy!

### List 2

1. That girl must be ill.	2. That man must be from the U.S.A.	3. He must have hurt his foot.
4. She can't possibly be a dancer.	5. He must have missed the bus.	6. It must be time to finish the lesson.
7. You must have a cold.	8. That dog must be very old.	9. The air conditioner can't be working.
10. That boy can't washed for some time.	11. The house must have been burgled in the night.	12. Someone must have been baking bread here.
13. The grapes can't be ripe yet.	14. This room can't have been cleaned for a long time.	15. She must have run all the way home.

## Logic (5): Logical relations

*Insert an appropriate conjunction: because / since, although/in spite of the fact that, so/therefore, but/however/nevertheless, and, moreover/in addition, if/provided that*

1. She is a teacher ... she hasn't had much training.
2. I know they are here... I saw them a moment ago.
3. She has ten children ... she still has time to write books.
4. He is a good boss ... he has a sense of humour.
5. We will come ... we get an invitation.
6. We will certainly come ... we have plenty of time.
7. He's lived in the US all his life... he must know English.
8. He is a good speaker ... I don't like him very much.
9. There isn't much water in the desert ... not many plants can grow there.
10. It seems there's plenty of time ... we need to get started immediately.

**(coherence, conjunctions)**

## 2. Creative thinking

### 1. Creativity

*How many ways can you think of to use an empty tin can? (A pen? A piece of plasticine?)*

**(oral fluency/can/could)**

*How many adjectives can you think of to describe the noun road? (movie? song?)*

**(grammar: adjective-before-noun, vocabulary)**

*How many nouns can you think of that could be described by the adjective hard? (black? clear?)*

**(adjective-before-noun, vocabulary)**

*How many things can you think of to say about this picture?*

**(oral fluency)**

*How many ways can you think of to solve this dilemma?*

**(oral fluency)**

*How many ways can you think of to compare a train with a car*

**(comparatives)**

*How many endings can you think of for the sentence: If I had a million dollars...?*

**(conditionals)**

### 2. Originality, 'lateral' thinking

*Think of ten ways to compare a tree with a piece of spaghetti.*

**(comparatives)**

*Think of as many ways as you can in which a lesson is like a wedding.*

**(both...and)**

*Find six questions to which the answer is ...twelve...(tomorrow / of course! / my mother)*

**(interrogatives)**

*Suggest at least three advantages of being an only child. (of not having a cellphone / of having no car?)*

**(writing)**

*Name ten things you have never done.*

*Name six things that you can't touch, and why.*

*Say six negative things about ...a pen (a cat / English)*

*Say four NICE things about your friend, using negative sentences.*

**(grammar: negatives)**

### **Conclusion**

It's good to make classroom activities meaningful, communicative, personalized, 'authentic'; but it is not enough.

We need to think also about getting students to think more critically and creatively, whether we are working on the four skills, or teaching grammar, vocabulary or language awareness.

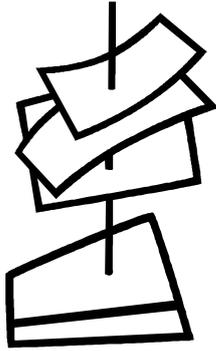
And, of course, when we are teaching literature. But not only.

### **Appendix: Relative clauses exercise.**

Using one of the lists, design together with the students definitions for each of the items, using relative clauses.

Then distribute all the other slips; each pair/group gets a different slip. Tell them to design a quiz: each item has to be defined by a relative clause (but tell them to be careful not to mention the item itself on the paper!). Groups then exchange quiz sheets and try to solve each other's quizzes. If they are stuck, they can ask the authors!

<p><b>List 1</b> Australia apples August an airport an artist an African an alligator air</p>	<p><b>List 2</b> a book Bangladesh bread a bedroom a baby bottles a bus a birthday</p>	<p><b>List 3</b> a cow Canada a chicken a carpenter cigarettes coffee a cinema Christmas</p>
<p><b>List 4</b> a duck a doctor Denmark doors December a dream a daughter disinfectant</p>	<p><b>List 5</b> eyes England an elephant the evening an emperor an engine economics eight</p>	<p><b>List 6</b> Hollywood a helicopter hands a hotel happiness a hairdresser history a horse</p>
<p><b>List 7</b> the morning Malaysia a mother a motorbike a map matches money milk</p>	<p><b>List 8</b> night New Zealand a newspaper a nurse the news a neighbour a nose names</p>	<p><b>List 9</b> a policeman a parrot a pen a pear Poland a post office a panda pain</p>
<p><b>List 10</b> spaghetti shoes Saudi Arabia a shop a snake the sun the summer a scientist</p>	<p><b>List 11</b> a television Thailand a tomato tigers tennis a taxi-driver time a tooth</p>	<p><b>List 12</b> wine Wales the winter a wife a witch water the west walls</p>



# REFLECTIONS ON THE INGED INTERNATIONAL ELT CONFERENCE: "PIECING IT TOGETHER" 22 - 23 October 2010 Isparta

The handout from the Workshop  
"Creating Interesting Exercises,  
and Making Boring Exercises Interesting"  
by Penny Ur

**What IS 'interest' (in the context of classroom activity)?**

It's very difficult to define. It's easiest to do so by results, or symptoms of interest in the classroom: attention is voluntary + the learner is involved in doing the task + there is enjoyment

In this workshop I'll be looking at activities that provide practice in spelling, vocabulary and grammar, and exploring ways of increasing interest without an inordinate amount of preparation: 'tweaking' rather than creating.

## Spelling

Conventional way: We can take the words we want to practise the spelling of, ask students to learn them and then do a dictation

1. nation	5. distraction	8. eviction
2. prevention	6. intervention	9. direction
3. intention	7. conception	10. instruction
4. reaction		

Or: We can give a spelling rule (e.g. the sound /ʃ/ as in 'partial' and 'precious' is spelled with 'ti' or 'ci') and invite students in groups/pairs to think of as many examples as they can: Then use these as the basis for a dictation.

**Why the rise in interest?**

- Clear, achievable task
- Open-ended
- Collaboration
- Full participation
- Empowerment

### Vocabulary (1)

afraid of touch competition muscles	dolphin wind snow international	disabled twice swim freezing	therapy connection lie down
--	--	---------------------------------------	-----------------------------------

Conventional way: We can ask learners to make up a sentence contextualizing each word

Or: We can ask them to do any of the following:

- Make a sentence contextualizing two words
- Make a true sentence from a word
- Make an obviously false sentence
- Make a negative sentence
- Make up a story including them all

### Why the rise in interest?

- Challenge through using higher-order thinking skills:
- convergent (logical, critical)
- divergent (creative, 'lateral')

### Some examples of convergent (critical) thinking

connecting prioritizing classifying	identifying causality/lack of causality evaluating truth/falsehood identifying inclusion/exclusion	detecting contradictions or tautologies identifying logical necessity
---	--	--

### Some examples of divergent thinking

<u>Creative thinking:</u> associations solutions to a problem answers to a question questions to an answer	<u>Lateral thinking:</u> thinking of unusual or original solutions to problems looking at things from an unconventional angle 'breaking rules'
--	---

## Vocabulary (2)

jealous disappointed happy amused apathetic	hurt angry relaxed excited sad	doubtful confident afraid tense
---	--	--

Conventional way: We can do a matching exercise

1. angry 2. sad 3. jealous 4. confident 5. tense 6. doubtful 7. apathetic 8. happy	a. unhappy and angry because someone has something you want b. feeling pleasure or satisfaction c. lacking interest or energy d. having a strong feeling against someone or something that makes you want to shout or hurt them e. unhappy or sorry f. nervous, anxious, unable to relax g. uncertain about something h. sure or trusting
---	--

Or: a sentence completion exercise:

1. I felt angry because...\_\_\_\_\_
2. I felt sad although...\_\_\_\_\_
3. I felt jealous when ...\_\_\_\_\_
4. I felt confident so ...\_\_\_\_\_
5. I felt tense although ...\_\_\_\_\_
6. I felt doubtful because ...\_\_\_\_\_
7. I felt apathetic so ...\_\_\_\_\_
8. I felt happy when ...\_\_\_\_\_

### Why the rise in interest?

- Logical relations (cause/result/opposition)
- Personalization
- Specific and concrete rather than general and abstract
- Open-ended (lots of right answers)
- Collaboration between students in pairs
- (Deeper thinking about the target items, and more 'quantity' of engagement with them)

## Grammar (1): Present perfect

Conventional way: We can do a closed-ended sentence completion exercise:

Write sentences using the present perfect:

Lina can't find her key; (lose).

Peter weighed 80 kilos before, now he weighs 60; (be on a diet).

Mark and Dana are delighted; (pass the test).

Becky won't be playing today; (break her leg).

Sam will be late; (have an accident).

We aren't going on holiday after all;(change plans).

Or: We can 'mutilate the textbook': delete the cue verb phrase, and allow students to invent their own endings.

What has happened?

Peter can't find his key.

Lina weighed 80 kilos before, now she weighs 60.

Mark and Dan are delighted.

Becky won't be playing today.

Sam will be late.

We aren't going on holiday after all.

### Why the rise in interest?

- Open-ended:
  - creativity
  - originality
  - humour
- More participation
- More focus on real situations
- Critical thinking: causality, justification
- (More 'quantity' of engagement with the target feature)

## Grammar (2): There is/are + prepositions

Conventional way: Make sentences with there is / there are about the picture

Or: We could do one of the following:

- Get into groups of four; appoint a secretary; in one minute: say as many sentences about the picture using the target language as you can while the secretary only places a □ on a piece of paper. The teacher elicits
- Achieve a set number of sentences (20? 30?)

- Say as many sentences as you can in limited time (one minute/ two minutes)

### **Why the rise in interest?**

- Open-ended
- Full participation
- Task (clearly defined, achievable goal - outcome)
- Game-like challenge
- task + constraints (rules)

### **To summarize**

Interest in doing a classroom activity can be identified in terms of its outcomes:

- voluntary attention
- enjoyment
- active involvement in doing the activity

### **Some key features that are likely to produce boredom**

- Form-focused exercises
- Closed-ended exercises
- Low participation ('IRF': activating one member of the class at a time)

### **Features that are not necessarily conducive to interest**

- interesting topic
- (information-gap-based) communication
- real-world relevance or 'authenticity'

### **Features that are conducive to interest**

#### **1: Activation**

- Activate students in some kind of (even minimal) production rather than just reception
- Activate most class members simultaneously

#### **2. Empowerment**

- Students initiate examples, materials, solutions, questions
- Teacher bases further work on these

#### **3. Open-endedness**

- Invite a large number of 'right' responses
- Encourage original, unusual responses
- Be willing to mutilate the textbook

#### **4. Tasks**

- Provide for a clear outcome as the task goal
- Make sure this goal is obviously easily achievable

- Have a feedback stage at the end

## 5. HOTS

- Minimalize the use of LOTS (simple 'recall-based') exercises: closed-ended matching, gapfills, m/c
- Use tasks that get learners to use HOTS: think critically or creatively
  - o Ask them to connect, contrast, classify, criticize, prioritize, identify causes / results, invent, problem-solve, innovate...

## 6. Personal relevance

- Get students to apply the target items to themselves ...
- ...or to the real world as they know it (experiences, true / false statements, cultural differences...)

## 7. Game-like features

Transform into a game by adding an artificial constraint to a task (time limit, not allowed to look, competition, guessing)

### Try it out!

What might you do with this exercise to make it more interesting?

Practise questions: match questions to answers.

Are you a nurse? How are you? What's your name? How old are you? Where are you from? Is today Thursday?

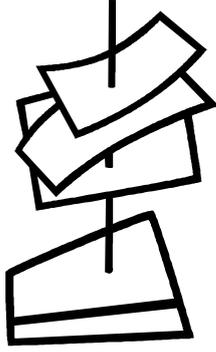
- |           |               |
|-----------|---------------|
| 1. _____? | Fine!         |
| 2. _____? | No, it isn't. |
| 3. _____? | Mexico.       |
| 4. _____? | Rita.         |
| 5. _____? | Yes, I am.    |
| 6. _____? | Sixteen.      |

### Further reading

Ur, P., & Wright, A. (1992). Five minute activities. Cambridge: Cambridge University Press.

Ur, P. (1996). A course in language teaching. Cambridge: Cambridge University Press.

Ur, P. (2009). Grammar practice activities (2nd edition). Cambridge: Cambridge University Press.



# REFLECTIONS ON THE TRAINER TRAINING WORKSHOPS HELD BY THE MINISTRY OF EDUCATION

Summarized by  
Prof. Dr. Aydan Ersöz

The Ministry of Education had a series of workshops for teacher trainers between 24 and 26 January 2011. Bilkent University was very supportive offering their premises and trainers for this three-day event. About 80 trainers who work for the Ministry joined these workshops. There were several study groups with different study aims working in concurrent sessions: **CEFR, Integrated Language Teaching, Teaching Vocabulary and Grammar in Context, Developing Listening Skills, Developing Reading Skills, Developing Speaking Skills, Developing Writing Skills, Materials Adaptation and Development, Classroom Management, and Assessment.** Trainers from Bilkent worked as study group leaders. Five academics were invited to function as



Emin Gürkan  
General Director of Secondary Education



Merdan Tufan  
Head of the Board of Education

consultants, and I was one of them representing INGED. The major goal was to revise the training session notes (contentwise and formatwise) for the training seminars held by the Board of Education all over the country.



Group leaders and consultants at the opening ceremony

Following the opening speeches, Simon Phipps from Bilkent University held a session on "Elements of an effective presentation". In his speech, he asserted that the central purpose of any presentation, written, oral or visual, is communication. To communicate effectively, presenters should state their facts in a simple, concise, interesting and, if possible, entertaining manner. Presenters should know their subject matter. This knowledge will increase their confidence. The ability to present a subject with confidence directly



affects the audience's impressions and will help keep their attention. They should also know their audience. Otherwise, they cannot connect and interact with the audience. They should also know themselves and their limits. This will keep them safe. Being well-prepared is another very important aspect of delivering an effective presentation.



Trainers listening to Phipps.  
All look very happy as they were unaware of the heavy work load awaiting.

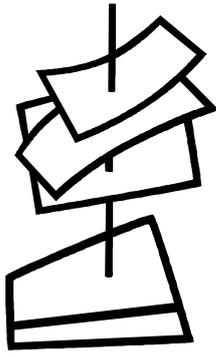


Another shot from the opening ceremony

The program was very loaded. Everyday, the sessions started at 9:00 and finished at 17:00. Even at lunch breaks, debates and discussions went on. Despite heated arguments, disagreements and exhaustion, the workshops turned out to be highly beneficial. All the trainers left Ankara with the content that would be the backbone of the sessions to be held in 2011. In addition to study groups I joined, I had a chance to make a short speech at the Closing Ceremony where I mentioned the need for continuous professional (and personal) development for teachers.



Prof. Dr. Aydan Ersöz, the President of INGED, at the Closing Ceremony



# REFLECTIONS ON THE CERTIFICATE PROGRAM ON TEACHING TURKISH TO FOREIGNERS

BY

THE YUNUS EMRE INSTITUTE  
OCTOBER 8 - 9, 2010

Summarized by  
Prof. Dr. Aydan Ersöz

The Yunus Emre Institute (established under the Yunus Emre Foundation) conducts educational activities and scientific research and applications for the promotion and teaching of Turkish



culture, history, language and literature. The headquarters building is located in Ulus, Ankara. On one hand, the Yunus Emre Turkish Cultural Centers has been contributing to the promotion of Turkey through scientific projects, cultural activities and courses, while on the other hand, the Centers also aim to strengthen friendship ties and increase the cultural exchange with other countries.

The Certificate Program on Teaching Turkish to Foreigners organized jointly by Ankara University TÖMER and the Yunus Emre Institute between 31 January - 24 February 2011 ended with a spectacular ceremony. The participants took courses in teaching Turkish as a foreign language by the experienced instructors of Ankara TÖMER. The participants also gave sample courses as a part of their teaching practice. I was invited to teach for two days in this program. Those who received their certificate will be sent to various Centers abroad to teach Turkish as a foreign language.

The courses I taught were: Motivating Our Learners, Teaching Turkish Integratedly, Teaching Grammar and Vocabulary in Context, Developing Speaking Strategies, Developing Writing Strategies, Developing Reading Strategies, and Developing Listening Strategies. You can find a brief summary of one of the sessions below.



Motivating Our Learners  
Prof. Dr. Aydan Ersöz

#### WHY DO PEOPLE LEARN FOREIGN LANGUAGES?

For General Purposes

REASON: personal development, curiosity, interest in the target culture, plans to live in the target culture, communicate with the speakers of the target language, etc.

NEED: Everyday language, all aspects

For Specific Purposes

REASON:

Occupational Purposes - study target language for your job

- for General Business Purposes
- for Careers

Academic Purposes - in order to study in the target language country, or pass an exam.

NEED: Target related language and skills, jargon, specific terminology



WHAT ARE SOME IMPORTANT FACTORS IN LANGUAGE LEARNING?

Biological factors (such as age, sex, muscle development, physiology)

Cognitive factors (such as educational background, neurological maturity, intellectual growth)

Affective factors (such as emotional maturity, sociocultural factors, type of motivation, attitude toward the foreign language, social status).

HOW CAN WE INCREASE LEARNER MOTIVATION?

- By addressing the students' needs and interests;
- By running motivating and fun lessons;

- By triggering curiosity and using activities that they can relate to;
- By providing the right level of challenge;
- By creating a supportive and safe learning environment;
- By giving them challenging but achievable tasks to give them a taste of success (remember, success is the best motivator.);
- By displaying appropriate teacher behavior (listening to our students + building empathy + establishing rapport + having respectful, trusting relationships with our students + being motivated and enthusiastic about what we are doing)

#### WHAT CAN DEMOTIVATE LEARNERS?

- \* full teacher control and dominance,
- \* a rigid and strict teacher
- \* highly formal learning atmosphere,
- \* too much teacher talk,
- \* learner inactivity or passiveness,
- \* a patronizing and intimidating teacher,
- \* being labeled,
- \* being neglected or ignored.



#### SAMPLE LESSON AND ACTIVITIES

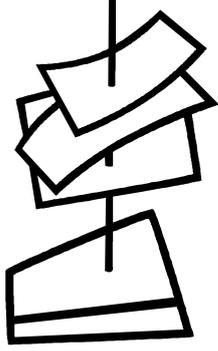
The lesson and activities were all designed to teach Turkish as a foreign language. I will not give them here. The lesson was based on the movie "Aşk

Tesadüfleri Sever". We started with a warm up activity. We used the film posters to make guesses/predictions about the theme, the plot and the characters. Then we had a reading activity. Participants were asked to read three summaries to decide which one would be the best for the movie. Following that, we had a vocabulary activity to revise and learn adjectives. We, then, had a collocation activity where participants were asked to match adjectives and relevant nouns (people, places, movies). The next activity was based on one of the soundtracks of the movie (Ankara Rüzgarı). We started with a game. One volunteer came to the board and turned his/her back to the screen. The members of the class tried to explain what they saw in the slides without saying the taboo word written on the slide (all vocabulary items were taken from the song). When the activity was over, they were asked to guess the song by looking at the vocabulary items they found in the game. Then, they listened to the song and decided which actions in the song refer to the past and which ones refer to the future (grid filling). Then, they were asked to listen to the song again and fill in the blanks (only those actions which were covered in the previous activity were left as blanks). Following that, we tried to discover "future tense" formation in Turkish by looking at the lyrics. As the final activity, we acted as fortune tellers to warn a lover about his/her unfaithful partner. We tried to make sentences using the future tense.

All participants gave very positive feedback on the sessions. They all said that the sessions were highly beneficial, and that they enjoyed the sessions as they were practical and full of discussions where they could ask whatever they wanted or expressed



themselves freely. For me, it was an interesting opportunity to do sessions on teaching Turkish, and a pleasure to work with such an enthusiastic group.



**REFLECTIONS ON  
YÜCE SCHOOLS  
6th FOREIGN LANGUAGES  
TEACHERS' CONFERENCE:  
'CONNECT'  
19 March 2011**

The conference started with the opening speech and national anthem. Mrs. Saadet Roach who made the opening speech said English is no more a language of one country. It's lingua franca. And students of today's world are connected via digital means. She added that teaching is connecting with future...

The first speaker Wayne Trotman looked at error correction and other popular methods of providing feedback on students' written work, outlining the benefits and drawbacks. He then went on to discuss the ups and downs of lesser tried methods such as peer feedback, and in particular oral conferencing, which simply involves teachers sitting down with writers and discussing their work. Mr. Trotman also talked about the possibilities for portfolio assessment. According to Mr. Trotman, portfolio assessments are the reflection of real world. He also talked about the stages of portfolio assessments, which are collection, selection and reflection. He also mentioned that portfolio usage is more valid, interactive and motivating. He highlighted the importance of teacher-student conference as a long term feedback.

The second speaker, Dr. Deniz Kurtoğlu Eken's talk was titled 'And who is going to look after me?' - Teacher motivation. At the beginning of her presentation Mrs. Eken shared a short quiz about herself with the audience and then asked the participants to help each other finding the answers and get connected. Mrs. Eken commented that the ELT world always cares about the learner but rarely about the needs of teachers. She focused on personal development, essentials of a healthy climate school. She recommended the teachers to 'Become your own close friend and connect with yourselves.'

The third speaker was world famous story telling expert Mr. Andrew Wright. He started his talk with these words: 'Stories a path to walk on, a map to live

in...' He shared that stories are not just for kids and they can be serious. Another point he mentioned was about metaphors; he said that metaphors are short stories and stories are long metaphors. He also questioned why stories are used in language learning and gave tips how to find stories in our daily lives. He recommended that students can do stories like flow charts. He finished his speech by advising the listeners 'to care about the story more than the language points you are paid to teach'.

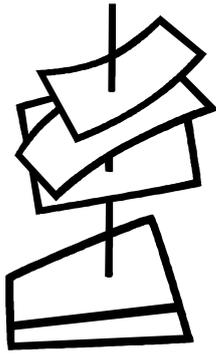
The final presenters were The Henry Brothers. They gave information about Tuffy Thomas to whom their speech was attributed. They said that teachers are actors and their gestures, facial expressions are also important. Then their speech moved to the power of punctuation and they wanted the listeners to punctuate two sentences. Their much liked presentation was appreciated by the participants who even made the Hakka dance.

The conference was adorned with the Yüce Schools' Modern Dance Group performance. The title of the performance was also 'Connect'.

After the dance performance the key note speakers answered the questions of the participants. The panel ended with the raffle and the participants who had the lucky numbers won some special prizes from the sponsors.

We would like to thank INGED for helping us disseminating the conference announcement. We hope to see everyone in next year's conference.

Yüce Schools Conference Committee



REFLECTIONS ON  
A SESSION  
IN ANKARA  
BY  
ROD BOLITHO

With the kind permission by the presenter...



*Reflection in Teaching, Training  
and Learning*

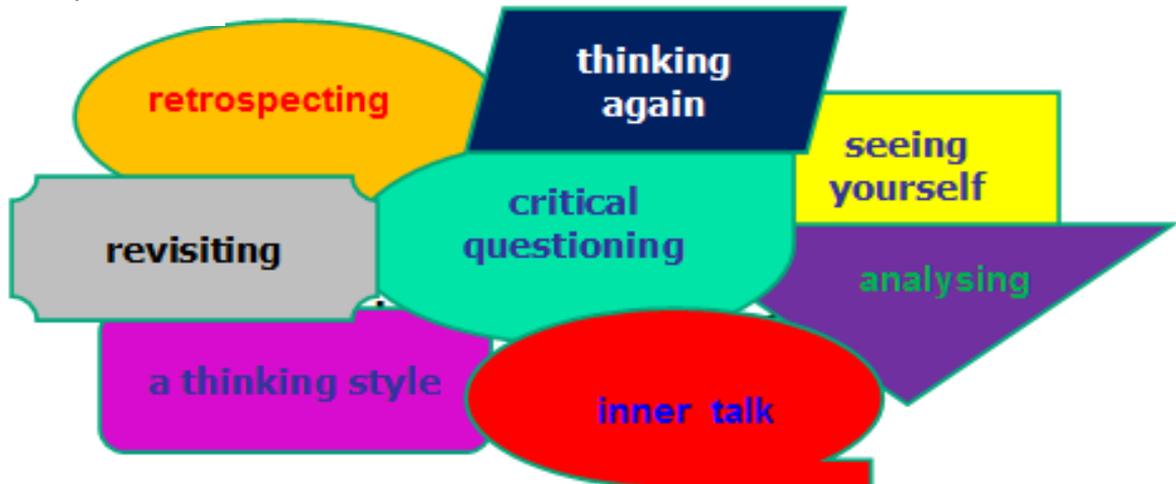
Rod Bolitho



**OVERVIEW**

Preface: On Reflection  
Part 1: Reflecting on Learning  
Part 2: Reflecting on Teaching  
Part 3: Reflection in Training  
Conclusions and Action Points

## On Reflection



### Reflecting on Learning (1)

Think of something you have learned or tried to learn recently and briefly make notes on:

why you decided to learn this

how you learned

what helped or hindered you in your learning

the role of feedback in your learning

Share your findings with a partner

### Reflecting on Learning (2)

- ▶ metacognitive thinking (Oxford)
- ▶ styles of learning and thinking
- ▶ understanding what it means to learn
- ▶ feedback
- ▶ goal-setting
- ▶ recording performance
- ▶ learning logs
- ▶ language portfolio (Council of Europe)

### **Reflecting on Teaching (1)**

Work in pairs (A & B)

A. Think of a lesson you have taught recently, or an incident that happened in one of your classes. Describe it as objectively as you can to a partner.

B. Listen without comment, then ask questions to help your partner to a better understanding of the class/incident.

### **Reflecting on Teaching (2)**

- ▶ engaging with the 'what' and 'why' of our practice (Bartlett)
- ▶ 'in-action' & 'on action' (Schön)
- ▶ a more private, manageable process than action research (Bailey)
- ▶ a state of mind, an attitude (Bailey)
- ▶ a habit that some have to learn (Wright and Bolitho)

### **Reflection in Training (1)**

- ▶ kick-starting the habit of reflection
- ▶ gateway to career-long development and professional learning
- ▶ tools and resources for reflection

### **Reflection in Training (2):**

#### **Tools, Data and Procedures**

- ▶ diaries, logs, journals, letters to oneself
- ▶ inner voice and self talk
- ▶ stories
- ▶ metaphors
- ▶ observation and feedback
- ▶ 'unseen' observation and supervision
- ▶ 'thinking questions'
- ▶ grids, charts, mind maps



And finally ...

Thank you for listening...

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## A Paper from a colleague

This first appeared in the blog of Education Week Teacher on 21 February 2011:  
[http://blogs.edweek.org/teachers/leading\\_from\\_the\\_classroom/2011/02/can\\_you\\_predicting\\_the\\_future\\_technologies\\_in\\_your\\_classroom.html](http://blogs.edweek.org/teachers/leading_from_the_classroom/2011/02/can_you_predicting_the_future_technologies_in_your_classroom.html)



### Can You Predict The Future Technologies in Your Classroom?

by

Patrick Ledesma

on February 21, 2011 7:27 PM

*Which technologies will impact learning in classrooms in one year or less? How about two to three years? How about four to five years?*

These are some of the questions I'm still thinking about from one of the technology sessions at the Association of Teacher Educators 91st Annual National Meeting that I attended last week as part of my ongoing [Classroom Ambassador Fellowship](#) with the US Department of Education.

In that session, the presenter challenged us to think about our schools.

**"Does your school have a culture of innovation or does your school have pockets of innovation?"**

Expanding on the idea of a culture of innovation, we discussed the recent [2011 Horizon Report](#) from the [New Media Consortium](#) and the [Educause Learning Initiative](#). This report "examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry."

Members of the Horizon Project Advisory Board, which is made up of mostly university researchers and corporations (note to New Media and Educause: more K-12 representation next time please....), were asked the following questions:

1. Which of these key technologies will be most important to teaching, learning, or creative expression within the next five years?
2. What key technologies are missing from our list?

3. What trends do you expect to have a significant impact on the ways in which learning-focused institutions approach our core missions of teaching, research, and service?
4. What do you see as the key challenge(s) related to teaching, learning, or creative expression that learning-focused institutions will face during the next 5 years?

The [Horizon Report Wiki](#) shows the various stages and development of the report. For example, you can view the [early results](#) to see the original 43 technologies, 14 trends, and 19 challenges listed by the board members. I think this early list is as interesting as the final list since it shows the variety of ideas and opinions.

These made the finals in **Emerging Trends**, **Critical Challenges**, and **Technologies to Watch**.

### **Emerging Trends**

1. The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.
2. People expect to be able to work, learn, and study whenever and wherever they want.
3. The world of work is increasingly collaborative, giving rise to reflection about the way student projects are structured.
4. The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.

### **Critical Challenges**

1. Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
2. Appropriate metrics of evaluation lag behind the emergence of new scholarly forms of authoring, publishing, and researching.
3. Economic pressures and new models of education are presenting unprecedented competition to traditional models of university.
4. Keeping pace with the rapid proliferation of information, software tools, and devices is challenging for students and teachers alike.

And my favorite, especially the predicted time for adoption.... (Drum roll please...)

## Technologies to Watch

1. **Electronic Books:** Electronic textbooks, online textbooks, etc.  
(Time to Adoption Horizon: One Year or Less)
2. **Mobiles:** Any computing device you can carry with you and that is easily transportable, like your Smartphone, iPad, tablet computer, etc.  
(Time to Adoption Horizon: One Year or Less)
3. **Augmented Reality:** Adding a computer-assisted layer of contextual information over the real world.  
(Time to Adoption Horizon: Two to Three Years)
4. **Game Based Learning:** Using computer games to teach and enhance the curriculum.  
(Time to Adoption Horizon: Two to Three Years)
5. **Gesture Based Computing:** Using gestures to interact with the computer.  
(Time to Adoption Horizon: Four to Five Years)
6. **Learning Analytics:** Using data mining, interpretation, and modeling to improve teaching and learning.  
(Time to Adoption Horizon: Four to Five Years)

Check out the full report for a more detailed description and examples of each emerging technology.

### Do you agree with the predictions of the Technologies to Watch list?

For the most part, I agree with the *potential* of the technologies on the list. I'm having a difficult time with "time to adoption" because the term "adoption" suggests that these technologies will have widespread presence and impact in teaching, learning, and creative expression within that timeframe.

The presenter has also framed the discussion of this report in the context of schools and our ability to adapt to these future technologies in classrooms.

*"Does your school have a culture of innovation or does your school have pockets of innovation?"*

Hmmmmmm.....

It's a tough question. After all, we in K12 schools are not held accountable for our ability to innovate. Our high stakes standardized assessments do not measure innovation. In addition, many teachers work in schools with limited technology resources. We are also challenged by limited time, an ever expanding diverse socio-economic student population, and need for high stakes test preparation since the results are being linked to teacher evaluation, school evaluation, and teacher education evaluation.

As the cliché goes, "what is tested is taught." Innovation isn't tested. In this context and without a standard definition of innovation and a way to accurately verify its presence or absence, many teachers work in schools that have pockets, rather than a culture, of innovation.

We have pockets of teachers who are the pioneers defining the model examples and best practices for using technology with students. Perhaps you are one of these pioneers. Perhaps you are a "pioneer in preparation."

There is nothing wrong with living in pockets given our circumstances. We as teachers operate within the confines defined for us by our school, district, state, and national policies. We strive to do better within our individual contexts. We do what we can to innovate when possible.

Most importantly, we want more from our leaders, policy makers, and researchers to support our transition to that culture of innovation.

*So, for the next group of Horizon advisors or for any group writing a report about the future of technology, please support us and the overall cause by helping us in our continuing examination of the following questions:*

1. What will teaching, learning, and creative expression in schools and classrooms need to look like for educators to adopt emerging technologies to transition from "pockets of innovation" to a "culture of innovation?"
2. What will be the challenges in this transition?
3. What policies and support will we need for us to meet these challenges?

***Answer these questions and we won't be guessing about the Technologies to Watch. We'll be guiding the creation and implementation of these technologies and using them to innovate in schools.***

=====



**Patrick Ledesma**

Patrick Ledesma is a National Board-certified teacher and School Based Technology Specialist in Fairfax, Virginia, where he focuses on instructional-technology integration and special education at the middle school level. For the 2010-2011 school year, Patrick is serving as a Classroom Fellow with the U.S. Department of Education's Teacher Ambassador Fellowship Program, as well as working on teacher recruitment and outreach for the National Board for Professional Teaching Standards. The opinions represented in this blog are his own.



## IDEAS FROM A COLLEAGUE

### Tips for First Time Conference Presenters from Tony Gurr

As "conference season" approaches...

Tony Gurr offers some practical tips for those of you preparing for your first conference presentation and some valuable reminders to those of us who have been in the "game" for a while (and need a refresher):

#### **BEFORE THE SESSION**

- ▶ Think about the "best" training session you have been to - ask yourself: What worked? What mattered most? What did the presenter/facilitator "do" and how did that make you feel? - DO IT! Also, think about the worst session you ever went to - ask yourself: How did I feel? What got in the way of my learning? What stopped my engagement? DON'T DO IT - EVER!
  
- ▶ Establish a clear "planning and preparation timeline" - and remember that a good 1-hr session will require (1) 30 hrs of prep, (2) 10 hrs of "practice" (with a critical friend, a video recorder or a "teddy-bear"). Try to get the session ready at least one week before you run it - share it, ask for help, improve it!
  
- ▶ Once you have established your "big idea" and broken this down into the various chunks that will form the session, look at your "input components" and ask yourself "How can I turn these into activities that my participants can do together"? Remember, you will engage your "crowd" more if they learn "by doing" (not only "by listening").
  
- ▶ Balance your input sessions and your activities across the whole session and remember (a) keep any "input chunk" to a maximum of 5 minutes, (b) for every input chunk, try to have an activity, and (c) vary the types of activities (Q&A session with you, quiet writing and reflection, sharing activity with a partner, a group discussion, a team problem-solving task, an individual mini-reading task, a whole crowd debate, or pull a (willing) volunteer up for a demo, etc).

▶ When you think about using different types of media (and do!) ask yourself: (a) How will this song/movie enhance the learning of my participants? How do I know? (b) Does it work on screen - can people see or read it easily? (c) What is the best place to use it - background or focal point / warmer, midway or wrap-up?

▶ Plan breaks - you may be superman/woman and can go for hours but most participants will need a break after around 50 minutes.

▶ Remember "content is NOT king" - you are there to help people learn and learning is about people and relationships. Content comes and goes - relationships last a lot longer. Your focus should be "How can I best expand and improve the learning of those people who are giving up their valuable time to come to my session"?

▶ If you use a PPT slideshow - try to avoid long lists of bullets. Try to keep to the formula of "one idea per slide" (preferably with 2/3 key words) and a powerful or relevant image (for the "brain" and all your more "visual" participants). This will help you avoid the "trap" of reading aloud from the screen!

▶ Three words - PRACTISE, PRACTISE, PRACTISE!

## **DURING THE SESSION**

▶ Be yourself - your participants do not want to watch a "performance", they want a real learning opportunity and they want to be part of that experience. True - we do have to "win the crowd" but we can do this best by not playing the role of "teacher", not asking "demonstration questions" (that we already know the answers to) and not "faking it till we make it"!

▶ Remember you are a "role model" for all those teachers who will come to your session. Most of us will touch on issues of learning-centred practice, so we need to "walk our talk" - use a group format instead of rows, limit your PTT (presenter talking time), "be with" your participants, move around and "work the floor", look at everyone (and smile)!

▶ If you are using a PPT or other presentation software (Prezi, Beamer, MindManager, Keynote, HavenPoint), buy and familiarise yourself with the "toys". You wouldn't watch TV without a remote, would you? A wireless remote

control device (or PowerPoint Pen) gives you the freedom to move around and "be with" your group, a laser pointer helps you focus attention to details on your slides, images and keywords - both of these "toys" give you confidence (and look "cool")!

- ▶ Humour is your best friend - learning is a serious business but we learn more when we are thinking pleasant thoughts (and the brain works best in "happy mode"). Of course, you are not a stand-up comedian - but all the research tells us that "engagement" and "smiles" go hand-in-hand.

- ▶ Keep a bottle of water (not a cup or glass) handy - and drink when you need to! A bottle is easier to pick up and far more "accidents" happen with wide-necked and slippery glasses!

- ▶ Wear something comfortable - most of the time you will not have a "stuffy" protocol row in front of you, take your jacket off, "roll your sleeves up", and loosen your collar! Workshop participants like to know that you are one of them and they know when you look and feel uncomfortable. Gentlemen - if you want to wear heels, use the lower variety!

- ▶ Watch your body language - try not to fold your arms when talking to your people, be careful not to fiddle with your glasses or jewellery, make sure you have empty pockets (so you do not play with your keys or change) and don't "hide" behind your desk.

- ▶ "Read the crowd" - you can learn a lot by watching how your participants react to you, your session and your topic. It's OK to stray from your plan and people recognise and respond to spontaneity very well. If you are going to be working with the same group over time, this will give you more "intelligence" for your next sessions. Remember also to have some "benchmark participants" - the more "traditional grammar-based teacher" in sessions on project work, the "technophobe" in the session on blogging or smartboards - if you can "impact" the way they feel and act, you are on a winner!

- ▶ If you have a mentor or observer present - forget about them! Try not to "speak" to them or look at them too much - you have more important "customers" to worry about. The mentor / observer is there to help you - not trip you up or only look for your "soft spots". If you still have trouble forgetting about them, imagine them sitting there "naked" - that should soon put a smile on your face (or make sure you avoid looking in their direction too much :-)

## AN **inged** MEMBER



### **Questions**

**by Nükhet Yavuz Yıldız**

When i turn back and think of those days  
I can really be happy that i had known you  
Who were you and how many children did you have?  
Were they three or four?  
Why is it that you died?  
Was it age or 'darmverschluss'?  
Did i cry that day or put myself to sleep?  
Was it a mother i had lost or something of that kind?  
How kind and harsh you had been  
And how lively and loud your laughter was  
I remember the big bed where we used to sleep  
I remember the kitchen table  
And the smell of coffee in the early morning  
When i woke up  
And cereal and 'griessbrei' with nutella and 'kaba' and that stuff  
But then came school and i had to go.  
Bye bye nanny...bye bye...

### **Leaves**

**by Nükhet Yavuz Yıldız**

One by one  
Leaves fall on the ground...  
My steps hold their colour and try to catch their fall...  
  
Leaves are falling from the tree...

Their colours  
Like the melody of my soul

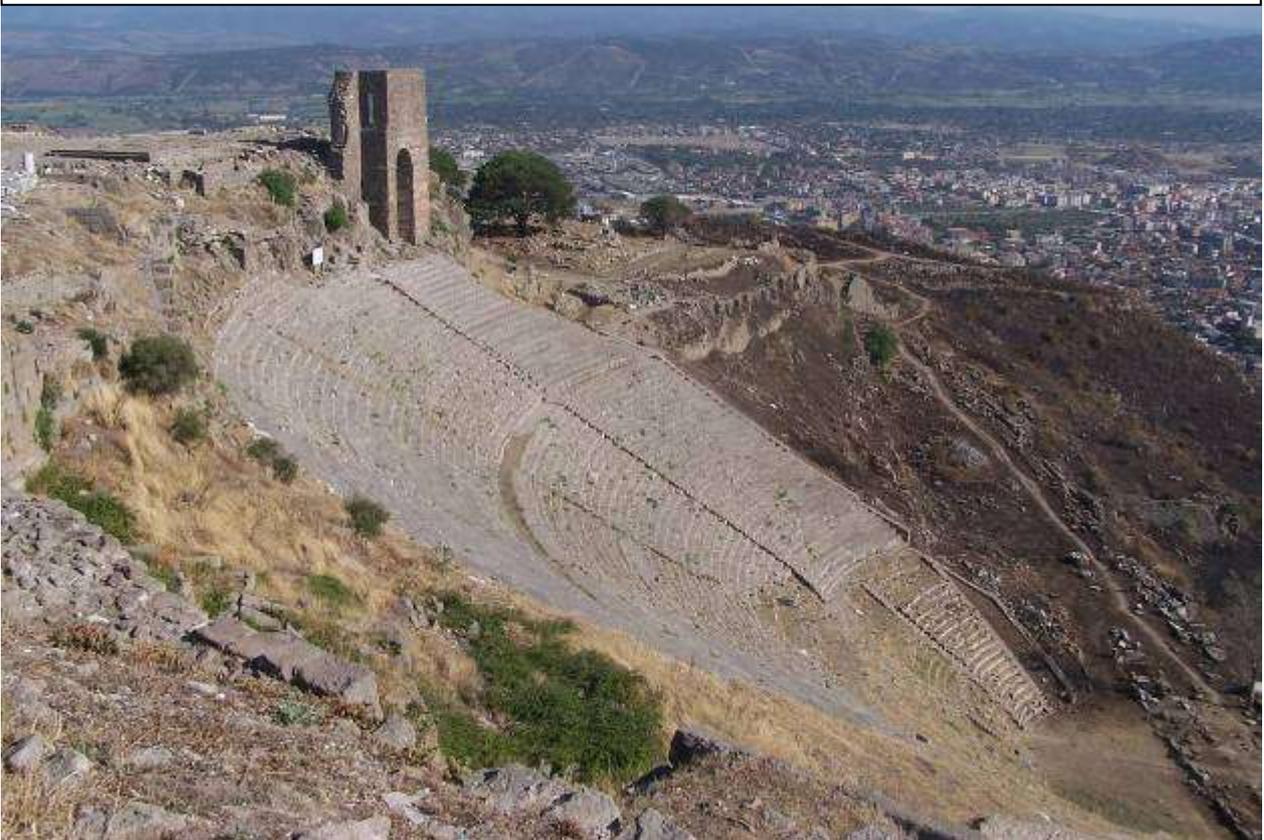
Leaves...  
colourful but still fragile  
With every step I take

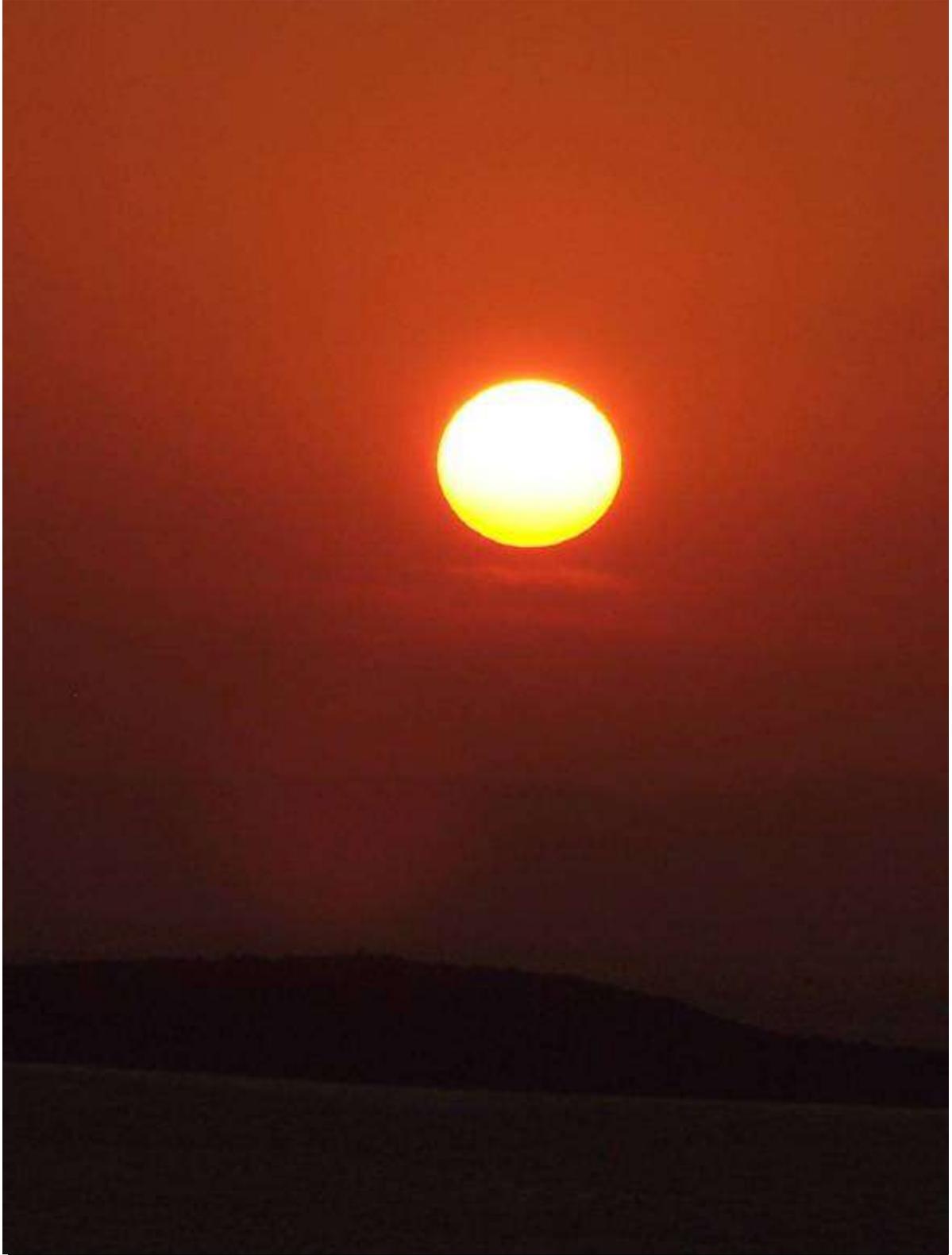
Leaves...  
Bringing new moments of hope

New colours and steps with  
Every winter, every autumn  
And a new beginning of spring!

### **Bergama**

For years I had been researching Pergamon and I found out that once in the past the people there developed that thin precious substance that they called called "*Charta Pergamend*" or what we call "parşömen"... The photograph shows the antique Pergamon Theatre...





**Şeytan Sofrası, Ayvalık**

My husband kept saying that the best sunset was seen from this place in Ayvalık so when I finally experienced that event I had to agree with him...

## Cool Tools for Schools from the British Council .... and tea!

**Where:**

Point Hotel Taksim  
Topçu Caddesi No.2 Taksim  
Istanbul



**When:**

Saturday March 12, 2011 from  
11:00 AM to 1:00 PM  
[Add to my calendar](#)

Dear Colleagues,

Do you really know what the British Council has to offer teachers of English in Turkey?

A lot more than you think!

Enjoy a cup of tea and biscuits with us and find out how we can help make your job less stressful by using **our cool tools for schools!**

This event showcases **everything that the British Council has for teachers of English** in Turkey.

[Get more information](#)

**[Register Now!](#)**

[I can't make it](#)

**For enquiries, please contact:**

Ece Ozden Pak  
British Council Turkey  
eceozen.pak@britishcouncil.org.tr  
0212 355 5676

**45th Annual Conference and Exhibition  
Brighton Centre, Brighton, UK  
15th -19th April 2011**

<http://www.iatefl.org>



**The 2011 Annual General Meeting of IATEFL  
will be held in Syndicate 1 at the  
Brighton Centre UK  
on Sunday 17<sup>th</sup> April 2011 from 1225 to 1330**

**All members are invited to attend**

**AGENDA**

1. Minutes of the AGM held in April 2010 at the HICC, Harrogate.
2. Matters arising
3. Treasurer's report
4. Presentation of accounts for 2009-2010
5. Re-engagement of Larkings as auditors
6. Presentation by the President and Executive Committee chairs on general issues, the work of the Coordinating and other committees, the SIG representative's report, and Associates' representative's report
7. Recommendation and appointment of new Trustees.
8. Thanks to out-going President, and welcome to new post holders and other new volunteers.
9. Date of next meeting 21<sup>st</sup> March 2012, in Glasgow, time and venue to be confirmed.

## Brighton Online

Brighton Online is a British Council / IATEFL partnership which will provide online Conference coverage of this year's Brighton IATEFL Conference.

If you cannot attend the Brighton Conference, follow the event online!

The Brighton Online website will be launched later this month, and will feature live and on-demand video webcasts of conference presentations and workshops. There'll also be video interviews with presenters and conference delegates, photo albums, text reports and discussion forums.

Last year's Harrogate Online broke all records and attracted a staggering 50,000 remote participants from around 175 countries. This year, Brighton Online promises to be even bigger!

**For Brighton Online updates and news, please visit:**

**<http://iatefl.britishcouncil.org/2011>**

The Brighton Online Team

### **IATEFL MEMBERSHIP**

contact Sibel Tüzel Kandiller at [tuzel@metu.edu.tr](mailto:tuzel@metu.edu.tr)

*News from*



**The 45th Annual TESOL  
Convention & Exhibit:**

**in  
New Orleans, Louisiana, USA  
on  
17 - 19 March 2011**

**Details at:  
[http://www.tesolmedia.com/docs/convention2011/  
TESOL2011CallforProposalsnew.pdf](http://www.tesolmedia.com/docs/convention2011/TESOL2011CallforProposalsnew.pdf)**

**Speech Bubbles theatre group presents:**

**WICKED THE MUSICAL**

**Prepare to be spellbound!**

Don't miss this spectacular, dynamic production of the classic story of adventures in Oz.

Speech Bubbles will tour schools performing the musical in English, and this year we will provide teachers with materials and project work to complete before and after the show in order to stimulate, motivate and encourage the learning of English.

The show is suitable for children and adults of all ages.

We can perform on the following dates:

Saturday/Sunday: May 21st/22nd or May 28th/29th

Weekday evenings: May 23rd-27th

Children: 15 TL

Adults: 25 TL

Would you like us to perform Wicked The Musical at your school/university? If so, please write to me:

Tom Godfrey <tom@speechbubbles.org>

or

Seden Nurlu <sedn@speechbubbles.org>

Alternatively, please phone either of us on 0212 283 64 66.

All proceeds go to charities that support children and education.

Regards,

Tom Godfrey

## DEFINITIONS

**School:** A place where parents pay and children play.

**Life Insurance:** A contract that keeps you poor all your life so that you can die rich.

**Nurse:** A person who wakes you up to give you sleeping pills.

**Lecture:** An art of transferring information from the notes of the lecturer to the notes of the students without passing through the minds of either.

**Compromise:** The art of dividing a cake in such a way that everybody believes he got the biggest piece.

**Dictionary:** A place where success comes before work.

**Boss:** Someone who is early when you are late and late when you are early.

**Doctor:** A person who holds your ill by pills and kills you by bills.

**Classics:** Books, which people praise, but do not read.

**Smile:** A curve that can set a lot of things straight.

**Etc:** A sign to make others believe that you know more than you actually do.

**Experience:** The name men give to their mistakes.

**Atom Bomb:** An invention to end all inventions.

**Philosopher:** A fool who torments himself during life, to be wise.

**Ecstasy:** A feeling when you feel you are going to feel a feeling you have never felt before,

**Diplomat:** A person who tells you to go to hell in such a way that you actually look forward to the trip.

**Opportunist:** A person who starts taking bath if he accidentally falls into a river

**Optimist:** A person who while falling from Eiffel Tower says in midway "See! I am not injured yet!"

**Pessimist:** A person who says that O is the last letter in 'zero', instead of the first letter in 'opportunity'.

**Miser:** A person who lives poor so that he can die RICH!