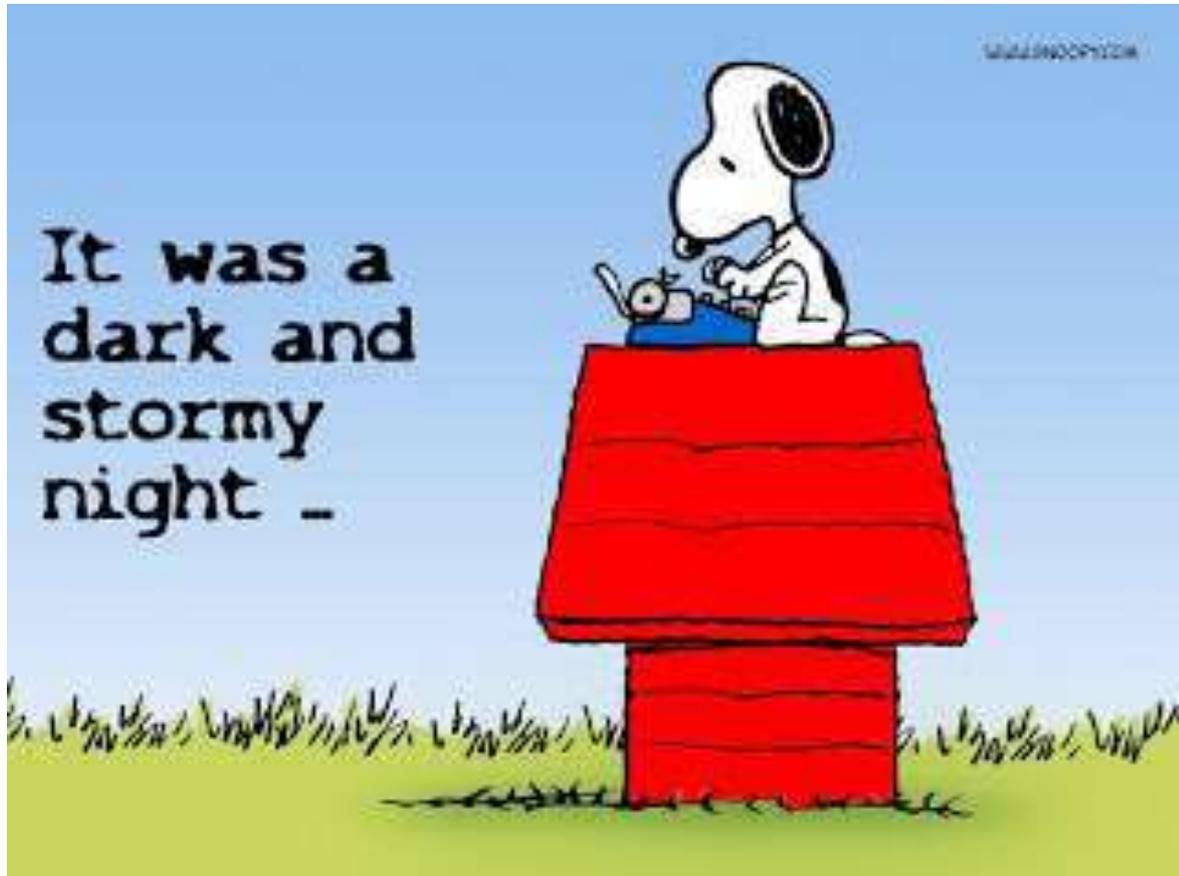


THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 1

March 2014

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From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to share some information about the ASSURE Model. The summary you see below are taken and adapted from <http://itchybon1.tripod.com/hrd/id15.html> and Heinrich R. Molenda M. Russel J. D, & Smatlido (2002) *Instructional Media and Technologies for Learning* (7th Ed). New Jersey. Pearson Education, Upper Saddble River.

To become skilled in today's classrooms, it is crucial to know when to use a wide range of instructional strategies and passive and interactive media. Heinich et al (2002) stated to use media and technologies effectively a systematic plan for their use is necessary. They suggest utilizing the ASSURE model as a guide, which identifies *six major steps* in an instructional planning process.

The Assure Model is:

- A procedural guide for planning and delivering instruction that integrates technology and media into the teaching process.
- A systematic approach to writing lesson plans.
- A plan used to help teachers organize instructional procedures.
- A plan used to help teachers do an authentic assessment of student learning.
- A model that can be used by all presenters.

The ASSURE Model is the result of combining the initial letters of the steps in the model.

- Analyze learners
- State objectives
- Select methods, media, and materials
- Utimize media and materials
- Require learner participation
- Evaluate and revise

Step 1: Analyze Learners (Identify learners)

- a) *General characteristics* - This is a description of the class as a whole. This includes such information as the number of students, grade or age level, gender, socioeconomic factors, exceptionalities, and cultural/ethnic/or other types of diversity.
- b) *Specific entry competencies* - This is a description of the types of knowledge expected of the learners. Ask questions such as: Do the learners have the knowledge base required to enter the lesson? Do the learners have the entry competencies and technical vocabulary for this lesson? etc.
- c) *Learning style* - This is a description of the learning stylistic preferences of the individual members of the class. First of all the instructor will want to find the learners perceptual preferences and strengths. The main choices are auditory, visual, and tactile/kinesthetic.

Step 2: State Objectives

- Be specific
- State terms of what student will be able to do
- Include conditions and degree of acceptable performance

When you are writing your objectives (statements describing what the learner will do as a result of instruction), you should keep in mind the following:

- Focus on the learner, not the teacher
- Use behaviors that reflect real world concerns
- Objectives are descriptions of the learning outcomes and are written using the ABCD format (A stands for Audience; B stands for Behavior; C for Condition; and, D for Degree.)

Audience:

Who is the audience? Specifies the learner(s) for whom the objective is intended.

Behavior:

What do you want them to do? The behavior or capability needs to be demonstrated as learner performance, an observable, measurable behavior, or a real-world skill.

Condition:

Under what circumstances or conditions are the learners to demonstrate the

skill being taught? Be sure to include equipment, tools, aids, or references the learner may or may not use, and/or special environmental conditions in which the learner has to perform.

Degree:

How well do you want them to demonstrate their mastery? Degree to which the new skill must be mastered or the criterion for acceptable performance (include time limit, range of accuracy, proportion of correct responses required, and/or qualitative standards.)

Example -

Audience: The Tenth grade English class
Behavior: will identify and discuss the effects of symbolism in the short story "The Window"
Condition: using their text, paper, and pen
Degree: in one hour.

Step 3: Select Methods, Media, and Materials

- Decide on appropriate method
- Choose suitable format
- Select available materials
- Modify existing materials
- Design new materials

Step 4: Utilize Media and Materials

- Preview and practice
- Prepare class and ready equipment
- Prepare learners
- Conduct instruction

Step 5: Require Learner Participation

- Active mental engagement
- Allow learners to practice
- Provide feedback

Step 6: Evaluate and Revise

- Evaluate impact and effectiveness
- Assess student learning
- Revise wherever there are discrepancies

There are many purposes for evaluation - assessing learner achievement and evaluating methods and media. If the objectives call for demonstrating a process, creating a product, or developing an attitude, the evaluation will frequently require observing the behavior in action. In this model, evaluation is ongoing. Evaluations are made before, during, and after instruction. For example, before instruction, you would measure learner characteristics to ensure that there is a fit between existing student skills and the methods and materials you intend to use. In addition, materials should be appraised prior to use. During instruction, evaluation may take the form of student practice with feedback or it may consist of a short quiz or self-evaluation.

During instruction, evaluation usually has a diagnostic purpose; that is, it is designed to detect and correct learning/teaching problems and difficulties with the instruction that may interfere with student achievement. At the end, it is the starting point for the next cycle. The teacher should look at the results and make revisions.

As teachers, one of our main roles is to facilitate learning. In other words, we try to make the process of learning easier for students to accomplish. We need to make it easier for our students to learn how to think critically and understand how the learning process works. We are not alone in this hard task. Together we stand!

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

This spring issue is full of ideas to read about and to try out in your classes if you so wish. In this age of technology, it will come as no surprise that there are quite a few summaries of webinars that have taken place recently. These are an excellent way of sharing information with a large number of teachers with no cost of travelling involved. We hope you will enjoy reading colleagues' impressions and summaries of these and several presentations made in person.

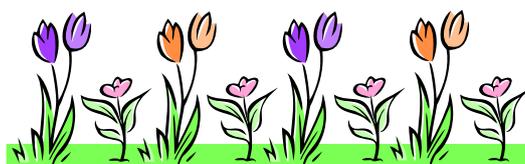
In this issue, we are starting to have a look at the four language skills. The first one is writing. There are too many articles and theories to refer to and google can certainly be more efficient to help you find what you need. The pieces in our issues are just a beginning, an appetizer we hope, to interest teachers to look deeper into the points being made. In brief, then, these sections are not exhaustive but serve to light the flame of interest.

We take this opportunity to wish you all a happy, healthy and successful spring term with lots of energy and new ideas (and motivated students)...

Warm greetings,

A. Suzan Öniz
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.**

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://seeta.eu/>

The screenshot shows the SEETA website homepage. At the top, the SEETA logo is displayed with the tagline 'South Eastern Europe Teachers Association'. Below the logo, there is a navigation menu and a 'Getting started' section. The main content area features a 'Coming soon!' banner for a 'Livestreaming event on SEETA : 29-30 March 2014' with a grid of speakers: Carol Griffiths, Kieran Donoghuy, Dr Terry Lamb, and Vicky Lomis. Below this is a 'Happening Now!' section with an article titled 'How many brains does a teacher need?' by Gulsum Sivgin Bay. Further down, there is a 'Coming Your Way' section with 'SEETA Interviews by Philip Kerr' and a 'World Poetry Day Competition' section. The bottom part of the page includes 'Young Learners: Tips and Tricks!' and 'A musical postcard from the UK'. A sidebar on the left lists various member associations like ELTA, BETA, TESOL, Etoi, and CyTEA.

And more...
Please visit
the web page:
<seeta.eu>

THE LATEST NEWS FROM SEETA

South Eastern Europe Teachers Associations
<http://seeta.eu>

by

Aseña Çifçi, Instructor & SEETA Volunteer
Gazi University School of Foreign Languages, Ankara, Turkey

SEETA, South Eastern Europe Teachers Associations, has been preparing its Constitution for a while now and it will be finalised soon. It will be signed by the representatives of SEETA in the Annual General Meeting (AGM), which will take place in Bulgaria on 11 April 2014, before the 23rd BETA-IATEFL Annual International Conference. At the AGM, the representatives will also have to vote for the SEETA Supervisory Committee, who will supervise the Board. The association has also been organizing events online such as webinars, blogposts, courses lately as usual and it looks like it will be the same in the near future as well. Below is a summary of some of these events:

A Webinar by Kieran Donaghy: Teaching English through Film (23 January 2014)

The webinar focused on the way moving images relate to society, education and language learning. Furthermore, recommendations about how to use moving images critically and creatively in language teaching in a world of screens were made and practical knowledge and examples of useful websites regarding the use of film in the English classroom were provided. The webinar could still be viewed on SEETA's homepage <seeta.eu>.

A SEETA Blog by Maria Bossa: Ring, ring goes the bell! (24-28 February 2014)

The blogger shared her experience of a working week with SEETA members by mentioning personal learning networks, and how webinars, courses and her friends, the teachers from all over the world, assisted her in becoming the teacher she is today. The blog is available for the people who wish to access it.

Teaching Young Learners: Tips and Tricks course by Steliyana Dulkova & Zarina Markova

The course is on SEETA for a period of time for the teachers who are interested in different pieces of advice about topics such as "Amazing Systems for Teaching English to Young Learners and Teach and Practise the Simple Past Tense".

Welcome New Teachers Forum & SEETA Booklet 2013-14 (Moderator: Penny Ur)

This discussion forum provides novice teachers with information and tips about the profession that they have started. Anyone who would like to share experiences and some words of wisdom are welcome to do so and the posted articles are to appear in the SEETA Booklet for new teachers.

Web 2.0 Tools Forum

Members can share advice, experiences, ideas and videos about how to use 2.0 tools to help each other in teaching English thanks to this forum. If you want to learn about websites like Voki, Diigo, Jing, Padlet, Ted-Ed or so on, this forum is for you.

A Webinar by RYE Bulgaria and Mariana Dimitrova: Yoga in the ESL Classroom (22 February 2014)

This interesting webinar about how to use yoga in your classroom is a great source if you would like to try it. It is still on SEETA's homepage if you want to find out about it.

The upcoming events on SEETA are as follows:

SEETA Interviews by Philip Kerr: An interview with Kieran Donaghy

In this new SEETA feature, Philip Kerr will be interviewing some of the plenary speakers at upcoming conferences in the SEETA region and he will begin with his interview with Kieran Donaghy, one of the plenary speakers at the TESOLMTh Convention on 29-30 March. Members will have the opportunity to not only comment on and ask questions during the interviews but also meet colleagues online across the ELT spectrum.

A Project by the SEETA Projects Team: World Poetry Day Competition (Deadline: 21 March, Announcement of Winners: 27 March)

This is a competition for teachers who use poetry in teaching or encourage their students to read and/or write poetry. SEETA Projects Team expects

applicants to send their lesson plans along with posters and/or videos as it will be the Best Poster and Best Video, which will be awarded.

A SEETA Blog by the blogger Gülsüm Şıvgın Baş: How many brains does a teacher need? (24-28 March 2014)

The successful blogger will mention how overwhelming being a teacher can be with all the duties that one has to fulfil but how beautiful it still is. If you are interested in what she has to say about this issue and her experiences, the blog will be available from 24 to 28 March.

A Course by the International Olympic Truce Centre, the British Council and SEETA: Respecting Diversity (17-21 March 2014)

The course will focus on the significance of promoting the well-being and safety of children at school, which schools and teachers fail to do. Tackling bullying is one of the core concepts which will be discussed in the course.

SEETA is extremely beneficial for its members, who are teachers and teachers associations from South Eastern Europe with the variety of events they organize online. They are constantly producing new projects, courses, webinars, webchats, etc. to provide assistance to their members in the profession of teaching and it is clear that they will stop at nothing to reach their goal.



"Daydreaming is a serious problem in my classroom.
I can't stop thinking about retirement, summer
vacation, winter break, snow days..."

The 16th INGED Drama Festivals



**The 16th INGED Istanbul Drama
Festival
on 29 May 2014
at Marmara Private Schools, Istanbul.**

15

THE 1ST Izmir INGED Drama Festival



HAVE YOU RENEWED YOUR

INGED

MEMBERSHIP?

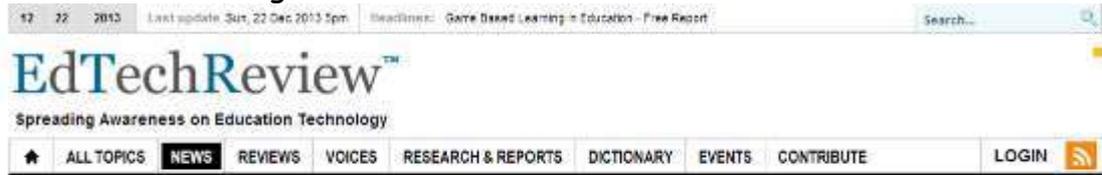
INGED DEPENDS ON YOUR CONTRIBUTIONS...

TECHNOLOGY IN TEACHING:

THREE TRUSTABLE SEARCH ENGINES FOR KIDS



Source: <http://edtechreview.in/news/news/products-apps-tools/156-trustable-search-engines-for-kids>



3 Trustable Search Engines for your Kids

Published on 01 March 2013

Written by Sudhir



World is changing everyday with its latest updated technology. With the power to wide spread through Internet, everything seems to be a click distant. Most of us find solutions to our day to day problem in Search Engines and reason behind this is their accuracy. But with leap in technology exposure, there

is a little concern for parents to know what their kids are up to. So today I have some great technology for kids, that is, search engine for kids. The education process in school is quite hasty and kids find it difficult to cope up with it. So the kids need an education search engine to sort out their part of answers. But generally how many of us really know that there are separate category of search engines designed for kids.

What's wrong with Search Engines?

Let's have a look on the problem. The search engines are designed to search all kinds of information regardless of the user age group who may be a kid, teenager, adult or elder. So it's nearly impossible to trace different users to restrict to some particular access of information. And so even with many top search engines provided with parental control options are not 100% safe. A kid of today's generation needs access to right information, and that's the reason behind the development of search engine for kids.

List of Benefits in Kids Search Engine:

Easy User Interface:

- Simple user interaction.
- Artistic graphical approach.

No Advertisements.

Intense Search:

- Allows search only on basis of education intensity.

Let us consider that we are searching for a keyword "car". A normal search would lead us to various attributes such as car insurance, car repair, car prices and so on. But this facility of search engine for kids allows information purely on history, manufacture technique, evolution and other car related queries.

Testing the vulgarity content search:

Now we have known to a much extent about the kids search engine, let us test it with real vulgar word based search. For example if you test it with a word related to skin or thong, the feature of search engine is too strong that it won't show a single entity related to vulgarity.

3 top search engine for Kids:

KIDREX :

Kidrex bags the top education search engine. The user interface is so simple that a kid with no knowledge of computing can handle it like an expert. The reason behinds its simplicity is its diagrammatic approach that explains everything. Not only that, but also its explanation about any topic is in simple English with usage of simple understandable words. It's popular for:

- Topping the list of tools for kids, it is one such extraordinary search engine.
- Product of Google custom search engine.

But only drawback in Kidrex is the lack of content. Moreover it's the best and fastest tools available for kids for a regular search. Visit Kidrex and give it a try.

Kidsclick:

Second in the list goes for the Kidsclick. Now this search engine is better in some aspects but lags for some features too. Kidsclick may not have an interface equal to Kidrex bur nevertheless, its far more simple with not too graphical design. It's more or less equivalent to dictionary. It's better for reasons because,

- Provides direct meaning without too much information.
- Shows appropriately according to keyword, hence reducing complexity.
- It provides the generalization of topic with its reading level.

The Kidsclick has better response time with accurate rate higher. The Kidsclick logo defines that the Kidsclick was designed by the librarians which boosts up its performance with influence to highly knowledgeable persons.

Just check it out this search engine at www.kidsclick.org

Quinturakids :

QuinturaKids with its attractive homepage magnetizes many to revolve around the search engine. It with holds the feature of both the kids search engine written above. The match is to quality of simplicity and designer preview.

- Good performance
- Better keyword optimization

If there is any technical aspect which is unethical is "the links to external source". Which means it may indirectly be, not completely secured with their link provided to other websites.

Choice is yours

With these powerful provided tools for kids, I may just pass on a word that the "choice is yours". All three are better in their own aspirant and they all are secure enough for kids to use it as a study material. If further there is improvise in education search engine, then that would only be a fatal development to these high equipped tools.

**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.**

LANGUAGE SKILLS: WRITING

Compiled by
A. Suzan Öniz

Here are two ideas that teachers can use in their classes, depending on the level of their learners. The first one is related to tautology. Writers can fall into the trap of becoming too anxious to explain a concept thus using redundancies. The second one is about the way younger students and visual children handle writing.

REDUNDANCIES

Avoid tautology! Tautology is the use of words that duplicate the meaning of a word or words already used, as in:

- basic principles
- hollow tube
- mutual cooperation
- personal opinion
- exactly equal
- still continues
- past memories
- various differences
- each individual
- true facts
- important essentials
- future plans
- terrible tragedy
- end result
- final outcome
- free gift
- past history
- unexpected surprise
- sudden crisis

(An expression that's not redundant as much as it is illogical is "very

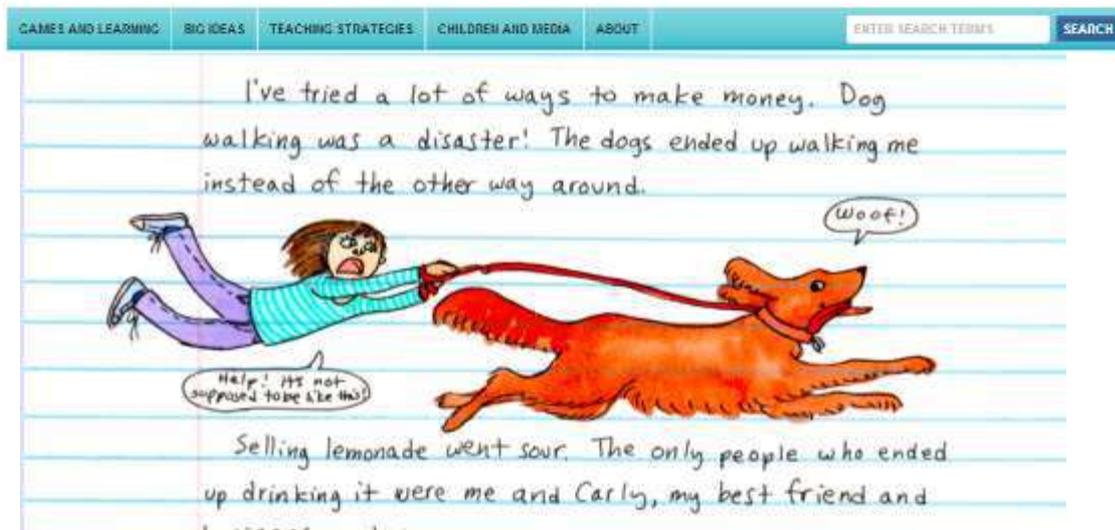
unique." Since unique means "one of a kind," adding any modifier of degree -
- very, so, especially, somewhat, extremely, etc. -- is illogical.)

Redundant categories, like these, should also be avoided:

- large in size
- often times
- of a bright color
- heavy in weight
- period in time
- round in shape
- at an early time
- economics field
- honest in character
- of an uncertain condition
- in a confused state
- unusual in nature
- extreme in degree
- of a strange type

<http://blogs.kqed.org/mindshift/2013/11/how-visual-thinking-improves-writing/>

MindShift How we will learn.



Younger kids typically love to draw and aren't too worried about the outcomes of their artwork — until they get older. By the time they've learned to read and write, art takes a back burner to academics, primarily because of what most schools prioritize. Over time it becomes harder for kids to think in pictures the way they once did. But what if students were encouraged to think in pictures alongside words?

"There's something about writing that is a link to your brain," said [Marissa Moss](#), author of the popular children's book series [Amelia's Notebook](#). In the books, Moss takes on the persona of a little girl expressing her ideas about the world and people around her. The books are a combination of words and drawings and look free form - as though Amelia sketched them herself.

Taking a cue from Moss, teachers from [Oak Knoll Elementary School](#) in Menlo Park, Calif., decided to have their students keep notebooks in a similar style. The notebooks aren't graded; rather, they're a place of private, free expression. Karen Clancy and Andrea Boatright presented the project at the [Innovative Learning Conference](#) hosted by the Nueva School recently.

"They're not used to being given permission to write about whatever they want," Clancy said. But once her students realized that they really weren't being graded and that they had freedom of expression, they eventually came to demand time to write.

Moss says writing without fear of consequences is key to developing a writer's voice. "If you're perfect you are guaranteed to not write a thing," Moss said. "It's like driving with one foot on the gas and one foot on the break." She has developed some [guides](#) to help teachers coax students into using art and writing in their journals at the same time, as a way of flexing their visual thinking along with literacy.

She thinks it's important for students to have a space to express themselves without specific writing assignments or limitations. They write and draw what matters in their own lives and in the process develop their voice, humor, and point of view. They get to play with language and break out of cookie cutter forms of writing like the persuasive essay.

At Oak Knoll, the students love what they call their Lifebook Journals, writing in them daily in addition to other, more formal writing assigned and graded by the teacher. "This will affect their ability to do all the other things they need to know," said Andrea Boatright, another teacher at Oak Knoll who uses Lifebooks.

"You have no power when you are a kid, but when you are telling stories you

have incredible power," Moss said. "Kids get that." And when they have the space to write and draw some realize they like to write, and by extension read, more than they thought. "It's so easy to quash people and then they never want to write again," Moss said.

While her students love their journals now, Boatright admits it was a little hard to get even young students to believe they wouldn't be graded on their writing. So at first, Boatright gave her students "beginner Lifebooks," just pieces of paper stapled together with construction paper covers. She discussed with the class how to write and draw out their thoughts. She even modeled what the Lifebook could look like. When students were writing in the Lifebooks, so was she. It took her students about a month to settle into the project.

Once the students were more comfortable with the idea of free expression, Boatright asked students to pick one thing they'd written and share it with the class, one what she called a "museum day." After sharing, students were allowed to graduate to a permanent Lifebook — a composition notebook personalized by the owner.

Now, the students write four to five times a week for 45 minutes at a time. Boatright helps prompt kids that get stuck and some kids choose to do comic strips at first, easing into heavier writing later. Other students have worked collaboratively on Lifebook stories.

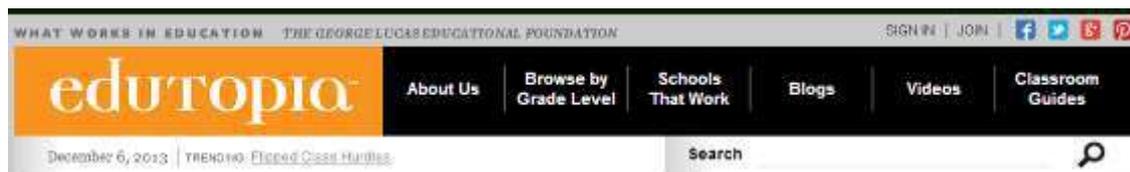
Boatright says her students' word choice, voice and sentence fluency improved dramatically after starting the Lifebook project. She compared a class that used Lifebooks with another class in the school that otherwise used the same curriculum, but didn't incorporate Lifebooks. She found that students who kept Lifebooks had an increased motivation to write, something parents noticed as well.

"Writing and reading go together," Moss pointed out. "If you write well, you'll be more excited about reading." Often English class focuses on formal skills and formalized assessments. But those assignments often don't allow students to develop a distinct voice, one of the hardest things to teach, she said.

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on 3 strategies that promote independent thinking and teacher effectiveness.

<http://www.edutopia.org/blog/3-strategies-promote-independent-thinking-margaret-regan>



3 Strategies to Promote Independent Thinking in Classrooms

Imagine the intentional focus you would bring to crossing a rushing creek. Each stepping-stone is different in shape, each distance uneven and unpredictable, requiring you to tread with all senses intact. The simple act of traversing water on stones is an extraordinary exercise in concentration. Now think of how, with all the tweeting, texting and messaging that technology has given us, our attention is frittered away by the mundane. The speed of communication undermines the continuum of thought. That rushing creek is much harder to cross.

In his study of people who find satisfaction with their lives, Harvard psychologist [Mihaly Csikszentmihalyi](#) defines as **autotelic** those who are happiest when they are absorbed in complex activities. By focusing on tasks and outcomes that stretch their skills, these young people are more likely to grow into contented adults. The most significant factor for autotelic development is what Csikszentmihalyi terms **attentional capacity**. Consequently, if his research into self-motivated learning is correct, then the classroom should become an incubator for growing students' attentional capacity. Instruction should be organized in intriguing yet challenging ways to foster attention.

Teachers can utilize three strategies to cultivate improved focus: sequencing instruction, recovery from mistakes, and setting goals.

1. Sequencing Instruction

Finding intriguing ways to sequence information is one method for promoting students' sense of discovery. One science teacher organizes his physical science class into circus labs. This requires that his students, instead of all doing the same activity in the same period, will instead be working on independent investigations to teach one aspect of the lesson. To understand the concept of "heat," they rotate among 14 different explorations over the two-week unit. Each lab forces students to collaborate as they uncover scientific properties. After all the labs are complete, they have a fuller picture of heat's physical properties. Students have reported these activities as intriguing, compelling and shared -- all of which promoted long-term concentration to make the learning more effective.

2. Recovery from Mistakes

Learning from past errors also provides capacity for continued student learning. Here are two unique approaches demonstrating this method.

A math teacher begins each class with a simple question: "Who made the biggest mistake last night?" Then he waits for volunteers to share errors from their homework. After correcting one volunteer's problem, he challenges the other students: "That wasn't a big enough mistake. Surely somebody else made a bigger one than that!" With his generous encouragement for learning from failure, he ratchets up his students' curiosity for process solutions. Revisiting and revising will concentrate the mind if done without judgment.

Another example of recovery from mistake making is through teaching students how to improve their writing by having them revise papers they've already written. Students who experiment with new sentence patterns and advanced grammatical structures, not from a textbook but from their own previous essays, are learning from application. For improved expression, this is far more motivating and worthwhile than going back to a less personal source.

3. Setting Goals

Teachers also have success by incorporating purposeful goals in classroom instruction. If students can be motivated into exploration and discovery in any subject, they will set certain goals for themselves in the classroom.

The teacher, by encouraging such goal setting, cultivates their focus even further. For example, in an American studies course, one teacher centers students on the Big Question of the week. The first week begins with a very compelling question. "Who is an American?" she writes in large letters on the board. Through aligning the central intention early in the period and opening doors for understanding, she provides a scaffold for ongoing dialogue. As another example, a biology teacher poses the question: "What is living?" Again, the psychic energy in the class is amplified. This central question alone funnels the course readings, class discussion and research into a purposeful focus.

By testing and analyzing unique ideas, the classroom can grow students' attentional capacity and show them the value of and methods for thinking independently. Only through strategy and design can the classroom become a laboratory of focus and attention. This is what we must do if we want schools to fulfill their purpose: developing young minds that have been assured new ideas are exciting and worth pursuing.

How do you encourage independent thinking in your classroom?



<http://www.theatlantic.com/education/archive/2013/11/is-it-better-to-have-a-great-teacher-or-a-small-class/281628/>



Is It Better to Have a Great Teacher or a Small Class?

A new report suggests that students are better off in a larger class taught by an excellent instructor.

By Emily Richmond

When it comes to student success, "smaller is better" has been the conventional wisdom on class size, despite a less-than-persuasive body of research. But what if that concept were turned on its head, with more students per classroom - provided they're being taught by the most

effective teachers?

That's the question a [new study](#) out today from the conservative [Thomas B. Fordham Institute](#) set out to answer, using data on teachers and students in North Carolina in grades 4 through 8 over four academic years. While the results are based on a theoretical simulation rather than actually reconfiguring classroom assignments in order to measure the academic outcomes, the findings are worth considering.

The [research on class size](#) is mixed, and modest efforts-taking one or two students out of a room with more than 20 kids, for example-haven't been found to yield much benefit on average. The enormous expense of paring classes down to the point where research has suggested there's a measurable benefit for some students is simply beyond the fiscal means of most districts. As a result, everyone from U.S. Secretary of Education [Arne Duncan](#) to philanthropist [Bill Gates](#) has urged districts to consider waiving class size policies in favor of giving more students a chance at being taught by a highly effective teacher.

To test the merit of that approach for Fordham, senior researcher Michael Hansen of the Center for Analysis of Longitudinal Data in Education Research ([CALDER](#)) simulated what might happen if the North Carolina teachers with stronger track records had more crowded classrooms. (The class sizes in the data set had some variation within schools, from about 21 to 24 students depending on the grade and subject.) The model factored in an estimated loss of effectiveness due to the bigger class size. Among the school-level findings:

- At the eighth-grade level, assigning up to 12 more students to the strongest teachers could produce learning gains that were equal to 2.5 weeks of additional instruction (gains were more modest at the fifth-grade level).
- Schools could see 75 percent of that gain just by moving six students, suggesting drastic class size increases aren't necessarily required.
- Moving a few students to the top-performing eighth-grade teachers could produce gains equivalent to removing the bottom 5 percent of teachers.

An important point: Students selected to move from smaller classrooms

into bigger ones with more effective teachers would see the biggest gains, according to the simulation. Kids who remained in the downsized classrooms also would see a slight benefit as their weaker teacher's performance improved with a smaller student load.

When it comes to research, randomized studies are typically the gold standard. But conducting them in academic settings is costly and frequently requires the cooperation of many parents and school administrators. A simulation is less risky, and can potentially soften the ground for new ideas. However, it often takes a deeper look to identify and explain influences that might factor into the performance of both the students and their teachers.

Much of the research on teacher effectiveness focuses on reshaping the workforce, said Hansen. That's why he wanted to see what could be done to improve outcomes for students assigned to teachers already on the job.

"What we're doing here is saying, 'OK, some students are going to be lucky and get the stronger teacher, and some students are going to be unlucky and get a weaker teacher,'" Hansen told me. "By intentionally unbalancing these class sizes, we're making a few more students lucky."

If there was a surprise in the new Fordham report it might be that top quartile of teachers were already teaching roughly a quarter of all the students, said Bryan Hassel, co-director of [Public Impact](#), a Charlotte, N.C.-based organization that works with districts across the country on school improvement initiatives. That statistic meant the schools weren't distributing students based on teacher talent, but were likely making assignments based on simple math.

"Ideally, schools would focus on increasing the number of students their best teachers have responsibility for," Hassel said. "I would think there would be some effort on the part of schools to push in that direction."

Hansen said he would like to see the findings reach school-level administrators (typically principals) with the authority to adjust classroom assignments based on a teacher's effectiveness.

"What I hope the study does is help them understand there are potentially large consequences to this seemingly mundane task," Hansen said. "By putting

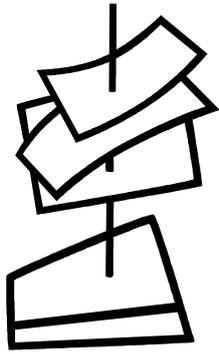
even just one or two more kids in a more effective teacher's class, it can make a difference. There are meaningful gains from relatively small changes."

While the student learning gains simulated in the study are encouraging, the achievement gap remained for economically disadvantaged students. Hasten said that's because his simulation only moved students within a school. That doesn't change the fact that some schools have more effective teachers than others, and the ones with the most socioeconomically challenged students are typically more likely to employ new and/or underperforming teachers. As the [report concludes](#), "class-size-shifting strategy alone cannot reduce preexisting inequalities, and some other intervention would be necessary to remediate entirely gaps in students' access to the best teachers." The simulation may not solve all of the underlying issues, but it's moving the needle in the right direction, Hansen said.

Some districts are already experimenting with creative approaches to expanding the reach of their best teachers, whether it's through using video-conferencing to record their lessons or creating new positions where they have opportunities to work with more students without adding to their class sizes. Public Impact is working with schools in Charlotte, N.C. and Nashville on this very issue, said Hassel. Charlotte created 19 positions where teachers would take on additional student responsibilities with a sizable pay bump, and the district received more than 700 applications, Hassel said.

Sarah Almy, director of teacher quality for The Education Trust, a nonpartisan organization in Washington, D.C. that focuses on closing achievement and opportunity gaps in public schools, told me the premise of the Fordham study is worth exploring. But Almy added that the problem of the weakest teachers often being relegated to the neediest students needs to be confronted.

Rearranging classroom assignments "is only going to go so far in terms of creating more equitable access for kids," Almy said. "It's not just about getting more kids within a building to highly effective teachers, but getting more highly effective teachers into the building."



NOTES ABOUT THE 1ST IMAGE CONFERENCE in Barcelona

8 June 2013

Summarized by
Özlem Yağcıoğlu, Instructor
Dokuz Eylül University, Izmir, Turkey

On the 8th of June in 2013, I attended **the 1st international Image Conference** as an online participant. It was organised at the Universitat Autònoma de Barcelona by the IATEFL Learning Technologies SIG and UAB Idiomes and it was the first conference exclusively on the use of film video, image and gaming in language teaching.

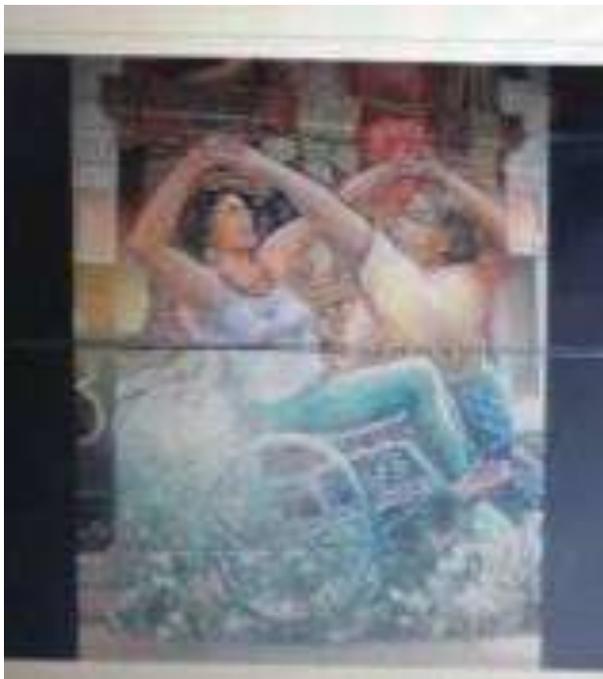
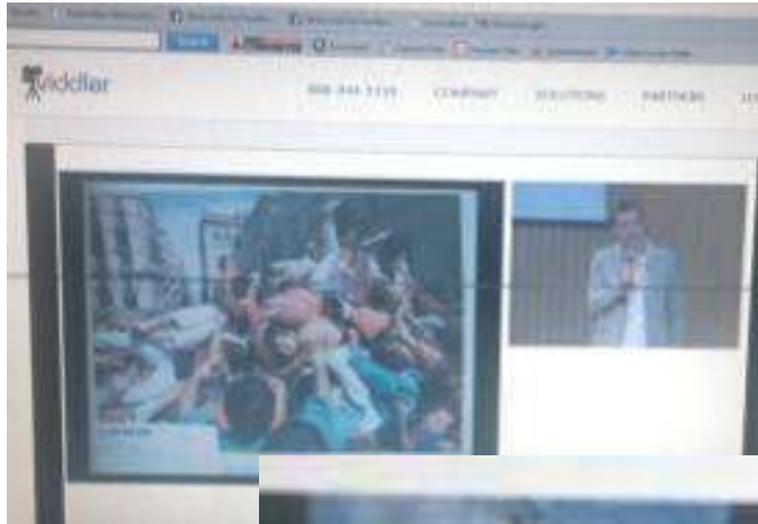
The 1st Image Conference in Barcelona started at 9.30 a.m. and went on until 8.10 p.m. I can honestly say that I didn't miss any sessions. I also listened to all of the discussions and talks during the break times of the conference. All of the presentations were very useful and they were presented very well. I would like to talk about the four presentations I had listened to at the 1st international Image Conference in the city of Barcelona in Spain.

Jamie Keddie was the first speaker and he presented the opening plenary session at the 1st Image Conference in Barcelona. He is a European-based teacher, teacher



trainer and writer. He is the founder of LessonStream.org, the site that was formerly known as TEFLclips. His publications include *Images in the Resource Books for Teachers* series published by Oxford University Press. Jamie is a teacher trainer at Norwich Institute for Language Education. Mr. Keddie presented a paper, entitled "Visual Literacy in ELT."

Mr. Keddie showed lots of pictures stating that every image told us a large number of stories. He said that we were the ones who made the stories and created the narratives. He showed a picture of a happy person, a picture for teaching English to art students, a picture of a disabled child playing volleyball with his friends.



The following picture was shown as the image of a happy person:



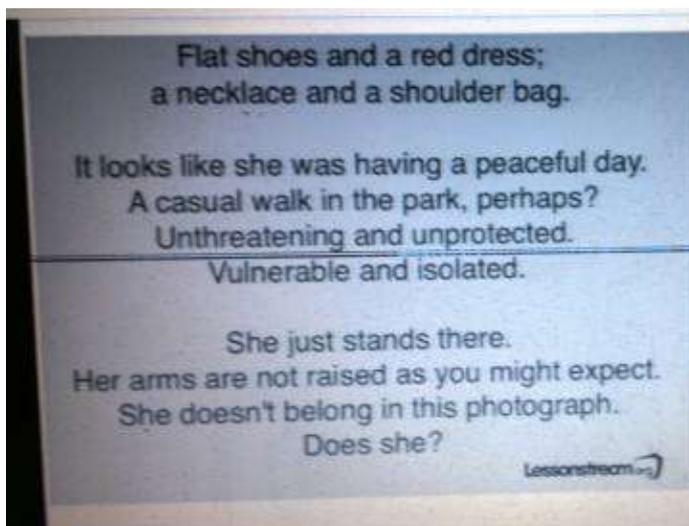
He told us that the images didn't have to represent the mathematical representations of life. He showed an acquaintance of his some photos and asked him if those photos were positive or negative images. After getting his replies, he showed some other photos to his listeners and asked if they were positive or negative images.

The presenter stated that there were three language possibilities and listed them as objective, contextual and affective.



The following pictures were shown about these possibilities:

In the last part of his presentation, Mr.Keddie described a lady with the following sentences:



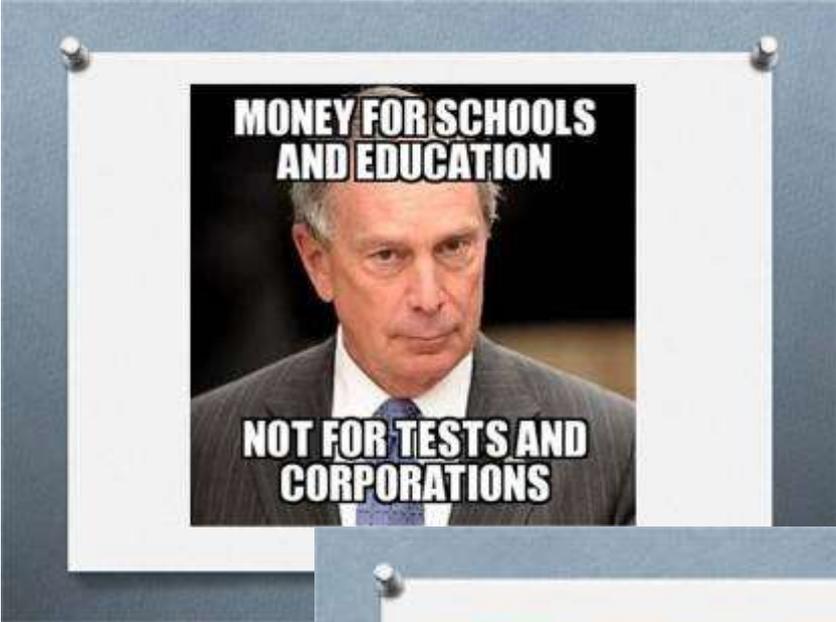
An image from Turkey was shown with the following photo at the 1st Image Conference:



Mr. Keddie told us that if we would like to use images in our classes, visualization was a must. His presentation can be watched from the following video: <http://www.viddler.com/v/1f412361> In my opinion, it was very nice to attend Jamie Keddie's session and to learn new ideas from him, but the fact which had made me very sad was the photo which was shown as an image of Turkey.

Lindsay Clandfield was a keynote speaker at the 1st Image Conference in Barcelona. He is a teacher, teacher trainer and an international award winner author of *Global*, Macmillan's new course for adults. Lindsay has written numerous books for teachers and learners of English and had a column on teaching tips in the *Guardian Weekly* newspaper. He is the series editor of the *Delta Teacher Development* series and co-founder of *The Round*, an independent e-publishing venture with Luke Meddings. Lindsay lives and works in Spain, among the palm trees of Elche. The title of his paper at the conference was "**The Critical Eye.**"

This talk dealt with practical classroom ideas using critical and subversive images. Drawing on social justice and anti-racism fields of education, the presenter shared some images which could be used to raise awareness of issues without becoming an earnest finger-wagging exercise in morality. Mr. Clandfield shared the following slides at his talk:



He emphasized that the participants of this workshop would be able to use some ideas in their speaking and conversation classes. It was very nice to attend his session as a listener, as the presenter talked about practical subjects which can be used in the upper-intermediate or advanced levels of English classes.

Kieran Donaghy was one of the speakers at the 1st international Image Conference in the city of Barcelona in Spain. **Kieran Donaghy** is a teacher and a teacher trainer at UAB Idiomes Barcelona part of the Universitat Autònoma de Barcelona. He has Master's degrees in TEFL, and Business Communication. Mr. Donaghy presented a paper, entitled "**Short and Sweet-Using Short Films to Promote Creativity and Communication.**"



The presenter handled the following topics at his workshop:

1. The renaissance of the short film
2. The benefits of using short films
3. Why creativity is important
4. Activities designed around short films
5. Quality short films and pedagogically sound lesson plans

In the beginning of his workshop, the presenter asked his listeners if we were using short films or not in our classes. He showed a photo of a paper clip and a photo of a card board box and asked his listeners how they could be used. After receiving answers, he showed a short film, called "The Adventures of a Cardboard Box." In this short film, some small

children used a cardboard box while playing games in their garden. After the film, the presenter asked his listeners what they did to be creative. He received answers such as switch off the computer, watching people to invent stories for people, cooking, visualising and creative visualisation.

The presenter stated that language learning was a creative process and teaching a language was a creative profession. He told us that he would show a short film on staying creative and asked us to think what kinds of things could be applied to learning a language and what kinds of things could be applied to teaching a language. The following was shown with music in the short film he had shared with his participants:

29 Ways to Stay Creative

- | | |
|--------------------------------|-----------------------------------|
| 1- Make lists | 16- Allow yourself to make |
| 2- Carry a notebook everywhere | mistakes |
| 3- Try free writing | 17- Take breaks |
| 4- Get away from the computer | 18- Count your blessings |
| 5- Quit beating yourself | 19- Get lots of rest |
| 6- Take breaks | 20- Safety risks/ Take risks |
| 7- Signs in the shower | 21- Break the rules |
| 8- Drink coffee | 22- Don't force it |
| 9- Listen to new music | 23- Read a page of the dictionary |
| 10- Be open | 24- Create a framework |
| 11- Surround yourself | 25- Stop trying to be someone |
| 12- Get feedback | else' perfect |
| 13- Collaborate | 26- Got an idea? Write it down. |
| 14- Don't give up | 27- Have fun |
| 15- Practice | 28- Don't force it |
| | 29- Finish something |

After sharing this film, he shared his decision on being creative and told us that the following were his decisions on being creative:

- 1- Quit beating yourself
- 2- Take risks
- 3- Collaborative
- 4- Don't give up

After sharing the replies of his question, Mr. Donaghy shared the following:

"Creativity is a key that will open many doors. It can't trigger many changes for the better in a vast array of human endeavors. Teaching included. And yet it has always puzzled me that people rarely think of teachers as creative professionals. Architects? Yes. Musicians? Yes. But teachers? You must be joking." Chaz Pugliese

"And yet, creativity, is in my view, any teacher's bread and butter. We live in a culture that doesn't encourage us to be creative unless there's a chance we're going to strike it big with a commercial 'hit'. Creativity, like so much else in our world, has been co-opted into consumerism and its worth calculated by how much Money it generates." Chaz Pugliese.

"The teaching world is no exception: the big pull towards standardisation, exams, regimented syllabi, a senseless 'don't rock the ball attitude' - intellectual shortsight that will do nobody a favor. The Victorian art critic John Ruskin, when asked why he was teaching factory workers to draw, said "I'm not teaching them to draw, I'm teaching them to see." Chaz Pugliese.

The presenter also shared the following manifestos written by some film writers and asked our thoughts about them.

My Own Manifesto

Live and let live. Every single thought deserves respect, even when somebody doesn't see eye to eye with others. Feel utterly proud when giving a hand to someone even though they haven't asked for it. Don't turn a blind eye to someone who needs your help. Problems crop up every day. Don't let them get you down. Don't let them shatter your dreams. Try to solve them on your own. Listen to every single piece of advice you are given. If you have to tell a white lie, don't be afraid. The truth is sometimes cruel. If you feel like showing your love for someone, don't be ashamed. Perhaps this person feels the same. Not only is time golden. Health is golden too. Feeling good is amazing. Money can bring fake friends, the old ones stay forever. Real friendship is priceless.

Enjoy yourself without hurting anyone. Have the time of your life as often as you can. Little details can turn something dull into something funny. Count your blessings every day.

Manifesto

You only have one life
Be happy
Try to change all the things that you don't like
Live each moment with intensity, live intensely
Think before speaking
Be coherent between what you think and what you say
Not impose, dialogue
Put love in your life
Learn for every mistake, yours or others
Don't worry about things that haven't solution, take care of
that can be solved
Help and let yourself be helped
Learn to forgive and begin forgiving yourself
Treat others as you would be treated

The presenter went on with his talk by asking the following question:
"If you travel to 11 countries in 44 days, where would you travel to?" He wanted his listeners to close their eyes and think about this question in a minute and after a minute he showed photos of different cities in different countries. After showing those photos in a very fast short film, he asked us if we could remember those places. He also asked the following questions:

"What would you eat and drink in these countries?"
"What could you learn in these countries?"

He shared the following student paper:

My epic journey

If I could travel to 11 countries in 44 days I would start with France because it's near to Spain and I like France so much. Then I would go to Germany, Switzerland and Finland because these are countries that I haven't seen. After this I would fly to United Kingdom and then I would across the Atlantic Ocean to visit Brazil, Argentina, Costa Rica, Mexico, Cuba, USA and Japan.

If I had the chance I would learn to cook in France, to drink beer as German people and in Finland I would learn to ski. In Brazil I would learn to dance capoeira and I would practise tango in Argentina. In Costa Rica I would learn to do scuba diving. Then I would learn to make tequila in Mexico

and cocktails in Cuba. In USA I would learn to live as a gangster and shooting guns. I would go to Japan to learn fight sumo. In France, I would eat a lot of cheese, in Switzerland I would eat chocolate. In Argentina I would taste the best meal in the world. At last in Mexico I would eat their famous nachos with cheese and in Japan I would eat a lot of sushi that I like so much!

The following sentence on motivation was then shared by the presenter:
"Film works as a motivator. Film is fun. And film is the rising language of the twenty first century, whether we want it to be or not. We might as well start embracing it now." Stephen Apkon.

Mr. Donaghy asked his listeners what the word "secret" brought to their minds. After waiting for the replies from his listeners, he replied: "whisper" and he listed the following questions about the word "secret".

1. Can you keep a secret?
2. Have you ever revealed someone's secret?
3. Who do you confide your secrets to?
4. Did you keep a secret diary when you were a child?
5. Do you know anyone who is very secretive?
6. What are the most common secrets?
7. Has anyone ever confessed something to you?
8. Do you think men or women are more secretive?
9. Do you think it is wrong for the media to reveal people's secrets?
10. Is it good to have secrets?

The presenter also shared some short films about keeping secrets to motivate our students. The following exercise was shared:

Let's make something _____ together. I mean you who are sitting watching this video and me. OK? Let's think of something _____. Not something you would buy. Not something trendy. Something _____ and personal. Something colourful. Something important. Something _____ (maybe for others, but not for you). Like how excited you were by _____ when you were a kid. Like the smell of second-hand books or something only you can see and this will be our secret.

Now, keep your eyes _____ and think of this special thing until you've counted to 3. If you're reading this, your eyes are now _____. Unless you've got some special power and can see things behind your closed eyes.

Or unless you've _____ and haven't closed them at all (which isn't that bad, don't worry) (Unless you haven't even thought of your secret) (But I know you did.)

Actually, I have seen your secret. It was _____. Thank you for _____ it with me. Did you like it? I did. Now let's make a deal. Let's take time every day to think of a beautiful secret, for instance, when you wake up. When you are taking a _____. Anywhere, anytime. Don't be scared, you are _____. Your secret will always _____ between you and me.

At the end of his talk, the presenter suggested the following places on the internet to watch short English films:

Youtube Futu Resh Orts Vimeo Staff Picks FILMENGLISH
<www.filmenglish.com>

This presentation can be watched on the following website:
<http://www.teachingenglish.org.uk/article/kieran-donaghy-short-sweet-using-short-films-promote-creativity-communication>

Kieran Donaghy wrote an article about his presentation and his article can be read on the following website:

<http://www.teachingenglish.org.uk/article/short-sweet-using-short-films-promote-creativity-communication>

For me, this presentation was the most enjoyable. The presenter mentioned lots of useful subjects which can be used in the ESL, EAP or in the ESP classes.

Ben Goldstein was also a speaker at the 1st Image Conference. He presented the closing plenary presentation at the conference. He is an English language teacher, online tutor and author. He teaches on the online MATESOL program of the New School in New York. He was born in London, but he lives in the city of Barcelona in Spain. Mr. Goldstein presented a paper, entitled "**The Moving Image: A history of video in ELT.**"

The presenter talked about the BBC's series *Follow Me* in the 1970s and the YouTube Generation and the Decentralized Classroom, He talked about the role and the importance of using videos in ELT. He talked how

the role of video changed in the last 40 years.



At the beginning of his presentation, Mr. Goldstein shared the following thought with his listeners:

"Video is a supercharged medium of communication and a powerful vehicle of information. It is packed with messages, images and ambiguities." He showed some short scenes of some films at his workshop and asked some questions about them.

Ben Goldstein's presentation can be watched from the following link:

<http://www.teachingenglish.org.uk/article/ben-goldstein-moving-image-a-history-video-elt>

In 2014, Mr. Goldstein wrote an article on his presentation and his article can be read on the following link:

<http://www.teachingenglish.org.uk/article/ben-goldstein-a-history-video-elt>

In his article, Mr. Goldstein states the following:

"Sometimes looking back can help us look forward. My talk, The History of Video in ELT, given at the Image Conference, came about as a way to trace the changing role of video in the language classroom."

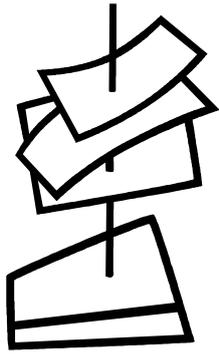
In his article, Mr. Goldstein states that

With the arrival of the Communicative Approach in the 1980s and 90s, the concept of "Active Viewing" came in. Here, more emphasis was placed on the interface. Teachers began to use the remote control to insert subtitles, freeze frame images and remove sound, etc. all to give learners a more interactive role. However, listening Comprehension was still the most common task type. OUP's "Grapevine" was typical of the published video material made at that time. The series consisted of comic sketches using the same actors in different contexts, with heavily graded language and the exploitation based on skills practice-primarily listening and speaking.

In his talk, the presenter also showed some sample activities from the BBC series, stating these had helped students learn English better.

In my opinion, it was really nice to attend Mr. Goldstein's session as a listener as I have been one of the tutors of English who have used videos in her ESL, ESP and EAP classes.

In conclusion, it can be said that the 1st Image Conference was definitely great and practical. It was very useful to freshen up the knowledge on ELT and to learn new things on using videos or images. It was a fantastic event which inspired me to learn new methods in ELT.



REFLECTIONS ON THE 16th INTERNATIONAL INGED ELT CONFERENCE: BY WORD OF MOUTH in Izmir

4 - 6 October 2013

"Inspiring Practices Embraced"

Summarized by
Barbara Jean Clark
Bilkent University, Ankara

There were many good reasons to go to the *INGED Conference* this year. Not least the venue in the beautiful city of Izmir and its relaxed atmosphere, with the bonus of the venue being a stone's throw from the sea (ok, your 'thrower' would have to be a cricketer or a baseball player, but it was pretty close). Also having as keynote speakers, Jeremy Harmer and Jim Scrivener, for many English teachers the first two names they come across when they embark on the initial training for their career, was quite a coup for INGED this year.

I'll leave it to others to comment on the excellent plenaries given by these two ELT giants and the other plenary speakers, to focus on a very interesting and stimulating workshop I attended. This was given by Engin Şen. It was its title that first attracted me - "Teachers Withdrawing Creatively." At first glance I thought it was going to provide some suggestions for we teachers of advancing years to find a way to a 'Serene Disengagement' (Huberman, in Hargreaves and Fullen, 1992:127) as they near the end of their 'career cycle' (ibid). I'm happy to report that this was not the case. The workshop provided some wonderful ideas for engaging

learners while reminding us that we also need to 'learn' too - to learn about the way the young people we find in our classes view the world, and to try to take a look at ourselves from their point of view. Engin made quite a few references to literature in the workshop and this served to remind me once again of the wealth both in terms of ideas and language that the literature of English contains and how we can consider bringing this to our learners, particularly our teenage learners. I must mention one of the literary greats she invoked to illustrate how teenagers might think and feel - Holden Caulfield from 'The Catcher in the Rye' by J.D. Salinger, if only because of my reference to baseball above (sadly it wasn't called Pitcher in the Rye).

As I am getting closer to the twilight of my own teaching career, I must mention that another impression I came away from the conference with was the confidence shown by the younger teachers amongst us, some still on their initial teacher training courses, some engaged in post graduate studies. One group presented some action research they had carried out while on their practicum. The group of presenters comprised Ayşe Dede, Halime Yalçıntuğ, Fazilet Sarı and Naile Canlı. The young teachers talked about their projects with interest and enthusiasm that rubbed off onto their listeners in the audience.



Teachers and student teachers in an action research project with Simon Borg

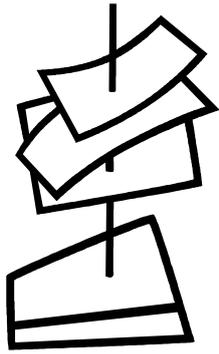
The other young teachers to mention were those who shared posters that had grown out of research they'd done. These were on a variety of different topics and the posters were very engaging. My greatest impression while in the room where they were being exhibited was of the presence the presenters displayed while talking about their posters (and fielding) questions to several more mature participants at the conference.

I feel I can say with confidence that the future of ELT is in safe hands (and these are not the hands of a cricketer or a baseball player. Or a catcher in the rye).

Reference

Huberman, M. (1992). Teacher Development and Instructional Mastery. In Hargreaves, A. and Fullan, M.G. (eds.) **Understanding Teacher Development**. London: Cassell.

PLEASE CHECK OUT OUR 'USEFUL LINKS' PAGE...
AND IF YOU HAVE ANY LINKS TO SITES USEFUL
FOR ENGLISH LANGUAGE TEACHERS
DO LET US KNOW.



REFLECTIONS ON THE 1st INTERNATIONAL ELT CONFERENCE HOSTED BY GAZI UNIVERSITY

15 - 16 November 2013

Summarized by
Prof. Dr. Aydan Ersöz

Gazi University hosted the First International ELT Conference between 15 - 16 November 2013. The main aim of the conference entitled "**Reflecting on Classroom Practices**" was to provide a platform for the people involved ELT to meet and interact, to exchange ideas, to discuss their research topics with other scholars and practitioners from around Turkey and the world, to share their suggestions and solutions. There were paper presentations, workshops, poster presentations and panel discussions. Plenary speakers were Prof. Dr. Aydan Ersöz (INGED), Dr. Suzanne Panferov (University of Arizona), Dr. Christine Coombe (Dubai College), Dr. Penny Ur and Lindsay Clanfield.



You can find a short summary of my presentation entitled "What, How and Why: What Wouldst Thou Know, My Queen?" below.

Professional development for teachers can be defined as an ongoing learning process (in the form of a series of activities) in which teachers engage voluntarily to grow. It is a continuous search for opportunities to learn how to better their teaching and improve their practice.

One way of developing ourselves professionally is reflective teaching. Reflective teaching means looking at what we do in the classroom, how we do it, thinking about why we do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we can identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.



Reflective teaching involves critical reflection. Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions. It enables us to take more responsibility for our actions.

Self-inquiry and self-discovery (not external agenda) are extremely effective in changing our attitudes, beliefs, behaviors, and perceptions. Teacher change and development require an awareness of a need to change. The process of self-inquiry requires turning on the light in our heart and mind. Self-observation is all about developing an outsider in our mind. This outsider simply observes us objectively. This outsider is not conceited. S/he doesn't have any ego issues.

Unless it is done voluntarily, ownership of the professional development process

is lost, and results will be useless. A number of institutions see professional development as an integral part of their quality assurance system. They run inservice training courses and/or encourage observation. A teacher who does NOT believe that s/he needs any further improvement will NOT get anything from these programs.

Most of the time, when teaching, we are guided largely by impulse, intuition, or routine. When we reflect on our practice, we should be able to think on a different level. If impulse, intuition and routine control our self-observation, we cannot critically question *what* we have done and *why* we have done it, what *alternatives* are available and what *limitations* there are.

Common observations on classroom dynamics (based on «Looking in Classrooms», 10th edition, Good and Brophy (2007):

Teachers have a tendency to

- Give students less time to respond (Teacher Wait Time)
- Call on them less often for answers
- Give them answers rather than helping them figure out the response (Deductive vs Inductive)
- Seat them farther from the teacher
- Make less eye contact with them
- Smile less frequently at them
- Interact less often with lows
- Praise less frequently for success
- Criticize them more for failure (lack of supportive and encouraging



atmosphere; lack of recognition for the students' effort)

- Give them shorter and less informative feedback
- Decrease the challenge level
- Demand less from them (lack of respect or genuine belief in the students' abilities, lack of recognition for the students' potential)
- Follow an exam-oriented approach
- Focus their attention on what to teach rather than how to teach
- Go extremely fast, sometimes skipping activities and tasks, to catch up with the syllabus
- Rely too much on technology without any obvious reason
- Teach grammar by explaining the forms and rules. Long and detailed explanations may satisfy the teacher; however, they do not mean much to learners. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

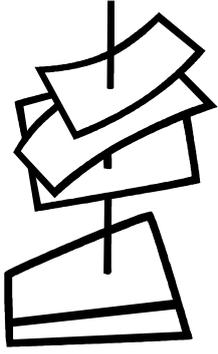


- Adapt the material they use (change activities, replace them, skip them, or add new ones) in line with their personal taste without any pedagogical reason. Some teachers skip pre-activities thinking that they are just a waste of time (engage???) . Some teachers assign unknown vocabulary of a reading text as homework when the first activity in the book is "vocabulary guessing" (explore???) . Some teachers skip elicitation questions thinking that they are too difficult (discovery technique???) . Some teachers skip post-activities because they are time-consuming (expand/elaborate???) .
- Rely heavily on the native language for complicated explanations

- Talk and explain a lot, and see student talk as a waste of time (TTT vs STT)
- Focus on their teaching rather than students' learning.

No matter how good we look in the mirror, there is always room for improvement. Change is hard but necessary; it can be scary, but worth trying because as Einstein stated "Insanity is doing the same things over and over again and expecting different results".





REFLECTIONS ON THE 1st INTERNATIONAL ELT CONFERENCE AT GAZI UNIVERSITY in Ankara

15 - 16 November 2013

Summarized by
Özlem Yağcıoğlu
Dokuz Eylül University, Izmir, Turkey

On 15 and 16 November 2013, I attended the 1st International ELT Conference which was organised by the School of Foreign Languages at Gazi University in Ankara, Turkey. It was organised for ELT teachers and practitioners. There were various kinds of paper presentations, workshops, keynote sessions and plenary sessions. It was very nice to see lots of dynamic and unique professors, lecturers and research assistants at this conference. I was one of the paper presenters and the title of my paper was "The Role of Using and Teaching Gestures in ELT Classes." In my session, I stressed that all people in the world gestured while speaking, that gestures fulfilled a language or a discourse and that they had great roles in our lives. I gave the definitions of the word "gesture" and talked about the power of communication while using gestures. I handled the basic components of communication, body rules, six universal emotional expressions, clear signals in the face. I showed some photos of people and asked questions about their gestures. I suggested some useful videos on body language and gestures. I was too lucky to have lots of dynamic, respectful, very knowledgeable and unique participants at my session. My paper presentation was appreciated by the participants in my session.

I would like to talk about the two plenary presentations I attended and at the 1st International ELT Conference at Gazi University. Penny Ur presented a paper, entitled "Task- based Versus Traditional

Foreign-Language Instruction". Penny Ur was educated at Oxford where she studied Hebrew and Arabic, and at Cambridge (PGCE). She completed her MA TEFL at Reading University in 1987. Since 1980, she has been teaching pre-service and in-service courses at Oranim Academic College of Education and Haifa University, at BA and MA level. She has presented papers at TESOL, IATEFL and at various kinds of international conferences on ELT. Penny Ur has published lots of articles and has been recognised in this year's New Year honours list for her services to English language teaching. She has been awarded the OBE (Officer of the Most Excellent Order of the British Empire). In her session, Penny Ur told us that task-based instruction was a strongly communicative methodology during which learners engaged in communicative tasks and practiced English. She told us that traditional instruction was based on a lexico-grammatical syllabus, and it used presentation-practice-production procedures, supplemented by occasional communicative activities. The presenter added that the TEFL literature mainly favoured task-based instruction whereas in the field most teachers, at least in non-English speaking countries, in fact continued to teach by traditional methods. She explained that students of the traditional system learnt through being instructed in grammar and vocabulary supplemented by occasional communicative activities stressing fluency (in the four skills). The following sample exercises were shared by the presenter at her presentation:

Traditional Vocabulary Exercise A: Match

- | | |
|---------------|--|
| 1. Angry | a. Unhappy and angry because someone has something you want |
| 2. Sad | |
| 3. Jealous | b. Feeling pleasure or satisfaction |
| 4. Confidence | c. Lacking interest or energy |
| 5. Tense | d. Having a strong feeling against someone or something that makes you want to shout or hurt them. |
| 6. Doubtful | |
| 7. Apethetic | e. Unhappy or sorry |
| 8. Happy | f. Nervous, anxious, unable to relax |
| | g. Uncertain about something |
| | h. Sure or trusting |

The presenter listed the following characteristics for a language that was principled and localized, determined by the teacher (s), informed by reflection on experience and other professional knowledge sources:

A pedagogy, not a method because

- 1- An unlimited number of possible classroom procedures
- 2- Not limited to one correct view of what language is and how language is learnt
- 3- Takes into account pedagogical aspects that methods tend to ignore; student motivation; classroom management; large and/ or heterogeneous classes; classroom climate, lesson planning, homework.

She shared the following questions which are about a communicative task with her listeners:

A communicative Task

Discuss how far you agree with the following statements

- 1- The teacher should correct me when I make a mistake.
Agree**Disagree**
- 2- The teacher should ask other students to correct me when I make a mistake.
Agree**Disagree**
- 3- The teacher should get me to correct myself.
Agree**Disagree**
- 4- The teacher should make me rewrite essays after she's corrected them.
Agree**Disagree**
- 5- The teacher should not only correct me, but also explain why what I said was wrong.
Agree**Disagree**

Penny Ur talked about the English courses in the state schools in non-English speaking countries and shared the following issues:

- Low level of language (often beginner) need for teacher input
- Limited time- need for a pre-planned vocabulary and grammatical syllabus
- Limited time- Need for focused practice activities
- Lack of learner motivation: need for teacher authority and initiative
- Lower cognitive and metacognitive abilities of learners- need for teacher mediation.

The functions of the teacher trainer was listed by the presenter as: Not to tell the teacher to use a specific method, But to provide:

- 1- Evidence based information about how languages are learnt and taught,

including research on teaching and learning in general

- 2- Criteria and knowledge that will enable teachers to select and create optimally effective teaching procedures in their classrooms
- 3- A range of practical teaching ideas
- 4- Opportunities to reflect and discuss

Penny Ur's presentation was appreciated and was applauded heartily by all of the participants at the conference hall at Gazi University. In my opinion, attending Penny Ur's paper presentation session was a wonderful opportunity to freshen up my knowledge and to share my knowledge with lots of dynamic colleagues.

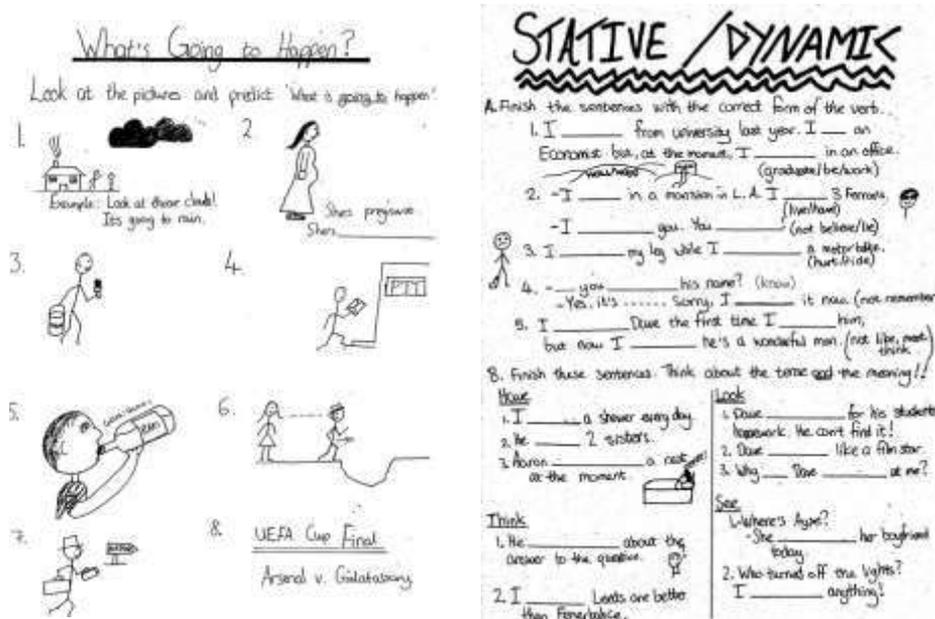
Lindsay Clanfield was another plenary speaker at the conference and he presented a paper, entitled "**Social Media and Teacher Development: A Help or Distraction?**" Lindsay Clanfield is a teacher, teacher trainer and international award winning author of books for teachers and learners of English. He has been working as a teacher of English for more than 20 years. His career began at Onestopenglish and iT's for Teachers magazine. Lindsay is the lead author of Global, the new critically acclaimed course for adults from Macmillan. He has attended lots international conferences and presented papers in different papers. Lindsay Clanfield shared the following sentence at the beginning of his presentation. "You are not the same teacher you were ten years ago. You are not the same person. We are all developing, the question is *how*." (Duncan Foord, The Developing Teacher).

The presenter shared the following picture which showed the names of the things we use on the internet and which reminded us how we used social media:



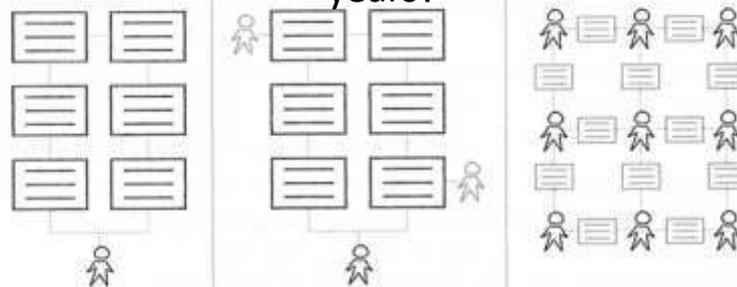
The following picture was shared by the presenter in order to show the materials in the pre-internet days:

Materials in the pre-internet days
davedodgson.com



The presenter shared the following slide to show the attendees how the web has developed over the past ten years:

How has the web developed over the past ten years?

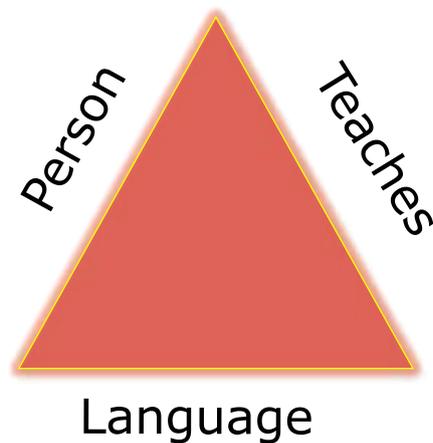


- The **first** phase was **documents linked together**.
- The **second** phase we start seeing opportunities for interaction with others. **Social behaviour** was being **bolted on** to websites.
- We are now entering the **third** phase, where websites are being rebuilt around people. **Social behaviour is the key feature**. It is not bolted on.

Paul Adams, GROUPED

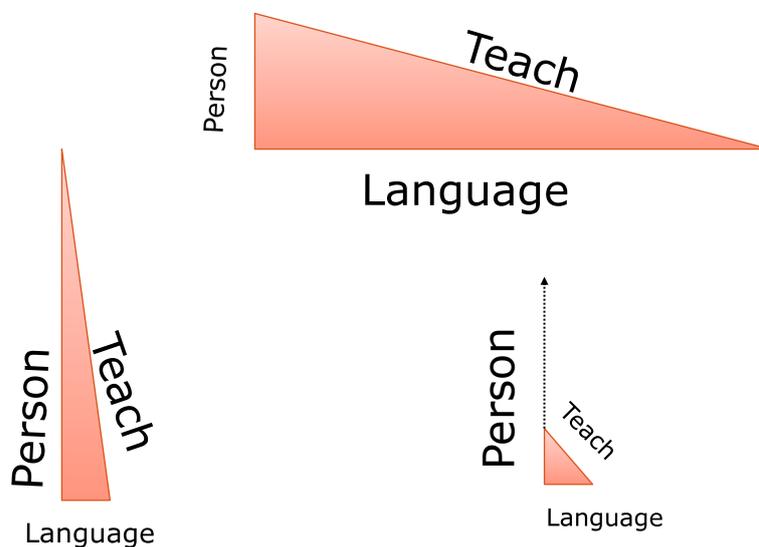
The following visual was shared by the presenter, Lindsay Clanfield, to show the shape of a language teacher:

The shape of a language teacher: another way to look at development



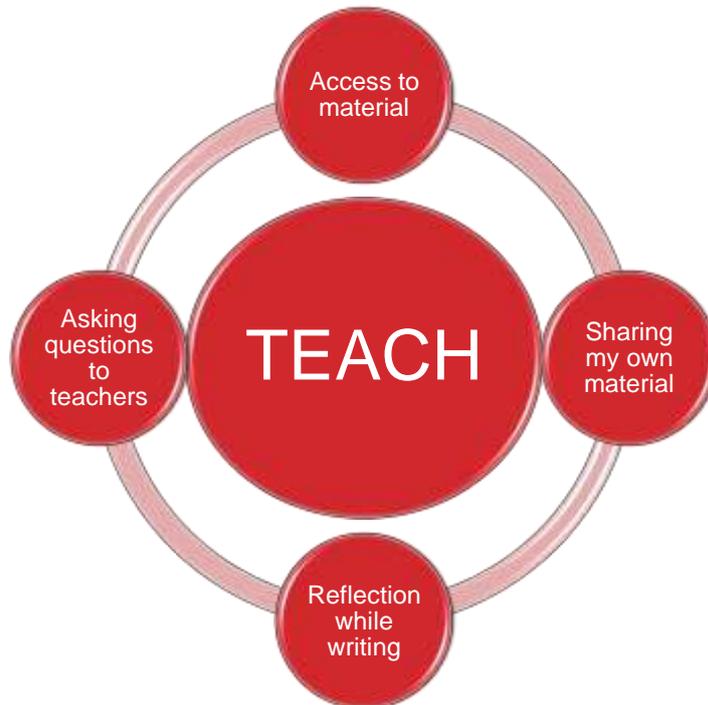
C. Gabrielatos 2002

He asked the attendees what kind of a triangle we are and shared the following picture with the participants of his session:



What kind of triangle are you?

Mr. Clanfield shared the following picture with the participants of his session in order to show the teaching areas:



The presenter talked about the role of the ELT Chats on the internet, on the blogs, in Facebook, on twitter in teaching English. Mr. Clanfield handled the challenge of a 'white board' in his presentation and shared the following pictures and the five issues together with them:

A "whiteboard" challenge (2010)

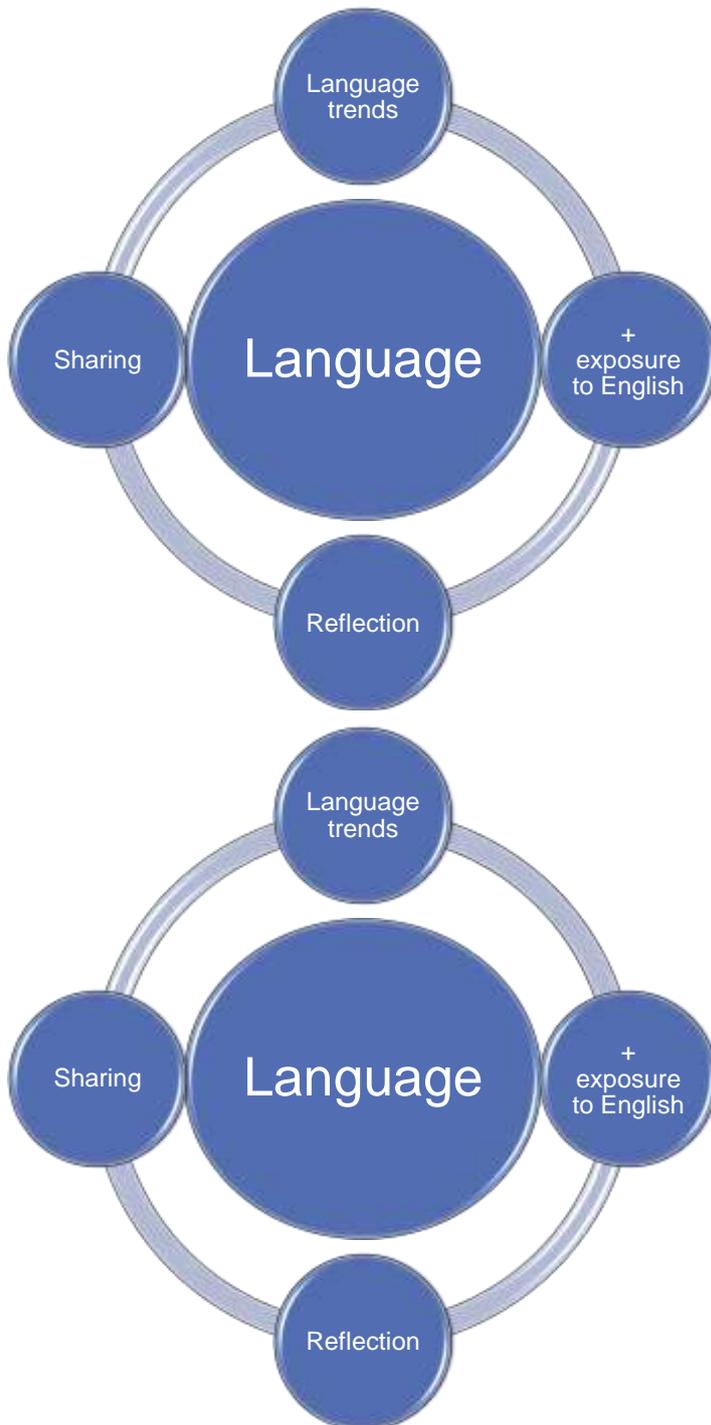
2) This was a guessing activity. I flashed this image for 10 sec. Then students had to try and remember the letters. What do they relate to?

3) I showed this image afterwards. It was the main topic of our lesson.

4) Once we established the lesson topic I asked the students to brainstorm an A to Z of Space. They did this in groups and they came up and filled the board. We spent some time on the vocabulary that they all came up with.

5) I then showed this image of a astronaut and students had to brainstorm how he spent his day.

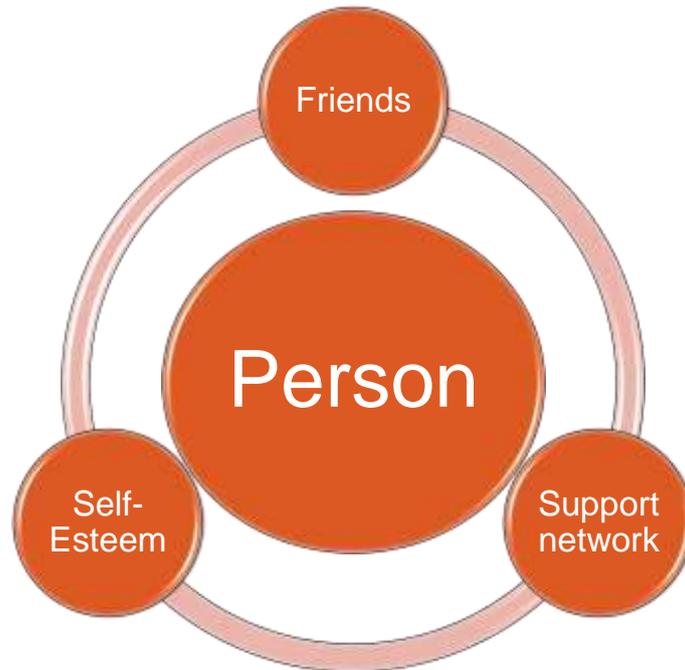
The following showed the influence of a language:



Mr. Clanfield also talked about the role of blogs in ELT and he shared the following address of a blog belonging to David Crystal: david-crystal.blogspot.com The presenter listed the six internet acronyms our learners really ought to know as: Lol, btw, IMHO, brb, ttyl and OMG. Mr. Clanfield explained these as:

LoL: lots of laughter
 Btw: by the way
 IMHO: In my honest opinion
 Brb: be right back
 Ttyl: Talk to you later
 OMG: Oh, my God!

The presenter shared the following visual to show how a person can support social media:



Mr. Clanfield shared the following quote to emphasize the importance of our friends: "How small groups of friends are the key to influence on the social web (Paul Adams). He told us that status updates often contained social gestures and people often responded by liking or commenting on the content, not because they actually liked the content, but because they wanted to send out a social signal to build the relationship. He also told that in many cases, the conversation that followed a status update was much more important than the status update itself.

The presenter asked the participants why they shared online materials and talked about the reasons of sharing online materials in ELT; and he shared the following picture to show why we shared online:



Source: The psychology of sharing – New York Times Insights 2012

The presenter told that the content that evoked high arousal, whether positive (awe) or negative (anger or anxiety), was more viral. He also told that in turn, content that evoked low-arousal, or was deactivating, emotions like sadness was less viral.

In my opinion, Lindsay Clanfield's presentation session was wonderful. It was appreciated and was applauded heartily by the participants of his session.

I would also like to talk about the two concurrent presentations I attended. **Hüseyin Öz and Tuba Özturan** presented a paper, entitled "**Comparability, Reliability and Validity of Paper and Computer-Based Achievement Tests: A Study of Test Mode Effect.**" Hüseyin Öz is working as an assistant professor in the Department of ELT at Hacettepe University. He is a graduate of the Department of ELT at Hacettepe University. He received his PHD in English Linguistics from Hacettepe University. Tuba Özturan is an instructor of English at Erzincan University. She is a graduate of the ELT Department at Hacettepe University and she has taught EAP in the Department of Foreign Languages and aviation English at the School of Civil Aviation and Engineering.

The presenter told us that the educators started using computer technology to perform accurate and efficient assessment of learning outcomes with the introduction of the digital revolution. The presenter also explained that the Turkish universities started integrating e-learning and e-assessment initiatives into their undergraduate programs.

The presenter also stated that we needed to get a deep insight into the two testing modes by designing and conducting empirical research so as to investigate the possibility of test mode effects on test scores, reliability and validity when integrating computerized assessments. The presenter informed the audience that there was not any empirical research dealing with the comparability of computer-and paper-based tests in English language teacher education programs at a time when Turkish institutions of higher education were on the eve of considering. The presenter stated that their study was designed to find out the extent to which the results of a paper-based test (PBT) were compatible to those of its computer-based (CBT) version and whether the CBT version could be considered to have equal reliability and validity when the PBT in question satisfied the criteria

of adequate reliability and accuracy of measurement. Based on the post-test-only two group randomized experimental design, their study was conducted with a total of 97 student teachers enrolled in a content knowledge course in ELT Department at Hacettepe University in the city of Ankara. As part of the assessment in the curriculum, the participants took a 60-item course achievement test either on computer or paper according to the group they were randomly assigned to. The presenter told that the findings of their study suggested that the tests had comparability, reliability and concurrent validity. Overall, the related literature and the present study indicated that computers could be used as an alternative for traditional assessment since validity and reliability coefficients were close to each other in both versions and the test takers performed similarly in both modes of assessment.

Müfit Şenel presented a paper, entitled "**Mobile English for 'Digital Native' Young Learner.**" Mr. Şenel is an assistant professor in the Department of ELT at Samsun 19 Mayıs University in the city of Samsun. He is a graduate of the ELT Department at Hacettepe University and he received his PHD from the ELT Department at Hacettepe University in Ankara. Müfit Şenel told us that his academic interests were language teaching methods, teaching English to young learners and e-and m-learning. The presenter told that most of our learners were digital natives and therefore technology tools were an innate part of their learning process. The presenter stated that the aim of his paper was to explain how we could teach 'vocabulary' and some simple ' commands' to young learners through their mobile devices such as tablet computers, portable games machines, mp3 players, e-book readers, mobile/smart phones and other suitable gadgets. He listed the steps and the topics of his study as:

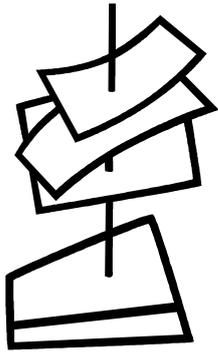
- 1- The presentation and the role of m-learning in EFL Classes.
- 2- Before starting the lesson, having students make sure of what they can do with different technological gadgets, especially with smartphones (Giving them a chance to explain their thoughts and share their ideas)
- 3- Introducing the procedure, activities and the classroom application.
- 4- Explaining the application of the lesson (Two different lessons: first one was vocabulary teaching; second one was teaching simple commands).
- 5- Introducing the Follow up session (with an internet connection to access some websites)
- 6- Summary, evaluation and suggestions for further studies.

The presenter added that his study included two separate hours (40 minutes+40minutes) and that learners were taught some vocabulary items and some commands which might be helpful for their daily life with the help of smartphones. He asked if this kind of study could be done for the university level students and if it would be useful to the participants of his session. He also asked how smartphones could be used in class hours if we wanted to use them for our students. Most of the participants of his session agreed with him that it would be very beneficial for teaching the vocabulary items to all levels of students, but it would not be very useful for teaching all kinds of courses. Müfit Şenel's study was appreciated and was applauded heartily by the participants of his session.

In my opinion, it was useful and very nice to attend his session and to share my knowledge with my colleagues at the 1st international ELT Conference at Gazi University. I hope in the future, our government can support schools and universities financially more than now and lots of new projects with smart phones and with tablets can be applied in the schools in Turkey.

In conclusion, I can happily say that attending the 1st International ELT Conference at Gazi University was very useful and enjoyable as I enjoyed attending and listening to lots of workshops and paper presentations very much. I felt more global and unique after attending the conference and I restarted to feel more dynamic and more energetic.

INGED is partners with several associations. You may wish to see what other EL associations are doing by visiting our PARTNER ASSOCIATIONS link and visiting their web sites...



REFLECTIONS ON THREE WEBINARS

Summarized by
Özlem Yağcıoğlu, Instructor
Dokuz Eylül University, Izmir, Turkey

1. REFLECTIONS ON SCOTT THORNBURY'S WEBINAR

Scott Thornbury has been working as an instructor of English and as a teacher educator of English language for more than 30 years. He has worked in Egypt, in the UK, in Spain and in New Zealand. He is currently working as an associate professor of English Language Studies at the New School in New York in the USA. He has written several award winning books on language and on methodology. He has written lots of articles for different journals. He has also attended lots of international conferences as a paper presenter.

On 30 November| 2013, I attended Scott Thornbury's webinar on ELT. It was organised by the IATEFL. It was a very unique presentation, because there were lots of participants from lots of



different universities and colleges from different countries at his seminar. The title of his seminar was "**Fossilization: Is it terminal?**"

At the beginning of the seminar, the IATEFL seminar presenter, Mr. Scott Thornbury was introduced by Claire Hart, the IATEFL web coordinator, on behalf of IATEFL. After her short warm welcoming talk, Mr. Thornbury asked how many of the participants thought that their students seemed to be fossilized. Some participants said that their students never seemed to be fossilized. Some of the participants said "sometimes" and some of the participants said "many times". He smiled for all of the given answers and he gave the following outline of his talk:

- | | | |
|-------------------------------|----------------------|-----------------|
| 1- Background | 2- Fossilization | 3- Diagnostic |
| 4- Back to school | 5- Re-defining goals | 6- Strategies |
| 7- Willingness to communicate | 8- The test | 9- Implications |

In the first part of his talk, Scott Thornbury gave information about his background. He

showed a photo of himself while working as a teacher trainer in a school in Barcelona in 1986. He told us that he developed his Spanish with the help of some of his Spanish students in the language school he was working in. Mr.



Thornbury showed a photo of a teacher trainer, called Steven Krashen asked his listeners who he was. He told us that he would send a present to the one who would know who he was and write his name in the chat box. Mr. Thornbury stated that he was greatly under the influence of that person as he had a lot of teacher and teacher trainers and he was very powerful in teaching language functions such as giving messages.

In the second part of his talk, the presenter gave the definition of the word "fossilization".

Selinker (1972) noted that most L2 learners fail to reach target-language competence. That is, they stop learning while

their internationalized rule system contains rules different from those of the target system. This is referred to as 'fossilization'. [...]

It remains a controversial construct with some researchers arguing that there is never a complete cessation of learning. (Ellis, R. 2008:963)

The presenter told us that some researchers think that there was no end for learning. It is thought by researchers that there is always something to learn and learning is endless.

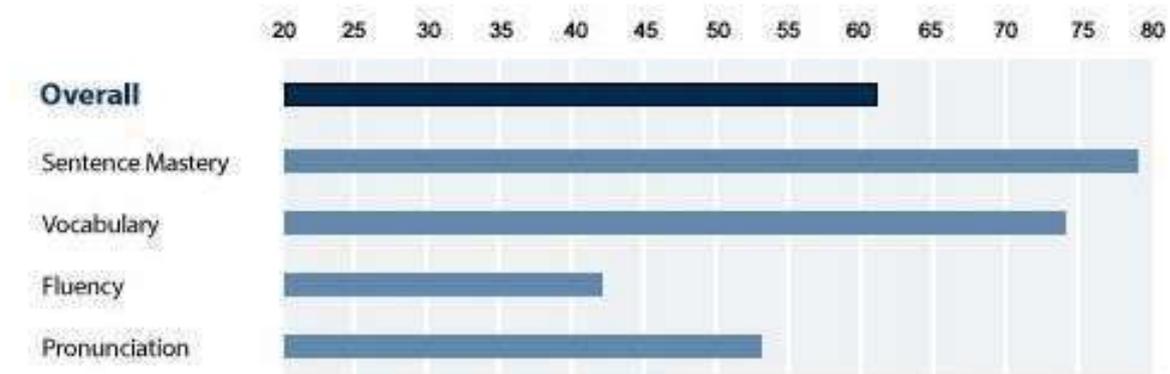
Mr. Thornbury talked about the influential study on immigrant students which was done in the 1970s. The presenter told us that there was a student, called Alberto in the U.S.A. He was from Costa Rica. His language was in the basic level and researchers followed his progress during his 10 months; they stated that Alberto's problem was he was not fully integrated with the first language society and the target culture. He was not speaking to English speaking Americans. The presenter also said that there was another researcher who had followed a study on an immigrant Japanese student, called Wes in the USA. Wes had a basic level of grammar. His grammar didn't show much improvement, but at the end of a year, his ability to communicate improved very much and he became a very efficient communicator. The presenter told us that the grammatical errors in Wes's conversation weren't noticed by anyone although he didn't use prepositions, articles, plurals or tenses correctly because he became a very good communicator at that time. Mr. Thornbury told us that different researchers state that

Any fossilized form should be seen against a backdrop of the boundlessness of potentiality that is the hallmark of an open, dynamic system, one in which learners actively transform their linguistic world, not just to conform to it. (Larsen-Freeman, D.& Cameron, L., 2008:142)

It is also stated by the presenter that "The notion of fossilization, while strongly intuitive, has proved to be extremely problematic top in down." (Ortega, L., 2008:135)

In the third part of his talk, he showed how he had diagnosed fossilization

in his study with the following chart:



In the fourth part of his seminar, he told us that he went back to school to gain fluency and he worked there with his fellow students four hours a day and five days a week. He said that the real benefit of those classes was the chance to be communicative within the safe 'climbing frame' that the classroom dynamic had offered. Mr. Thornbury shared with us that the classes were good places for incidental learning to occur, particularly of the kind that emerged naturally out of classroom tasks. He also told us that they were even better places to rehearse, experiment, take risks-and got 'at the point of need' support.

In the fifth part of his talk, he said that what he wanted to achieve was not mastery of Spanish, per se, but mastery of his Spanish, that was, the Spanish that fulfilled his communicative needs.

As the presenter stated that "If the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves." (Dörnyei, Z., 2009:29)

Mr. Thornbury also quoted Canagarajah: "Language learning involves an alignment of one's language resources to the needs of the situation, rather than reaching a target level of competence." (Canagarajah, S. 2007: 928)

In the sixth part of his seminar, he talked about the importance of reading. He told us that extensive reading had a great role in improving language skills.

In the seventh part, he said that he loved improving his Spanish language and he wanted to increase his vocabulary knowledge and his communicative competence in Spanish. He also talked about the differences of the spoken language and the written language. It was stated by Mr. Thornbury that "Silence [is] symptomatic of a loss, ambivalence and conflict that accompany a transition between two languages, a psychical suspension between two selves." (Granger, C., 2004:62)

Mr. Thornbury talked about the importance of communication to develop language skills and he stated that "WTC [willingness to communicate] can only be enhanced and developed through the social processes and communicating with others. It takes two to tango." (Yashima, T., 2012: 132)

The presenter told that it seemed that [Wes's] confidence, his willingness to communicate, and especially his persistence in communicating what he had in mind and understanding what his interlocutors had in their minds went a long way towards compensating for his grammatical inaccuracies. (Schmidt, R., 1983:161)

In the last part of his seminar, Mr. Thornbury stated that "We have repertoires of linguistic resources which we use locally [...] Our goal as language educators might be better understood as developing resourceful speakers rather than some vague notion of native competence." (Pennycook, A., 2012: 100-170)

Scott Thornbury told that we were proficient in language to the extent we possessed it, made it our own, bended it to our will, asserted ourselves through it rather than simply submit to the dictates of its form. (Widdowson, H.G., 1994: 284)

While finishing his seminar, Mr. Thornbury informed his listeners that he had written an article, entitled "The (de-) Fossilization Diaries" and he also told us that it could be read from the following blog: <http://scottthornburyblog.com/>

I think it was a good opportunity to attend Scott Thornbury's unique webinar. Reading lots of comments from different countries while he was presenting his seminar was also a great opportunity for all of the participants of his seminar. Most of the participants typed in the chatbox

that learning took place not only outside of the classroom, it also went on while we were teaching to our students.

2. AN INTERNATIONAL WEBINAR ON GLOBAL EDUCATION

On 19 December 2013, I attended an international webinar, entitled "**Global Education Trends: Understanding Educators' Needs and Strategies for Success.**" It was presented by Lynn Nolan, Ed. D., CEO, Global Solutions. It was hosted by edWeb and by the Education Division of the SIIA (Software and Information Industry Association). It was 1 hour webinar and there were lots of professors, university leaders, researchers, CEOs from developed countries who participated in her webinar. At the beginning of the seminar, the presenter was introduced by the program director of the edGlobal George De Bakey from Washington DC from the USA. The presenter handled the expectations and needs for a Global Education at her seminar and she listed the following subtitles:

- Shared Vision
- Planning and Monitoring
- Knowledgeable Shared Leadership
- Skilled, Digital Age Teachers
- Engaged students

The presenter also told that the above list came from an informal survey done globally.

Firstly, Ms. Nolan talked about **shared vision** and she told us that the facilitation of the development of guiding principles, frameworks, or standards to serve as a roadmap for the future direction of education was crucial in global education and the following list was listed by her:

- Establish focus
- Clearly communicate expectations of excellence
- Criteria for achievement and progress
- Provide a roadmap to the future
- Costa Rica, Malaysia

Secondly, the presenter gave information about planning and monitoring. While talking about **planning and monitoring** she handled the following topics:

- Planning and Monitoring must inform and ensure transformation
- Scenario-Based Planning
- Future-Oriented Tools
- Continuous Monitoring

The presenter stated that Zurich, Prague, Amsterdam, Dusseldorf, Germany, Mexico, Panama, the Netherlands, Germany, Canada, Jamaica and the Philippines were the countries which gave importance to these issues and she had followed some studies and projects in those countries. Mrs. Nolan also told us that the **knowledgeable shared leadership was an absolute key for global education**. She said that educational administrators modeled and facilitated the understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. She said that top level was always the teacher level and we needed this. She also told the audience that development for technology leadership among education leaders in Singapore, Germany, Canada, The Netherlands, and Bermuda usually had digital citizenships and embraced technology in modern education.

The presenter of this seminar continues by saying that skilled teachers were necessary for the following issues:

- Professional Development
- Professional Learning Communities

She also told the listeners that providing global education for all students was critical and listed the following issues:

- Relevant - Prepare young learners to thrive today and in their futures
- Engaging - Draw young learners into active, self-motivated learning and hold them for a lifetime
- World Class - Result in performance in school and in society that compares favorably around the globe
- Culturally Appropriate - Ensure sensitivity to and acceptance by local, national, regional and global social and cultural norms.
- Accessible - Steadily increase accessibility targeting the entire population of young learners

She said that the people in China and India focused on learning English in their countries in the recent years. The presenter shared the following document:

US Department of Education's International Education Strategic Plan - 2012-16 International Strategy

- a world-class education for all students;
- global competencies for all students;
- international benchmarking and applying lessons learned from other countries; and
- education diplomacy and engagement with other countries.

Objective 1: Increase the global competencies of all U.S. students, including those from traditionally disadvantaged groups.

Objective 2: Enhance federal, state and local education policy and practice applying lessons learned from other countries to drive excellence and innovation in the U.S. and abroad.

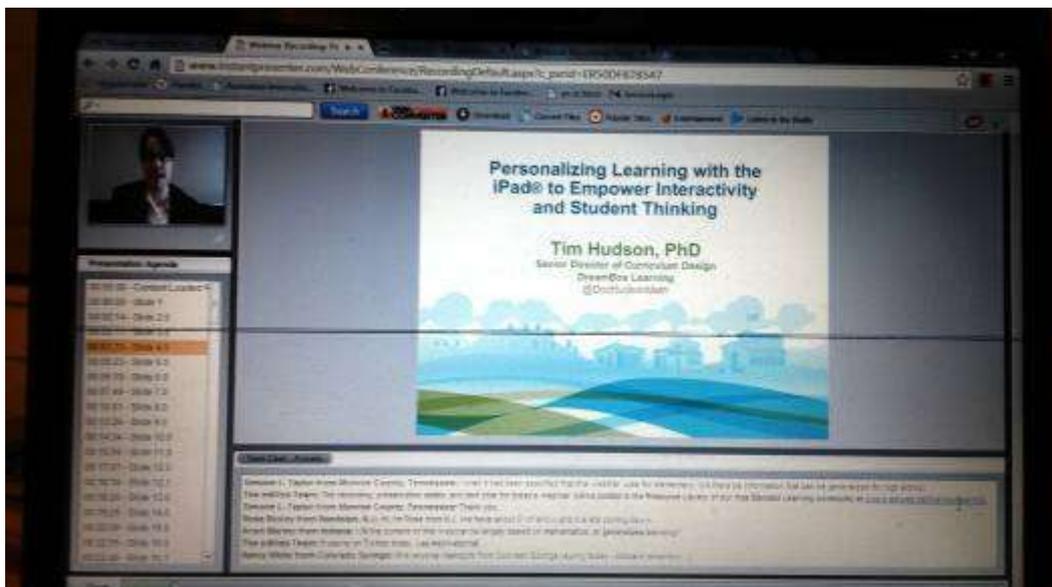
Objective 3: Advance U.S. international priorities in strategically important countries through active education diplomacy.

Objective 4: Develop, monitor and continuously improve ED's international activities in an integrated and coordinated manner.

Mrs. Nolan also emphasized that there were lots of ESL projects in China as they wanted their students to speak English very well. In my opinion, it was very useful to attend this webinar as I have learnt lots of new issues on globalism and on global studies on ELT and on ESL. It was a good opportunity for me and for the other language specialists to attend this webinar as we shared unique comments.

3. A WEBINAR ON INTERACTIVITY AND DEVELOPING THINKING

On 3 February 2014, I attended a webinar, entitled "Personalizing Learning with the iPad® to Empower Interactivity and Student Thinking". It was presented by Dr. Tim Hudson and organised by edWeb.net and DreamBox.



The webinar started with the presenter's welcoming talk and personal information about himself. He informed us that he was a senior Director of Curriculum Design for DreamBox Learning, a learning innovator and an education leader who frequently wrote and spoke about the goals of learning and educational strategies. We were informed by the presenter that he had spent over 10 years working in public schools before joining DreamBox. He was first a high school math teacher and then the K-12 Math Curriculum Coordinator for the Parkway School District in St. Louis, MO, where he also helped facilitate the district's long-range strategic planning efforts.

After this introduction, he told us that his seminar would be about general learning and he shared the following information as the background of the school he would talk about:

- Located outside of Milwaukee, Wisconsin
- Approximately 10,000 students
- 11 elementary, 3 intermediate, 3 high schools
- 1 to 1 iPad initiative began three years ago
- 80% complete

Secondly, the presenter listed the following results of what the iPad initiative promoted:

- Personalized learning that occurs anytime, anywhere and results in world-class knowledge and skills for all students
- Facilitate and inspire student learning and creativity by guiding learner-centred activities.
- Design and develop digital-age learning experiences and assessments linking curriculum benchmarks to 21st century learning standards
- Model digital-age work and learning
- Promote and model digital citizenship and responsibility
- Engage in collaboration, professional growth and leadership.

Thirdly, the presenter listed 6 pillars which defined the foundation of 'Next Generation Learning' as:

- 1- **College and Career Readiness:** Graduates have the essential skills, including academic, technical, employability and interpersonal, to succeed at the next level in a post-secondary education or career pathway.
- 2- **Student-Centred Learning Environments:** Learning environments are

varied and flexible to accommodate the needs of learners and provide ongoing opportunities to build a collaborative community of students and staff.

- 3- **Competency Based Progression:** Learners demonstrate evidence of deep learning along a continuum based on the Rigor of the Common Core Standards.
- 4- **Student Voice in Learning:** Learners have significant and meaningful influence in co-designing their educational experience through the use of goal setting and rigorous personal learning paths.
- 5- **21st Century Skill Set:** Students will collaborate, communicate, think critically and problem-solve using creativity, innovation and technology as a tool for personalized learning.
- 6- **Family and Community Partnership:** Meaningful relationships with parents and community provide expertise and contributions that are leveraged to support student success.

The initial concerns about the school he worked in were listed by the presenter as:

- Parent support and concerns related to management
- Effective training for teachers to utilize technology/transforming instructional practices
- Financial sustainability and tech support
- Instructional support in buildings

He also talked about the success at their school and told the audience that 100% and 80% of students had iPads for individual use and told that the remaining students would receive their iPad by April 1.

- Adoption of multiple adaptive, online programs to support learning
- Significant parental support
- Ongoing, effective professional development for staff and parents
- Local, state and national recognition for innovative work in personalized learning and technology integration

The presenter listed the advantages and the outcomes of DreamBox Learning as:

- Provides engaging learning opportunities and conceptual understanding that has been lacking
- Students love DreamBox learning and choose it more than any other program or activity during math workshop
- DreamBox reports provide extensive information about student progress
- Data provided by classroom summaries and progress reports drive

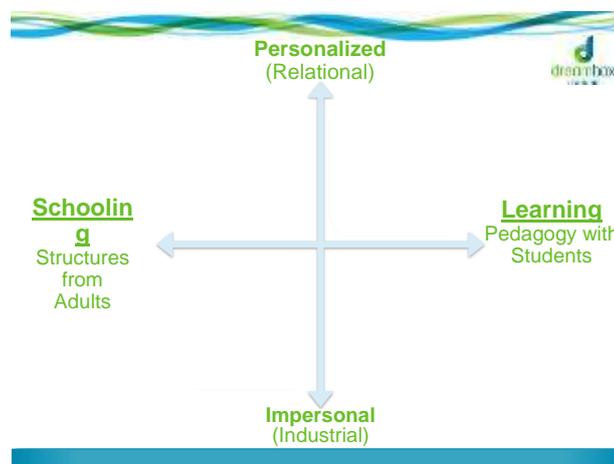
- small group instruction and intervention
- Support Rtl efforts in closing the achievement gap and increasing conceptual understanding.

He told us that all elementary buildings were consistently meeting their district goal related to DreamBox usage (1 hour per week). Mr. Hudson told us that **the contemporary school reform efforts typically focused too much on:** structures, schedules, programs, PD, curriculum, and instructional practices (like cooperative learning)" [or personalized learning],[or blended learning] [or flipped classrooms], [or iPads, hardware, etc].

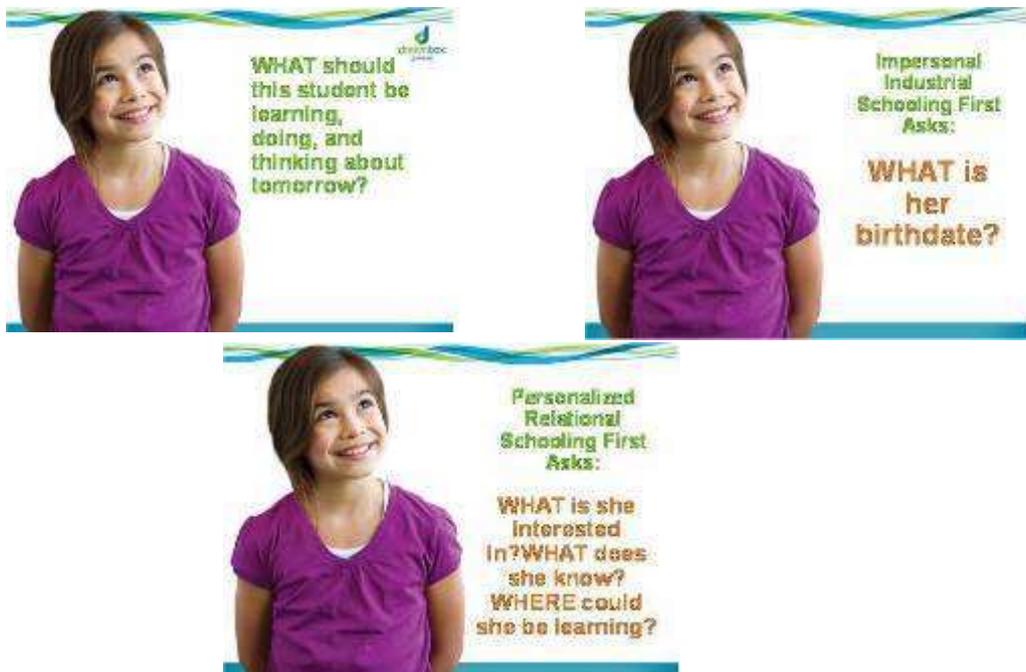
The presenter shared the following twitter chat on personal learning:



The following chart on learning and schooling was shared by the presenter:



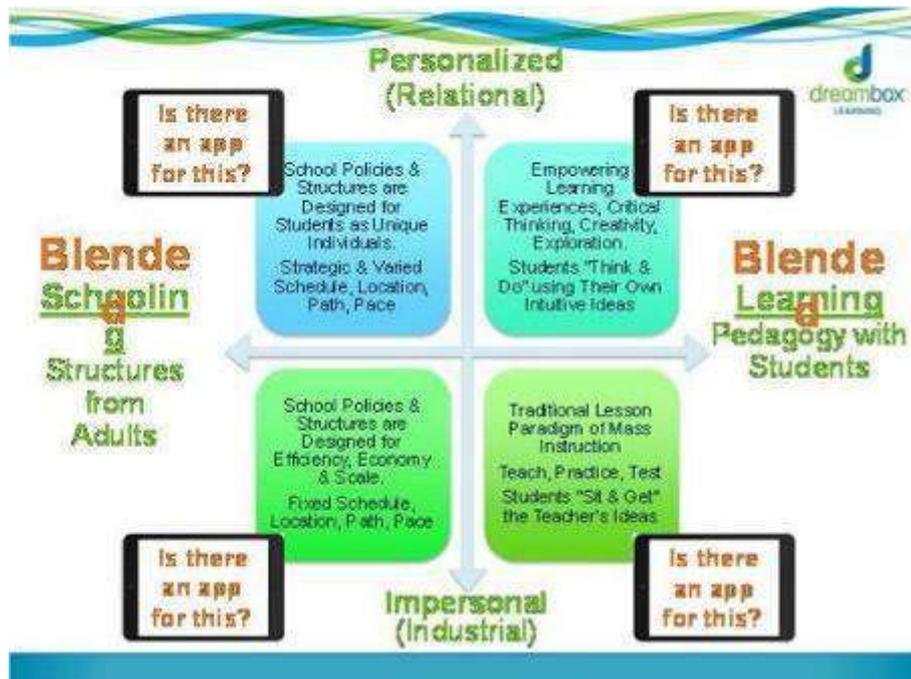
Mr. Hudson suggested we use pictures to develop thinking skills and showed the following photos to ask different kinds of questions to develop thinking skills of our students.



The presenter shared the following classroom report to show how the students in his school were graded:



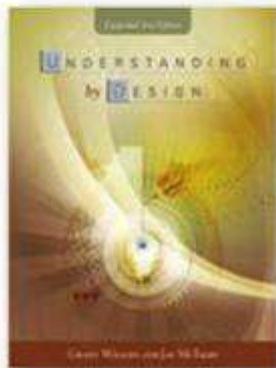
The presenter also shared the following chart on blended learning and blended schooling:



The following list on curriculum backwards was shared by the presenter:

Plan Curriculum Backwards

1. Identify desired results
2. Determine acceptable evidence
3. Plan **learning experiences** and **instruction**



Understanding by Design, Wiggins & McTighe, ©2005

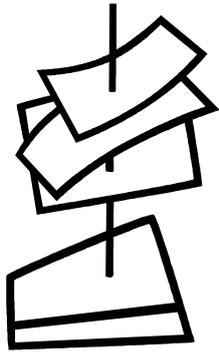
The presenter told the audience that the presentation of an explanation, no matter how brilliantly worded, wouldn't connect ideas unless students had ample opportunities to wrestle with examples. He shared the following quote on methods and principles:

As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble. - Ralph Waldo Emerson

He added that learning was not accomplished by putting thoughts into a mind, but rather by empowering a mind to generate thoughts. Dr. Tim Hudson also told us that understandings couldn't be given and added his words that they had to be engineered so that learners saw for themselves the power of an idea for making sense of things.

In conclusion, I can say that it was very useful to freshen up my knowledge on blended learning and to learn new approaches and ideas on develop student thinking with lots unique participants who work at different colleges and universities.





**REFLECTIONS ON
AN INGED AND BC CO-EVENT
HOSTED BY
THE SCHOOL OF FOREIGN
LANGUAGES,
NECMETTIN ERBAKAN UNIVERSITY,
KONYA**

21 December 2013

**Summarized by
Prof. Dr. Aydan Ersöz**

The School of Foreign Languages, Necmettin Erbakan University, Konya kindly hosted an INGED and British Council co-event on 21 December 2013. On behalf of the BC, Dave Dodgson held two sessions: "Don't just fill the gaps - Explore the space" and "Classroom Management and Building Class Rapport". On behalf of INGED, I held a session entitled "Reflecting on our Classroom Practices"; and Assoc. Prof. Dr. Cem Balçıkanlı "Learning a Language with Web 2.0 Tools: Practical Applications for Language Teachers". We had about 300 people as our audience, mostly the School of Foreign Languages Teaching Department students and English instructors of the university. You can find a brief summary of this session below.

No one is happy with the results of language teaching in our country. Yet, neither teachers nor students can get away from the traditional teaching methods. What can be the reasons for constantly going back to traditional teaching methods?

1) Proficiency in English is an essential and basic competency for the language teacher who is not a native speaker of English. The role of the English teacher is much more than greeting students in the target language and/or working on the example sentences. English teachers should have the ability to provide good language models, to maintain use of the target language in the classroom for teaching and communication, to give correct feedback on learner language, and

to provide input at an appropriate level of difficulty. Jack C. Richards (in THE LANGUAGE TEACHER Online, <jalt-publications.org/tlt>) states that there appears to be a threshold language proficiency level a teacher needs to have reached in the target language in order to be able to teach effectively. A teacher who has not reached this threshold level of proficiency will be more dependent on teaching resources (e.g., textbooks) and less likely to be able to engage in improvisational teaching (Medgyes, P. (2001). When the teacher is a nonnative speaker. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language, (3rd ed., pp. 415- 427). Boston: Heinle & Heinle.). Or, such teachers rely heavily on the native language for both communication and teaching in the classroom. Grammar-translation method seems to be the right medicine for this case (!!!).



2) Richards also asserts that English teachers need a repertoire of techniques and routines, including routines and procedures for such things as opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, making transitions from one task to another, and ending the lesson. However, English teachers come from various sources in our country; some do not have any background related to English language teaching. Hence, they have no idea about how to turn the subject matter of instruction into forms that are pedagogically powerful and that are appropriate to the level and ability of the students. They talk and explain a lot at the board

without being able to involve the students in the learning process or to read the signs of boredom and/or confusion.

3) English teachers who do not have the necessary background to get a deeper understanding of the nature of language teaching and learning may think that transferring knowledge is sufficient in a language classroom. In such a case, the only information to be transferred is the "traditional grammar". The lack of a solid subject matter in language brings the continued dominance of explicit grammar teaching; grammar is the only solid subject matter that can be described and studied thoroughly and accurately. Not being aware of the fact that people learn a language best when they use it to do things rather than through studying how language works and practicing rules, these teachers will find themselves teaching "about the language" but "not the language".



4) The practice of teaching grammar is an entrenched habit and a long-time tradition, one that is accepted by both the student and the teacher. It is very difficult to break a habit. People feel safe doing what they have always been doing. A habit is an acquired behavior or thought pattern that a person has repeated or been exposed to so many times or for a period of time that it has become almost unconscious. In short habits are the result of unconscious, automatic thoughts which are based on previous experiences. If impulse, intuition and routine control our practice, we cannot critically question *what* we have done and *why* we have done it, what *alternatives* are available and what *limitations* there are.

Even when teachers attend seminars, workshops and conferences to learn about the innovative ways of teaching, they have a tendency of going back to their habits. The Massachusetts Institute of Technology as a result of a study they conducted claimed that old habits don't die; they hibernate. "It is as though, somehow, the brain retains a memory of the habit context, and this pattern can be triggered if the right habit cues come back," Ann Graybiel, the Walter A. Rosenblith professor of neuroscience in MIT's Department of Brain and Cognitive Sciences, said in a statement. In our case, whenever, a teacher who has not yet changed his/her habit of relying on traditional methods encounters a problem in the classroom, s/he immediately switches to the old way of doing things.

Anthony Griffith (<http://www.nationnews.com/index.php/articles/view/teaching-habits-hard-to-break/>) claims that historically, the method of teaching for many people has always been characterized by an emphasis on direct instruction, also called "lecture" or "exposition" or "teacher talk". And the research indicates that teachers tend to "teach as they were taught". They have thus "learned" by observation and experience, and thus build on their own "primitive spontaneous pedagogical tendencies". These habits of teaching are thus rather difficult to break; and it will of course take time, practice and reflection change these traditional attitudes and methods.

5) Some teachers stop improving themselves when they get their diploma and find a job. Professional development is a must for teachers to be able to meet the needs of not only the learners but also the institutions or nation in general. Professional development can be defined as an ongoing learning process (in the form of a series of activities) in which teachers engage voluntarily to grow. It is a continuous search for opportunities to learn how to better their teaching and improve their practice. One way of developing ourselves professionally is reflective teaching. Reflective teaching means looking at what we do in the classroom, how we do it, thinking about why we do it, and thinking about if it works - a process of self-observation and self-evaluation. We can get feedback from ourselves, our peers and our students. In line with the feedback, we can identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Richards states that as teachers accumulate experience and knowledge, there is thus a move towards a degree of flexibility in teaching and the development of what is sometimes called improvisational teaching. Teachers who are not reflective may have difficulty in accumulating experience and knowledge to develop this ability.

6) Learning a language is a long and slow process. It is a cumulative process consisting of a very long series of very small, often unnoticeable steps, creating the discouraging impression that "nothing's happening." People may turn to grammar thinking that it can create a miracle. They hope that the impossible can happen if only they teach and learners learn the correct rules. Unfortunately, grammar explanations cannot accelerate learning. Students cannot pull out the rule they need from their cognitive inventory and apply it whenever they need it.

With this bombardment of grammar, language teachers and textbook writers feel that they need to compare and contrast grammar points and come up with artificial explanations. These confuse learners and cause despair. Normally, different usages sometimes occur because of the richness of language. When it comes to producing language, our students find themselves in a state of deep thinking to choose what to use and how to use it.

7) The traditional role of the teacher is another reason why some teachers continue using the old methods. Teachers are expected to know their subject area and teach the facts about it. Language teachers try to meet the expectations by explaining each and every detail of grammar on the board, forming formulas, using mechanical drills, giving long assignments, and testing students' accuracy.

They try to teach grammar by explaining the forms and rules. Long and detailed explanations may satisfy the teacher; however, they do not mean much to learners. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Without context, grammar is too abstract to be effectively explained. Grammar points should be connected with larger communication contexts.

As teachers, we forget the fact that grammar is far too complicated, intriguing, complex, and mysterious to be adequately explained by brief definitions. Moreover, students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.

8) Some teachers focus their attention on what to teach rather than how to teach. In fact as Griffith states there is too much emphasis on "teaching" and too little on "learning". Richards asserts that it is natural when teachers first start teaching to be preoccupied with their own performance as a teacher, to try to communicate a sense of confidence, competence, and skill, and to try to create lessons that

reflect purpose, order, and planning. The danger lies in this egocentric teaching becoming a style of teaching. Benson says that such a style is the one that provides a comfort zone for the teacher but that fails to provide learners with the opportunity to achieve their full potential as learners (Benson, P. (2001). Teaching and researching autonomy in language learning. London: Longman).

9) Griffith claims that there appears to be a problem in terms of what transpires at the classroom level, and the resultant dissonance between what the teachers are taught in their training and how they, in turn, function in the classroom. Part of the problem, it seems, lies in longstanding "elements" in the schooling system.

Despite the fact that "learning", especially experiential, requires the learner to interact with a variety of learning resources and situations, both inside and outside of the classroom, our schools are noticeably deficient in this respect. Apart from the designated textbook(s), there are notoriously few other learning resources available in schools. Thus teachers are often forced, despite their training, to adopt the stance of "the sage on the stage" rather than being, more effectively and professionally, "the guide on the side".

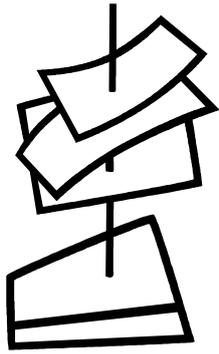
Most teachers complain about their frustration and inability to transfer many of the progressive ideas and approaches learned during their training. Our education system does not leave much room for autonomy.

10) Most teachers follow an exam-oriented approach. Our formal education system is totally based on exams so learning focuses solely on passing examinations. Some teachers believe that the fastest and most efficient way of preparing a student for an exam is using the traditional methods.

It is only normal to have test and exams because in education testing serves to control the educational system in a scientific and unbiased manner. Tests are one of the ways of evaluating learning and teaching efficacy. Their results can be used to modify the curriculum and teaching methods.

Both students and teachers think that preparing for an exam means learning strategies, tactics and tips as they believe that is the best way to pass. It is NOT. Almost all language exams are designed to measure our English so they test skills. They are not knowledge based exams. Tips, tactics and strategies only work if our English is **good enough**.





NOTES ON THE WEBINAR ORGANISED BY SEETA

23 January 2014

Summarized by
Özlem Yağcıoğlu, Instructor
Dokuz Eylül University, Izmir, Turkey

On 23 January 2014, I attended a webinar organised by the **SEETA**. **SEETA** stands for the South Eastern European Teachers' Associations. www.seeta.eu is the web address for the interactive on-line service (SEETA Moodle site) operated by SEETA, the South Eastern European Teachers' Associations (SEETA) on the World Wide Web of the Internet, consisting of information services and content provided by SEETA and other third parties. "User" means each person who establishes or accesses a connection ("Account") for access to and use of the SEETA Website.

Kieran Donaghy was the presenter on behalf of SEETA. Kieran Donaghy is a teacher and a teacher trainer at UAB Idiomes Barcelona part of the Universitat Autònoma de Barcelona. He has a Master's degrees in TEFL and Business Communication. He has taught in the UK, Italy, Portugal and Spain. He is particularly interested in the use of film in the classroom. He is the co-author of Cineliteracy, 10 Films for Health Professionals. He has a blog on the use of film English which has won numerous awards including Best Individual Blog in the 2011 Edublog Awards. He has given presentations on film at national and international conferences. The title of his webinar presentation was "Teaching Languages in a World of Screens."

Teaching Languages in a World of Screens



Kieran Donaghy

SEETA Webinar 23-01-14

In the beginning of his webinar presentation, Mr. Donaghy summarised the titles of his presentation as:

- 1- Importance of film in society, education and language teaching
- 2- Benefits of using film
- 3- Typical approaches to film
- 4- Appropriate approaches to film
- 5- Whole films
- 6- Film clips
- 7- Short films
- 8- Learner-generated moving images
- 9- Online lesson plans
- 10- Online student resources

Some ideas from his session:

"Today our society and our world are saturated with visual stimulation. The visual image has taken over, in a sense, for better or for worse." (Martin Scorsese)

"We live in a world of moving images. To participate fully in our society and its culture means to be as confident in the use and understanding of moving images as of the printed word. Both are essential aspects of literacy in the 21st century." (British Film Institute, Film Education)

"If students aren't taught the language of sound and images shouldn't they be considered as illiterate as if they left school without being able to read and write?" (George Lucas)

The advantages of using films was listed by Mr. Donaghy as:

- 1- Motivating, entertaining and enjoyable
- 2- Authentic language
- 3- Improves oral and aural skills
- 4- Language is interpreted in a full visual context
- 5- Encourages interaction and participation

The presenter talked about the following approaches on using films at his seminar:

- 1- Friday afternoon or end of course approach
- 2- Do the film to death approach
- 3- Let's watch a video on YouTube approach

He told us that some teachers used the first approach to spend time with their students in their classrooms. He added that they let their students

watch a film for 90 minutes and they did nothing after watching the film. The second approach was totally different from the first approach and the teacher gave lots of linguistic, vocabulary and grammar activities during the film in the classroom. Mr. Donaghy stated that the third approach was similar with the second approach as the teacher came to the classroom very well prepared and gave students vocabulary and grammar activities according to the theme of the courses he/she taught in the classroom.

The presenter also shared the following ideas related with the approaches he talked about:

"The worst application of all is to use a feature film as an entertaining reward between the conclusion of a teaching unit and a holiday, a practice that is unethical as well as illegal." (Michael Vetrie)

"The use of film with the support of structured materials can help learners develop all four communicative skills (speaking, reading, writing and listening). Audiovisual material enables them to develop a critical understanding, encouraging them to use language in a creative way." (Carmen Herrero)

The presenter told the audience that there were lots of kinds of films we could use in our classrooms and he suggested the following companies which have films for teaching English and told that teachers could access the following notes when they used their links:



Es1 notes FILM ENGLISH

To Kill A Mockingbird

(Dramatized) (1962)
© 2004 by Raymond Vachon

Major Characters

Atticus Finch.....Gregory Peck
A gentle and highly moral lawyer in a small Southern town who agrees to defend a black man accused of rape.

"Scout" (Jean Louise) Finch.....Mary Badham
The adorable six year old daughter of Atticus who tells the story of the events that take place in the film.

Jem Finch.....Phillip Alford
Scout's protective 10 year old brother.

Dill Harris.....John Megna
The friend of Scout and Jem who lives in their town during the summers.

Tom Robinson.....Brock Peters
The kind and soft-spoken black man who is falsely accused of rape, and now must face the charges with an all white jury.

Es1 notes FILM ENGLISH

Some Words and Expressions that You may not Know

Scout and Jem meet Dill, and all three learn of the mysteries of the Radley House.

Macomb was a tired old town in 1932.

The name of the small (fictional) Alabama town and county where Atticus Finch and his family lived.

Men's stiff shirt collars wilted by 9AM and ladies bathed by noon.

"To wilt" is to become limp or to bend, often because of heat.

And by nightfall they were like soft teacakes

with frosting from sweating and sweet talcum.

"Frosting" is the sweet covering that is used on cakes. "Talcum" is a type of powder people use to absorb sweat when it's hot.

There was no money and nothing to buy...though Macomb County

The presenter showed the sample plot summary at his seminar:

"This movie is the classic story of racism in a small fictional town in the American South, based on the book of the same title by Harper Lee. The story takes place in 1932, during the great economic depression, in Macomb, Alabama. It is told through the eyes of Scout Finch, an adorable six year old girl who loves her father very much, and who observes the great difficulties that he faces after he decides to defend a black man, Tom Robinson, who is falsely accused of raping a poor white teenage girl. In telling her story, she reveals much about race, social class and the law in 1930s America."

The presenter added that the following chart could be used in the ESL or in ELT Classes to teach some words and phrases on films which were used in the classrooms:



Name of character		
Age		
Height		
Build		
Arms and legs		
Posture		
Face		
Skin		
Eyes		
Nose		
Mouth		
Hair		
Expression		

The presenter listed the generic activities as:

- 1- Show with no sound
- 2- Write the dialogue
- 3- Play with sound only
- 4- What's going to happen?
- 5- Roleplay
- 6- Write from perspective of a character
- 7- Write an alternative ending

Mr. Donaghy listed the advantages of short films as:

- 1- View several times
- 2- Different activity each time
- 3- Greater dramatic impact
- 4- A whole narrative
- 5- Prompts for oral and written communication

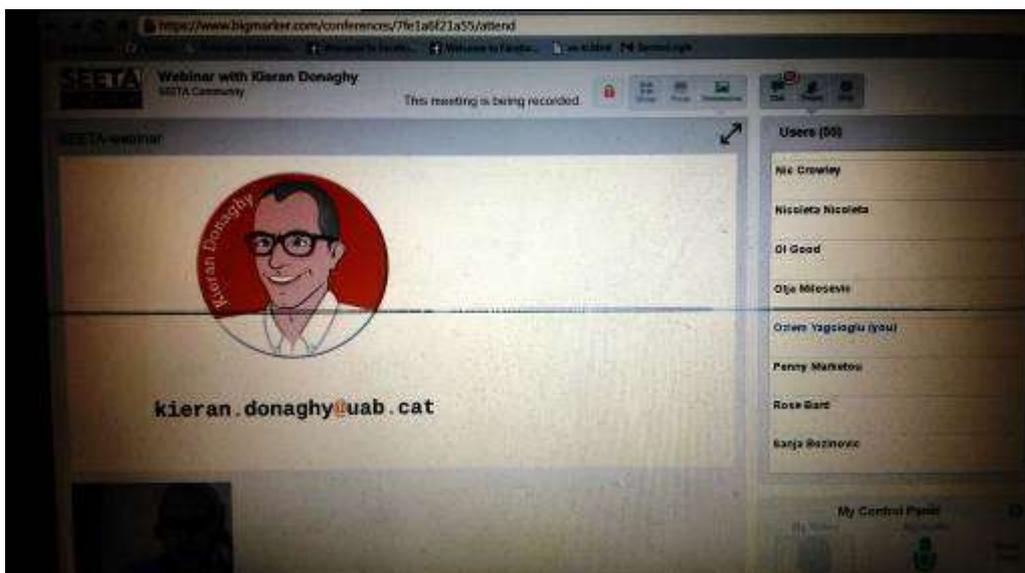
The following sentences on films were shared by the presenter as the final notes of his seminar:

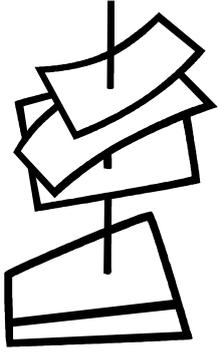
"Films can enhance the language learning process by designing a series of

activities that can develop linguistic, cultural and intercultural skills, as well as developing the practices of New Media Literacies that students need for the 21st century." (Carmen Herrero)

"Film works as a motivator. Film is fun. And film is the rising language of the twenty- first century, whether we want it to be or not. We might as well start embracing it now." (Stephen Apkon)

In conclusion, it can be said that using films in ESL classes is useful if they are used efficiently to teach vocabulary or grammar. In my opinion, it was really nice to attend Kieran Donaghy's presentation as a listener. It was nice to freshen up my knowledge with lots of unique colleagues and it was nice to learn new things on using films in the ESL classrooms.





REFLECTIONS ON AN INGED & ÇANKAYA UNIVERSITY CO-EVENT

15 February 2014

Summarized by
Prof. Dr. Aydan Ersöz

The School of Foreign Languages, Çankaya University, Ankara kindly hosted an INGED event on 15 February 2014. I held two sessions, one in the morning and one in the afternoon: "FELT (Fun in ELT): Part I" and "FELT (Fun in ELT): Part II". Defne Akıncı-Midas had a presentation entitled "10 things about teaching English we think are right", and Dr. A. Suzan Öviz "Vocabulary Activities". We had about 150 people as our audience, mostly English instructors of the university.

The warm and friendly invitation from Çankaya University drew an enthusiastic audience of academicians, instructors, private and public school teachers from Ankara. Çankaya University, being an excellent host, turned this into a notable event.

You can find a brief summary of one of my sessions below.



90

Activity 1:

Work in pairs.

Examine the signs and answer the questions.

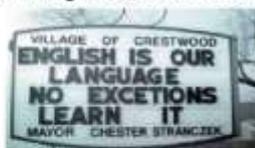
1. Can you guess the country?
2. Where do you think the sign was?
3. Can you re-write it to clarify the meaning?

1.		2.	
3.		4.	Age slice of pie Adds
5.			

Now visit two other pairs and compare your answers. Do you want to make any changes?

As the last step, let's go through the answers. (Corrections may vary).

1. On a billboard in the town, Fort Wayne, Indiana, USA



2. At a gas station with a diner, Tipton, Indiana, USA



3. On a billboard by the church, Ohio, USA



4. On the menu, Kuğulu Park Cafe, Ankara



5. In a cafeteria, Korea



Activity 2:

Work in pairs.

Guess what the item is and what it is used for.



Now get together with another pair and form a group of 4. Compare your answers. As the last step, let's go through the answers.



Activity 3: Brainteasers

Work individually. Answer the questions.

- 1) In British Columbia you cannot take a picture of a man with a wooden leg. Why not?
- 2) What 5-letter word becomes shorter when you add two letters to it?

- 3) Rick's mother has four children. The first child is named April. The second child is named May, and the third is named June. What was the third child's name?
- 4) How many of each species did Moses take on the ark with him?
- 5) If you had only one match and entered a COLD and DARK room, where there was an oil heater, an oil lamp and a candle, which would you light first?

Now, find a partner and compare your answers.
As the final step, let's go through the answers.

Answers:

- 1) Because you can't take a picture with a wooden leg; you need a camera.
- 2) Short
- 3) Rick
- 4) None. Moses wasn't on the ark Noah was.
- 5) Of course you light the match first.

Activity 4: The Original Balloon Debate

You are in a hot air balloon which is losing height rapidly and will soon crash because it is overweight. You have to get rid of seven of the passengers! Who would you choose? Discuss in your groups and come to a decision. Be ready to defend your decision.



The passengers are: A nurse (48), a social worker (37), an army officer (54), a bank manager (59), a politician (53), a lawyer (34), an architect (29), an engineer (32), a research scientist (56), an actor (24), a farmer (29), a priest (52), an airline pilot (42), a journalist (33), a policeman (28), a school teacher (27), a university student (21), a doctor (47), a dentist (39), a hair stylist (23), a vet (30), a singer (32), a dietician (56), a computer programmer (37).



SOMETHING TO THINK ABOUT

In this issue, how about thinking about

<http://bigstockblog.squarespace.com/blog/20-british-words-that-mean-something-totally-different-in-the-us>

20 BRITISH WORDS THAT MEAN SOMETHING TOTALLY DIFFERENT IN THE U.S.

Here in the United States, we speak the same language as our ye old predecessors in Great Britain, but we don't always speak it the same way. So, we asked our oh-so British receptionist, Ryan Lovett, to give us a crash course in some of the more notable discrepancies. Here are 20 words (along with some accompanying Bigstock images) that have pretty different meanings in Great Britain than they do in the U.S.

1. Jumper



2. Trainer



3. Pants



4. Bird



5. Bog



6. Rubber



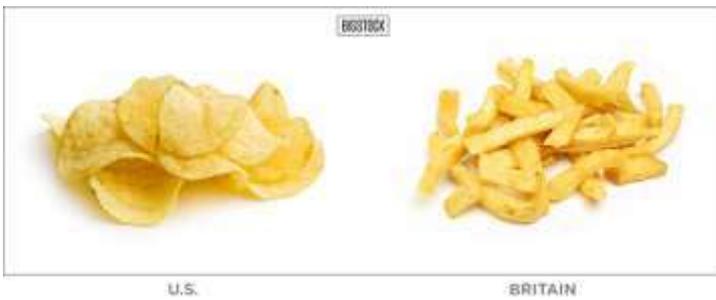
7. Braces



8. Trolley



9. Chips



10. Coach



11. Biscuit



12. Shag



13. Dummy



14. Lift



15. Hooker



16. Flannel



17. Football



18. Hamper



19. Vest



20. God Save the Queen!



A Paper from a Colleague

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Challenging assumptions about IT skills in higher education

Lyn Farrell

Leeds Metropolitan University, UK

Abstract

This paper challenges the idea of 'the digital native' and the subsequent assumption of digital literacy skills amongst higher education (HE) students. It discusses the debate around the digital native theory and illustrates how, despite the growing challenges to it, the theory is still regularly used to describe student populations. It also provides a case study that demonstrates the diverse student population at Leeds Metropolitan University and the varying levels of digital literacy amongst the younger age group students. It argues that treating students as a homogenous mass is problematic and that generic technology skills do not equate to academic IT skills and that, therefore, the provision of IT support is essential for a significant portion of the HE student population.

The paper concludes with a warning that we are letting down some of our students by the Information Technology (IT) 'barrier' within higher education and that we should be focusing on identification of IT needs and IT skills acquisition support rather than assuming it is something students can 'pick up as they go along'. This will only happen once IT is given the status of a core academic skill along with maths, information literacy and academic communication.

Keywords: digital literacy; digital native; higher education; IT skills.

Introduction

The rapid rise in the use of technology has arguably changed the shape of education more than any other changes in the teaching or learning arena in recent history. Although good teaching practices and educators' expertise are the undoubted foundation of successful student experiences with education, the permeation of technology as a tool for teaching Farrell Challenging assumptions about IT skills in higher education and learning has given rise to the need for students to acquire IT skills in order to interact

fully with the education system today. It is now standard academic practice across the UK for student assignments to be word processed and most other assessed work (e.g. presentations, posters, leaflets and data sets) IT processed in some form. Access to lecture notes and supplementary teaching materials for the vast majority of departments is via an institution's virtual learning environment (VLE), which is also increasingly being used as the mode for submission of academic work. Assessment, feedback and results are increasingly being managed online. A huge number of research journals are now hosted exclusively online and the number of academic e-books has greatly increased, meaning that a huge amount of academic information today is found via the web.

The digital native theory

Alongside the growth of technology in higher education, we are educating many students who have grown up in this technological era. A great number of them will have used technologies such as the internet to download music and movies, as well as mobile phones, iPhones and iPads. Many frequently interact with a wide range of digital and online games.

Tapscott (1998) predicted over a decade ago the rise of a new generation and emphasised that they would be the very first to grow up 'surrounded by digital media'. He stated that this is a generation in touch via technology with the rest of the globe and that they learn by interacting with digital learning tools. Prensky (2001) coined the term 'digital natives' to describe 'today's students' who he says are immersed in technology and can learn about it simply by using it. He contrasted them to the 'digital immigrants' who have had to adapt to technology (some better than others) and whose learning of technology in later life, just as with language, uses a different (and by implication, inferior) part of the brain. He further claimed that this meant that technology learning for 'digital immigrants' will always be artificial, whereas for 'digital natives' it is natural, and that many 'digital immigrants' are getting left behind. He asserted that educators are now using outdated 'step by step' teaching methods because digital natives learn by exploration and experimentation. Oblinger (2003) used the term 'millennial' for students born into the 'information age' who bring with them different attitudes to education, gravitating to group work and exploration as a means of learning. She also stated that these students have distinct learning styles, heavy on the use of technology to aid their learning.

The digital native theorists all make claims that educators are out of step with the digital natives and that a radical change in learning via technology has occurred, which calls for radical changes in teaching methods.

Assumptions about IT skills in higher education students

The widespread acceptance of the digital native theory has given rise to the dangerous assumption that students come into higher education already equipped with academic IT skills, or that due to their immersion in social technologies, academic IT skills are something that they can 'pick up as they go along' and the question must be raised as to how much the digital native theory continues to influence such beliefs. Whenever the author presents at conferences about the need for IT provision, a large portion of the audience reports that in their institution, there is little or no formal IT support, and again, the influence of the digital native theory upon such support decisions needs investigation; we need to know how many current institutions do not offer IT support and why they feel they do not need to. There are three specific assumptions in the digital native theory that need to be challenged:

1. Not all students are from the digital native generation

Tapscott (1998), Prensky (2001) and Oblinger (2003) overlooked the significant portion of the higher education student population who do not fit the 'net generation' or 'digital native' category. These include mature students returning to education who previously studied before the increasing use of the internet, PC/laptop, online resources and the use of the VLE. It also includes students who work and students for whom IT at work is either specialised to the job role (e.g. nursing, building or programming) or not a core need for the role (e.g. sports). The digital native theory is not representative of the current higher education landscape and, therefore, fails at the first hurdle to adequately examine the diverse needs of a diverse student population.

2. Students are not a homogenous mass

Further, Tapscott (1998), Prensky (2001) and Oblinger (2003) ignore the diversity within the 'digital' generation and treat them instead as a single homogenous mass simply due to birth date. They make assumptions largely from anecdotal evidence that is not borne out by subsequent research. There are big differences in the level of interest and engagement with IT that they have failed to address.

Bennet et al. (2008, p.779) stated that making generalisations about a generation gives rise to:

...the danger that those less interested and less able will be neglected and that the potential impact of socio-economic and cultural factors will be overlooked. It may be that there is as much variation within the digital native generation as between the generations.

Tapscott (1998) and Prensky (2001) wrote their articles at a time when there was an ongoing shift towards use of technologies. When new teaching methods are first being adopted, there is inevitably a 'switch over' period where educators and students are getting used to the change. A decade on, I believe that Prensky (2001) would find a great many 'digital immigrants' who are confident in using a range of technologies and whose interaction with technology differs little from that of the 'natives'. By focusing on this false division, he has missed the emerging differences in levels of IT skills and confidence with IT **within** the 'native' and 'immigrant' populations.

I believe that the evolving teaching skills of educators is a valid and valuable focus for research. Authors like Tapscott (1998), Prensky (2001) and Oblinger (2003), however, make dangerous demands about the need to overhaul teaching methods with little actual evidence of the paradigm shift in learning (via technology) that they claim.

Indeed, Margaryan and Littlejohn (2011) provided a recent and comprehensive challenge to this claim. In their survey of students studying engineering and social work they found little evidence that students learn in a significantly different way or use digital technologies in some 'radically different way'. Instead they found that both 'natives' and 'immigrants' used a similarly limited range of technology for (informal) learning that consisted mainly of websites and their VLE, and that both groups used social technologies. Significantly they argued that ICT skills levels vary in both student and staff populations and that this should be addressed before making sweeping changes to teaching and learning methods.

Bayne and Ross (2007) refuted the argument that current students demand more technology within teaching. Furthermore they stated that the current rush to adopt technologies without investigating the complexities of teaching practice in relation to it could be damaging. They also stated

that the digital native/immigrant debate itself needed challenging as it was over-simplistic.

Oblinger (2003) asserted that the student body looks upon technology as a 'natural part of the environment'. So do I - though I am undoubtedly what Prensky (2001) calls a digital immigrant as I studied 'old school' with printed books and journals and hand written assignments. Both generalise that older generations within education can never feel truly 'natural' about the use of technology. Helsper and Eynon (2010) pointed out that most of the research to date was from studies of young people and lacked the necessary comparison with older age groups. They conducted an in-depth analysis of the 2007 Oxford Internet Survey (OxIS). They highlighted that interaction with technology (the internet in their analysis) is on a continuum of usage rather than a division between use/non-use. They found that education level and experience were far more reliable indicators of 'digital/non-digital native' status than age.

The research by Brown and Czerniewicz (2010) added to the argument that the polarisation between digital 'immigrants' and 'natives' was negative and misleading. They conducted a study spanning six years into South African students' access to and use of ICT. They found huge variation in the IT skills sets of the so-called millennial students (under 22 years): that only a quarter of those surveyed had grown up with technology and that a significant proportion had more limited experience. They also discovered that, as Helsper and Eynon (2010) predicted, a similar percentage of 'millennials' (under 25 years) and older students (26-42 years) reported ten years or more experience in using computers. Significantly they reported that 'digital native' students spanned across age groups but that all students falling into the 'digital native' category had easy access to technology **outside** of higher education, including private sole or primary use of a computer in a quiet space. They concluded that the digital divide stemmed from advantage/lack of opportunity with technology and not from age.

Goode (2010) undertook a study of student access to technology at a US research university. She stated that students from poorer backgrounds usually only had public access to IT and that students attributed their expertise in IT to having access to IT at home. Those who relied on publicly available technologies lagged behind in skills levels throughout their

education. Their interactions with technology in higher education actually slowed down their learning rather than enhanced it, due to their lack of knowledge of how to use it effectively.

I would argue that the reason I am confident and 'good' with IT is because I have easy access to technology. It is a fact that access to technology is unequal across society. We have a lot of students who enter university from non-traditional routes and have less experience with IT, as well as students from countries without easy access to IT. Their access to IT is via the public, rather than private, sphere and they, therefore, need extra time and space to update their existing IT skills. IT support will be needed to ensure students from all backgrounds have equal opportunity to thrive in higher education. These students will be hindered if IT skills acquisition is not built into their academic timetables.

3. Social IT skills do not equate to academic IT skills

Tapscott (1998), Prensky (2001) and Oblinger (2003) fail to recognise some of the specific academic IT skills that students need to study at higher education level, including advanced document formatting, analysing data, e-journal searches, creating e-portfolios, critically evaluating websites for academic use, and creating a positive online presence for employability after graduation. As Oliver and Goerke (2007, p.180) stated:

...the fact that students own devices and use social software tools for social purposes does not mean that they will necessarily transfer those behaviours to the learning context.

This is supported by the survey that Corrin et al. (2010) carried out with first year undergraduates, all born in 1980 or later. They found that students used their VLE, e-mail and the internet for academic use but that they did not integrate use of networking sites with study. Also striking is that only around half of those surveyed rated themselves as expert, opting for intermediate level instead, evidence which goes against claims of a fully digitally immersed student population.

The two year study across five universities by Jones et al. (2010) also suggests a greater variance of IT skills in higher education students than Oblinger claimed. Jones found that the differences in use of technology (including 'Web 2.0 technologies' such as blogs, wikis and virtual worlds)

varied equally within and across age groups. Furthermore, the cross over between social and educational Web 2.0 use for the 'millennial' students was surprisingly small.

Technology is dynamic and evolving and hence will continue to require support. Over ten years ago Nesi and Studman-Badillo (2000) called IT the 'fifth study skill'. They investigated the use of technology in education and reported that a large number of lecturers questioned were using IT for a range of academic purposes: their students were required to use IT to access online information such as newspapers and journals, to communicate with tutors and other students via e-mail and online discussion groups, and to format essays. They reported that the 'world wide web' was being increasingly used due to the wealth of information it housed. They also highlighted the resulting problems that students faced in identifying appropriate and accurate online information and the variance in support received to equip themselves with the requisite IT skills. They proposed that students be instructed in effective IT usage in order to minimise the pitfalls students faced. A decade on, Goode (2010, p.584) also recognised this undoubted shift towards technology in teaching and learning as 'an invisible academic prerequisite'.

However, Ferro et al. (2011) very recently highlighted that most debates on digital literacy divides **still** failed to focus on the different levels of interaction with digital literacy. They argued that the level of interaction will depend on the social and environmental factors driving it rather than the ability to do it; the stronger the driver, the more self-learning takes place. I have found this to be the case. Students with less experience of IT interact in a more fearful way and often comment at first that they 'won't be able to do it', despite my assurances that in my experience, as beginners progress through supportive tutorials, they learn just as quickly as other students. I always challenge their misconceptions and point out that lack of experience does not equal lack of ability, because I consistently see IT learning 'take off' when students find their confidence.

Helsper and Eynon (2010) correctly pointed out that ignoring the breadth of usage and different levels of access to technology within the supposed 'digital native' group could lead to assumptions about the presence of technology skills and cause further disadvantage to those most in need of additional support. There are certainly assumptions made that because

students know how to use the technology in **any shape or form**, they know how to research, find and structure academic information effectively. Oblinger (2003) quoted a study asserting 97% of 12-17 year olds included in the research were using the internet for school work. Usage does not, however, equate to effective use. Neither does social use of technology, such as the internet, guarantee knowledge of the specific IT tasks they need to do at university.

Littlejohn et al. (2010) acknowledged that technology tools can only have a major impact once students gain understanding of how it underpins their learning and that the assumption that social use can be transferred to the academic arena is a problematic one. It is important to remember that students' perceptions of their academic IT skills may be flawed, especially given that they are not always aware of what will be expected of them at university. Certainly Grant et al. (2009) compared students' perceptions of their IT capabilities with set IT tests consisting of commonly used tasks for university work. They tested for basic, intermediate and higher level skills and found discrepancies between perception and actual ability in Word processing and spreadsheets, although this discrepancy was not found for PowerPoint.

Identify, don't assume

Many students come to my classes in response to recommendations from their peers about the structured classes that step students through each IT task and allow them to practice what they see as they go along. Feedback consistently reports that being 'stepped through' like this helped them gain confidence in using tools and functions in Word and PowerPoint that they had not used before. This goes directly against Prensky's (2001) claims that all of today's students learn via exploration and that old classroom teaching methods are no longer viable in today's higher education climate. Rather, it supports Margaryan and Littlejohn's (2011) claims that there is no evidence of radically different learning styles in today's student population.

Littlejohn et al. (2010) and Stepankova and Engova (2006) stated students need to know how to use computers for a certain purpose. This is certainly true of the academic environment; I find that students faced with new academic tasks continue to ask for help. Examples include creating posters, creating online questionnaires for project surveys, analysing data with

Excel tools, and creating decision 'trees' for work placement projects.

Two specific examples of current IT teaching at the author's institution, where the impact on academia comes from the increasing use of technology itself, are firstly 'evaluation of websites for use in academic work' and 'social media and employability'. The need for such classes has grown alongside the increasing use of the internet and social media like Facebook in everyday life. Prensky (2001) claimed that 'digital natives' learn by exploration, yet there has been broad failure amongst students to see the consequences of an all too public online identity in terms of employability upon graduation. Referencing of inappropriate websites as 'evidence' in academic work is also another problem in today's technology-heavy higher education. Students are failing to apply criteria for critical evaluation to internet sources and as such are citing poor quality websites as support for arguments.

Miliszewska et al. (2009) argued that in this technological age, appropriate IT skills should be embedded. They further argued that universities have a pivotal role to play in equipping graduates with the level and range of IT skills needed for their future employment. Miliszewska (2008) noted, importantly, that IT skills endured beyond graduation and pointed to universities to teach students the types of technologies key to finding employment. With graduate attributes and employability having such prominence in current higher education policy, it is important that we support students in attaining IT proficiency.

More recently Prensky (2011) has defended his terminology 'digital native/immigrant', stating that it was intended as a metaphor to describe a phenomenon rather than a literal description. He acknowledged that all people journey towards 'digital enhancement' and that the way forward now is to think of 'digital wisdom' when we consider the role and impact of technology in education. His reconsideration is timely given the newest challenges to his old position. Bennet and Maton (2011) reiterated the redundancy of treating young people as a homogenous mass and that access to technologies is not the same as use. Summarising their review of the research, they stated that young people have a commonality of usage around communication and information retrieval but other than that, there is greatly varying use of technologies.

To summarise, the weight of evidence against the digital native theory is abundant and even Prensky has significantly changed his position in relation to it. However, it would be wrong to conclude that the theory no longer holds sway in current higher education. Bennet and Maton (2011) acknowledged that, despite the evidence contrary to the original theory's claim, 'questionable assumptions' within the theory have become widely accepted. They warned that educational institutions need to address the diverse student populations and the consequent differing levels of usage of technologies rather than let such assumptions of the 'digital native' student go unchallenged. In her keynote speech at the 2012 ALDinHE conference, Beetham repeatedly used the term 'digital native' and wrote in her address:

As older professionals we will probably never 'catch up' with students' digital know-how...but we still have much to offer!

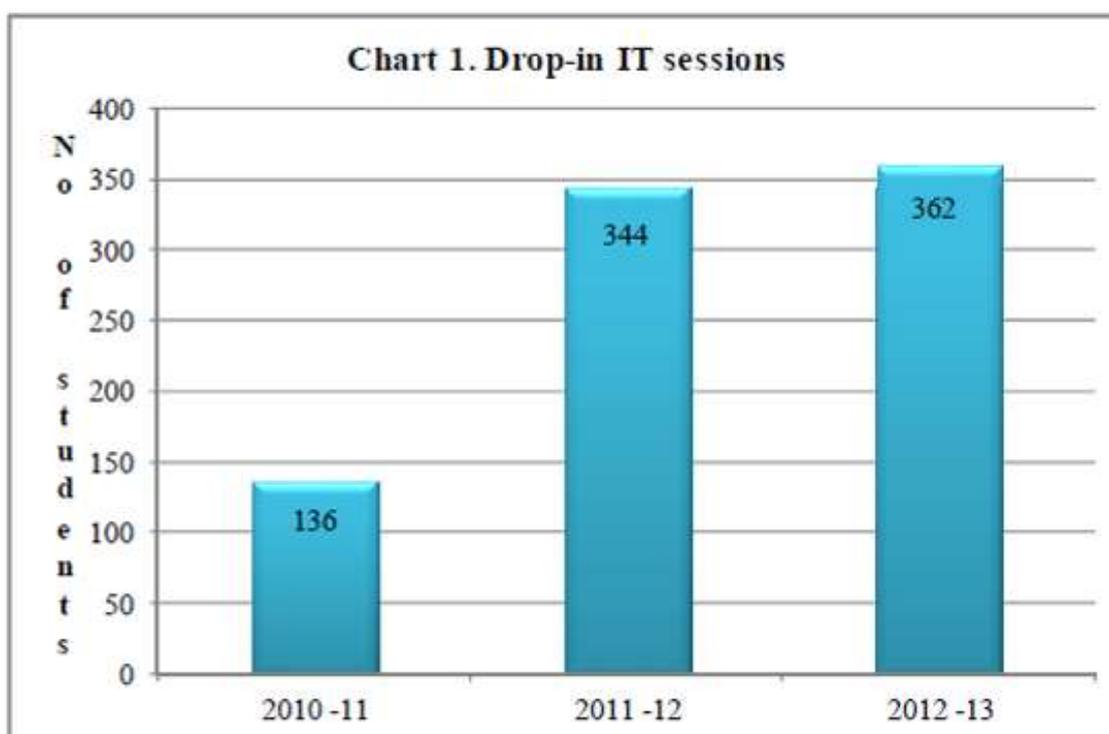
This strongly suggests that the original claims of 'digital native' have had a much wider impact across higher education than the later challenges to it and that we still have a long way to go to undo some of the damage done by the enduring acceptance of the theory.

Skills for Learning IT sessions at Leeds Metropolitan University - a case study

I am the academic skills tutor for IT in the Skills for Learning team at Leeds Metropolitan University. The team provides academic skills support in maths, academic communication and IT via the Skills for Learning website, drop-in workshops, tutorials, and customised teaching. Our model of academic skills support is a centrally based one, which means that we see a diverse range of students, drawn from all subject areas, across all departments and faculties, and at all levels of study, from undergraduates to PhD students. Attendance and evaluation statistics are recorded for these sessions in each academic year; an annual report on student feedback is produced to assess the service and to plan any needed changes for the following academic year. Skills for Learning has increasingly made use of technology to deliver support, including podcasts, Facebook, Twitter, screen capture, animation/quiz softwares, QR codes, and mobile technologies. Skills for Learning is, therefore, a team that embraces the potential benefits of technologies for teaching and learning.

However, in over eight years of teaching IT to students, the author's own

experience of student IT skills is at odds with the assumptions of the digital native theorists. A calculation of the attendance figures for IT classes, combined with traffic at the IT helpdesk, as a percentage of the approximate total student population is around fifty nine percent. (This is a rather imprecise calculation. It can't determine people attending multiple classes or asking multiple queries. However, it gives a glimpse into the number of basic IT support queries over the past academic year). The numbers of students voluntarily attending IT drop-in workshops has increased significantly year on year, as shown in Chart 1.



A large number of students every year need support to some level in Word, PowerPoint and Excel. In the past academic year, many tutorials were given on beginner topics including Microsoft Office, file management, uploading and downloading files, navigating through the VLE, using e-mail and adding e-mail attachments, and offer several 'beyond the basics' Office classes also. New drop-in classes are added each academic year in response to requests from colleagues or students. From Autumn 2012, for example, 'Online identity and employability' and 'Introduction to Pebblepad e-portfolio' were newly introduced. The full list of classes currently on offer is shown in Table 1.

Table 1. Full list of class and tutorial topics from Autumn 2012	
Logging in at Leeds Met	Posters with PowerPoint
Introduction to Google e-mail	Introduction to Excel
Introduction to IT	Excel – beyond the basics
Saving and storing computer files	Excel formula
Introduction to Word	Excel Pivot tables
Word – beyond the basics	Mind mapping with Inspiration software
Word for dissertations and reports	Online identity and employability
Images and tables in Word and PowerPoint	Introduction to Pebblepad e-portfolios
Presentations with PowerPoint	Introduction to Publisher

Firstly, given the widespread belief in digital native students, a surprising number of students who present themselves for support (via drop-in classes or tutorials) are from the younger age groups. Our records of attendance for drop-in classes show that a clear majority of students (over 70%) are from the 21-30 age group (we do not collect feedback after tutorials as many tutorials are one-to-one and asking for feedback in this setting would not allow for confidentiality of that feedback).

The significant growth of support has been in customised sessions. Academic colleagues are increasingly reporting that their students lack academic IT skills for tasks they need to do as part of their course. Recent examples include Word for dissertations or reports, Excel for analysing sports data, PowerPoint for creating e-posters, and Inspiration for creating decision trees. As a result, they refer students from whole cohorts to us for 'customised' sessions. The increase in attendance is in a large part due

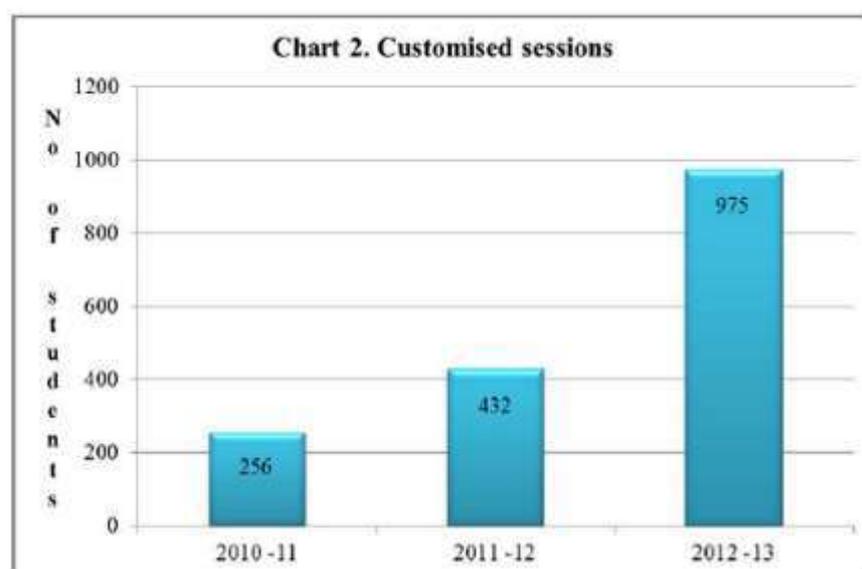
Table 2. Full list of customised classes taught	
Introduction to Excel	Presentations with PowerPoint
Creating charts in Excel	Drawing objects in PowerPoint
Introductory Excel for sports physiology	Posters with PowerPoint
Film Budgets with Excel	Recording narration onto PowerPoint
Introduction to Word	PowerPoint slide master
Word beyond the basics	Mind mapping with Inspiration software
Word for dissertations and reports	Decision trees with Inspiration software

to these customised sessions. A full list of the classes taught in response to requests from academic colleagues is shown in Table 2 (note: some overlap with drop-in classes).

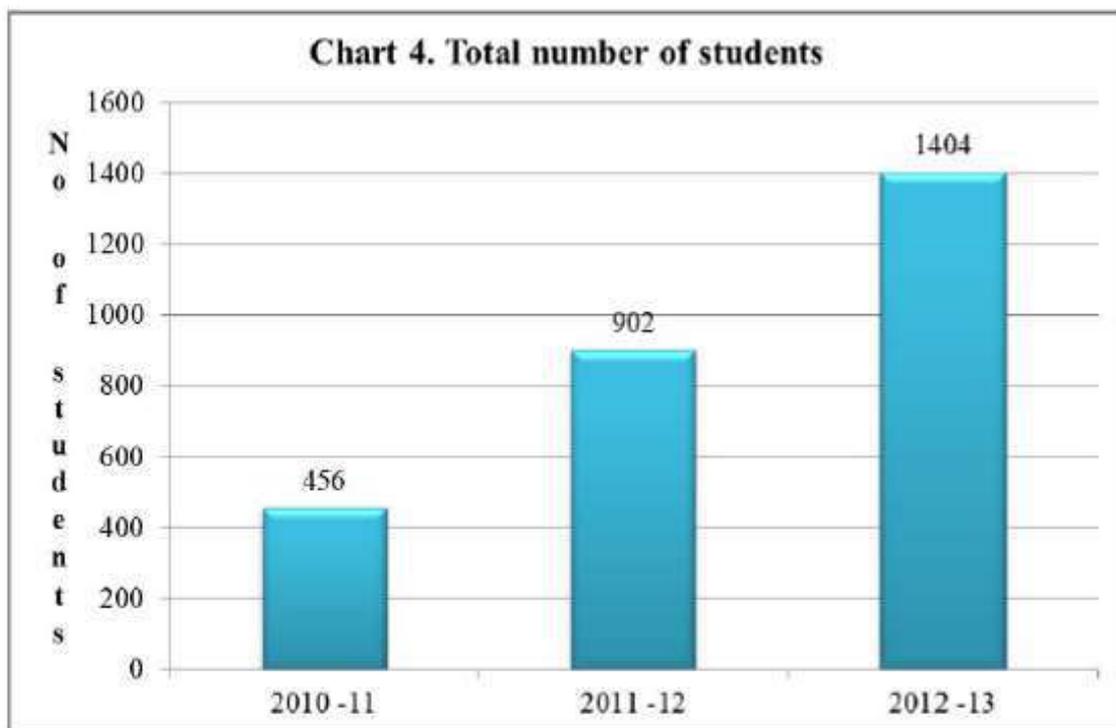
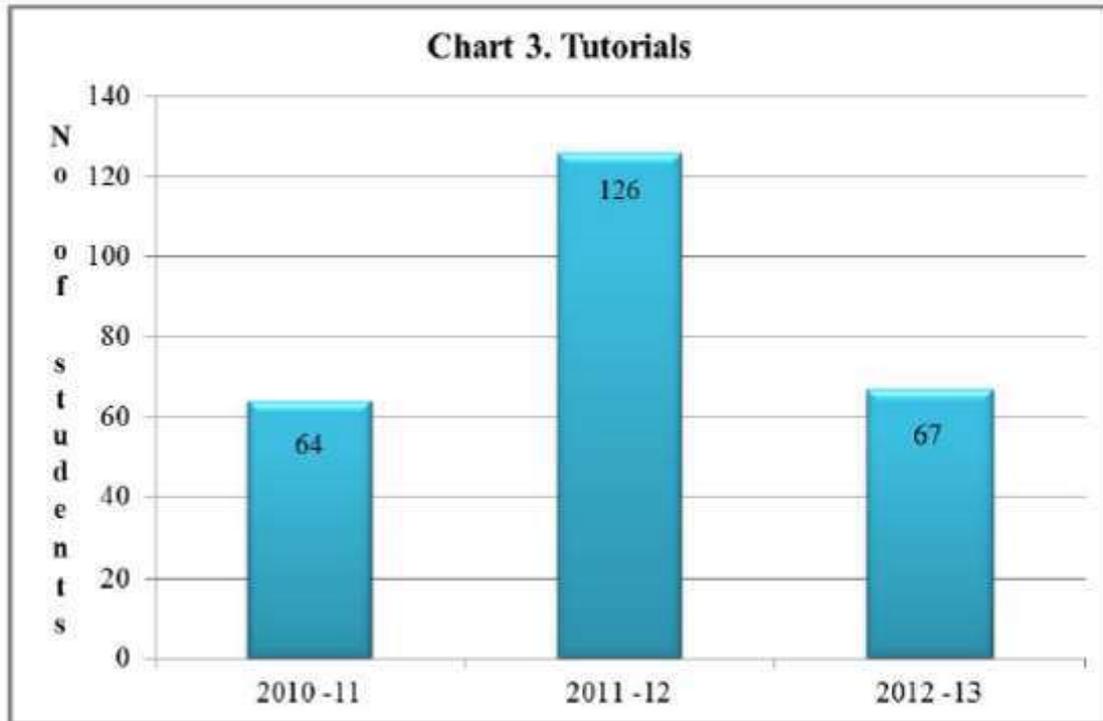
In customised sessions, students often rate themselves as already understanding how to use particular software. However, after the session, the variation in skills amongst all ages of students is apparent. They often state that they 'did not realise there were so many tips on working faster and avoiding formatting errors'. They commonly make basic level errors including using the space bar instead of tabs, using the enter key instead of control and enter for new pages. They also often do not know about paragraph formatting, and find keyboard shortcuts and function keys useful. Approximately 40 percent of students seen were not aware of section breaks, advanced page numbering, heading styles, creating Excel tables, using functions and formula, creating graphical effects from Smart Art among others. A great many still create a manual table of contents for dissertations and theses instead of using Word's automated tools.

Secondly, if the digital native theory was true, demand for classes would surely diminish year on year. Instead, the opposite is true - students from the younger age groups continue to drop in or be referred to IT classes. As charts 1, 2 and 4 illustrate, the number of sessions have risen year on year since the project started. This is true for drop-in classes and customised classes. Tutorials have gone down from last year but there are several possible reasons for this. Firstly, as students find support through the provision of customised teaching, the need for tutorial help might have diminished.

Secondly, the rise in teaching hours given to customised sessions has led to limits being set on one-to-one tutorials. Students have been directed



towards drop in workshops, or where demand was high enough, ad hoc group tutorial sessions arranged with academic colleagues.



Leeds Metropolitan University also employs a team of IT help assistants

who staff the IT counter of the Help and Information Point in the library from 8am to 6pm, Monday to Saturday in term time. They deal with an average of fifty IT queries per day at each campus, over two thousand queries on average per month, amounting to sixteen thousand queries on average per academic year. It was reported that a significant number of younger students who, just as with the wider student population, need varying levels of help with IT.

One assistant reported that it is not a matter of age but of previous interaction with the computer. As it can be observed from the list of questions dealt with in Table 3, many students display gaps in their IT

Individual page pagination	Printing and scanning
Section breaks	Resetting passwords
Table of contents	Wireless setup/use of
Headings and other styles	File locations
Advanced numbering	File suffixes
Excel basics	What 'Drive' letters mean
Insert text boxes/shapes Charts/graphs and data series	Using Google E-mail
Inserting images/text	E-mail attachments
Shape/image effects	Saving and downloading
Animations	Accessing VLE and Portal

knowledge at a basic level.

Finally, despite the efforts of the Skills for Learning team to inform new students about available services during induction weeks, every year there are students who only find out about the service half way through the year or later. It is beyond the remit of this paper to consider the reasons for this in detail (for example induction 'overload' or academic staff who do not pass on information to their students) but it should be noted as the context in which teaching takes place.

The growth in the number of classes year on year and the consistent requests for help with IT tasks from basic to more advanced levels and, significantly, across the age groups, clearly indicates that students need IT support.

Conclusion

The belief in the 'digital native' student population has increasingly been challenged within research. Despite such challenges from those that disagree, it has persevered in academic discourse and this has surely had some impact both on service provision and the student experience. In both student and staff bodies there is a mix of technology enthusiasts, technology users and technology novices. Interaction or lack of interaction with technology has more to do with opportunity or interest than age.

In direct negation of the belief by many that students will be teaching the educators in terms of technologies, the student population remains far more complex and diverse than such a position allows for. In my own experience as a university IT tutor over the past eight years, the need for IT support for a significant number of students remains very apparent.

A comprehensive picture of IT skills in current UK higher education students is lacking in current research. A survey of current UK student populations and their access to and use of IT, similar to that in South Africa by Brown and Czerniewicz (2010), and building on the research of Margaryan and Littlejohn (2011), is therefore crucial.

I strongly believe such research would echo the results of the case study; that the UK student population is diverse with a huge variation in IT skills. An evaluation of the impact of playing 'catch up' with IT skills acquisition in students coming into higher education is also essential. If the experiences of this institution's students are reflected across the UK, there are a substantial number of higher education students having to struggle daily with IT systems without structured support. 'Picking it up as you go along' has been at the great cost of personal academic study time for many students.

Rather than assuming IT knowledge in today's student populations and upholding misleading notions of native/immigrant, we need to focus on effective identification of different skills levels and sufficient support in higher education. This is done at most UK universities for academic communication, maths, statistics and information literacy, yet we neglect IT skills in a way that creates barriers to learning and will undoubtedly impact upon student retention. IT skills support has to be recognised as an integral part of academic success, not only because it is crucial to students

who would otherwise struggle with IT throughout their academic studies, but because there are gaps in students' IT knowledge which impacts on IT processed work. This can only happen when IT is awarded the status of academic skill, with IT skills development embedded within all higher education courses.

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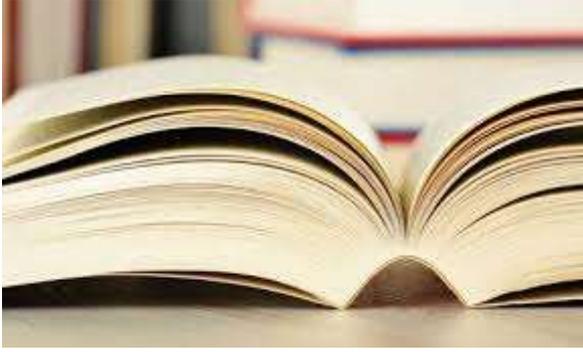
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Author details

Lyn Farrell is an academic skills tutor (IT) at Leeds Metropolitan University. Her research interests are in students' IT skills in current higher education, the perpetuation of the digital native myth, IT toolkits for academic skills, social media and online identity and technology and education.



BOOK REVIEW

Teacher-Research Studies: Inquiries from Teachers' Perspectives

Editor: Kenan Dikilitaş

Reviewed by Özlem Yağcıoğlu

Dokuz Eylül University, Izmir, Turkey

On the 22nd of June 2013, Gediz University organised an international ELT Conference, entitled "Teacher Researchers in Action. Participants of that ELT conference were given an ELT book which was prepared by the Academic and Professional Development Office Members of Gediz University in the city of Izmir. The title of the book was 'Teacher-Research Studies: Inquiries from Teachers' Perspectives.' In this paper, I would like to introduce this useful professional study book to my colleagues.

The editor of this book is a teacher trainer, Kenan Dikilitaş, who works as a full-time teacher trainer at Gediz University, Izmir, Turkey. The contributing writers are Hediye Gamze Türkmen, Kenneth John Virzi, Merve Güzel, Müge İlkyaz, Nilüfer Tunçay, Fahriye Nur Özkan-Şerif Yılmaz, Franziska Russ, Rukiye Eryılmaz, Savaş Geylanoğlu, Sedef Fenik, Sezen Savaş, Tuğba Singör, Gözde Deniz, Gizem Korkmaz-Duygu Işık, Asiye Yalçiner-Pınar Mete, Ayça Deniz, Baskın Kaya, Belgin Şakiroğlu, Canan Önal, Çağla Ünal, Eda Çalış, Eric Scott-Saul Torres, Gamze Taşlı, Hacer Kökcür. In the preface of the book, Assoc. Prof. Dr. Richard Smith, who works at the Centre for Applied Linguistics at the University of Warwick in the UK, has written a four-page explanation of the pre-study of this book. Richard Smith states that he first met Kenan Dikilitaş at an IATEFL Teacher Training and Education SIG Symposium on "Researching Teachers" in 2012 in Istanbul and in the talk he'd just given he had set out an argument for teacher-research despite the difficulties involved, and indicated some ways teachers could be supported to engage with and in research. As Mr. Smith wrote Kenan Dikilitaş was an excited and dynamic teacher trainer who

never gave up and continued with some discussions of advantages and disadvantages of teacher-research, stressing the value of collecting data to gain insights into your own classroom, and giving examples from books by Anne Burns and Michael Wallace. He had to struggle, though, due to some teachers' continuing perceptions that teacher training should be more fun and entertaining, based on their previous experience of CELTA-style sessions.

There is a seven-page introduction by Kenan Dikilitaş at the beginning of the book. In this introduction, he informs us that this book is compiled of the teacher research studies conducted by teachers under the supervision of Gediz University Academic and Professional Development Office in 2011-2012 as the second published teacher research book. The efforts by the teacher researchers put into the completion of the research studies are important in many ways:

- a They show that teachers may engage in teacher research despite all the difficulties arising in the unique context.
- b Teachers may, as part of their profession, make connections between theory and practice at least to a certain extent.
- c If properly supported, some of the teachers can even get out of the local and national circles to take part in the English language teaching (ELT) community to proceed to learn and develop as a teacher and as a teacher researcher.
- d The studies published may reflect the teachers' perspectives towards language teaching and learning and create ways through which academic researchers can investigate issues regarding in-service-teachers.
- e The teachers' preferences for ELT subjects, their unique interpretations of the findings about their own classroom and the way they benefit from this process can help other teacher researchers to be inspired by the positive changes and also to take precautions for the inevitable challenges they are likely to encounter when engaging in their teacher research.

Mr. Dikilitaş stated that the purpose of this book is to provide in-service teachers with

- a critical insights into a group of teacher researchers' studies,
- b methodological tools that they could use in their own teacher research studies,

- c knowledge about the range of topics that might interest in-service teachers.

Kenan Dikilitaş wrote that the book also aimed to provide teacher trainers with

- a insights into different aspects of teacher research in carrying out by a group of tertiary level instructors for academic and professional development,
- b opportunity to contact a group of teachers in the Turkish context who could help them shape their expectations from their teachers in terms of the benefits and challenges that these teachers with lived experiences of TR might report.

The writer of the 1st essay in the book is Hediye Gamze Türkmen. The title of her essay is "Using Social Networking in EFL Classroom in Higher Education."

The writer of the 2nd essay is Kenneth John Virzi and the title of his essay is "The Portfolio as a Vocabulary Learning and Assessment Tool."

The 3rd essay in this book was written by Merve Güzel and the title of her essay is "The Effect of Data Driven Learning on Students' Learning Outcomes."

The writer of the 4th essay is Müge İlkyaz and the title of her essay is "The Effect of Anxiety on Students' Speaking."

The writer of the 5th essay is Nilüfer Tunçay and the title of her essay is "How to Motivate the Students to Speak?"

The writers of the 6th essay are Fahriye Nur Özkan and Şerif Yılmaz and the title of their essay is "Pragmatic Competence: Performance of Politeness in A2 Module Classes at Gediz University."

The 7th essay was written by Franziska Russ and the title of his essay is "Young Adults with Attention Deficit Hyperactivity Disorder."

The writer of the 8th essay is Rukiye Eryılmaz and the title of her essay is "Leading Students to Self-Correction by Differentiating Error and Mistake."

The writer of the 9th essay is Savaş Geylanioglu and the title of his essay is "Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method."

The 10th essay of this book was written by Sedef Fenik and the title of her essay is "Integrating Corpora into Collocation Based Vocabulary Learning: An Action Research."

The 11th essay in this book was written by Sezen Savaş and the title of her essay is "Using Authentic Reading Materials in the Foreign Language Classrooms."

The 12th essay was written by Tuğba Singör and the title of her essay is "ESP in Gediz University."

The 13th essay was written by Gözde Deniz and the title of her essay is "The Most Common Writing Strategies Used by Learners of English."

The 14th essay was written by Gizem Korkmaz and Duygu Işık. The title of their essay is "Nitty Gritty of Peer Observation by Monitoring the Motivational Practices."

The 15th essay was written by Asiye Yalçiner and Pınar Mete and the title of their essay is "The Effect of Metacognitive Strategy Training on Students."

The 16th essay was written by Ayça Deniz and the title of her essay is "Fossilized Errors in Pronunciation."

The 17th essay was written by Baskın Kaya and the title of her essay is "The Influence of English as a First Non-native Language on Spanish as a Second Non-native Language."

The 18th essay was written by Belgin Şakiroğlu and the title of her essay is "Teaching Grammar through Drama."

The 19th essay was written by Canan Önal and the title of her essay is "Peer Correction: What effect does it have?"

The 20th essay was written by Çağla Ünal and the title of her essay is "Task-based or Form-Focused Grammar Teaching-Which Method is More Effective in EFL Classes?"

The 21st essay was written by Eda Çalış and the title of her essay is "Lexico-Grammatical Transfer from Reading to Writing."

The title of the 22nd essay in this book is "Getting Active on the Passive" and the writers of the 22nd essay are Eric Scott and Saul Torres.

The 23rd essay in this book was written by Gamze Taşlı and the title of her essay is "A Successful Student Profile."

The 24th essay in this book was written by Hacer Kökcür and the title of her essay is "The Effectiveness of Using Outline in Writing Classes."

In my opinion, bringing together lots of brilliant ideas in real life conditions with action research plans is a great idea and it is a wonderful success for an institution to have instructors who love working on their own research in their own classrooms. The essays will certainly help new teachers or experienced teachers or lecturers who are interested in developing their teaching techniques or who are interested in freshening up their knowledge in teaching English or preparing essays on classroom applications in ELT. It is certain that lots of colleagues will greatly benefit from this book.

Our partner association in Serbia is
ELTA. Their website is:
<http://elta.org.rs/>

ELTA Journal is their online
publication; it is accessible at:
http://elta.org.rs/2013/07/26/elta-journal-call-for-serbian-teachers-elta-members/?subscribe=success#blog_subscription-3

The Bulgarian Teachers' Association BETA is holding their 23rd International ELT Conference in April. The first day of this conference will also provide SEETA to hold their first Annual General Meeting. As INGED is a founding member of SEETA, the INGED Representative will be present at the AGM and the INGED Volunteer for SEETA will join the AGM via Skype.



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HOW & WHY QUESTIONS & MANY MORE ...

How important does a person have to be before they are considered assassinated instead of just murdered?

Why does a round pizza come in a square box?

How is it that we put man on the moon before we figured out it would be a good idea to put wheels on luggage?

Why is it that people say they 'slept like a baby' when babies wake up like every two hours?

Why are you IN a movie, but you're ON TV?

Why do people pay to go up tall buildings and then put money in binoculars to look at things on the ground?

Why is 'bra' singular and 'panties' plural?

Why do toasters always have a setting that burns the toast to a horrible crisp, which no decent human being would eat?

Why does Goofy stand erect while Pluto remains on all fours? They're both dogs!

Did you ever notice that when you blow in a dog's face, he gets mad at you, but when you take him for a car ride, he sticks his head out the window?

Why do we press harder on a remote control when we know the batteries are getting dead?

Why do banks charge a fee on 'insufficient funds' when they know there is not enough money?

Why does someone believe you when you say there are four billion stars, but check when you say the paint is wet?

Why do they use sterilized needles for death by lethal injection?

Why doesn't Tarzan have a beard?

Why does Superman stop bullets with his chest, but ducks when you throw a revolver at him?

Why do Kamikaze pilots wear helmets?

Why is it that no matter what color bubble bath you use the bubbles are always white?

Why do people constantly return to the refrigerator with hopes that something new to eat will have materialized?

Why do people keep running over a thread a dozen times with their vacuum cleaner, then reach down, pick it up, examine it, then put it down to give the vacuum one more chance?

Why is it that no plastic bag will open from the end on your first try?

How do those dead bugs get into those enclosed light fixtures?

Why is it that whenever you attempt to catch something that's falling off the table you always manage to knock something else over?

How come you never hear father-in-law jokes?