

THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 1
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From the President

Dear members,

We are together again with a new issue. In this issue, I would like to write about the changing roles of a language teacher. Traditionally, we, as language teachers, are responsible from planning instruction, delivering instruction, developing materials/teaching aids, evaluating and assessing student learning, and managing the classroom environment.

Teachers were used to be the major source of information; hence, their most important role was to transfer this information. In our modern day, where we are surrounded by several different sources of information, teachers have lost their importance as the mere source of information.

That being said, now, teachers have different roles and responsibilities that are relevant for today's evolving learning needs. The changes that took place in the society have *changed the roles of teachers*, too. In the past, teachers used to be the major source of knowledge, the leader and educator of their students' school life. They used to be the authority in the class and often took over the role of parents. Although, today, they are still considered to be a kind of leader in the class, they can be thought of as facilitators in the learning process. They are supporters rather than educators and also advisors to help learners learn how to learn.

James H. Stronge, Leslie W. Grant, and Xianxuan Xu (2015) state that instead of using uniform strategies for all students, this century's effective teachers must design instruction that motivates each student by providing experiential, authentic, and challenging experiences. These teachers communicate content in such a way that students are able to comprehend based on their individual prior learning and ability. Because these students are learning in various ways and at different rates, effective teachers deliver their lessons with appropriate differentiation. (<http://www.p21.org/news-events/p21blog/1791-the-changing-roles-of-teachers-what-research-indicates-part-i-of-ii>) They add that effective teachers implement cooperative learning; generating and testing hypotheses; identifying similarities and differences; using questions, cues, and advance organizers; summarizing; setting cognitive goals; giving and receiving feedback; and making metacognitive reflections.

Some teachers appear to have problems with leaving their old roles behind and changing. Jack C. Richards, Patrick B. Gallo, and Willy A. Renandya (2002) claim that teacher change is inevitable. They also assert that change covers many things including knowledge, beliefs, attitudes, understanding, self-awareness, and teaching practices. (<https://www.professorjackrichards.com/wp-content/uploads/exploring-teacher-change.pdf>) They propose that (based on several other research) the most resilient or “core” teachers' beliefs are formed on the basis of teachers own schooling as young students while observing teachers who taught them. Subsequent teacher education appears not to disturb

these early beliefs, not least, perhaps, because it rarely addresses them. This finding underlines the importance of teachers as role models.

Heather Smith (2017) says that no longer is the teacher the sage on the stage but rather the guide at the side. We don't teach students what to think but how to think...and to question respectfully...and to listen to the opinions of others. There are times when solitary work is necessary but more often than not, students are working collaboratively. (<http://perspectives.ctf-fce.ca/en/article/3136/>)

In my opinion, language teachers can sometimes be the sage on the stage and sometimes the guide at the side. If we are frustrated by our inability to teach and our students' failure to learn despite our best efforts and long hours, we may want to change the way we teach.

Good teachers never stop learning. They continuously improve themselves personally and professionally. Whenever they need help, professional organizations like INGED are there for them. Together we stand!

Prof. Dr. Aydan Ersöz

Our Calendar of Events is regularly updated.

So are the Announcements.

Check these out at

<http://inged.org.tr>



From the Editor

Dear Colleagues,

The spring issue of News On-Line is full of articles that await your eyes. There is a lengthy summary by our very own Board Member, Būşra Çelen, of the last INGED International ELT Conference. We are all very proud because this summary appeared in the TESOL Affiliate News for all TESOL members to read. Other articles summarizing INGED sessions conducted by Prof. Dr. Aydan Ersöz are here with detailed descriptions.

This year we are proud to announce the 1st INGED Drama Festival for Primary! This wonderful event will take place in Izmir. Gelişim Koleji is hosting this exciting one-day festival for primary school pupils. We extend our warm thanks for the kind and generous offer to organize this INGED event. We look forward to 26 May and are very excited to witness the young learners showing off their talents...

MEV Izmir Güzelbahçe Schools are hosting the 5th INGED Drama Festival in Izmir. The Güzelbahçe team have shown their fabulous organizational skills in the past and this year on 26 May we will be more than eager to witness the participating young actors, actresses, coaching teachers and of course the hosting teachers. What wonderful plays and musicals are getting practiced right now? Are the students and coaching teachers practising pronunciation, intonation, overall English? Have most of the lines been memorized? Have the groups decided on the costumes, make up, music and stage props? So much hard work goes into these short performances... But they have always delighted us and we are sure this year, too, new stars will be born...

This year, we are also organizing the 2nd INGED Spring Fest. Our hosting school this year is the Balgat Uğur School in Ankara and we can't wait to experience the participating students' excitement and competitive skills. We thank the Uğur School for their wonderful support. It is teachers like these that spend extra (unpaid) time to make the world of learning a language a fun place for their students! Thank you dear teachers! We will share photos and the results in our next issue.

Warm regards,

A. Suzan Öñiz
INGED Newsletter Editor

**WHAT IS THE DIFFERENCE ???
AN INGED AFTERNOON
AND
AN INGED EVENT**



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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



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

THE 2ND INGED SPRING FEST



TECHNOLOGY IN TEACHING: 10 BEST, SHOCKINGLY GOOD APPS FOR ESL TEACHERS



Originally published at: <https://www.fluentu.com/blog/educator-english/best-apps-for-esl-teachers/>



FluentU English Educator Blog

Want to speak English naturally?



As technology continues to get more and more popular, classroom attention spans are getting shorter and shorter.

Times are changing quickly and ESL teachers have to hop on board before the train leaves. [Keeping the attention of a student](#) while you're teaching may seem difficult at times, but fear not! Help is on the way!

By working *with* [technology](#), using some of these apps will effectively help you add a new dimension to your teaching. It'll also [give students a break](#) from the traditional classroom, all while still reinforcing the skills they are learning. Many of these top apps are even free of cost!

There's no better time than the present to upgrade your teaching and try out some of the best apps for ESL teachers!

Download: This blog post is available as a convenient and portable PDF that you can take anywhere. [Click here to get a copy. \(Download\)](#)

The Benefits of Using Apps in Your ESL Teaching

First let's take a closer look at how using these apps is beneficial to ESL teachers like yourself.

Helps Keep Students Engaged

Technology is always an exciting addition to any classroom. Students typically love working with technology and prefer it over [reading](#) and writing in a traditional way. Using apps in the classroom is one great way to [spice up the students' learning](#) and help keep them engaged in the material.

Adds a New Dimension to Learning

Using apps in the classroom adds a whole new dimension to students' learning. It's not news that repetition and review are essential to the success of learning a language. Apps reinforce the material and [allow students to experience English](#) in yet another form.

You can learn more about what apps and other technology can do for your students through ed2go's [Integrating Technology in the Classroom](#). This online course is all about helping you learn what web and mobile technology is out there and how to use it, regardless of what your goals, needs or special considerations are. It also includes course material pertaining specifically to English language learners.

Easily Accessible

With the easy accessibility of apps, they can be used both inside and outside of the classroom. Apps are so easy to use for both students and teachers, and require absolutely no prep time!

The Best Apps for ESL Teachers to Use

ESL Teaching Supplement Apps

These types of apps are not only useful for teachers when writing curriculum, but they're also excellent for students to use during classroom activities or unstructured classroom time.



1. [FluentU](#)

Site: www.fluentu.com

iPhone: [FluentU on the AppStore](#)

Android: [FluentU on Google Play](#) (Coming Soon!)

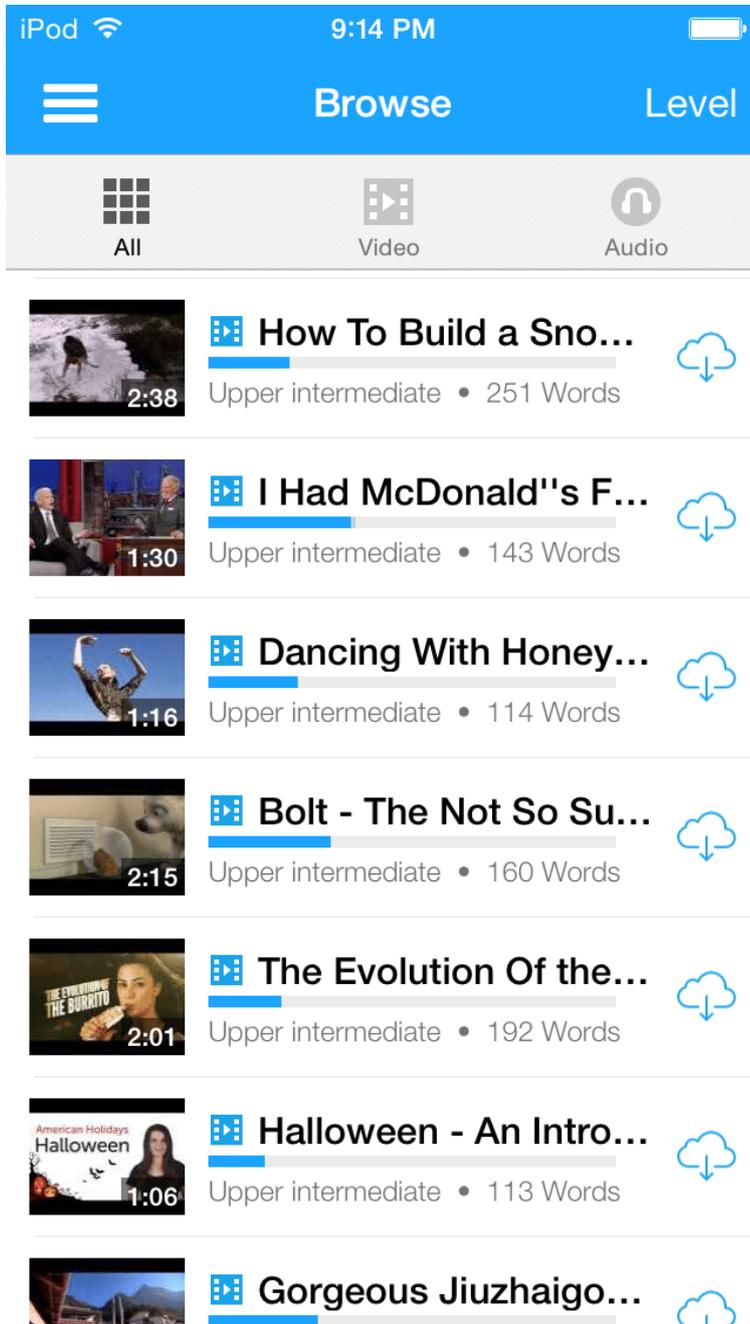
Cost: Free version or \$8 – \$18 per month, \$80 – \$180 per year

FluentU is very unique among the apps on this list.

FluentU takes **real-world videos**—like music videos, commercials, news, cartoons and inspiring talks—and turns them into English learning experiences. Unlike traditional apps, FluentU uses a natural approach that helps you ease your students into English language and culture over time. They'll learn English as it's spoken in real life.

How does this work? FluentU has a huge collection of authentic English videos that people in the English-speaking world *actually watch* on the regular. This is content that's known internationally for its quality and entertainment value. Students get extremely excited when they see their favorite videos pop up in their English classroom.

But it doesn't just stop with great videos. On FluentU, all the videos are **sorted by skill level** and come with **built-in language lessons**.



These videos are also **carefully annotated** for students. Words come with example sentences and definitions. Students will be able to add them to their own vocabulary lists, and even see how the words are used in other videos.



Well , a friend of mine ,
Steven Spielberg , told
me to look

Worried that students might be stumped by some of the harder videos? No way. FluentU brings authentic content within reach by providing **interactive captions** and **in-context definitions** on-screen. For example, if a student taps on the word “brought,” they’ll see this:

iPod 9:20 PM
Lego Simpsons - Springfield Elementary Collapses Add

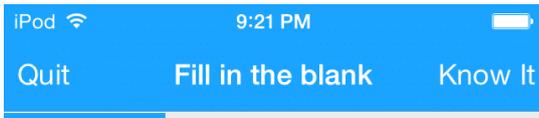
brought

v. to take something or someone to another place

John **brought** a gift for her

I **brought** a pie for dessert

Plus, these great videos are all accompanied by **interactive features** and **active learning tools** for students, like multimedia flashcards and fun games like “fill in the blank.”



Buildings can after a fire .



Hint: to fall down or inward; to come apart

- collapse ✓
- decoded
- step
- fusing

[Next](#)

It's perfect for in-class activities, group projects and solo homework assignments. Not to mention, it's guaranteed to get your students excited about English!

[The FluentU App is also available for download on iTunes.](#)

FluentU is highly recommended for teachers who have a lot of audio-visual learners or want to teach English with fun content.



2. Google Translate

Site: www.translate.google.com

iPhone: [Google Translate on the AppStore](#)

Android: [Google Translate on Google Play](#)

Cost: \$0.00

Google Translate is definitely an app that anyone learning or teaching English should have on their phone. This app can translate dozens of languages into English, and it can be used in all types of activities. Encourage your students to download the app for assistance when they are working on an independent project or when they are outside of the classroom.

***Note:** This app mainly functions on a word-by-word translation configuration, so be careful when translating sentences that have more than just a few words.



3. Duolingo

Site: www.duolingo.com

iPhone: [Duolingo on the Appstore](#)

Android: [Duolingo on Google Play](#)

Cost: \$0.00

Many people all over the world use Duolingo for independent language instruction, and you can definitely use it for ESL teaching as well. The English learning version of Duolingo has lessons that integrate conversation, vocabulary, speaking and listening skills. At the end of each section, the user is tested on their skills, and then the results show what parts the user is excelling in and where they could use more practice.

This app can be a resource to teachers as a fun additional method of testing students in the classroom. It also is exceptionally helpful in classrooms that may have multiple students at varying skill levels. When the more advanced students finish their work early, they can stay productive by working on making it to the next level in Duolingo.

Bonus: There's also a friendly little automated bird that hangs out with the user during all of the lessons. If that's not a reason to use this app, what is?



4. Grammar Up

iPhone: [Grammar Up on the AppStore](#)

Android: [Grammar Up on Google Play](#)

Trial Version: \$0.00

Full Version: \$4.99

Grammar can be hard to teach, but with Grammar Up, it doesn't have to be. Different sections of the app are devoted to different parts of speech, like adjectives, adverbs, causative verbs, conditionals and many more. Each section has the technical definition of the part of speech followed by a test for students to take in order to "Grammar Up" and reach the next level.

This is a great individual assessment that ESL teachers can use to determine which parts of speech their students understand, and which parts of speech they need to review.



5. Speak English Like an American

iPhone: [Speak English Like an American on the AppStore](#)

Android: [Speak English Like an American on Google Play](#)

Cost: \$9.99

One of the hardest parts about learning English is getting to the point of sounding like a native speaker. The English language is filled with [different idioms and expressions](#) that often don't translate well from other languages. The Speak English Like an American app uses various methods to teach its users common figures of speech and expressions that Americans use in day-to-day language, often without even realizing.

Phrases like "break the news" and "costs an arm and a leg" can be hard to fully explain in a classroom setting, and this app acts as vital reinforcement. Speak English Like an American is perfect for getting students comfortable enough to have casual conversation with Americans outside of the classroom.

ESL Listening Apps

It's old news that [listening to conversational English](#) is an important part of the English learning process, but constantly creating interesting material to read aloud to students can get overwhelming. These ESL listening apps nearly eliminate the stress of finding new things for students to listen to every day.



6. English Podcasts

Site: www.esl.culips.com

iPhone: [English Podcasts on the AppStore](#)

Android: [English Podcasts on Google Play](#)

Cost: \$0.99

This app offers over 130 [different podcasts for students](#) to listen to. The app covers a variety of subject matter and even has a search filter to find podcasts with specific topics. The podcasts are played straight from the app so neither the teacher nor student has to worry about downloads taking up space in their phone or tablet.

There are so many different innovative structured activities that teachers can do with podcasts. After listening, one fun idea is to ask comprehension questions and then call on students to act out the podcast in front of the class. It's really helpful and a lot of fun too!



7. Speak English!

Site: www.speakenglishapp.com

iPhone: [Speak English! on the AppStore](#)

Android: [Speak English! on Google Play](#)

Cost: \$0.00

In this unique app, the user listens to recordings of English speakers talking about a span of topics – [like job interviews](#) or customer service. After listening to it as many times as they'd like, the user then records themselves repeating the phrase. Finally, the user then gets to audibly compare his or her voice to that of the recording. Speak English! is a really helpful app for getting students to learn and practice enunciation.

ESL Game Apps for the Classroom



8. Words With Friends

Site: www.zynga.com/games/words-friends

iPhone: [Words With Friends on the AppStore](#)

Android: [Words With Friends on Google Play](#)

Cost: \$0.00

This game is not only good for encouraging word formation, but it's also a wonderful way to introduce a cultural integration aspect into the classroom, since thousands of Americans play Words With Friends every day. In this automated scrabble-like game, students spell words for points.

A fun way to integrate this game into the classroom is by holding a Words With Friends championship. Have students play with each other in several rounds; the students with the highest score move on to the next round and eventually there will be one Words With Friends class champion! What a fun way to practice spelling and vocabulary usage!



9. Fun English

Site: www.studycat.net

iPhone: [Fun English on the AppStore](#)

Android: [Fun English on Google Play](#)

Cost: \$0.00

In this app there are over ten different English learning games that help young English learners with everything from pronunciation to spelling to vocabulary. This app helps kids retain the information they've learned in a fun way, and also works well as an incentive for young English learners to get their work done.



10. Head's Up!

iPhone: [Heads Up! on the AppStore](#)

Android: [Heads Up! on Google Play](#)

Cost: \$0.99

Although this isn't exclusively an ESL app, it can be used effectively in your ESL classroom. In this game, one person has a word that they are trying to guess by listening to the other students describe it. This game helps students build speaking confidence and encourages them to use adjectives, synonyms and antonyms. It's guaranteed to get the giggles going while students are practicing their vocabulary.

Using any of these apps will surely provide a new, innovative dimension to student learning that will boost their language learning productivity. And while apps shouldn't be a replacement for an interactive and well-planned curriculum, you'll find that they're great supplements to any ESL course. Time to upgrade!

Please renew your membership.

We depend on you!

<http://inged.org.tr>

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on why the brain sees similarities across languages, why boys read better when there are more girls around them, the implications of brain research for second language learning, and the relation between music lessons and children's cognition..

<https://www.sciencedaily.com/releases/2017/12/171201135555.htm>

Why do we see similarities across languages? Human brain may be responsible

For years, researchers have been interested in the similarities seen across human languages. New research suggests that those similarities may stem from the brain's preference for efficient information processing.

An estimated 7,099 languages are spoken throughout the world today. Almost a third of them are endangered -- spoken by dwindling numbers -- while just 23 languages represent more than half of the global population.

For years, researchers have been interested in the similarities seen across human languages. A new study led by University of Arizona researcher Masha Fedzechkina suggests that some of those similarities may be based on the human brain's preference for efficient information processing.

"If we look at languages of the world, they are very different on the surface, but they also share a lot of underlying commonalities, often called linguistic universals or cross-linguistic generalizations," said Fedzechkina, an assistant professor in the UA Department of Linguistics and lead author of the study, published in the journal *Psychological Science*.

"Most theories assume the reasons why languages have these cross-linguistic universals is because they're in some way constrained by the human brain," Fedzechkina said. "If these linguistic universals are indeed real, and if we understand their causes, then it can tell us something about how language is acquired or processed by the human brain, which is one of the central questions in language sciences."

Fedzechkina and her collaborators conducted a study in which two groups of English-speaking-only individuals were each taught, over a three-day period, a different miniature artificial language designed by the experimenters. The two languages were structured differently from each other, and, importantly, neither was structured like the participants' native English.

In both groups, participants were taught two ways to express the same ideas. When later tested verbally -- asked to describe actions in a video -- participants, in the phrasing of their

answers, showed an overwhelming preference for word orders that resulted in short "dependency length," which refers to the distance between words that depend on each other for interpretation.

The finding suggests that language universals might be explained, at least in part, by what appears to be the human brain's innate preference for "short dependencies."

"The longer the dependencies are, the harder they are to process in comprehension, presumably because of memory constraints," Fedzechkina said. "If we look cross-linguistically, we find that word orders of languages, overall, tend to have shorter dependencies than would be expected by chance, suggesting that there is a correlation between constraints on human information processing and the structures of natural languages. We wanted to do this research to provide the first behavioral evidence for a causal link between the two, and we did. We found that when learners have two options in the input grammar, they tend to prefer the option that reduces dependency lengths and thus makes sentences in the language easier for the human brain to process."

What Artificial Languages Can Teach Us

The researchers' decision to use artificial languages for their study was strategic.

"Traditionally, linguists have studied cross-linguistic universals by going to different cultures and documenting the structures of different languages, and then they looked for cross-linguistic commonalities," Fedzechkina said. "That research has been transformative in identifying a large number of potential linguistic universals and has generated a lot of theories about why these universals exist, but it also has its drawbacks."

Among those drawbacks: It has been challenging to tease out the role of the brain. "If you look, for example, at languages like Spanish and Italian, they share a lot of structural commonalities, but many of these commonalities are there because both languages originated from Latin," Fedzechkina said. "Also, languages that are related to each other geographically often share structures, too -- for example, due to population movement -- even if they are not related historically. Once we take into account these historical and geographic dependencies, we might not have enough independent data points to convincingly test hypotheses about language universals."

By teaching naïve study participants an artificial language that has certain structures that are not present in their native language, and then looking at what kind of structures they prefer after they have learned these languages, researchers can draw inferences about the causality underlying language universals, Fedzechkina said.

"If the pattern is not present in the input artificial language and if it's not present in the participants' native language, but they still introduce this pattern, it likely reveals more general cognitive biases humans have," she said.

The finding gives researchers a better understanding of the role of human cognition in language structure and acquisition.

"We know from work on second language acquisition that learners' native language influences the way they learn a second or third language, and the fact that our participants relied so strongly on the deeper underlying principle of human information processing rather than on surface word order of their native language was very surprising and very impressive for us," Fedzechkina said. "We provide the first behavioral evidence for the hypothesized connection between human information processing and language structure, and we suggest that processing constraints do play a role in language acquisition, language structure and the way language changes over time."

Journal Reference:

Maryia Fedzechkina, Becky Chu, T. Florian Jaeger. Human Information Processing Shapes Language Change. *Psychological Science*, 2017; 095679761772872 DOI: 10.1177/0956797617728726



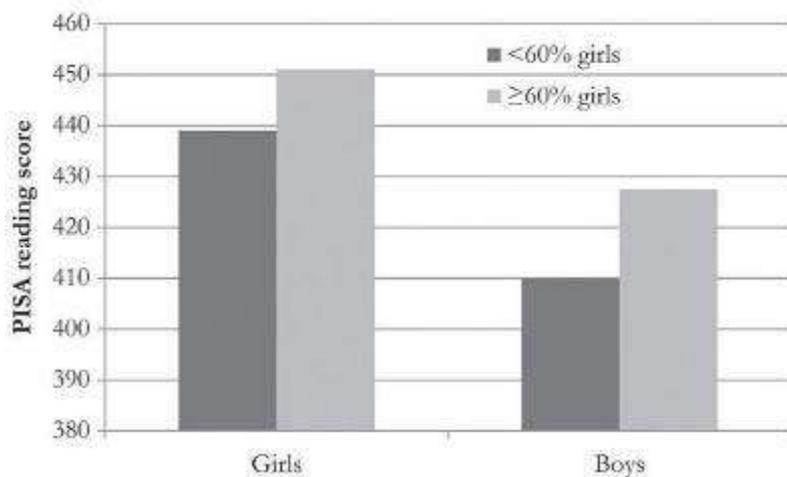
http://blogs.edweek.org/edweek/inside-school-research/2017/11/boys_read_better_when_there_ar.html

Boys Read Better When There Are More Girls in Class, Study Finds

By Sarah D. Sparks

Having more girl classmates may help boys and girls alike boost their reading skills, according to a new [study in the Journal of School Effectiveness and School Improvement](#).

Using data from the 2009 Program for International Student Assessment, a benchmarking test of 15-year-olds in 33 countries, the researchers looked at how school resources and social characteristics affected boys' and girls' reading performance. In each school, the researchers analyzed the concentration of poverty, the percentage of teachers with a college degree, and the proportion of girls to boys.



On average across countries, students had higher reading scores in low-poverty schools and schools where a majority of teachers had a college degree. But researchers also found girls scored nearly 30 points higher than boys on a 600-point scale, and all students scored better

when girls made up at least 60 percent of students in the school:

"Boys' poorer reading performance really is a widespread but unfortunately also understudied problem," said Margriet van Hek, the lead study author and a sociologist at Utrecht University in the Netherlands, in a statement. "Our study shows that the issue is reinforced when boys attend schools with a predominantly male student population. Yet schools can help improve this situation by ensuring a balanced gender distribution in their student population."

The findings are likely to add to the debate over single-sex education, as districts including Dallas and Washington, D.C. [experiment with single-sex classes and schools](#).

Erin Pahlke, an assistant professor of psychology at Whitman College in Washington, was not part of the Netherlands study but said its results didn't surprise her; prior research has suggested boys are more likely to be focused and better behaved in classes where they are outnumbered by girls.

"One argument is it changes the classroom behavior, and so impacts the amount of on-task time in the classroom," Pahlke said. "That's powerful and important, and a good argument for keeping boys and girls together in a classroom."

Yet she also noted that the findings might be less about gender and more about high achievement; if girls on average outperform boys in reading, than boys in a class of mostly girls are more likely to be surrounded by high-achieving students, which may also change the tenor of the classroom.

Pahlke has found in prior research that [kindergarteners educated in coed classes also tend to have fewer gender-related stereotypes](#). "Part of the answer could be around how we socialize kids in terms of gender stereotypes. We should be making sure that boys see models like male teachers and we are consistently giving the message that thinking critically and focusing is something for both boys and girls."

Chart: Students who attend schools with more than 60 percent girls have higher reading scores for boys and girls, according to a new study. Source: Journal of School Effectiveness and School Improvement.



<https://escholarship.org/uc/item/58n560k4#page-1>

Brain Research Implications for Second Language Learning

By FRED GENESEE

MCGILL UNIVERSITY

There has been a longstanding interest among second and foreign language educators in research on language and the brain. Language learning is a natural phenomenon; it occurs even without intervention. By understanding how the brain learns naturally, language teachers may be better able to enhance their effectiveness in the classroom.

Brain Development: Can Teaching Make a Difference?

It has long been known that different regions of the brain have specialized functions. For example, the frontal lobes are involved in abstract reasoning and planning, while the posterior lobes are involved in vision. Until recently, it was believed that these specialized regions developed from a genetic blue-print that determined the structure and function of specific areas of the brain. That is, particular areas of the brain were designed for processing certain kinds of information from birth.

New evidence suggests that the brain is much more malleable than previously thought. Recent findings indicate that the specialized functions of specific regions of the brain are not fixed at birth but are shaped by experience and learning. To use a computer analogy, we now think that the young brain is like a computer with incredibly sophisticated hardwiring, but no software. The software of the brain, like the software of desktop computers, harnesses the exceptional processing capacity of the brain in the service of specialized functions, like vision, smell, and language. All individuals have to acquire or develop their own software in order to harness the processing power of the brain with which they are born.

A number of studies support this view. However, all were carried out on animals, because it is not possible to do such research with humans. Caution is called for when extrapolating these findings to humans. The studies discussed below reveal the incredible neural flexibility of the developing (and aging) brain. (See Chapter 5 in Elman et al., 1997).

Cortical tissue transplanted from its original location to a new location in the brain of young animals takes on the structure and function of its new location and not those of its original location. More specifically, neurons in the visual cortex of rodents have been transplanted to regions of the brain that are normally linked to bodily and sensory functions. The transplanted tissue comes to function like somato-sensory neurons and loses the capacity to process visual information (O'Leary & Stanfield, 1985). Likewise, if input from the eyes is rerouted from what would normally be the visual area of the brain to what is normally the auditory area of the brain, the area receiving the visual input develops the capacity to process visual and not auditory information; in other words, it is the input that determines the function of specific areas of the brain (Sur, Pallas, & Roe, 1990).

Greenough, Black, and Wallace (1993) have shown enhanced synaptic growth in young and aging rats raised in complex environments, and Karni et al. (1995) have shown expansion of cortical involvement in performance of motor tasks following additional learning—in other words, the cortical map can change even in adulthood in response to enriched environmental or learning experiences.

These findings may have implications for language educators: for one thing, that teaching and teachers can make a difference in brain development, and that they shouldn't give up on older language learners.

Learning Through Connections

The understanding that the brain has areas of specialization has brought with it the tendency to teach in ways that reflect these specialized functions. For example, research concerning the specialized functions of the left and right hemispheres has led to left and right hemisphere teaching. Recent research suggests that such an approach does not reflect how the brain learns, nor how it functions once learning has occurred. To the contrary, “in most higher vertebrates (humans), brain systems interact together as a whole brain with the external world” (Elman et al., 1997, p. 340). Learning by the brain is about making connections within the brain and between the brain and the outside world.

What does this mean? Until recently, the idea that the neural basis for learning resided in connections between neurons remained speculation. Now, there is direct evidence that when learning occurs, neuro-chemical communication between neurons is facilitated, and less input is required to activate established connections over time. New evidence also indicates that learning creates connections between not only adjacent neurons but also between distant neurons, and that connections are made from simple circuits to complex ones and from complex circuits to simple ones.

For example, exposure to unfamiliar speech sounds is initially registered by the brain as undifferentiated neural activity. Neural activity is diffuse, because the brain has not learned the acoustic patterns that distinguish one sound from another. As exposure continues, the listener (and the brain) learns to differentiate among different sounds and even among short sequences of sounds that correspond to words or parts of words. Neural connections that reflect this learning process are formed in the auditory (temporal) cortex of the left hemisphere for most individuals. With further exposure, both the simple and complex circuits (corresponding to simple sounds and sequences of sounds) are activated at virtually the same time and more easily.

As connections are formed among adjacent neurons to form circuits, connections also begin to form with neurons in other regions of the brain that are associated with visual, tactile, and even olfactory information related to the sound of the word. These connections give the sound of the word meaning. Some of the brain sites for these other neurons are far from the neural circuits that correspond to the component sounds of the words; they include sites in other areas of the left hemisphere and even sites in the right hemisphere. The whole complex of interconnected neurons that are activated by the word is called a neural network.

The flow of neural activity is not unidirectional, from simple to complex; it also goes from complex to simple. For example, higher order neural circuits that are activated by contextual information associated with the word *doggie* can prime the lower order circuit associated with the sound *doggie* with the result that the word *doggie* can be retrieved with little direct input. Complex circuits can be activated at the same time as simple circuits, because the brain is receiving input from multiple external sources—auditory, visual, spatial, motor. At the same time that the auditory circuit for the word *doggie* is activated, the visual circuit associated with the sight of a dog is also activated. Simultaneous activation of circuits in different areas of the brain is called parallel processing.

In early stages of learning, neural circuits are activated piecemeal, incompletely, and weakly. It is like getting a glimpse of a partially exposed and very blurry photo. With more experience, practice, and exposure, the picture becomes clearer and more detailed. As exposure is repeated, less input is needed to activate the entire network. With time, activation and recognition are relatively automatic, and the learner can direct her attention to other parts of the task. This also explains why learning takes time. Time is needed to establish new neural networks and connections between networks. This suggests that the neural mechanism for learning is essentially the same as the products of learning—learning is a process that establishes new connections among networks and the new skills or knowledge that are learned are neural circuits and networks.

What are the implications of these findings for teaching? First, effective teaching should include a focus on both parts and wholes. Instructional approaches that advocate teaching parts and not wholes or wholes and not parts are misguided, because the brain naturally links local neural activity to circuits that are related to different experiential domains. For example, in initial reading instruction, teaching phonics independently of the meaning of the words and their meaningful use is likely to be less effective than teaching both in parallel. Relating the mechanics of spelling to students' meaningful use of written language to express themselves during diary writing, for example, provides important motivational incentives for learning to read and write. Second, and related to the preceding point, teaching (and learning) can proceed from the bottom up (simple to complex) and from the top down (complex to simple). Arguments for teaching simple skills in isolation assume that learners can only initially handle simple information and that the use of simple skills in more complex ways should proceed slowly and progressively. Brain research indicates that higher order brain centers that process complex, abstract information can activate and interact with lower order centers, as well as vice versa. For example, teaching students simple emotional expressions (vocabulary and idioms) can take place in the context of talking about different emotions and what situations elicit different emotions. Students' vocabulary acquisition can be enhanced when it is embedded in realworld complex contexts that are familiar to them. Third, students need time and experience ("practice") to consolidate new skills and knowledge to become fluent and articulated.

Are All Brains the Same?

Brains are not all the same. Take the early research on left-right hemispheric differences with respect to language. For most individuals, the left hemisphere is critically involved in most normal language functions. We know this because damage to the left hemisphere in adults leads to language impairment, which is often permanent. However, approximately 10% of normal right-handed individuals have a different pattern of lateralization; their right hemispheres or both hemispheres play a critical role in language (Banich, 1997, pp. 306-312). Males and females have somewhat different patterns of lateralization, with males being more left-hemisphere dominant than females. In the domain of reading, brain maps of students with dyslexia demonstrate that there are very large individual differences in the areas of the brain that underlie their difficulties (Bigler, 1992).

We also know that the areas of the brain that are important in specific domains of learning can change over the life span. There is increasing evidence of right hemisphere involvement

in early language learning but less in later learning. Young children with lesions to their right hemisphere demonstrate delays in word comprehension and the use of symbolic and communicative gestures. These problems are not found in adults with right hemisphere lesions. Stiles and Thal have argued that there may be a link between the word comprehension problems of children and the right hemisphere, because “to understand the meaning of a new word, children have to integrate information from many different sources. These sources include acoustic input, but they also include visual information, tactile information, memories of the immediately preceding context, emotions—in short, a range of experiences that define the initial meaning of a word and refine that meaning over time” (Stiles & Thal, as cited in Elman et al., 1997, pp. 309-310). We know from a variety of sources that integration across domains of experience is a right-hemisphere function.

By implication, brain research confirms what we know from education research: that educators must make provisions for individual differences in learning styles by providing alternative grouping arrangements, instructional materials, time frames, and so on. Instruction for beginning language learners, in particular, should take into account their need for context-rich, meaningful environments. Individual differences in learning style may not be a simple matter of personal preference, but rather of individual differences in the hardwiring of the brain and, thus, beyond individual control.

Conclusions

Our understanding of the brain is continually evolving, thus our interpretation of the implications of findings from brain-based research for teaching and learning should also continually evolve. Brain research cannot prescribe what we should teach, how we should organize complex sequences of teaching, nor how we should work with students with special needs. Educators should not abandon their traditional sources of insight and guidance when it comes to planning effective instruction. They should continue to draw on and develop their own insights about learning based on their classroom experiences and classroom-based research to complement the insights that are emerging from advances in brain research.

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Music lessons improve children's cognitive skills and academic performance

By Artur C. Jaschke, Henkjan Honing, Erik J. A. Scherder

Cognitive skills developed from music lessons appear to transfer to unrelated subjects, leading to improved academic performance

Summary:

The first large-scale, longitudinal study adapted into the regular school curriculum finds that structured music lessons significantly enhance children's cognitive abilities -- including language-based reasoning, short-term memory, planning and inhibition -- leading to improved academic performance. Visual arts lessons were also found to significantly improve children's visual and spatial memory.

Structured music lessons significantly enhance children's cognitive abilities -- including language-based reasoning, short-term memory, planning and inhibition -- which lead to improved academic performance. Published in *Frontiers in Neuroscience*, the research is the first large-scale, longitudinal study to be adapted into the regular school curriculum. Visual arts lessons were also found to significantly improve children's visual and spatial memory.

Music education has been decimated in schools around the globe, due to competition with academic subjects and an increasing lack of funding. These days, the opportunity to learn an instrument is seen as more of a luxury than a necessary part of education.

"Despite indications that music has beneficial effects on cognition, music is disappearing from general education curricula," says Dr Artur Jaschke, from VU University of Amsterdam, who led the study with Dr Henkjan Honing and Dr Erik Scherder. "This inspired us to initiate a long-term study on the possible effects of music education on cognitive skills that may underlie academic achievement."

The researchers conducted the study with 147 children across multiple Dutch schools, using a structured musical method developed by the Ministry of Research and Education in the Netherlands together with an expert centre for arts education. All schools followed the

regular primary school curriculum, with some providing supplementary music or visual arts classes. In these, the children were given both theoretical and practical lessons.

After 2.5 years, the children's academic performance was assessed, as well as various cognitive skills including planning, inhibition and memory skills.

The researchers found that children who received music lessons had significant cognitive improvements compared to all other children in the study. Visual arts classes also showed a benefit: children in these classes had significantly improved visual and spatial short-term memory compared to students who had not received any supplementary lessons.

"Children who received music lessons showed improved language-based reasoning and the ability to plan, organize and complete tasks, as well as improved academic achievement," says Dr Jaschke. "This suggests that the cognitive skills developed during music lessons can influence children's cognitive abilities in completely unrelated subjects, leading to overall improved academic performance.

The researchers hope their work will contribute to highlighting the importance of the music and arts in human culture and cognitive development.

"Both music and arts classes are supposed to be applied throughout all Dutch primary schools by the year 2020," says Dr Jaschke. "But considering our results, we hope that this study will support political developments to reintegrate music and arts education into schools around the world."

Story Source:

Materials provided by **Frontiers**. *Note: Content may be edited for style and length.*

Journal Reference:

1. Artur C. Jaschke, Henkjan Honing, Erik J. A. Scherder. **Longitudinal Analysis of Music Education on Executive Functions in Primary School Children.** *Frontiers in Neuroscience*, 2018; 12 DOI: [10.3389/fnins.2018.00103](https://doi.org/10.3389/fnins.2018.00103)



Missed an issue?

The previous issues of our newsletter are on our website.

<http://inged.org.tr>



REFLECTIONS ON THE INGED AFTERNOON IN BURDUR

5 December 2017

By Prof. Dr. Aydan Ersöz



The Burdur provincial directorate of national education held an ELT afternoon at Burdur Öğretmenevi, Atatürk Kültür Merkezi on 5 December 2017. Me Too Publishing generously sponsored me to give a speech on “*Coursebooks: Master or Slave?*”.

There were about 230 participants; teachers of all levels and some 4th year students from the ELT Department, Mehmet Akif Ersoy University. The 2-hour session started with the definitions of “curriculum”, “syllabus” and “coursebook”. We tried to do it as interactively as possible. The participants contributed a lot to discuss how these concepts are different and how they overlap. Then we talked about the national curriculums for the primary, middle and high schools which brought us to the *Common European Framework of Reference for Languages* as all the curriculums are based on the CEFR.



We mentioned the underlying philosophy of the language teaching/learning policy and we came to an agreement that if we were to implement the CEFR, our teaching methods had to be skills-based and communicative.

Then we talked about common classroom practices in our country and we agreed on the fact that unfortunately, most teachers use a teacher-centered, deductive and segregated (language piece by piece) approach where teachers' main responsibility is transferring knowledge, where linguistic proficiency - usage (grammar based) is focused, and where students are regarded as passive receivers of knowledge despite what the national curriculum requires.



Coursebook evaluation was the next step. I had some examples of coursebooks which are commonly used at public schools. Together with the participants, we analyzed these examples to find out that they were NOT in line with the national curriculum. In fact, they were totally against the philosophy set by the Board of Education, the Ministry of National Education.

The major goal of this session was to show the teachers how important it is to follow the announcements by the Board of Education. Unless they are aware of these changes, they cannot evaluate a coursebook efficiently.

The session turned out to be highly beneficial as I received lots of positive feedback. Participants claimed that it was a great awareness-raising opportunity.



While I was in Burdur, I was also asked to have a session with high school students. Together with my young colleague Cüneyt Ceylan, we talked about what learning a language is, and the importance of learning a foreign language, in this case, English. We mentioned cognitive and emotional benefits in addition to career opportunities. Then we answered the questions that the students asked. Most of them asked why they fail to learn English and how they can learn it easily. After some discussion, we came to the conclusion that there are no shortcuts or tricks that can give people perfect English in a short time. Language learning is a long and painful process and people should take their own responsibility when they are learning a language. We discussed the out-of-the-school opportunities to study English by themselves. We had great fun telling some jokes and anecdotes.

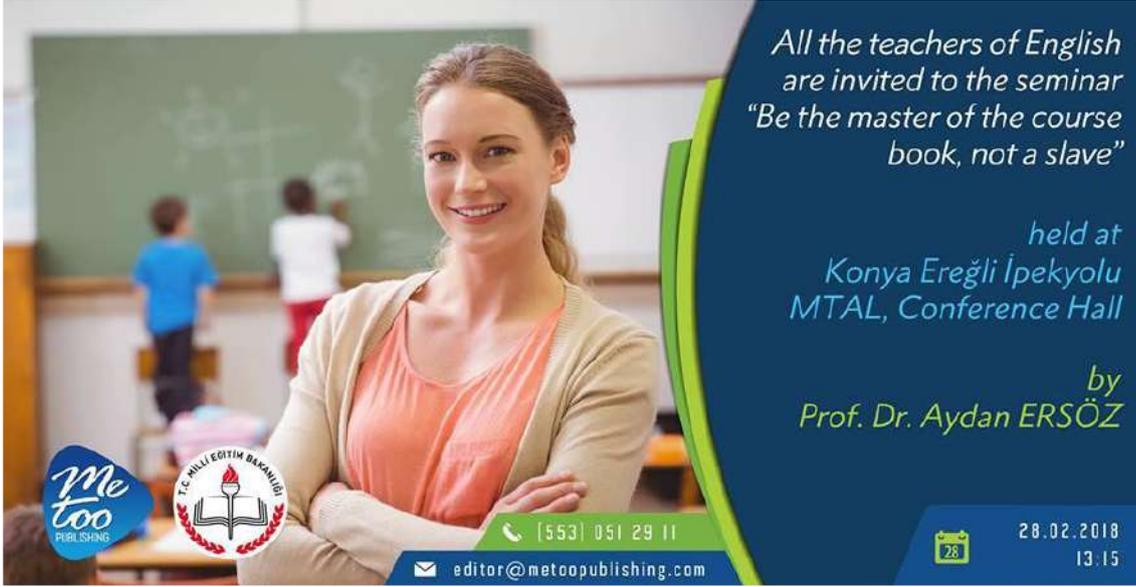




REFLECTIONS ON THE INGED AFTERNOON IN KONYA EREĞLI

28 February 2018

By Prof. Dr. Aydan Ersöz



The Konya Ereğli provincial directorate of national education held an ELT afternoon at Konya Ereğli Vocational and Technical High School Conference Hall on 28 February 2018. Me Too Publishing generously sponsored me to give a speech on “*Coursebooks: Master or Slave?*”. There were about 100 participants who were teachers teaching different levels.





As I have already shared this session's content with you (please see Burdur event), I will touch upon another point here which was a part of my session: Integrated Approach.

Rebecca Oxford (<https://www.ericdigests.org/2002-2/esl.htm>) states "One image for teaching English as a second or foreign language (ESL/EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner,

the setting, and the relevant languages (i.e., English and the native languages of the learners and the teacher).” She adds that in addition to these above-mentioned strands, there are other very important strands in language learning, and these are the four primary skills of listening, reading, speaking, and writing. In order to use these skills, there are other strands that are included: knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. She claims “The skill strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction. This is known as the integrated-skill approach.” If these strands are NOT interwoven or if they do NOT support each other, the approach is called the segregated approach or language-based approach where the language itself is the focus of instruction (language for language's sake). In this approach the emphasis is not on learning for authentic communication.

In her work, she asserts that the integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

In order to integrate the language skills in ESL/EFL instruction, Oxford suggests that teachers should consider taking these steps:

- * Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- * Reflect on their current approach and evaluate the extent to which the skills are integrated.
- * Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- * Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- * Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.



IMPRESSIONS FROM THE 18TH INGED INTERNATIONAL ELT CONFERENCE: PART 2

20 – 22 October 2017

Summarised by Büşra Çelen
INGED

The following is a summary of the three-day conference hosted by Istanbul Aydın University, English Preparatory School written by our Board member Büşra Çelen and published in the TESOL Affiliate News.



AFFILIATE REPORTS

REFLECTIONS FROM THE 18TH INTERNATIONAL INGED ELT CONFERENCE

Büşra Çelen, English Language Education Association (INGED), Ankara, Turkey

INGED (İngilizce Eğitimi Derneği) or ELEA (English Language Education Association) is the association of English language teachers in Turkey. Based in Ankara, INGED basically aims to bring together English language teaching (ELT) professionals from all levels of education ranging from K-12 to tertiary level and to provide them with professional development opportunities since its foundation in 1995. To achieve this goal, the association creates platforms for sharing opinions, experiences, and knowledge such as conferences, seminars, and workshops.



The association is administered by a seven-member executive board, which is elected every year at the annual general assembly. The current president of INGED is Dr. Aydan Ersöz, a renowned scholar in the field of ELT in Turkey. INGED is an affiliate of TESOL International Association and an associate of IATEFL and it has partnership agreements with several associations from the Czech Republic, Azerbaijan, Bulgaria, Poland, Macedonia, Serbia, and Greece.

As mentioned before, INGED organizes various events all around Turkey in order to encourage ELT professionals' development and to create a sense of belonging within the profession. Some prominent events are the INGED Drama Fest, which takes place every year in May both in Ankara and in Izmir as well as seminars and workshops that take place almost every month of the academic year and that function as teacher training sessions. Another important event of the association is its biannual international conference, a prestigious event not only for ELT professionals in Turkey, but also for those outside Turkey.



The 18th International INGED ELT Conference, themed "Winds of Change" took place on 20-22 October 2017 and was hosted by Istanbul Aydin University. With a full program spanning three whole days, it included 4 plenary sessions, 63 paper presentations, and 12 workshop sessions along with a panel discussion. The conference has kept its international spirit alive with participants from the Czech Republic, Egypt, Greece, Hungary, Moldova, Morocco, Poland, the UK and the USA.

The conference started with the opening speeches of the rector of the host institution, Istanbul Aydin

University, Dr. Yadigar izmirli; the president of INGED, Dr. Aydan Ersöz, and the director of the preparatory school, Dr. Necmiye Karatas, which were followed by the first plenary session of the conference: Richard Smith's talk titled "Learner and Teacher Autonomy in Difficult Circumstances". In his session, Dr. Smith dissected the concept of autonomy, pointed out how difficult achieving autonomy under difficult circumstances can be, and shared some success stories drawing examples from his studies in Nepal and Chile.



The second plenary speech of the first day was delivered by Dr. Mirosław Pawlak, who focused on the role of grammar teaching in the language classroom. Dr. Pawlak touched on various aspects of grammar teaching ranging from picking the right syllabus to selecting the appropriate techniques for teaching the right structures.



The second day of the conference began with another plenary session, which was given by Dr. Peter Medgyes. His inspiring and fun session was titled "The Native/Non-Native Conundrum" and it was on the change in non-native speaker teachers' (NNESTs) status in the world of ELT.



The last plenary speaker was Dr. Birsen Tutunis with her session on pre-service English teachers' identity development, which happens during their transformation from a future teacher to a novice teacher.

In this year's conference, there was a new section: a panel discussion. The theme of the discussion was language teaching in Turkey. The panelists were INGED President Dr. Aydan Ersoz, Dr. Birsen Tutunis, Dr. Yasemin Bayyurt, Dr. Dincay Koksul and Dr. Richard Smith and they tried to find the answer to the question why changing policies do not make any differences in the language performances of students. There were contributions from the audience as well.



Despite the tight schedule and a packed program including a cocktail party, a great conference dinner, and a raffle, it was a satisfactory experience with all new lessons learned and old ones revised—and—all in all, it was fun.



For further information on INGED please visit our website <http://inged.org.tr/> or like our Facebook page: <https://www.facebook.com/INGEDTURKEY/>.

Büşra Çelen has an MA in ELT from Gazi University, Turkey. She is pursuing a PhD degree on second language teacher education at the same university. Ms Çelen has been serving as a board member of INGED Turkey since 2012.



USING PERSONALITY TESTS AS TEACHING MATERIALS

by Prof. Dr. Aydan Ersöz

Teachers know that student learning and memory are closely tied to *motivation*. Students will learn what they want to learn and will have great difficulty in learning the material that does not interest them.

Motivation is usually considered either intrinsic or extrinsic. An *intrinsic motivator* is something that motivates the person to engage in an activity for its own sake without any external reward. Satisfaction comes from doing the activity and/or from the feeling of accomplishment. An *extrinsic motivator* is something that motivates the person to engage in an activity for some external consequence, i.e. to obtain some reward or avoid some punishment.

Students are not poor learners; nor are they unmotivated. They all have motivation- strong or weak. As their teachers, it is our task to discover the springs of motivation and channel it in the direction of further learning.

Student motivation can be defined as the student's desire to participate in the learning process. It can be characterized by

- * interest in and enthusiasm for the materials used in class;
- * persistence with the learning task, as indicated by levels of attention, or
- * action for an extended duration, and levels of concentration and enjoyment.

Clearly, student motivation is crucial to learning. Although the focus of much of a student's motivation is beyond a teacher's control, there is much that we as teachers can do to influence the motivation of our students.

The texts and tasks we take into the classroom can make all the difference when it comes to motivation and interest.

Personality tests provide us with the text and task at the same time; and, they are highly motivating and interesting.

Why are personality tests popular?

Regardless of their age, sex, educational background and socio-economic background, human beings love to take such tests. There may be several reasons for this:

- * because we want these tests to help us verbalize who we are and obtain a deeper understanding of "self";
- * because we want to learn how to better ourselves, fix our relationships, and get along better with other people;
- * because we want to learn how the people around us see us;

- * because we just want to have fun;
- * or, because as humans we are ego-centric. We think that we are unique and special; and these tests are a way of proving this.

Whatever the reason is, personality tests provide us with wonderful reading texts and reading comprehension activities as they are highly motivating by nature. They provide texts about the most interesting and motivating subject of all – ourselves. Hence, such tests are invaluable teaching materials in English classes.

These tests as reading texts do not require much effort to prepare pre-activities which aim to prepare students emotionally, cognitively and linguistically. Since students are eager to do these tests, there is little need for emotional preparation. As for cognitive preparation, they do not require background information or activating students' already existing schemata. Linguistic preparation is not necessary as students will definitely find a way of comprehending the item that they do not know by asking a friend, using a dictionary, asking the teacher, etc. Hence, students will themselves decide on what to learn and how to learn it. This will increase their problem-solving skills. When necessary, teachers can also use visuals to help the students.

These texts do not require any while-activities as they themselves are while reading activities by nature. Students cannot respond if they do not comprehend. They arouse students' curiosity by a reasonable amount of disequilibrium so that they can easily 'fill in the details themselves' if they actively participate.

These texts do not require any post-activities as students will definitely continue talking about their own results and try to learn their friends'. Some will apply these tests to other people after the class.

SAMPLE TESTS

TEST 1: Color Test

Find out what the people in your life mean to you by assigning names to colors. The name you assign to each color must be someone you know and who also knows you. You cannot repeat the same name.

Red

Blue

White

Yellow

Green

Orange

Key:

Red - Represents the person who you love.

Blue - Represents the person who you seem to have a difficult relationship with.

White - Represents the person who is your soul mate.

Yellow - Represents the person who will never forget about you.

Green - Represents the person who you will remember for the rest of your life.

Orange - Represents your true friend.

TEST 2: Animal Test

Choose your favorite animals from the combinations. You will see a list of eight different sets of animals. Points are attached to each animal. Choose one animal that you like most in each set. At the end, add up your total score. Refer to the key for your result.

Set 1: Koala Bear = 2 / Polar Bear = 3 / Panda = 1

Set 2: Eagle = 3 / Seagull = 2 / Pigeon = 1

Set 3: Cat = 3 / Dog = 2 / Bird = 1

Set 4: Hamster = 2 / Rabbit = 1 / Squirrel = 3

Set 5: Sheep = 1 / Deer = 2 / Goat = 3

Set 6: Dolphin = 1 / Shark = 3 / Whale = 2

Set 7: Elephant = 2 / Lion = 1 / Tiger = 3

Set 8: Swan = 1 / Goose = 3 / Hen = 2

Key:

Between 8 - 11 points:

You are passive, sentimental, emotional, lack self-confidence, but are creative and rational.

Between 12 - 15 points:

You belong to the fun-seekers, risk takers, adventurous and spontaneous types, but are not very rational.

Between 16 - 19 points:

You are active, optimistic, hard-working, like challenges, and are always working towards a set goal.

Between 20 - 24 points:

You have a strong character and you are aggressive and ambitious. You were born to lead.

TEST 3: What are the priorities in your life?

We often get in situations when we take decisions without a second thought and this is the right moment to find out what type of person we are.

Think about what you will do first, then second and so on. Number the items in the list from 1 to 5. 1 = do first, 5 = do last. Refer to the key for your result.

What would you do first if you were in a situation where:

- The baby is crying.
- The clothes are hanging outside and it has started to rain.
- The water is running from the tap.
- The doorbell is ringing.
- The phone is ringing.



Each action reflects the priorities that you have set in your life. Take a look at the following table to see which priority corresponds to which action.

Action	Priority
Attend the phone	Career and job
See who is at the door	Friends and relatives
Pick up the clothes	Sex
Attend the baby	Family
Switch the tap off	Wealth

TEST 4: Your understanding of love.

Answer the questions. Refer to the key for your results.

1. The end of the world is coming, if you could save only one kind of animal, which one would you pick?
 - a. Rabbit
 - b. Sheep
 - c. Deer
 - d. Horse
2. If you had to be an animal, which one would you choose?
 - a. Dog
 - b. Cat
 - c. Horse
 - d. Snake
3. If you had the power to make one species disappear forever, which one would that be?
 - a. Lion
 - b. Snake
 - c. Crocodile
 - d. Shark
4. If one of the following animals could speak, which would you prefer it to be?
 - a. Sheep
 - b. Horse
 - c. Rabbit
 - d. Bird

5. On an isolated island you can only have one of the following as your companion, which one would you choose?
- Human
 - Pig
 - Cow
 - Bird
6. If you had the ability to tame all animals, which would you prefer as a pet?
- Dinosaur
 - White tiger
 - Polar bear
 - Leopard
7. If you could be an animal for 5 minutes, which of the following would you prefer to be?
- Lion
 - Cat
 - Horse
 - Pigeon

Analysis

- 1) Your choice represents the personality of the person you would be attracted to in real life situation.
- Rabbit - Cold as ice on the outside, but warm inside.
 - Sheep - Obedient and warm.
 - Deer - Elegant and well-mannered.
 - Horse - Unbridled, free-spirited and free.
- 2) Your choice represents the impression that you would like to give to your partner.
- Dog - Loyal and faithful.
 - Cat – Stylish
 - Horse – Optimistic
 - Snake - Flexible
- 3) Your choice represents the behavior that would cause you to break up with your partner.
- Lion - Your partner's arrogance and authoritative behavior.
 - Snake - Your partner is too emotional and moody, and you don't know how to please him/her.
 - Crocodile - Your partner's ruthlessness.
 - Shark - Your partner's insecurity.
- 4) Your choice represents the kind of relationship that you would like to build with your partner.
- Sheep - You both know what the other person is thinking without saying a word.
 - Horse - Both of you should be able to talk about everything and anything with no secrets kept.
 - Rabbit - A relationship that makes you feel warm and always in love.
 - Bird - A long-lasting relationship.

- 5) Your choice shows whether you are capable of committing adultery.
- Human - Probably not.
 - Pig - You can't resist desire and lust so you are likely to commit adultery.
 - Cow - You are tolerant and you will try very hard not to do it.
 - Bird - You don't like to make commitments and are likely to commit adultery.
- 6) Your choice represents your views about marriage.
- Dinosaur - You are quite pessimistic, and you don't think happy marriages exist anymore nowadays.
 - White tiger - You think marriage is something precious, once you get married, you'll treasure it and your partner very much.
 - Polar bear - You are afraid of marriage, you think it would take away your freedom.
 - Leopard - You always wanted to get married, but in fact, you don't know what it's all about.
- 7) Your choice represents your views about love at this present moment.
- Lion - You always thirst for love, you can do anything for it, but you won't fall for it easily.
 - Cat - You are quite self-centered; you think of love as something you can get and trash anytime you want.
 - Horse - You don't want to be tied by a steady relationship, you just want to flirt.
 - Pigeon - You think of love as a commitment for both parties.

If you choose to use personality tests as teaching materials, I hope you and your students have fun.



In order to help raise awareness of the Autism spectrum disorder
Speech Bubbles are performing

The Curious Incident of the Dog in the Night-Time **A PLAY based on the book by Mark Haddon.**

AT PROFILO AVM Salon 2

Gülbahar Mahallesi, Beşinci Yıl Sk. 15 A, 34394 Şişli/İstanbul

Sunday 8th April 16.00 and 19.00

Book now: www.speechbubbles.org

Autism spectrum disorder is a complex neuro-developmental disorder that occurs in one in sixty-eight children. Autism is not a mental disorder, but sufferers have difficulties in building social communication and initiating interaction: they fail to make eye contact, or express emotions. Also, their behaviour is often restricted and repetitive with an insistence on routine and either intense or limited interest.

**Teachers! This is an IB and IGCSE set text
so a great opportunity for students studying English Literature
at school or university.**

The Curious Incident of the Dog in the Night-Time is based on Mark Haddon's award-winning novel. The production won 7 Olivier Awards in 2013 and 5 Tony awards in 2015 including Best Play. The story concerns a mystery surrounding the death of a dog that is investigated by young Christopher Boone, who has an autism spectrum condition, and his relationships with his parents and school mentor.

Christopher is on the Autism Spectrum but he is not alone. Speech Bubbles are working to raise awareness of the condition until everyone is aware.

If you are interested in Speech Bubbles performing the play at your school, please email: tom@speechbubbles.org

For more information about Speech Bubbles and the work we do to raise money for education and children in Turkey, visit our web site: www.speechbubbles.org

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article on an issue that affects English teachers: Native speakers versus non-native speakers and who to employ...



Photo: TEFL Equity Advocates and Academy

Native-speakerism is a form of neo-racism: A case study

By

Ozan Ilir Alpan

We have a serious problem in English language teaching (ELT) nobody likes to talk about. Ask any class to describe a "native speaker" and it's no coincidence 9 out of 10 will not describe the man on the left. So, the next time you post a job "looking to hire native speakers," consider this before you go into a less obvious [Trumpian moral freefall](#):

Dr. Adrian Holliday, Professor of Applied Linguistics and Intercultural Education, had initially defined native-speakerism as "a pervasive ideology within ELT, characterized by the belief that 'native-speaker' teachers represent a 'Western culture' from which spring the ideals both of the English language and of English language teaching methodology," (2005). Nearly a decade later, he further confirmed, "Native-speakerism is a neo-racist ideology that has wide-ranging impact on how teachers are perceived by each other and by their students. By labelling teachers as separate 'native speakers' and 'non-native speakers', it falsely positions them as culturally superior and inferior with separate roles and attributes," (2014).

Regardless of language background, Africans and those with African origins arguably suffer the most as implied in the [TEFL Equity Advocates](#) photo above which occasionally

discomforts a few people. What should truly be disturbing, however, is the harsh reality that career prospects abroad for nonnative ELT professionals from African countries in particular are distinctively and unjustifiably little to none. Things aren't much better in Britain, Australasia, and North America (BANA) for native speakers. According to a study carried out by Manchester University and reported by both [The Guardian](#) and [The Independent](#), institutional racism in England's schools keep Black and minority teachers out of top posts. Intolerance toward African American phonics still dwells in the mainstream US classroom and workplace. To make things worse, we've exported this bigotry. Perhaps that's why some English learners say, "I understand English, but I can't understand Black people."

However, this social epidemic has morphed beyond color. "A Dictionary of Critical Theory" describes the nature of [neo-racism](#): "Whereas racism used to be premised on the idea of race as biological heredity, now in the postcolonial era it tends to be focused on cultural differences," (Oxford University Press, 2010). This indirect, therefore sneaky, variation of racism has devastating consequences that impact ELT to the core. Deeply rooted in neo-racism, native-speakerism leads to discrimination in employment opportunities regardless of race; discrimination, that is, against the very same nonnatives who fund English language programs. Clearly, neo-racism has remained loyal to racism in its intent to segregate. I was pressured to compromise on my *identity* to better fit the "native speaker" label. Beware! You're going to have to think beyond surface level. Here's my story:

Born and raised in Atlantic City, New Jersey in a Turkish family, I've been a dual citizen of the US and Turkey my entire life. Both of my parents were professors in the New Jersey State University system and, with much effort, they deliberately raised me as a bilingual child. Long before respected educationalist Sir Ken Robinson acknowledged that "language is the bearer of cultural genes," my parents were aware that monolingualism only meant monoculturalism. The stakes were high and it was going to take more than weekend Turkish lessons in the kitchen to succeed; at the age of twelve, I packed my English language skills along with my Legos and I was off to Turkey, indefinitely. Years later, I returned to the US and earned a master's degree in teaching English at California State University, San Bernardino (CSUSB), where I served as Lead Instructor of the English Language Program.

The greatest part of my CSUSB experience was I had the opportunity to teach to learners from 28 different countries and supervise teachers from 8 different countries. I was also fortunate to have learned from and worked for Dr. Lynne T. Díaz-Rico, one of TESOL International Association's most influential leaders. Sorry to toot my own horn, but I was once awarded "Outstanding Student of the Year" and twice awarded "Outstanding Faculty of the Quarter." The main point here is, my identity did not hinder those opportunities and accomplishments; instead, it was embraced in an inclusive environment.

Then I moved to İzmir, Turkey. In my new position at [İzmir University of Economics](#), none of that mattered; bottom line, I was Turkish. Being cautioned to never speak Turkish on campus whether in or out of the classroom and to constantly prohibit learners from speaking this so-called "poison" was just the icing on the cake. Apparently, only non-Turkish foreign citizens are allowed to teach full-time with benefits, but unlike their Turkish colleagues, they are not required to have much experience or hold advanced teaching

qualifications. I was persistently asked to renounce my Turkish citizenship, yet keep my US citizenship, so the university could have its "foreign teacher" percentage increased for marketing purposes. They assumed their enticing foreign national compensation would keep me around longer, but I was anything but flattered by these dishonorable proposals. A day or two around here is all it takes to realize that when they say "foreign," they're really referring to an exclusive group of [specific nationalities](#), appearances, and... I'll let your imaginations fill in the rest (hint: it's not what Trump means when he says "foreigner").

Of course, I declined; who'd want to trade their voting rights for a used laptop and lunch money? And sorry to rock the boat, but L1, in this case the Turkish language, is not a curse in the classroom, it's a blessing. Unlike many businesspeople, true educators will acknowledge that no matter how great of a market potential and advertising value they may seemingly add, being a foreign citizen or a monolingual native speaker of English and looking like Justin Bieber's smart uncle are neither teaching qualifications, nor effective teacher qualities. Simply put, being a native speaker alone does not necessarily guarantee language facility, nor does it independently ensure and enhance learning in the classroom.

In a sense, all of us, including native speakers of English, are nonnative to an anonymously ever-evolving and globally collective English as an International Language (EIL) and its relevant pedagogy. Olivia Rudgard of [The Telegraph](#) reported, "English as spoken by foreign countries is also developing new grammar rules which are seen as incorrect by native speakers but are valued abroad because they are logical and efficient." She interviewed Dr. Jennifer Jenkins, Chair of Global Englishes at the University of Southampton, and concluded, "The dynamic means the two groups could be unable to understand each other in as little as a decade - putting native speakers at a disadvantage with the rest of the world." In fact, Lennox Morrison of [BBC](#) suggested, "With non-native English speakers in the majority worldwide, it's Anglophones who may need to up their game."

Someone interpreted "native speaker" as "better speaker" and "nonnative teacher" as "grammarians," and everyone else believed it. At best, we're only native to the dialects, inevitably outdated registers, and mostly incidental L1 learning styles of the times and immediate surroundings (or enclosed cultural communities) of our upbringings, and seldom are these mainstream, nor should they be. To be fair, this type of language development often leads to another type of false positioning in which native speakers are instantly designated "entertainers." Who's to say native speakers don't learn any grammar in their schooling? Or, that they're unable to learn ESL grammar and how to teach it along their journey? Native or nonnative, let's get this straight: teaching is learning. Now, if you're on a mission to ensure "the sun never sets" on *your* particular privileged accent and cultural genes, then make sure to respect and at least try to learn the local languages along your unholy crusade. Nevertheless, there happens to be a bit more to the teaching profession and English learners deserve better.

Let's face it, basing hiring policies on national identity is textbook institutional neo-racism at its worst. Perhaps it derives from a severe case of Westerner-fetishism combined with self-hatred lurking around our academic community. In any case, education professionals must have absolutely zero tolerance for any kind of discrimination because equality and quality in

education are inseparable. Rather than merely function as a means of reinforcing inequality by giving in to market pressure and public perception, educational institutions should challenge the status quo and promote social justice. That's where the true gains are, and the best schools in the world discovered this a long time ago. And I give you an "A" for effort, but no thanks, you can keep your used laptop and lunch money, I'll keep my identity and dignity.

"The educator has the duty of not being neutral." — Dr. Paulo Freire

About the Author: Ozan Ilir Alpan has been enjoying teaching English since 2006 and has a passion for educational role playing, project-based learning, and critical pedagogy. He is a third-generation international educator and one of 14 teachers in his family. His personal bilingual development and literacy learning experience was featured in an [MATESOL textbook](#) published by Pearson Education, Inc. He currently lives in İzmir, Turkey, where he is raising his fifth-generation bilingual and dual citizen daughter, and quite frankly, he couldn't care less about what segregationist employers and recruiters or discrimination deniers and beneficiaries of unearned privileges think about this article.

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News



The 52nd IATEFL Conference in Brighton

10-13 April 2018

The IATEFL Associates Day, as well as Pre-Conference Events (PCEs): 9 April 2018.

<https://conference.iatefl.org>

Join us in Brighton for the 52nd IATEFL Conference

IATEFL MEMBERSHIP

Contact M. Nazlı Güngör at nazlidemirbas_06@hotmail.com

News from



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

<http://www.tesol.org/convention-2018/tesol-2018-convention-news/2017/11/02/search-the-full-convention-program!>



Doctoral Dissertation Grants

Background of Doctoral Dissertation Grants

Since 2002, TIRF has supported students completing their doctoral research on topics related to the foundation's priorities. Each year, applicants who have been advanced to candidacy in legitimate PhD or EdD programs are invited to submit proposals for Doctoral Dissertation Grants (DDGs). (By "advanced to candidacy" we mean (a) having completed all required course work, if any, and (b) having had a research plan approved by the candidate's university committee.) Proposals are reviewed by a TIRF committee of established international researchers. DDGs are provided in the amount of up to US \$5,000 per awardee.

To learn more about the findings of previously funded studies, please [click here](#).

2018 DDG Competition Now Open

The 2018 Doctoral Dissertation Grants competition is now open! The application deadline is Wednesday, April 25, 2018 at 11:59pm Pacific Time (United States & Canada). Award decisions will be made in late August 2018 and announced on our website and via our newsletter.

- [Download](#) the 2018 DDG call for proposals
- [Download](#) the 2018 DDG application form (best viewed via Firefox)
- [View the resource videos](#) to help complete the application form
- [Visit](#) our DDG frequently-asked-questions page
- [Submit](#) your proposal/letter of support via our Application Submission Area

We would like to recognize the wonderful support of Cambridge Assessment English and the British Council. The efforts of these two organizations help to make possible this year's DDG competition.



Russell N. Campbell Award

Each year the highest rated Doctoral Dissertation Grant proposal is awarded in the name of the late [Russell N. Campbell](#). Dr. Campbell, a Past President of TESOL, was one of the founding fathers of the Foundation.

Overview of Eligibility

The following points are only an overview of eligibility to apply for a DDG. Successful applicants will read the call for proposals and carefully follow the instructions.

- Applicants must
- be enrolled in a legitimate doctoral program;
 - be advanced to candidacy and have had a research plan approved by a faculty committee at their university;
 - write a proposal which is clearly related to TIRF's research priorities;
 - follow specific instructions located in the call for proposals; and
 - have their research supervisor submit an official letter of support attesting to the applicant's readiness to complete the doctoral dissertation.

Please note that DDG applicants do not need to be US citizens.

Research Priorities

TIRF's current research priorities are listed below. Please click on a topic to read more about it. TIRF reserves the right to change its priority topics at any time.

- [Content-based instruction](#)
- [Digital Technology in Language Education](#)
- [English as a Medium of Instruction](#)
- [Language Assessment](#)
- [Language Planning and Policy](#)
- [Language Teacher Education](#)
- [Multilingualism in Business, Industry, the Professions, and Educational Contexts](#)
- [Students' Use and Effective English Language Education in Schools](#)
- [Teaching English to Young Learners](#)

Chair's Report, By Kathi Bailey – TIRF Turns Twenty

Welcome to the first issue of TIRF Today of 2018. This is the year that TIRF turns twenty. On behalf of the Foundation's Board of Trustees, I am pleased to announce that we are launching a year-long celebration of TIRF's 20th anniversary. It was in June of 1998 that the TESOL Board of Directors voted [...]

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TIRF Trustees Re-elected to New Terms

Three current members of TIRF's Board of Trustees have recently been re-elected to serve additional three-year terms. Richard Uoyum, Mitch Legutka, and Spiros Papageorgiou will continue their service to TIRF and its stakeholders until 2021, at which time they may stand for reelection again. Some brief information about each of them follows below. Richard [...]

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TIRF Colloquium at the 2018 AAAL Conference

TIRF colleagues will be panelists in a colloquium at the 2018 AAAL Conference in Chicago. The focus of the colloquium is on "Language Education Policy: Bottom-Up Voices and the Power of Agency." Language education policy involves both top-down and bottom-up processes with official policies interpreted and transformed by teachers and administrators, as well as by [...]

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TESOL Set to Host 2018 Convention in Chicago

Editor's note: The following piece has been adapted for inclusion in TIRF's newsletter. The original content was shared with the Foundation from TESOL International Association's front office. The upcoming 2018 TESOL Convention will be held in Chicago.

HAVE A HEALTHY, SUCCESSFUL AND VERY HAPPY SPRING



I'm sorry, but shouldn't there be an apostrophe in that?



"It's called 'reading'. It's how people install new software into their brains"



"There aren't any icons to click. It's a chalk board."



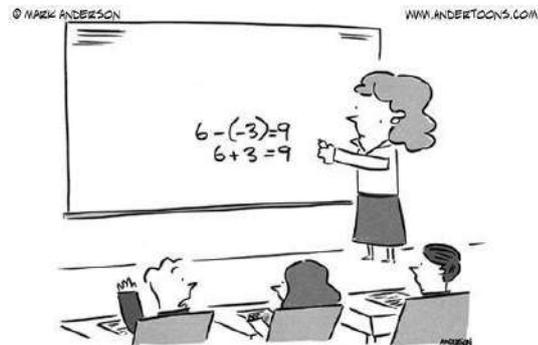
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"I can't play. I have to finish eReading this eBook for my eBook Report."



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"



"So in English a double negative is bad, but in math it's a positive?"

