

THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!



Issue 1
March 2012

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From the President

Dear colleagues,

With this new issue, I would like to give a brief history of TEFL in our country. Our country has been struggling with the teaching foreign languages issue for the past two centuries. The chronological change in priorities given to foreign languages in our country can be seen in the following chart.

Order	Before 1773	1773-1923	1923-1950	1950-1980	After the 1980s
1	Arabic	Arabic	French	English	English
2	Persian	Persian	English	French	German
3		French	German	German	French
4		English	Arabic	Arabic	Arabic
5		German		Persian	Persian

Demircan, Ö. (1988) *Dünden Bugüne Türkiye'de Yabancı Dil* (Foreign languages in Turkey from past to today). Istanbul: Remzi Kitabevi.

It was not until 1908 that English began to be taught in state schools. After 1923, when the Turkish Republic was founded, education was secularized with an article known as *Tevhid-i Tedrisat*. This brought along a ban on the teaching of Arabic and Persian in primary and secondary schools. In line with the same article, the number of foreign schools was also stabilized.

The urgent educational goal of the new Republic was the spreading of literacy in Turkish. The focus was on the mother tongue with no emphasis on foreign language education because the country was going through the phase of nation-building.

Nonetheless, in March 1924, a Western foreign language was made a compulsory school subject for all. The importance of foreign languages as a means of cultural and technological enrichment was acknowledged in the new Republic.

After World War II, English began to spread as a result of careful language planning. It gradually replaced French as the language of international diplomacy to become the lingua franca for trade, banking, tourism, popular media, science and technology.

Meanwhile Türkiye had greater language contact and closer ties with the United States. In the 1950s, Türkiye gradually began to move away from European

influences towards the power of the US and English as an international language.

In 1983, the nation's big dispute over Teaching in English or Teaching English ended with article 2923. According to this article only private schools upon getting a formal approval from the Board of Education can offer school subjects in a foreign language. Otherwise, all courses are to be taught in Turkish regardless of the level of education or type of school.

Today at primary level in state schools, English is a part of the curriculum starting from grade 4. Some schools, provided that they have the necessary resources, can offer English as an elective course starting from the first grade.

At secondary level, English is taught at different levels - from A1 to B2 in line with the levels in the Common European Framework of References.

About 1/4 of the universities in our country are English medium universities. The number of students who are studying at different programs that are run in English is estimated to be 20% of all university students.

For adult learners there are many private language schools that offer exam-oriented or general English courses.

We have come a long way from a structural teaching approach to a communicative one ... or have we?

The Grammar-Translation method which was very popular in the 1850s focused on structure only. Grammar was taught as a set of rules; practice was done through written exercises; the medium of instruction was the mother tongue; vocabulary was learned through translation lists, often related to the comprehension of written texts; written text was seen as the 'real' language, superior to the spoken version; written texts were translated and composition in L2 was regarded as the apex of language ability; and, speaking and listening were seen as less important.

Some teachers who have failed to follow the innovations in our field still continue using this ancient method. We, dedicated teachers, should stand together to shed light onto this old and dark path to show that change is inevitable. There is no meaning in trying out what has already been tried. It is high time we started trying something new where students are treated as intellectual beings who have an active role and full responsibility in their own learning process.

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

We have several new sections in our spring issue and I would like to briefly mention these and make suggestions as to how you could incorporate these into your lessons.

You will have noticed our cover photo in this issue. It is zebras, wild animals that live together and migrate over long distances together in order to have a better chance at survival. In the coming issues you will find other species also selected for their skills to live together. You will find a ***FACTS ABOUT ...*** section in each of this year's issues detailing information about the cover page heroes. The sources of the information and pictures have been provided so that, if you so desire, you can encourage students to read more and perhaps make a group presentation or write up some of the facts for a class paper or put it on their class blog. These are just a few ideas; you will know how best to use the data. If you wish to share this part of the newsletter with your class and if these facts and pictures motivate some (or hopefully many) of your students to want to read more, so much the better...

Another new section is ***SELECTED FOR YOU***. These days, there are numerous on-line articles that may be interesting for you but you may not have noticed these or you may just not have enough time. I would like to save you time skimming blogs and so this section was born. It is my hope that the articles I select will be meaningful to teachers of young learners as well as adults. Please feel free to let me know what you think and please do make suggestions as to which topics you prefer.

SOMETHING TO THINK ABOUT is yet another new section. The articles or anecdotes here could be used in class for detailed reading, prediction, discussion, vocabulary enrichment or many other purposes if you feel the topic might interest your class.

This issue also has summaries of past workshops and news about some ELT events. Our Drama Festivals and SpellEvent, for instance, are due soon. We hope you will enjoy the activities suggested in ***LET'S RECYCLE OLD ACTIVITIES...***

Warm regards,

Suzan Öñiz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON AND AN INGED EVENT



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

NOTES FROM A CONFERENCE

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

TECHNOLOGY IN TEACHING

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

YOUR PAPERS

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

THE VOICE OF INGED MEMBERS

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript
AS A WORD FILE
&
WITHOUT ANY FORMATTING.**

The 4th INGED SpellEvent

The 2012 Spell Event will be held
on Saturday, 14 April 2012
at METU College.

The participating schools are:

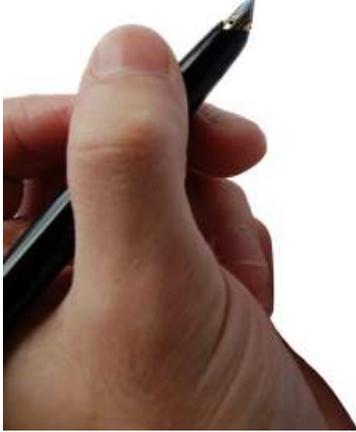
Ankara Doğa Koleji,
Başkent Üniversitesi Özel Ayşe Abla Koleji,
Çakabey Okulları, İzmir
Gazi Koleji
İzmir Gelişim Koleji
ODTÜ Koleji
Özel Nesibe Aydın Okulları
Sanko Okulları, Gaziantep
Yüce Okulları

ATTENTION: LAST MINUTE CHANGE

We are very sorry to announce that TESOL International Association and Franklin Electronic Publishers have just notified us that financial constraints have forced budget reductions and the Global SpellEvent Championship event in the United States has been canceled. The first prize for the local winner will be an i-pad.

The INGED Board is corresponding with both organizations. You will be notified of the final decision as soon as possible. We are very disappointed but the organization of the Global Contest in New York is not in our hands...

THE 3rd
ENGLISH
STORY WRITING
CONTEST



Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED are organizing the **3rd Story Writing Contest**, the first of which took place in 2010 and which has now become an annual event.

The jury members representing INGED are Prof. Dr. Aydan Ersöz, Sibel Tüzel Kandiller ve A. Suzan Öniz, PhD.

There are various age categories so if you have a story on your mind, this is the time to put it on paper... We are looking forward to receiving your

work and wish you all the best. Good luck!

Here are the age categories and prizes!

AGE CATEGORIES IN 2012

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 at "Chamber College."
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

High School Age: Seniors

1. A two-week language course in Britain at the "London School of Business and Finance"
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

Adults

1. 30 Nuance readers & accompanying CDs
2. 20 Nuance readers & accompanying CDs
3. 10 Nuance readers & accompanying CDs

In Malta: The air fare and visa expenses are not included and will be covered by the winner. The prize covers the following:

- * 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,
- * 24-hour Emergency Contact.

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

- * Registration Fee,
- * Course Fee,
- * General English course (20 hours per week),
- * Course materials,
- * End of course certificate,
- * Accommodation with host family (full board),

APPLICATION GUIDELINES

Deadline for all applications: 15 May 2012

The contest is open to all participants who qualify according to the 3rd Story Writing Contest conditions. Click the link below:

Yabancı Dil Kitap 3. İngilizce Öykü Yarışması Yarışma Şartnamesi:

<http://www.yabancidilkitap.com/index.php?do=dynamic/view&pid=109>

ATTENTION:

Applications that do not comply with the contest conditions or stories

submitted later than 15 May 2012 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

Mehmet ALTUNBAŞ: English teacher

SPONSORS

Main Sponsors

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

Yabancidilkitap : www.yabancidilkitap.com

EğitimAL: <http://www.egitimal.com>

Sponsors

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

Happy English with ASG: <http://www.happyenglishwithasg.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 2012 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

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

SEETA
South Eastern Europe Teachers Association

Home | About Us | Contact Us | News | Events | Links | Help

online community

Coming Soon!

Our regular monthly guest blog

16-30 March 2012
Miguel Mendonca
My working world

16-30 March 2012
Miguel Mendonca
My working world

16-30 March 2012
Miguel Mendonca
My working world

Happening Now!

SEETA webinars

You can now watch the recorded webinar
for **Effective Learning in the Classroom**

Nicky Hussey
Learning online: the key ingredients

SEETA would like to thank **SEETA** for kindly sharing with you the recorded webinar for this webinar.

SEETA Music

March 2012
Belinda Louder
How a year has developed since
I became a Music Teacher in 2009.

On-going SEETA forums

Philip van

When I want to know...

Everything you always wanted to know about...
...but have never found the opportunity to ask.

At our last year's online webinar we had a number of questions from teachers who were looking for opportunities to improve their practice. We have now put together a forum where you can ask questions and get answers from the people in question and get the responses of others.

Wendy van der

Estelina Rodriguez Rodriguez

All in my future career

SEETA English Centre is the place where teachers can challenge themselves to improve their skills and knowledge. It is a great opportunity for teachers to improve their skills and knowledge. SEETA English Centre is the place where teachers can challenge themselves to improve their skills and knowledge. SEETA English Centre is the place where teachers can challenge themselves to improve their skills and knowledge.

Neelke Wille

the first step book

Talk to me, you have it your skills and we will help you work towards your goals. We will be happy to help you work towards your goals. We will be happy to help you work towards your goals.

Future on-line projects

2012-2013
SEETA English Centre
SEETA English Centre
SEETA English Centre

Future face bloggers

2012-2013
SEETA English Centre
SEETA English Centre
SEETA English Centre

Latest News

SEETA English Centre
SEETA English Centre
SEETA English Centre

Upcoming Events

SEETA English Centre
SEETA English Centre
SEETA English Centre

Calendar

**INGED - MARMARA SCHOOLS
14th DRAMA FESTIVAL
in 2012**



**THE 14TH INGED
DRAMA FESTIVAL
IN ANKARA**





inged

The 14th INGED Drama Festivals in Ankara & Istanbul

The Drama Festival in Ankara:

on Sunday, 27 May 2012

at METU Development Foundation Schools, Ankara.

The participating schools are:

Arı Okulları

Aşiyen Koleji

Çakabey Okulları

Doktorlar Koleji

Gazi Koleji

İMKB Kayalıboğaz İlköğretim Okulu

Maya Koleji

Nesibe Aydın Okulları

ODTU Koleji

TED Ankara Koleji

The Drama Festival in Istanbul:
on Friday, 27 April 2012
at Marmara İlköğretim Okulu, Istanbul.

The participating schools are:
Ahmet Kılıçarslan İlköğretim Okulu
Ayazağa Işık İlköğretim Okulu
Koç Özel İlköğretim Okulu
Marmara İlköğretim Okulu
MEV Koleji, Özel Büyükçekmece İlköğretim Okulu
Üsküdar SEV İlköğretim Okulu

For details, please contact: ingeddrama2012@gmail.com

**HAVE YOU RENEWED YOUR
MEMBERSHIP?**

**INGED DEPENDS ON YOUR
CONTRIBUTIONS...**

TECHNOLOGY IN TEACHING:



TALKING FEEDBACK

Moving cursors and voice comments
could revolutionise the way teachers
correct learners' work

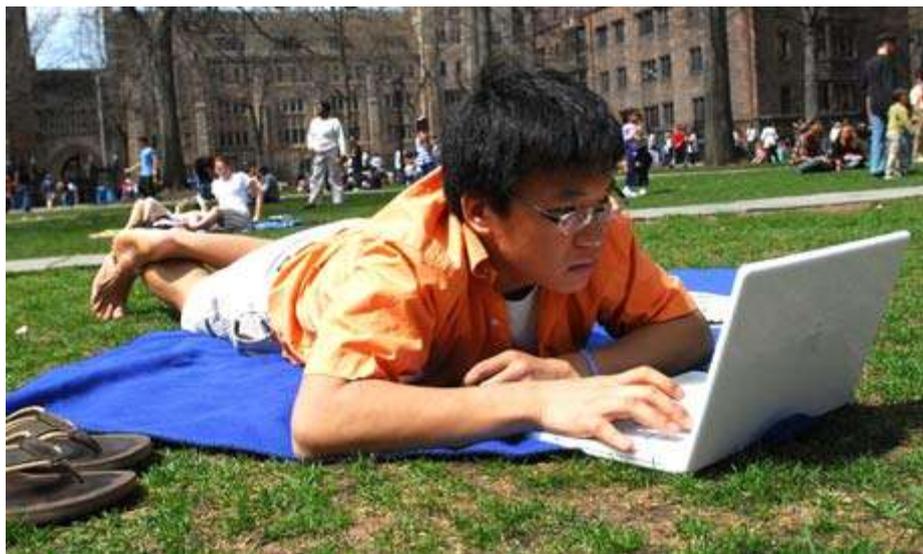
by Russell Stannard

Guardian Weekly, Tuesday 10 January 2012 13.59 GMT

This article originally appeared in:

<http://www.guardian.co.uk/education/2012/jan/10/esl-video-feedback?newsfeed=true>

Accessed: 15 Jan 2012



Look, listen, learn ... learners say they are more engaged when they can hear their teacher. Photograph: Alamy

A student receives a web link from a teacher via email. When it is opened, a video clip starts to play. The image is of computer screen containing the homework that the student had submitted earlier as a text document. A cursor appears, highlighting a section of text, followed by the teacher's voice explaining a language error. The teacher's disembodied voice and ghost-like manipulation of the text continue through the document, highlighting, explaining and suggesting strategies for correction, until the clip ends.

Moving images of computer text with a personal commentary are unlikely to become the next YouTube sensation, but the use of screen-capture software, which allows this kind of voice-annotated manipulation, could become a major asset for English language teachers and students.

Screen-capture software allows you to record the screen of your computer as if you had a camera pointed at it and also record your voice. An attachable or built-in microphone is the only hardware requirement. Teachers can "capture" the contents of their screen as they correct and comment on students' work. All the notes, highlights and spoken comments recorded and the resulting video can be forwarded to the students.

I first started experimenting with video feedback using screen capture six years ago. My students liked the fact the feedback included visuals and sound. They also felt they were getting more input from their teacher. They said that it was clearer as they could see the cursor and exactly what the teacher was correcting. Many students said they clips were "authentic listening materials" and they watched the videos several times.

We are also beginning to discover that the application of this technology can change the nature of feedback. It is common to see comments such as "good" or "well done" on written scripts but when teachers use video feedback they tend to elaborate and develop points rather than leaving them as empty comments. Students feel it is more "human" too as they can hear the teacher's voice.

However, in its early days video feedback had a flaw: the videos had to be compressed before they could be sent to the students, requiring technical knowledge on the part of the teacher. Cloud computing changed this. Screen-capture websites now provide free server space where the videos can be uploaded at the click of a button and the resulting "link" shared with students.

Video feedback is now a practical tool for teachers. The [Open University](#) (OU), the UK's distance learning higher education institution, is experimenting with feedback on some courses. Felicity Harper and Hannelore Green from the OU's faculty of education have introduced the feedback idea to language tutors who are trialing it with their students and the response has been very positive. "It has worked well with students who have dyslexia too, who sometimes feel overwhelmed with textual feedback," said Green.

My own experiments at the [University of Warwick](#) show that video feedback goes beyond simple language correction. In fact, it works best when you want to elaborate and expand on your feedback and not simply correct grammar or spelling, for example when you want to offer comments on an essay's structure, content or ideas.

In the language classroom, it is also useful for work on vocabulary. A teacher can take notes on pronunciation mistakes that are made in the lesson, and after class write the list into a text document, turn on the screen capture and read through the words and highlight where the stress falls. The resulting video can then be sent to the whole class. Teachers could send a weekly video of pronunciation mistakes or vocabulary they want students to learn.

We know from research that students value face-to-face feedback, but with large classes this is not always possible. So could screen capture offer an alternative? Students seem to think so. "It's as if my tutor is sitting next to me," is a common comment the OU are hearing. Students find it engaging and many point out they play the feedback several times.

At the heart of this idea is a simple technology that can provide busy teachers with an effective way of providing better-quality feedback in a motivating way. With the current obsession with final marks and grades, any system that gets students to engage with the feedback and act upon it has got to be worth investigating.

Russell Stannard is a principal lecturer at the University of Warwick and a recent winner of the British Council's [ELTons](#) award. Free video capture programs include TechSmith's [Jing](#) and [Camstudio](#)

Creative use of crowd-sourcing

English language learners in Japan are getting the benefit of feedback on their written work from over 6,000 internet users.

A class project, co-lead by James York with 18 to 20-year-olds at Tsukuba and Tokyo Denki universities, uses the internet news site [reddit.com](#) as a platform to publish the students' digital comic strips.

Students were first introduced to [ragefaces.com](#), a growing repository of weird and witty cartoon faces, sparking group discussions about the emotions they represent.

York says his digital native students had no difficulty creating and uploading short comic strips mixing images, text and jokes, all in English. As he explains in his [blog](#), he needed to resolve some technical issues to allow group access to sites designed for individual use.

The real value of the project came when the comic strips were published on a specially created reddit.com/r/EFLcomics page, eliciting comments and feedback from native-speaker readers.

"Students get a rare chance to express themselves creatively in English and it is a great for intercultural communication," said York.

"For teachers the project can be seen as crowd-sourcing native English-speakers to voluntarily correct students' mistakes, praise them and communicate with them." **Max de Lotbinière**

HAVE YOU BEEN TO A WORKSHOP OR CONFERENCE LATELY?

PLEASE SEND US YOUR REFLECTIONS SO THAT ALL MEMBERS CAN
READ ABOUT THIS EVENT AND YOUR IMPRESSIONS.

FACTS ABOUT ZEBRAS
WHY DO THEY HAVE STRIPES?
CAN YOU TELL THEM APART?
And more...



Source: http://www.boston.com/bigpicture/2010/11/great_migrations.html

WHY DO ZEBRAS HAVE STRIPES? Scientists have several theories about other reasons zebras have stripes. Camouflage leads the list. Stripes make a herd of zebras look confusing to a predator, especially when they're moving, and particularly at dawn and dusk. It's hard to tell where one zebra ends and another begins. If a predator such as a lion can't pick out an individual zebra to zero in on for a kill, it's less likely to succeed in bringing one down for a meal.

Source: <http://kids.nationalgeographic.com/kids/animals/creaturefeature/zebra/>

Another source, <http://animals.nationalgeographic.com/animals/mammals/zebra/>, adds that "... they may dissuade insects that recognize only large areas of single-

colored fur or act as a kind of natural sunscreen. Because of their uniqueness, stripes may also help zebras recognize one another."

ARE ALL ZEBRAS THE SAME? No, their stripes are individual, just like fingerprints. There are three species of zebras: Mountain zebras, Burchell's zebras, Grevy's zebras. Here are some descriptions and pictures to help you distinguish these three types of zebra:

Mountain zebras have a dewlap, skin hanging underneath the jaw. Burchell's zebras and Grevy's zebras do not have a dewlap.



Grevy's zebras have a thick strip on their rump and extends towards their tail. Grevy's zebras also have a broader neck than the other species of zebras and a white belly.

Burchell's zebras often have 'shadow strips' (stripes of a lighter color that occur between the darker stripes). Like Grevy's zebras, some Burchell's zebras have a white belly. Adult male Burchell's zebras are quick to defend their families. Male Burchell's zebras ward off predators by kicking or biting them and have been



known to kill hyaenas with a single kick.

Source:

<http://animals.about.com/od/hoofedmammals/a/tenthingszebras.htm>

SOME FACTS:

- * Zebras belong to the horse family.
- * A zebra can run up to about 35 miles per hour (56 kilometers per hour).
- * Zebras groom one another. If you see two zebras standing close to each other and it looks like they're biting each other, don't worry. They're pulling loose hairs off each other as they groom. Grooming also feels good to a zebra—it's like having an itch scratched.
- * A baby zebra can stand up just 20 minutes after it's born. It can run when it's an hour old.
- * A zebra's night vision is believed to be as good as an owl's.

Source: <http://kids.nationalgeographic.com/kids/animals/creaturefeature/zebra/>

BEHAVIOR

Family groups are stable members maintaining strong bonds over many years. Mutual grooming, where zebras stand together and nibble the hair on each other's neck and back, helps develop and preserve these bonds. Family members look out for one another if one becomes separated from the rest, the others search for it.

The group adjusts its traveling pace to accommodate the old and the weak. The females within a family observe a strict hierarchical system. A dominant mare always leads the group, while others follow her in single file, each with their foals directly behind them. The lowest-ranking mare is the last in line. Although the stallion is the dominant member of the family, he operates outside the system and has no special place in the line.

CARING FOR THE YOUNG

When a foal is born the mother keeps all other zebras (even the members of her family) away from it for 2 or 3 days, until it learns to recognize her by sight, voice and smell.

While all foals have a close association with their mothers, the male foals are also close to their fathers. They leave their group on their own accord between the ages of 1 and 4 years to join an all-male bachelor group until they are strong enough to head a family.

Source: <http://www.outtoafrika.nl/animals/engzebra.html>

TEST

Can you tell which species these zebras are?



<http://www.zebramigration.org/?c=blog>



Source:

<http://animals.about.com/od/hoofedmammals/a/tenthingszebras.htm>



LET'S RECYCLE OLD ACTIVITIES

Compiled by
A. Suzan Öniz

In this issue, we continue with ideas from older issues of the paper-based newsletter, *News In-Brief*. The question below is from the June 1998 issue.

QUESTION: WHAT ACTIVITIES CAN I DO IN A VIDEO LESSON?

In addition to the jigsaw activity described above, there is the reading aloud activity adaptable to all levels. The teacher selects a portion of the video where intonation plays an especially important role, writes out the spoken text putting each sentence on a separate paper marking the intonation on the text in colored pens. It is advisable to write up each sentence on large paper, perhaps on white or yellow wrapping paper or on the back of the pages of an old calendar because these sentences will serve as the cues (like those in TV studios used for the people who 'narrate' to us the news) and will have to be large enough for students sitting in the back rows to see. First, the teacher plays the tape with the sound turned off for students to get the gist of the film. Then, students describe what the video is about. Next, the teacher rewinds the tape and plays the part that accompanies the first sentence with the sound off, elicits what the sentence might be, replays that part with the sound on, gets students to do choral repetition while also showing the

poster with the sentence and paying attention that students get the intonation right. The teacher works with each of the sentences. Then, a volunteer student reads the sentences on the posters as if s/he is the radio broadcaster focusing on correct intonation while the video is running with the sound off. This is repeated several times with different students. Some classes try to read the sentences without looking at the posters and students feel very proud about this. As can be seen, the text in this activity is important. What works best is documentaries or descriptive sections in films where there is only one person talking. It can easily be adapted to dialogues as well.

Actual Ideas from ACT-U-AL Teachers



A VOCABULARY ACTIVITY: ODD ONE OUT

by

Aydan Ersöz

Gazi University, Faculty of Education

Below is a vocabulary game which you can use in your classes. Students can work individually, in pairs or in groups. You can form your own list from the examples given below and give the list to the students. This game provides a wonderful opportunity for vocabulary improvement and for finding logical relations.

ODD WORD OUT

Instructions:

In the following group of words, one word does not fit into the category. Find

- what the category is,
- what the odd word is,
- why the odd word does not fit into the category.

Clothes:

- dress skirt shirt blouse
- brooch jumper bracelet necklace
- pyjamas slippers sandals trainers
- turban hat scarf socks

Key:

- shirt (not female)
- jumper (not an accessory)
- pyjamas (not put on feet)
- socks (not put on head)

Colors and Patterns:

- white beige grey black
- green maroon scarlet crimson
- blue purple lilac floral
- cream beige turquoise tan

Key:

- black (not light / pale)
- green (not a shade of red)

- floral (not plain)
- turquoise (not a shade of brown)

Containers:

- mug cup glass tub
- jug saucepan casserole frying pan
- sacket packet tin carton
- bottle drum jar beaker

Key:

- tub (not for liquids)
- jug (not for cooking)
- tin (not made of paper)
- drum (not made of glass)

Food:

- milk butter cheese sausage
- cauliflower turnip leek plum
- celery tangerine orange grapefruit
- fish steak lobster crab

Key:

- sausage (not a dairy product)
- plum (not a vegetable)
- celery (not fruit)
- steak (not a sea food)

Sports:

- rugby soccer basketball boxing
- skiing football cricket rugby
- diving golf swimming waterskiing
- judo wrestling kickboxing karate

Key:

- boxing (not a team game)
- skiing (not a ball game)
- golf (not in water)
- wrestling (not a martial art)

Have you heard the news about TESOL Career Services?

TESOL Online Career Center will debut this fall at <http://www.tesol.edu/>!

The Career Center will feature job listings from the Placement Bulletin, career resources, and more. To see what jobs are currently listed in the Bulletin, please click on Career Services at <http://www.tesol.edu/> today.

Actual Ideas from ACT-U-AL Teachers



A READING ACTIVITY: MYSTERY IN YOUR CLASS

by

Aydan Ersöz

Gazi University, Faculty of Education

Photocopy and give the following case of murder to your students. Ask them to read the story and answer the question at the end. Students will enjoy this reading activity.

The Case of MURDER AT THE ZOO

The headlights of Dr. Haledjian's car flooded over a blond man darting across the road. Haledjian spun the steering wheel and slammed on the brakes. "Are you all right?" he called anxiously.

"I'm okay" the man gasped. "But there's somebody... I think he's dead lying in the zoo. I was running to get the police."

Explaining he was a doctor, Haledjian persuaded the blond man to show him the corpse. About a hundred yards from the road, near the giraffe enclosure, lay a figure in a doorman's uniform.

"He's just been slain," said Haledjian. "Shot in the back. Do you know him?"

"No," the man said. "My name is Chris Taylor. I was out for a walk when a car passed me a few minutes ago. It was travelling very slowly."

"The next thing I knew, an orange flame appeared in the back of the car. Then a giraffe began to scream as if in pain. The enclosure is visible from the road, and I saw one giraffe running in circles and suddenly collapse. I went to investigate and stumbled on the body here."

"I want to see the giraffe," muttered Haledjian. He climbed the fence and knelt beside the stricken animal. "Poor creature has been shot in the neck."

"The way I figure it," said Taylor, "the killer must have missed his man and hit the giraffe with his first shot. The second bullet found the mark, though."

"Undoubtedly that is what happened," agreed Haledjian. "Only for one thing. You weren't running to get help. You were running away!"

How did Haledjian know?

Answer: Giraffes are voiceless, no giraffe can scream as if in pain.

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● **INGED News in Brief** ● **Page 19** ● **September 1999** ●

LOW-RISK ACTIVITIES

by Dick Edelstein

From: **English Teaching Professional, Issue 9, October 1998**

Risk is often discussed in relation to teacher development as something teachers and students should assume rather than avoid. 'It's a good thing to take risks', we are told. While this is certainly true, it is just as certain that in many situations teachers need to find ways to minimise risks to increase their own and the learners' sense of security. As Earl Stevick said: 'The first task of the teacher is to provide security for the student ... in which he can take responsibility for his own learning.'

The suggestion is that being able to avoid risks in some circumstances is a necessary condition for taking risks in others. What sort of risks might we want to avoid? Do you recognise any of the following scenarios?

* Students are not on task: they are somewhere in their own interior space, or else conversing with other students in their native language about unrelated matters.

* Students are on task, e.g. filling blanks in a gapped text, but to little effect, as they are uninvolved.

* Students are wondering why they should engage in an activity which they don't believe will help them learn English.

* Students are displaying an abstentionist or defiant attitude or are afraid to break solidarity with the similar postures of others.

Surely these situations (which I am sure all of us have come across at one time or another) expose the biggest risk of all, the risk that students are unmotivated, uninvolved and not learning. We need to identify the reasons and find ways of avoiding them.

Looking at the tasks we ask students to do, it seems that frequently:

* assigned tasks are either too trivial or initially too demanding.

* the object of the task is unclear.

* learners are asked to stand out individually against the usual uncooperative attitude of the class.

* learners are asked to participate in a situation they feel is 'unreal'.

It isn't 'cool' to co-operate with teachers or to like school, and even students who want to learn are likely to succumb to peer pressure. They may feel exposed or threatened, so the situation can be risky for them personally. It is risky in another sense too. When students feel

like this they are unlikely to learn.

In these terms, the traditional presentation-and-practice activities that abound in course-books can in fact be fairly risky, even though they are commonly regarded as a 'conventional safe choice'. While such activities tend not to go awry procedurally, this does not guarantee engagement or learning, and therefore they entail the twin risks of poor yield and boredom. On the other hand, many innovative language learning activities which involve intrinsic motivation (eg games) are not particularly risky.

MANY INNOVATIVE ACTIVITIES ARE NOT PARTICULARLY RISKY

The activities we should be looking to use are ones which keep learners on task and engaged in language interaction. They are easily managed by teachers and they ensure that learners interact with the target language in an involved way, so as to minimise the risk of unpredictable or unwanted outcomes.

Resistance

Strangely the students themselves can often resist more 'fun' activities, because they do not perceive them as serious. Several teachers have reported that their students believe activities to be a waste of time unless they are boring, repetitious and narrowly focused on problematic language points. Such feelings typically reach a peak in the run-up to final or university entrance exams. It is therefore important that teachers are sensitive to the needs of their students and keep a balanced approach. The following criteria would seem to be essential:

* involving students through procedures that require some clear, definite task to be performed.

* choosing tasks whose outcome in language interaction or skill development is evident to students.

* not asking students to invest more of themselves that they are prepared to give: as engagement builds, so can the demands made on them.

* taking account of the students' reality through choice of content, in a non-threatening way.

* constructing a classroom reality which involves games, jokes and stories.

* promoting group participation and support as well as attitudinal changes.

* taking the focus away from the language content through activities which are intrinsically motivating.

Modern resource books provide a wealth of activities that teachers can incorporate into even the most conventional classroom. Please be clear, however. I am not advocating the use of games per se. The 'fun' activities we might use to teach language to our students should be subjected to the same criteria of suitability as those we think of as 'safe'. Having said that, here are some that you might like to consider.

Kim's Picture Game

Students look at a picture for a timed 30 seconds and remember as many details as they can. In pairs, students then question one another about the picture. This can also be done competitively in groups. (You might like to try the activity with the cat picture on the insert.)

It is important here that the language point is somewhat defocused because students may be at different stages of language development, and will therefore use language which is relevant to them, rather than a specific point (e.g. prepositions) to suit the grammatical progression imposed by the coursebook. Even those using the 'target' language might be at different stages: some may be working to implant a new ability while others are consolidating it. Regardless, the attention is on the game. The game provides the stimulus and motivation, and the language becomes the means of communication.

Second-word Dictation

The teacher or a student reads a short text, and learners write down only the second word of each sentence.

The procedure is low-risk in that it is not too demanding, requiring students to do little, yet giving them a reason to listen so that any student with a minimal desire to participate in class should do the task. The defocused (or 're-focused') listening task does not require learners to pay close attention to the text itself, yet they may be surprised at how much of it they take in without the pressure of being required to concentrate and without the threatening possibility of failure. The 'dictation' can be self-corrected by students checking their answers against the text, which involves reading and possibly some thought and analysis. So a minimal and non-threatening demand on the student yields a fair degree of language interaction. An interesting text will heighten motivation and involvement and a number of activities could be spun off from its content or language. Some teachers use this activity to practice aural discrimination of unstressed forms, which often turn up in the second position in the sentence.

Dictation Race

In this slightly more chaotic activity, one member of a pair shuttles back and forth between their partner and a text posted on a nearby wall, memorising manageable chunks to dictate from memory to the writing partner. The competitive element keeps up the pace. Although teachers often seek to avoid classroom chaos, the procedure of this activity (physical conditions permitting) helps keep learners on task as they practise a series of integrated skills.

Spot the Difference

This activity works best in small groups. Students look at two very similar pictures (see insert) for a short time and then list all the differences they can remember.

Alternatively, students work in pairs and each has a copy of one of the pictures only. By describing their pictures to one another, they have to discover all the differences. They compare their answers with other pairs before everyone looks at both pictures together - which leads to much of the language being used again.

Spot the Lie

In this simple listening activity, the teacher tells a story incorporating several lies, inconsistencies or false details. Students try to spot them.

Working singly or in groups, learners then generate their own stories containing lies for others to identify.

The chance of slyly catching classmates out with a clever falsehood lets students display their knowledge instead of worrying about language production, and the listening task heightens involvement for the speaker as well as the listeners.

True Stories

In another simple story-telling activity, the teacher tells the class three stories, only one of which is true. Students identify the true story. Nothing could be less demanding, and yet the use of the activity is more realistic and engaging than many taped listening practice activities.

In a more ambitious variant of this activity which involves creativity and writing practice, students

invent their own stories in groups and put them on the wall for the rest of the class to judge. The greater risk of creative language production is counteracted by the safety of working in a group. The next step, if appropriate, is to ask each group to decide on which of its members will tell the stories. This allows learners to take a speaking role in front of the whole class, when they feel ready for it, with the encouragement of their group. This clearly involves greater risk, but the story-tellers are backed by the rest of the group, they are telling the group's story not their own, and the listeners are listening within the game, not to them.

When more confident students, who are accustomed to taking a leading role, eventually encourage their more reluctant classmates to speak for the group, they are beginning to take responsibility for the learning experience of the entire class.

Building the degree of risk in this way allows both teacher and students to keep a degree of control and allows students' confidence to build gradually. Teachers can control the risk by choosing not to do the next step, or by choosing a less risky version of the task.

Identify low-risk activities mainly relates to the conditions affecting engagement and motivation. These factors are crucial. If they are not taken into account, then considering further problems, such as necessary language, skills and abilities may well be relatively pointless.

The *English Teaching Professional* is a journal for teachers full of practical classroom ideas. For subscription, please contact Linda Thain-Ali at Hitit Yayıncılık, Ankara. Phone: 0312 417 83 46; Fax:0312 418 30 51.

 **ANNOUNCEMENT** 
**THE İNGED DRAMA
AND STORY-TELLING FESTIVAL**

Five secondary schools in Ankara are in the process of preparing a drama and story-telling festival to take place in June 1999. This idea was born when one of our active İNGED members and teacher trainers Engin Şen, who works at Çağrıbey Anadolu Lisesi in Ankara, proposed this festival in February. This is the first of its kind and so we felt that it should be a small event to start with but that all schools should participate next year if we all decide to continue with this event learning from this year's experience. With Engin Şen's help and co-ordination, preliminary meetings were set up and teachers discussed how to organize the festival. Presently, the festival co-ordinator and teachers have come up with the following rough plan:

There will be three categories of events in which participants will compete: story-telling (1 storyteller per school), duet acting (two actors per school), and a scene from a play (the number of actors will vary depending on the scene chosen)

Age group: Grades 9-10

Maximum time limit for:

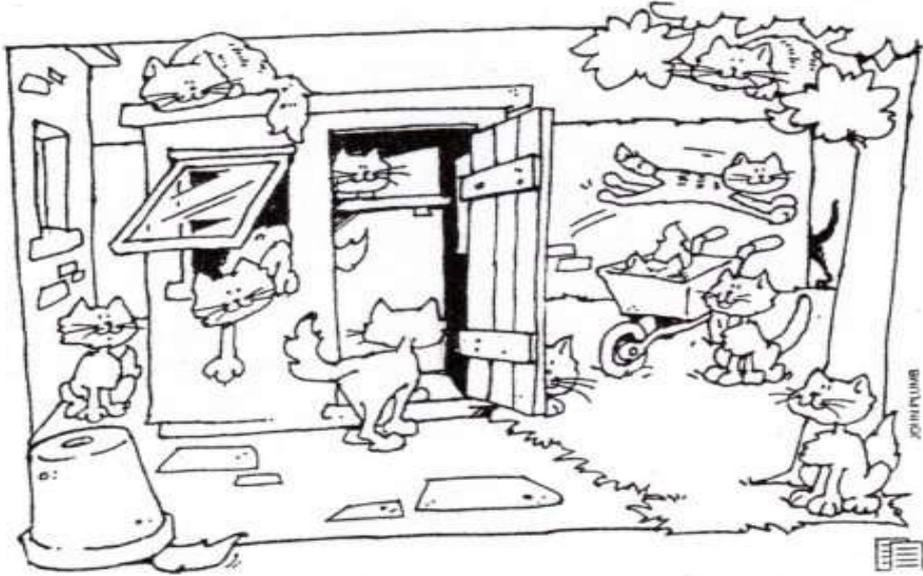
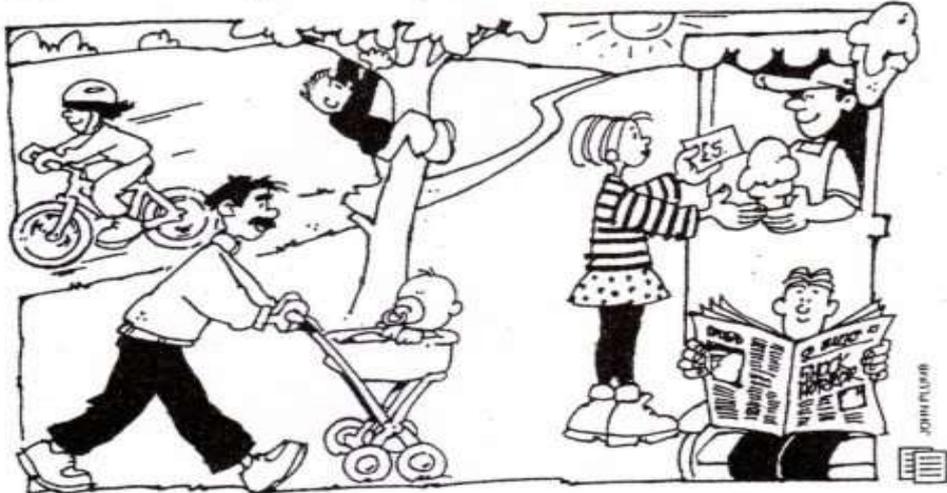
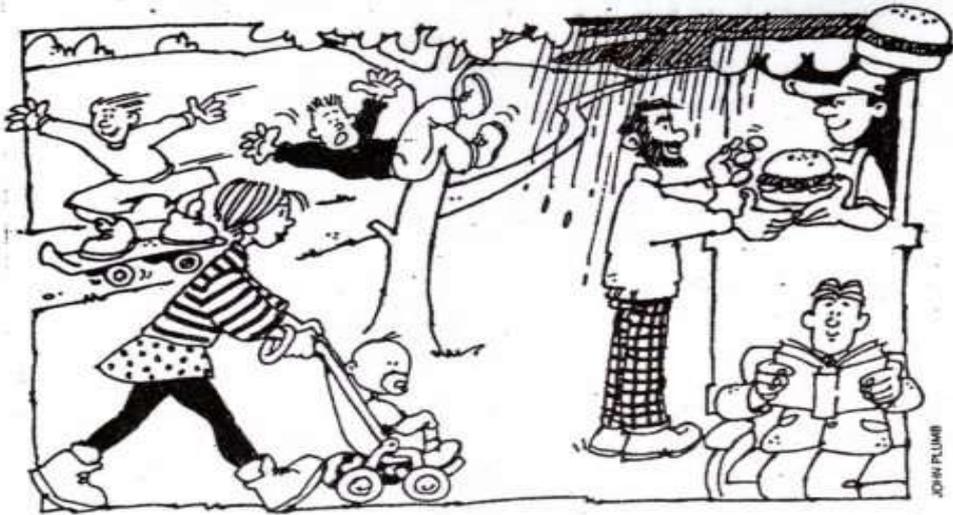
Story-telling: 8 minutes

Duet acting: 10 minutes

A scene from a play: 15 minutes

All the events will be performed on stage. In story-telling, only furniture may be used by participants; no handprops, costumes, or make up is allowed. In the other two categories, stage props and costumes will be allowed. The performer/s will preface their presentations by stating the title, author with perhaps some background information to make the selection intelligible for the audience. This will count as part of the contestant's performance time. All selections must be memorized; all selections must be from a published piece. There will be a jury ready with judging instructions. As the audience, 30 students from the same age group from each school will be invited.

Edelstein, D. 1998. "Low-risk activities" in English Teaching Professional. Oct 1998.



SELECTED FOR YOU

This article originally appeared in E-School News: Technology News for Today's k-20 Educator, August 31, 2011.

<http://www.eschoolnews.com/2011/08/11/ten-skills-every-student-should-learn/>

Ten skills every student should learn

Resourcefulness, accountability, critical thinking, and communicating effectively—and with respect—were among the key skills cited by readers as most important

By Meris Stansbury, Associate Editor

What students should learn in school is at the forefront of the education reform debates taking place across the U.S. and elsewhere.

Ed-tech stakeholders for years have been touting the need for students to learn so-called "21st century skills" such as problem solving, critical thinking, and media literacy to prepare for the new global, digital economy, while others are calling for students to have strong [math and science](#) skills.

All of these skills are important—but what do educators and other school stakeholders think are the *most* important skills?

We recently asked our readers: "If you could choose only one, what's the skill you'd like every student to learn?"

Perhaps surprisingly, while many readers did cite critical thinking as a skill every student needs, another skill was listed nearly **twice as much** as all other responses combined.

Need a hint? It's a skill every student has needed since the days of the one-room schoolhouse: the ability to read.

Being able to read, though the most popular response, was certainly not the only one. Another skill that could be considered the most forward-thinking response is having "global empathy."

Based on the number and quality of responses we received for each suggested skill, we've compiled a list of the top 10 skills our readers believe every student needs. What do you think of these responses? What skills would you add to this list? Share your thoughts in the comments section below.

According to readers, every student to be able to (in no particular order):



1. Read

"Would it not be reading? Even reading is required for math, which is very important, of course. But I have read recently of residents in poor African nations who are taught to read and are simply buoyed in other areas by their ability to read. It becomes an instant confidence builder." —*June Weis, consultant, SREB Educational Technology Cooperative*

"I'd like every student to know how to read—to read deeply, and to truly understand each word. By reading, we can improve our knowledge. I speak from my own experience in studying English online. Now I want to help others to understand that." —*Cata*

"If you can read, you can learn to do anything." —*Candace Kavey*

"To read well. Reading is the first step to good writing. In order to learn social studies, science, and math, you need to know how to read. **Reading is the gateway to all knowledge.**" —*Krista Bethke*



2. Type

"This may sound notoriously 'old school,' but the one skill I often see missing is that of being able to touch-type. The speed at which one interacts with the computer is sometimes overlooked and, **especially in secondary and post-secondary education, being able to type quickly is an incredible time-saver.** I know that touch-screens work well and that user interfaces are changing, but interacting with a QWERTY keyboard still is an imperative." —*Tom Crawford, Tanque Verde USD, Tucson, Arizona*

"If I could choose one skill that I would love students to learn, it would be the

proper keyboarding techniques to ensure typing speed of at least 40 words per minute. Mastering the QWERTY keyboard helps establish confidence when working various software applications." — *Anonymous*



3. Write

"The essential skill that all students need is the ability to write fluently and persuasively. This includes being able to formulate and sustain an argument by providing supporting evidence, which demonstrates each student's ability to examine and integrate multiple perspectives/sources." — *Elizabeth*

Ann Sanders, Ph.D., associate professor, Baker University

"I would love to see every student develop writing as a skill. When [students write] about what they've learned, they have to collect their thoughts and put them into a logical sequence. They need to use content-specific language, and they need to use it correctly. They may be asked to explain how to solve a problem or why they would solve it in a certain way. This forces them to consider and discard various ideas, selecting the best one as a vehicle for explaining their thinking. They learn to write an introduction and then to wrap up their thoughts with a conclusion. They learn to sequence carefully, not leaving out critical steps in the process so others can replicate their work. It gives them an opportunity to really *think* and then to reflect that thinking through their writing. No matter what career they choose, students will need to use logical thinking. **In this day of many people applying for the same job, being able to stand out on paper may just be the skill that gets them through the door for that first interview.**" — *Myra J. Collins, math curriculum consultant, Kirksville, Missouri*



4. Communicate effectively, and with respect

"Critical thinking in the social arena." — *Ed McManis, head of school, Sterne School, San Francisco, California*

"The skill I would like every student to learn would be to honor 'dignity,' since this is something we all have, can't be taken away, but it is the very essence of caring." — *Diane B. Sheehan*

"My vote would go to effective communication in situations of conflict. **Nothing**

taught in school could be more important! Witness our government today!" —
Sandra M. Hurst, founding director, Upattinas School, Glenmoore, Pennsylvania

"The single most important skill for every student to learn is how to communicate effectively. This, of course, begins with understanding and using simple words, gestures, and expressions and expands into written and technology-based communication using increasingly complex thought processes. Effective communication is the key to all learning and to compatible interaction with others." —*Dr. Lynda R. Ludy, grade 2 teacher, Detroit Country Day School, Professor Emerita of Education, Alma College, Michigan*

"I would like to see all my students come into my courses with a consistently good ability to clearly, concisely, and understandably present and explain their own thoughts, arguments, and discoveries. Without this, I find myself needing to devote much of my time and energy trying to make assumptions (a bad thing) about the actual meaning, intention, and learning of my students in the areas they are trying to describe (in papers, presentations, and in-class responses). This situation is aggravated by second language learners and varied levels of communication backgrounds." —*Gary Berosik, lead software engineer, Thomson Reuters R&D*



5. Question

"The one skill I'd choose is the ability to ask questions. A student's ability to formulate questions encompasses and assumes a wide range of other skills: connecting with information, challenging preconceptions, evaluating validity, imagining other options, and taking ownership of his or her own learning." —*Linda Engelhard*

"I would like to see every student learn to say: 'I don't understand this. Could you please explain it again?'" —*Barbara A. Jimerson, Title VII director, Gowanda School District, Gowanda, New York*

"The skill I think students should learn is asking good questions. This is a component of critical thinking that allows students to begin formulating their own ideas." —*Elly Faden, educational technology consultant*

"To be unafraid to ask the questions that need to be posed to those in authority, and how to know which questions need to be asked. **A bonus would be**

to have the skills to analyze the answers provided." —*Carl E. Heltzel, Ph.D., Department of Chemistry, College of [Engineering](#) and Science, Clemson University*



6. Be resourceful

"To be independently resourceful. Students should learn how to find and use resources around them to assist in their learning. Finding things out on your own boosts your learning and makes it stick!" —*Gabrielle Schoppa*

"Resourcefulness: the knowledge of where to find the answers, ideas, information, etc." —*Kari Boyd-Peak, National Interagency Fire Center, External Affairs, BLM Fire and Aviation*

"How to locate *and* verify information online. I teach high school special ed, where students believe anything they find in print. That is dangerous." —*Sue Kimmert, Sunburst Public Schools, Sunburst, Montana*

"The one skill I want my students to walk away with is the ability to think critically to be able to find answers to whatever they need or want to know." —*Carrie Guarino, Montague Elementary School, Montague, California*

"How to research information for any topic/item that they need information on. **I strongly believe that knowing how to find the right information is more important than memorizing information that very likely changes rapidly.**" —*John Hough, technology coordinator, Shelby Public School District #14*



7. Be accountable

"The skill I would like for students to learn is accountability/responsibility. **Lifelong learners need to know their own capacity** and what is out there to find and learn. Accountability/responsibility allows students to be lifelong learners." —*Don Lyon, assistant principal, Sturgis Brown High School, Sturgis, South Dakota*

"Respect and responsibility." —*Robert J. Saielli, Young People's Press, Inc., San Diego, California*



8. Know how to learn

"The most important skill for everyone to learn is how to learn! For the formal education ahead of them; for the informal learning they truly seek to engage in for fun, enjoyment, and personal satisfaction in added capabilities (and the intrinsic motivation generated for learning in general); and of course the lifelong learning so important to a successful and satisfying career and personal life." —*John Bennett, emeritus associate dean/professor, University of Connecticut*

"The most important thing we can teach our children is how to learn on their own. Like the old adage, '**If you feed someone they eat one meal, if you teach them to fish they can eat for life.**' Our students will need to know things during their lifetime that we can't even imagine right now. If we teach them how to learn, they will always have the tools/skills to teach themselves." —*Sydney Gilbey, Windham Middle School*

"After 40 years in a primary classroom, I wanted my students to think for themselves. The skill I most wanted students to learn was to assume some of the responsibility for their own learning. I hated it when a child would complete an assignment or task that they were given and said, 'I'm done!' As if it was up to me to tell them what to do next. It took a lot of time early in the year for students to know that there were any number of things they could do next. Read a book, write a story or letter, practice their math flash cards, make a list of what they wanted for Christmas or what they would do after school, investigate with a math manipulative or a science task, etc." —*Lucy Hahn*

"No matter what excellent technology, creative lesson plans, or other pedagogical methods they encounter, students must learn how to learn; to do this, they must understand that learning means much more than entering a search term and clicking on a website followed by speed reading and/or copying and pasting information. Finding information is one important component of learning, but it is ineffective if students do not understand why the information is significant, how it should be appropriately and ethically used, and to what extent the information is relevant, credible, timely, etc. Students are more than ready to question data or conclusions, but often lack of focused study has rendered them unready to pursue such questions to well-reasoned conclusions." —*Deborah S. DeCiantis, Ph.D., associate professor of English, North Greenville University*



9. Think critically

"I tell my 5th grade students every year that my goal is to get them to think like a scientist—evidence-based rational thought processing." —*Malinda Sommers, Meadowlawn, Perkins School District, Ohio*

"The one skill I would like every student to embrace and develop is the ability to learn things by trial and error, or in other words, how to learn from one's own mistakes. Too many times in my teaching career I have seen students paralyzed by the fear of getting something wrong, when in reality, getting things wrong is one of the best, if not *the* best way to learn anything! **Rather than shy away from possible errors, students should be taught to dig into their mistakes and figure out why it even *is* a mistake.**" —*Joe Iwanski, Dwight-Englewood School*

"Critical decision-making skills. Without good decision-making skills, students can't analyze information or what steps to take to achieve personal and academic goals. They need to understand that every decision has consequences—good or bad." —*Tara Funk*

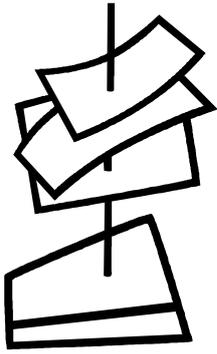
"It would be the ability to analyze a problem, to be able to deal with an unfamiliar situation, and to be able to reason his/her way to a credible (not necessarily right) solution." —*Don Smith, Albuquerque, New Mexico*

"Students need critical thinking skills; they need to be able to apply knowledge and be problem solvers. **If they can think outside the box and learn to feel comfortable with their own creativity, then we might have helped our students learn to be their own teachers.**" —*Margaret Ross*



10. Be happy

"The skill I think students need most is how to be a happy, caring person. Although it isn't directly taught in school, if the **focus was on character education at home and at school**, we would see a decrease of all sorts of negative things in our world and an increase in the positive. It amazes me today how much the students' personal lives interfere with their learning. How can a student learn who is hungry? Scared? Tired? Anxious?" —*Sherril Studley*



REFLECTIONS ON A SEMINAR AT IZMIR UNIVERSITY OF ECONOMICS

8 SEPTEMBER 2011

by Prof. Dr. Aydan Ersöz

Upon an invitation from the administration of the Foreign Languages School, İzmir University of Economics, I gave a two-hour seminar on September 8, 2011. All instructors (English, German, French, Spanish and Italian) joined the seminar. The group was highly motivated and enthusiastic so it became a pleasure for me to deliver my presentation. We talked, discussed, laughed and thought a lot together as we reflected on our practices in the classroom. The session started at 14:00 and finished at 16:00.





Professional development has become increasingly important as a way to ensure that teachers succeed in matching their teaching and the needs and expectations of the state and the students although they may not always be the same. The best approach for professional development for teachers seems to be the reflective model. Although there are different approaches to the reflective model, teachers who adopt the reflective model generally accept that their teaching practices and their motives for those practices should be critically questioned and continually improved.

Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions. Self-inquiry and self-discovery are extremely effective in changing our attitudes, beliefs, behaviors, and perceptions. Critical reflection enables us to take more responsibility for our actions as we examine our practice through reflection and find the aspects that need improvement.

Critical reflection enables us to develop a quality of professional flexibility. Through reflection we can be aware of each and every detail of the classroom teaching. Reflection develops consciousness which is more important than experience for teacher development. Furthermore, reflection enables us to learn from ourselves and others through observation.

Reflective teaching helps us to critically question what we have done and why we have done it in the classroom situation, what alternatives are available and what limitations there are; hence, it leads to continual improvement.

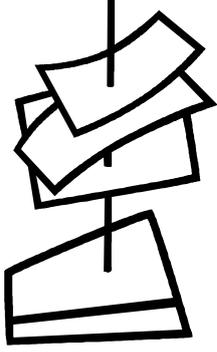
There are different ways of reflection from which the teacher may decide to choose one or more.

- Teacher diary / journal (self-observation)
- Peer observation
- Recording lessons (Audio recordings and/or Video recordings)
- Student feedback
- Action Research

Questions to be answered in the reflection process can be listed as:

- What are we doing?
- Why are we doing it?
- How effective is it?
- How are the students responding?
- How can we do it better?

Reflective teaching is a cyclical process, because once we start to implement changes, then the reflective and evaluative cycle begins again, as it is an ongoing process.



REFLECTIONS ON THE MINISTRY OF EDUCATION INSET SEMINAR IN ÇORUM "ENGLISH LANGUAGE TEACHING CURRICULUM, METHODOLOGY AND TECHNIQUES"

10 - 15 October 2011

by Prof. Dr. Aydan Ersöz

The English teachers in Çorum were all called to the Ministry of Education's in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques". The seminar was held between 10 and 15 October 2011, As usual, I took part in these seminars on behalf of INGED and gave different sessions on various topics.

Below you can read a brief summary of the session entitled "Developing Reading Skills".



Giving the opening



MEB Trainers - all excited about the new seminar



Session time





Professional development is an ongoing process and it covers social and cultural learning as well. So, after the sessions, we had to visit the historical places and do some sightseeing.



Developing Reading Skills by Prof. Dr. Aydan Ersöz

We read either for pleasure, or for gathering information. Reading is a receptive skill, but NOT passive. Reading is a process where readers decode the encoded meaning presented in written texts; hence, it requires the active participation of the reader.

While reading, learners must cope with the message sender's choice of vocabulary, structure, and style of delivery.

We use different strategies for different purposes.

Skimming in Reading: Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Scanning in Reading: Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Extensive reading: Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you don't understand each word.

Intensive reading: Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

In the traditional "bottom-up" model in reading instruction, reading begins from vocabulary to the sentence level.

But one limitation of such a reading model is that if students pay too much attention to decoding individual words, their understanding of the overall meaning will be impeded. Because the short-term memory has a limited duration, a slow decoder is likely to forget the message of the previous part. Worse still, they become weak in higher-order processing ability such as inferring ability during the reading process.

Suggested Classroom Teaching

(1) Pre-reading: Pre-reading task provokes reader interest, elicits or provides appropriate background knowledge, and guarantees that the students start to read on the right track.

First, establish a purpose for reading. In the pre-reading phase, the teacher establishes a purpose for students' reading. That is, the teacher takes into consideration the students' language and proficiency levels and determines the appropriate tasks for them to complete.

Second, activate and build background knowledge. To make sure that students can understand the material properly and quickly instead of being hindered by poor background knowledge, a reading teacher should know the reading material well to make clear what background knowledge the students may lack and give an introduction of it before the students begin to read.

Third, ask students to preview the text to build expectations. Previewing the text is a useful preparation activity which enables students to establish their own expectations about what information they will find in the text and the way that information will be organized.

In this part, the teacher can draw students' attention to skimming and scanning, and then have them finish a worksheet, which focuses on seeking information rather than examining linguistic items. Finishing a worksheet serves several purposes: to promote students' motivation and interest, to draw their attention from the language items in the text to the message it conveys, and to cultivate in them the habit of reading English materials independently.

(2) While-reading: While-reading task focuses on the development of students' reading skills, trains students in applying reading strategies and improves their control of English.

First, this phase requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. Such guidance can be supplied by a number of while-reading tasks. The simplest technique for this purpose is to the major ideas of the text. For maximum benefit, the questions should address three levels of understanding: the explicit, the implicit, and the applied.

Second, involve students in reading to find specific information. Tell the students to

mark, while-reading, the text sections they find confusing so that the teacher will know what to dwell on in the post-reading phase. This reading teaching and possible solutions will save much time for more creative tasks.

Third, give students practice in reading to gain an idea of the text organization. Most texts lend themselves to detailed comprehension work. It can give students a valuable opportunity to study written English in detail and thus learn more about the topic and about how language is used.

It is important for students to understand the way in which texts are structured, and to recognize the functions that are being performed. In this way, students can be made aware of the discourse structure that goes into writing, and which they must be able to decode if they wish to understand the text fully.

(3) Post-reading: Post-reading task checks students' comprehension, leads them to a deeper understanding of the text, and steer the students toward follow-up activities.

First, organize classroom discussions. Discussion makes it possible for most students to participate actively.

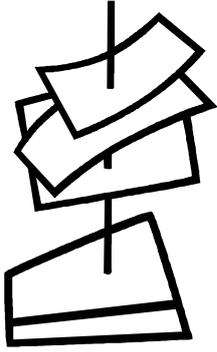
The teacher may give a well-designed topic related to the text. And then students discuss the topic in pairs or in a small group and then present their group ideals. Finally, the teacher may make a summary and lead in the text.

Second, ask students to do comprehension exercises and homework independently. This is very important because the answers to the exercises in some textbooks can be found in buying reference books. An act of plagiarism is really harmful for learning.

Third, post-reading phase should be devoted to integrating the new information from the text with other language skills. Language is a highly structured, interrelated system and consequently it is imperative that language items should be learnt in relation to one another.

Therefore, reading teachers should link reading to other skills through activities chosen. For instance, the teacher can teach the skills of writing by asking students to summarize what they have read because reading texts provide good models for English writing.

The teacher can also teach speaking by asking students to discuss and debate what they have read because good reading texts can introduce interesting topics, stimulate discussion, and excite imaginative responses.



REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE DIPLOMA PROGRAM BY THE YUNUS EMRE INSTITUTE

17 - 18 OCTOBER 2011

by Prof. Dr. Aydan Ersöz

Between 17 and 28 October 2011, I ran two different sessions on teaching Turkish as a foreign language at the Diploma Program that Yunus Emre Institute held in Ankara. The program aimed to train Turkish teachers to teach Turkish as a foreign language. The participants were Turkish teachers who would be stationed in different countries such as Kosovo, Russia, Syria, Iran and Georgia.



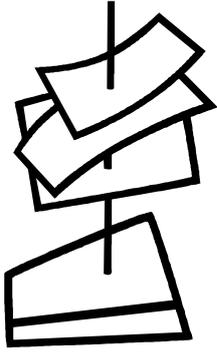
Although Turkish is not taught as a foreign language as commonly as English, some students abroad attend Turkish courses as they specialize in a field related to Turkish linguistics, anthropology, archeology, history, Islamic studies, comparative literature, etc. Some students take Turkish courses due to

personal interest in the country and language, some for reasons such as tourism and business.

Most teachers believe that since Turkish is structurally different from western languages, and, therefore, that grammar should be given high priority in teaching which causes them to neglect the communicative value of Turkish and the four basic skills: speaking, listening, reading and writing. A number of teachers are unaware of new developments in the field of second language teaching. The Yunus Emre Institute holds these diploma programs to bring teachers together to share ideas and experiences and to keep them informed about the innovations in the field.

The Institute has opened and will continue opening cultural institutes around the world and will be the equivalent of Germany's Goethe Institute, Spain's Cervantes Institute and the United Kingdom's British Council. The Institute defines its goal as the following: promoting Turkey, its cultural heritage, the Turkish language, its culture and art; fostering friendly relations with other countries; enhancing cultural exchange; offering domestic and international information and documents for public use; providing services to people abroad who would like to learn about the Turkish language culture and arts; and opening Yunus Emre research institutes across Turkey and Yunus Emre Culture Centers around the world.





REFLECTIONS ON THE 8TH INTERNATIONAL METU POSTGRADUATE CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING

24 - 25 NOVEMBER 2011

by Prof. Dr. Aydan Ersöz

The Department of Foreign Language Education, METU holds a postgraduate conference every year. The Postgraduate Conference aims to provide postgraduate students with an opportunity to share and discuss



their individual research, current methodologies and frameworks, and future directions of study. Postgraduate students present papers or have poster presentations in addition to a limited number of academics invited to give plenary sessions. This year, the 8th International METU Postgraduate Conference on Linguistics and Language Teaching was held on November 24-25, 2011. I was invited to give a plenary speech entitled "Integrated Approaches: Keeping Language as a Whole" on 25 November 2011. The two other plenary

speakers were *Güray König* "Linguistics: A multi-dimensional discipline", and *Hasan Bayraktar* "The Impact of Coherence Relations on the Reading Comprehension of L2 Readers".



ARTICLE REVIEW

Review of Article
"Reading Doesn't Just Have to be About Books"
by Fairlie Atkinson
in *Read Magazine* 2011 Issue 02

Reviewed by
Hilal Onat
Hacettepe University

This article made me think about our students' ability to read. We teachers argue about what kind of reading our students should do - extensive or intensive? We worry that our students do not read. We tell our students to read more. Sometimes we take them to the library and we show them where the books are. We assign book reports, book projects and general reading. The writer states similar teacher behavior saying they encourage, cajole and even sometimes force students to read and there is nothing wrong with this. However, do teachers ever stop to consider that students may not see the need to read?

The writer quotes O' Sullivan (2004), who states that "it is likely that students do not have a lot of reading role models. They probably did not see parents reading on leisurely. There is a lack of reading "habit" in both (L1) and target language (TL) for a majority of our students. Many students appear deficient in terms of their global awareness. There is the negative influence of students' prior learning at school and exam backwash on perceptions of reading and reading strategies. The perception of English reading's sole purpose for many learners is for use in a purely functional, highly defined academic context. Poor reading skills have implications for students' other subjects."

Atkinson asks whether with so much negativity towards reading if this is a hopeless case and goes on to say that he does not think so. Students are waiting to embrace reading. They just need a little encouragement. Little things can make a big difference. Reading does not have to be about books. He then makes a valid suggestion: So what about fostering a love of reading via technology? Technology does not need to replace books, nor does it need to be the only tool we use to the detriment of others, but it can be used as a motivator and

stimulant. There are a number of websites where learners can read online. Many educators complain about the lack of appropriate reading materials in their school libraries. The good news is that online libraries often have far more materials than our physical libraries do. **Educhoices.org** has a list of 25 online libraries that have everything from Jane Austen to cook books. These libraries have books for every age and reading level, and most are also excellent reference libraries.

Atkinson further supports his suggestion and states: "Reading does not need to just be about sitting down with a good book or trawling through paper-based reading comprehension exercises. It can be about interacting with a book, creating and sharing a book, enjoying a book in a different format in any place at any time, having a book read to you and learning something new about the worlds around you."

When I read this article, I started thinking about my elementary and intermediate students in my class room. In my next lesson, I did a mini survey on how much my students read. I asked my students the following questions:

- How often do you read?
- What do you typically read?
- How do you think you read?
- How much do you enjoy reading?
- Who reads at home?
- How many books do you have at home?

The answers were shocking and proved the ideas mentioned in the article. Our students read very little. They really need encouragement to read more and reading is a behaviour or habit gained in the family.

O'Sullivan, A. 2002. "We're Simply Too Lazy to Read", *Arab Times Newspaper*, Riyadh, Saudi Arabia, 30 November 2002.



FROM A COLLEAGUE

Do we really know about learning?
By Defne Akıncı Midas

I remember my days at school. I used to try to implement whatever my teachers recommended us to do in order to learn and perform better. I took their words very seriously. Here are some of the advice I received and the results:

1. Our teacher at primary school said that it would be useful to revise what we covered during the day that very same night. I did that. I found later on to my amazement that I soon forgot what I had revised. I thought I was doing something wrong, but I could not find what it was.
2. Another teacher in secondary school said that it would be best to listen very carefully during the lesson and this would be enough to learn well. I tried this, too. It seemed to work until that evening. I realized that I forgot the details and that I still had to study hard before the exam. I kept this a secret, thinking that there was something wrong with me.
3. Our teachers did not like the idea of cramming all the material to the last night just before the exam. I tried to study regularly. I revised material on the weekend. I completed homework as soon as it was assigned. I refrained from pushing myself hard the night before the exam. During an exam, I noticed that I could not remember information properly. I did not perform very well. I decided to go over all the material before the exam, but I would keep this a secret, thinking that it was wrong to do it.

Ever since I became a teacher, I preached that students should study regularly, be active listeners in class, and that they should not try to study just before the exam, although these never actually worked for me. I now find out that I did this because I did not know any other piece of advice to give. I was not sure whether these would really work and even if they did, why they would work for students.

I was sent an article a few weeks back and my days of uninformed ignorance ended. Now, I feel better when I advise a method for students to try because I know how it will work and why. This is all due to an article called "Everything you thought you knew about learning is wrong" by Garth Sundem. He interviewed Robert Bjork, a professor of psychology, and summarized his advice on how to learn. It seems that what I experienced is normal.

According to Bjork, the more time lapses between the first time you study a topic and the second time you review it, the more material you forget. This sounds like a losing game, right? Well, if you take the trouble to wait and study and learn again, you actually make it stick in your mind more. The more frequently you study and wait and revisit, the better you learn. Going back to my teachers' advice: It would be better to say that learning requires constant and regular practice. Therefore, all pieces of advice should be taken and implemented. To achieve learning and retention, students should be actively listening in class, then studying the lesson that evening, and then revisiting the material some time later and finally revising the day before the exam. This sounds like a lot of work, but now I realize that this is what I have had to do in order to learn and retain what I learned.

There are other neat pieces of information about learning in the article but I will leave you to read it in full (reference given below). This article opened my eyes to a couple of points as a teacher. One point is that we have to share our knowledge about how to study and learn with our students because the process is not obvious to them. If we do not tell them, then they may rely on advice that may or may not work for them, which may lead to frustration or failure. The other point is that we need to inform students fully - not partially - about how to study. Simply stating that they need to revise what's been covered that day is not sufficient because this is only one step towards learning. Leaving them with half the information may lead to failure and the students may not be able to understand what is going wrong.

It is easy to say that we need to teach how to learn rather than just teach the topic. Yet, I have come to believe that even this requires some practice to achieve it.

Reference:

Sandem, Garth. January 29, 2012. Everything you thought you knew about learning is wrong. Wired.com online:

<http://www.wired.com/geekdad/2012/01/everything-about-learning/>

FROM ANOTHER COLLEAGUE



Alternative Ways to Analyze Articles Better

by M. Nazlı Demirbaş

Analyzing arguments can become a challenging issue for most of us, especially if we have limited time but have a lot to consider in articles. Thus, we look for alternative and practical ways to get a general idea about the related article or essay. Here are the ways to analyze articles in a simple and quick way.

First of all, the writer's main claims should be underlined in the abstract. If there are reasons which support that claim, then they should be identified. Not only the writer's opinions but also other writers' opinions should be present and supported in the article so that we can understand whether there are opposing views on the mentioned issue. Second, the reader should be persuaded by the argument by being given reasons in the article. Thus, articles should reflect opposing views and supporting views fairly to persuade the reader. The aforementioned tips are the steps to follow while skimming the article. In terms of organization, the reader should be able to understand how the argument is developed and emphasized in the article. This argument may take place in the summary, introduction or in the theoretical part in article. If the reader is unable to locate this argument, it will be difficult to comprehend and comment on the aim of the article. In detail, the language and the style of the argument do a lot to achieve a reader-friendly atmosphere. Some linking words or conjunctions, such as 'in contrast, however, on the other hand, nonetheless, to be specific, to sum up, help us follow the controversial or supportive ideas. Usually, writers do not use strict expressions, rather prefer smooth transitions and more face-saving strategies to defend themselves. In this case, pay attention to expressions such as 'may, might, can give way to, to have the

tendency, to be likely. Figurative language and metaphors also help the readers gain more insight into the underlying belief or main point in the article. Therefore, we need them and should pay special attention to them while analyzing the article. Of course, the writer may set up a link between himself and the reader by using 'I' instead of the passive forms to prevent speaking from a distant perspective. This may make the article satirical, humorous, formal or informal. Pathos, logos, and ethos, on the other hand, give way to analyzing the writer's addressing the readers' emotions, logic, and credibility. To begin with ethos, it is the style in which the writer presents himself as either an authority on the topic or just an observer of a case. In this stage, we can trust the writer by analyzing ethos. Next, the answers to questions as 'how does the writer support his claims, what kind of evidence or facts does the writer prefer to use to support or oppose his views can be found in logos. The writer may choose interviews, surveys, direct observation, quotes or statistical findings of relevant studies in that area. In terms of pathos, this is the part for which the writer writes his article. The reader decides whether he finds himself in the argument as the writer addresses shared values, ideas or common opposing/supporting views. This is the part in which the reader may change his beliefs about a specific topic and may be affected by the writer's reasoning skills.

Although these seem to be a long to do list, we can handle these items with difficult and complex articles once we have internalized the aforementioned steps.

**ARE YOU AND YOUR STUDENTS WORKING ON PROJECTS?
WOULD YOU LIKE TO SHARE THESE WITH US?**

**CONTACT THE EDITOR (suzanoni@metu.edu.tr)
ON FORMATTING DETAILS.**

SOMETHING TO THINK ABOUT

Temper control

(taken from <http://academictips.org/blogs/temper-control/>)

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the fence.

The first day the boy had driven 37 nails into the fence. Over the next few weeks as he learned to control his anger, the number of nails hammered daily, gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said "you have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one."

You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there.

Make sure you control your temper the next time you are tempted to say something you will regret later.



News from the British Council

A British Council Survey:



Share your ideas and opinions about English web pages, help us to develop our services and get a chance to win one of our mini prizes. Click the link below to complete the survey.

** Please note that we will be able to accept registrations only from the learners and teachers currently resident in Turkey.*

Take this survey

<http://survey.constantcontact.com/survey/a07e5i5hpksd0e0in/a01pfgxqdoe1y/questions>

Assessing Your Students' Writing Workshop

Where: Nippon Hotel, Topcu Caddesi 6, Taksim, Istanbul

When: 18:00 - 19:30, Monday, 26 March 2012

Admission free

Dear English Teacher,

We are proud to host Dr. Rama Mathew from Delhi University for our workshop on "Assessing Your Students' Writing".

In this workshop, Dr. Rama Mathew will look at how we can assess our students' writing. She will look at actual writing tasks and demonstrate how they can be marked by self/peers and show how to give constructive feedback so that students can improve.

Biography:

Dr Rama Mathew is Professor of Education in the Department of Education, Delhi

University, Delhi. Previously she taught at the Central Institute of English and Foreign Languages, Hyderabad, where, for more than twenty years, she was involved in English language education focussing on language teacher education and assessment. She was Project Director of a national curriculum evaluation study (1993-98), the CBSE-ELT Curriculum Implementation Study, which concretised the notion of the teacher as researcher in actual classroom contexts.

**If you need further information, please contact Seda Baykal at
seda.baykal@britishcouncil.org.tr
+903124553623**

Welcome to the weekly Teaching English Webinars by the British Council

In **March and April 2012**, the British Council **free** ELT webinars promise to enlighten you in a virtual classroom, where you can meet the gurus of the ELT world and share ideas. Luckily, you can now do this from the comfort of your own home with a computer and the Internet. Click on the link below to join our webinars.

<http://www.teachingenglish.org.uk/turkey>

Each of the webinars will be delivered by **teacher trainers based in Turkey** and will address issues relating specifically to the Turkish teaching and learning context. If you would like to attend any of the webinars, just send an email to us at TR-ELTTeamTurkey@britishcouncil.org and tell us:

- The title of the webinar you would like to attend
- The date of the webinar

We will send you an invitation either on the day of the webinar or on the day before.

Registration is on a first come first served basis.

<http://www.teachingenglish.org.uk/turkey>

The British Council would like to thank both Oxford University Press and Pearson for their support in promoting our webinars.





<http://www.iatefl.org>

**46th Annual Conference and Exhibition
Scottish Exhibition & Conference Centre, Glasgow, Scotland
19th - 23rd March 2012**

<http://www.iatefl.org/glasgow-2012/46th-annual-conference-and-exhibition>

IATEFL ONLINE: <http://iatefl.britishcouncil.org/2012/>

THE IATEFL JOB MARKET

Employer bookings for the IATEFL Jobs Market, Glasgow 20-22 March are now open.

If you're looking for talented TEFL professionals to join your organisation, the IATEFL Jobs Market is the perfect place to begin your search.

You can interview or screen potential candidates on site during the annual IATEFL conference, or simply advertise your roles online and on the Jobs Market vacancy boards. Flexible packages are available to fit every budget and recruitment plan.

For more information and to find out how to get involved visit:
<http://www.iatefl.org/jobs-market/jobs-market-for-employers>

If you are considering a career move yourself then follow us online!
Sign up for our Job Alert service at:
<http://www.iatefl.org/jobs-market/jobs-market-for-jobseekers>

IATEFL MEMBERSHIP

contact Sibel Tüzel Kandiller at tuzel@metu.edu.tr

Latest news on the 46th IATEFL Conference

by M. Nazlı Demirbaş
INGED Board member
nazlidemirbas_06@hotmail.com

The 46th IATEFL Conference is to be held in Glasgow, Scotland in 19 - 23 March, 2012. As it happens each year, there will be 14 pre-conference events (PCEs) and IATEFL's Associates' Day on the first day of the conference. The PCEs help delegates and participants to focus on a particular subject matter like Business English, Learner Autonomy, Learning Technologies, Young Learners and Teenagers, Teacher Development and so forth while the Associates' Day provides delegates from all the associates around the world to come together, share and negotiate their experiences, applications and latest news about their organizations in a warm atmosphere. The conference itself covers a wide range of programmes for ELT professionals such as approximately 500 talks, poster presentations, workshops, panel discussions, symposiums and an interactive language fair during the day. However, its opportunities are not limited only with the daily programmes. IATEFL arranges evening events as well. Throughout the conference, there are wonderful receptions, drama presentations, celebrations, ceremonies, parties, the now traditional Pecha Kucha night and IATEFL quiz evening. The highlight event, which is held each year, is Macbeth's Murderous Mayhem and other stories performed by David, Hilary and Ben Crystal. David Crystal, the patron of IATEFL, will portray some Scottish themes in the literature with his family in an enjoyable atmosphere. The previous organizations show that the hall will be full of hundreds of people for this wonderful night. Oxford also will celebrate the third edition of the 'English File' in a launch party where drinks and nibbles will be served. Pearson Longman sponsors the very famous Pecha Kucha night facilitated by Jeremy Harmer this year. According to the Pecha Kucha rules, each speaker is allowed a slideshow of 20 visuals, each displayed for 20 seconds. Speakers finish their presentations in 6 minutes and 40 seconds before the next speaker appears on the stage. The enjoyment and humor will make this conference unforgettable. What's more, the answer to the burning question of 'who will be the fifth plenary speaker of the 46th IATEFL Conference' has been answered recently. Derek Dick (Fish), who is the only singing dancing Fish in the world, first person singular, world traveller, scuba diver, gardener, writer, actor, father and survivor of 53 years, is the fifth plenary speaker of IATEFL this year. You can learn more about him on <http://fish-thecompany.com/bio.htm>. In conclusion, if you want to make use of these opportunities and meet worldwide ELT professionals, contact M. Nazlı Demirbaş, IATEFL contact person on behalf of INGED, and become an IATEFL member by using the advantage of your INGED membership at a reduced fee.



The TESOL website:
<http://www.tesol.org>

The convention website:
<http://www.tesolconvention.org/>

The advance conference program:
<http://www.nxtbook.com/nxtbooks/tesol/2012advance/>



TESOL Convention is approaching. You can still register to attend it :
Advance Registration Deadline - 1 March 2012

Free Online Discussions with Keynote Speakers

Between now and March, TESOL will host free [online discussions](#) with the convention [keynote speakers](#). The discussions are **free** and **open to everyone**, including **nonmembers**, and all TESOL convention attendees are already registered.

If you have not registered for the TESOL convention, then you must [register](#) for the online discussion. The third event will be held on 15 -16 February, and will feature [Kurt Kohn](#), who will lead a discussion on the "My English" Condition: SLA as Individual and Social Construction. To register, please visit the [TESOL website](#).

TESOL kindly shares two more sessions from last year's convention the details:

[Art Project: Developing Multiple Intelligences](#)

<http://tesol.sclivelearningcenter.com/index.aspx>

The alienation many English language learners face in the classroom and society at large is lessened when they use the L2 to promote societal wellness in the local community. A service learning course allows students to actively use their new language as they become integral, contributing members of their communities.

[Changing Preservice Teachers' Awareness of English as an International Language](#)

<http://tesol.sclivelearningcenter.com/index.aspx>

As the demographics of student populations change in the United States, teachers need to be able to communicate effectively with students who are nonnative speakers of English. This session reports the result of a survey and professional development related to English as an international language for preservice teachers.

PLEASE VISIT THE *USEFUL LINKS* PAGE ON THE INGED WEBSITE.

THIS PAGE IS UPDATED REGULARLY WITH LINKS TO SITES THAT
COULD BE INTERESTING FOR ENGLISH TEACHERS.

PARAPROSDOKIANS

These are figures of speech in which the latter part of a sentence or phrase is surprising or unexpected; frequently humorous.

1. Where there's a will, I want to be in it.
2. The last thing I want to do is hurt you. But it's still on my list.
3. Since light travels faster than sound, some people appear bright until you hear them speak.
4. If I agreed with you, we'd both be wrong.
5. We never really grow up; we only learn how to act in public.
6. War does not determine who is right - only who is left.
7. They begin the evening news with 'Good Evening,' then proceed to tell you why it isn't.
8. Buses stop in bus stations. Trains stop in train stations. On my desk is a work station.
9. In filling out an application, where it says 'In case of emergency, notify' I put 'DOCTOR.'
10. I didn't say it was your fault; I said I was blaming you.
11. Behind every successful man is his woman. Behind the fall of a successful man is usually another woman.
12. A clear conscience is the sign of a fuzzy memory.
13. Money can't buy happiness, but it sure makes misery easier to live with.
14. I used to be indecisive. Now I'm not so sure.
15. You're never too old to learn something stupid.
16. Nostalgia isn't what it used to be.
17. Change is inevitable, except from a vending machine.
18. Going to church doesn't make you a Christian any more than standing in a garage makes you a car.
19. Where there's a will, there are relatives.