THE INGED NEWSLETTER

NEWS ON-LINE

Issue 2
June 2006

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The Voice of INGED Members

From the President

Dear INGED Members,

Warm greetings to you all with this second issue of *News On-Line*... Spring season being loaded with conferences and conventions, in this issue you will find accounts of sessions from conferences. You will also have the opportunity to find out how INGED was represented at the 40th Annual TESOL Convention and Exhibit in Tampa, Florida on 14-19 March 2006, at the 40th IATEFL Annual Conference and Exhibition in Harrogate on 8-12 April, 2006 and at the 9th METU International ELT Convention on 3-5 May 20006.

The INGED Drama Festival in Istanbul received a lot of attention from the schools and it was a very successful event. We thank all the schools who participated in the festival with great enthusiasm and the hosting school, Marmara College. The INGED Drama Festival in Ankara will take place on June 4th, which we believe will be another remarkable event, encouraging students' motivation to learn English to get better and better.

We are glad to inform you that preparations for the 10th INGED International Conference, *'Practice and Progress'* to be held at Selcuk University, Konya on 3-5 November 2006 are going in full swing. Quite soon we will be able to let you know about the plenary speakers.

While we are approaching the end of yet another school year, we'd be happy to hear about the practical and useful activities you have benefited from in your classes this year to be shared with all INGED members on our webpage. We are aiming at enriching the CLASS ACTIVITIES page of the INGED website, which we hope will become a useful source for class activities in the future.

All the best for a relaxing and also invigorating summer holiday to help you start the coming school year with ideas and enthusiasm.

TOGETHER WE STAND...

Fatma Ataman
INGED, President

From the Editor

Dear Readers,

After a long winter and a lot of hard work teaching and training, reading and correcting papers, attending meetings and preparing lessons, trying to keep a social life going and parenting (some of us), we have arrived at yet another end-of-the-year! We at INGED wish you all a wonderful summer.

The past weeks have been very full in terms of meetings, seminars and conferences. In this issue you will find news from the Istanbul Drama Festival, a description of how to use a free online concordancer, as well as summaries of conference presentations on ideas which, we hope, you will find interesting and perhaps worth trying in class.

In this issue, you will also find an article that will probably interest teachers and parents alike by Prof. Dr. Aydan Ersoz, an active INGED member and past INGED Board member, on the new English language curriculum for primary state schools in Turkey. Another article from one of our active members, Steve Darn, is on content and language integrated learning, an issue especially much discussed in Europe.

A recent development that has pleased us immensely is the cooperation between associations worldwide which has resulted in the sharing of articles in newsletters. The first such shared article comes from LaTESOL and can be found on pages 54.

We hope you will enjoy our second and now much longer issue …

BOARD MEMBERS AT WORK

At the 9th METU International ELT Convention
At our stand with our mini promotional clip in the background

We gave out fliers, info about membership and our upcoming conference at Selcuk University in November.
We also renewed membership and registered new members.

**With colleagues from Pakistan
at the 9th METU International ELT Convention**

Since our election, we have been busy familiarizing ourselves with the related regulations, re-organizing files, brainstorming ideas as to how we can promote INGED and establish better networking, renewing membership and registering new members.

Ozlem Yazar, Nazan Ozcinar, and Fatma Ataman renewing membership

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.

ABOUT THE 10th INTERNATIONAL INGED ELT CONFERENCE

3-5 November 2006

Practice & Progress

Venue:

Selcuk University, Konya, Turkey.

Contact:

Serper Tumer: ser@metu.edu.tr

IMPORTANT DATES:

26 June 2006   Letters about proposal results will be sent out
1 September 2006   Presenters' registration deadline

THE INGED DRAMA FESTIVAL

4 June 2006

hosted by

BUYUK KOLEJ, ANKARA

"A Special Gift, A Memorable Day."

WHO WILL BE THE WINNERS?
WILL YOU BE THERE, TOO?
ALL THESE YOUNG ACTORS AND
ACTRESSES ARE WAITING FOR YOU!

SEE YOU AT BUYUK KOLEJ!

THE **ISTANBUL** INGED DRAMA FESTIVAL
28 April 2006

"All the world is a stage and all the men and women merely players;
they have their exits and their entrances…."
Shakespeare

The 28th of April 2006 was a day full of excitement and joy. Young talents filled the stage for the 8th annual INGED DRAMA FESTIVAL held at Marmara Primary School in Istanbul. When the curtain opened, each participating school took the stage and thrilled the audience with music, dance, laughter, and tears. The English performances were spectacular. The young performers won awards in several categories but only after having won the hearts of the audience. The echo of the applause can still be heard.

Here is a list of the participating schools:
(in alphabetical order)

Bodrum Marmara College
Doğuş College
Eyüboğlu College
Istanbul Marmara College
Koç College
Üsküdar SEV College

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The jury

Tim Bowler	Teacher Trainer and Author of *Happy Earth*
Ass. Prof. Kağan Uzunöz	Lecturer, Fine Arts Faculty, Maltepe University
Prof. Azize Özgüven	Head of ELT Department, Maltepe University
Nazan Özçınar	INGED board member, Sabancı University

Here are the results of the jury:

The Best Leading Actress Award:

First Place: :Serra Ozdas as "Decay Monster" (Ozel Uskudar SEV Ilkogretim Okulu)

Second Place: Çagla Ergul as "The Principal" (Ozel Bodrum Marmara Ilkogretim Okulu)

Third Place: Taha Avunduk as "Mi Nuong" (VKV Ozel Koç Ilkogretim Okulu)

The Best Leading Actor Award:

First Place: Ahmet Adıyaman (as "Bugsy Malone" Ozel Eyuboglu Camlica Ilkogretim Okulu)

Second Place: Ceri Franco as "Truong Chi" (VKV Ozel Koç Ilkogretim Okulu)

Third Place: Ozan Turkmen as "Romeo" (Ozel Bodrum Marmara Ilkogretim Okulu)

The Most Promising Actress Award:

First Place: Ayşegül Kanca as "Bookworm" (Ozel Uskudar SEV Ilkogretim Okulu)

Second Place: Aslı Nur Ozyoruk as "Fizzy" (Ozel Eyuboglu Camlica Ilkogretim Okulu)

Third Place: Alara Oner as "Brasset" (Ozel Istanbul Marmara Ilkogretim Okulu)

The Most Promising Actor Award:

First Place: Yigit Uzumoglu as "Babbs Cem" (Ozel Istanbul Marmara Ilkogretim Okulu)

Second Place: Dorukhan Afacan as "Fat Sam" (Ozel Eyuboglu Camlica Ilkogretim Okulu)

Third Place: Galip Çagan as "Tybalt" (Ozel Bodrum Marmara Ilkogretim Okulu)

The Best Play Award:

First Place: Charley's Aunt (Ozel Istanbul Marmara Ilkogretim Okulu)

Second Place: Dead Poets Society (Ozel Doğuş Ilkogretim Okulu)

Third Place: Brown Teeth (Ozel SEV Uskudar Ilkogretim Okulu)

The Best Staging Award:

First Place: The Crystal Heart (VKV Ozel Koç Ilkogretim Okulu)

Second Place: Romeo and Juliet (Ozel Bodrum Marmara Ilkogretim Okulu)

Third Place: Dead Poets Society (Ozel Dogus Ilkogretim Okulu)

The Best Costume Award:

First Place: Romeo and Juliet (Ozel Bodrum Marmara Ilkogretim Okulu)

Second Place: Bugsy Malone (Ozel Eyuboglu Ilkogretim Okulu)

Third Place: The Crystal Heart (VKV Ozel Koç Ilkogretim Okulu)

JURY SPECIAL AWARDS

Sezin Emkin: Ozel Marmara Ilkogretim Okulu

Gökçe Gölmen: Ozel Eyuboglu Camlıca Ilkogretim Okulu

Deniz Korman: VKV Özel Koc Ilkogretim Okulu

Deniz Lenger: VKV Özel Koc Ilkogretim Okulu

TECHNOLOGY IN TEACHING:

HOW TO USE
THE ONLINE
CONCORDANCER

by

Suzan Öniz, suzanoni@metu.edu.tr

Editor

WHY DO I NEED THIS?

Most English Language teachers have learned, as opposed to acquired, English; this means that English is their second or third language. They may therefore sometimes be unsure about certain language items because they lack a feel for the correct collocations. The following web site is a free online source for teachers and students alike; it provides an instant response to inquiries.

HOW CAN I GET MY STUDENTS TO USE THIS SITE?

If you have a computer lab, take your students there and show them how to use the site; otherwise, give them copies of the following explanations and they can try out the site on their own. One way that I use this site is by first actually showing the class what to do in the computer lab and then incorporating vocabulary work into their weekly assignments. For instance, in a reading assignment, they have to list 8-10 new words that they have come across their reading that week and using the online concordancer they then have to list several collocations for each word. y using the online cncordancer, students become aware of what structures are used together with this lexis; to illustrate, they may notice that most of the time a gerund follows or a certain preposition occurs after the word. They also notice the collocations.

The following pages describe how to use the online concordancer:

STEP BY STEP GUIDELINES

1. Go to: http://www.lextutor.ca/concordancers/concord_e.html

2. Enter the word in the KEYWORD box. e.g. "require"

3. Corpus:
For academic English: Select the "Univ. Word List": this is the Academic Word List (AWL) and contains formal academic English expressions.
For general English: Select All of the Above to see how the word is used in British & American, spoken & written, formal & informal English in a corpus of 4 million words.

4. Push: "Search for concordances"
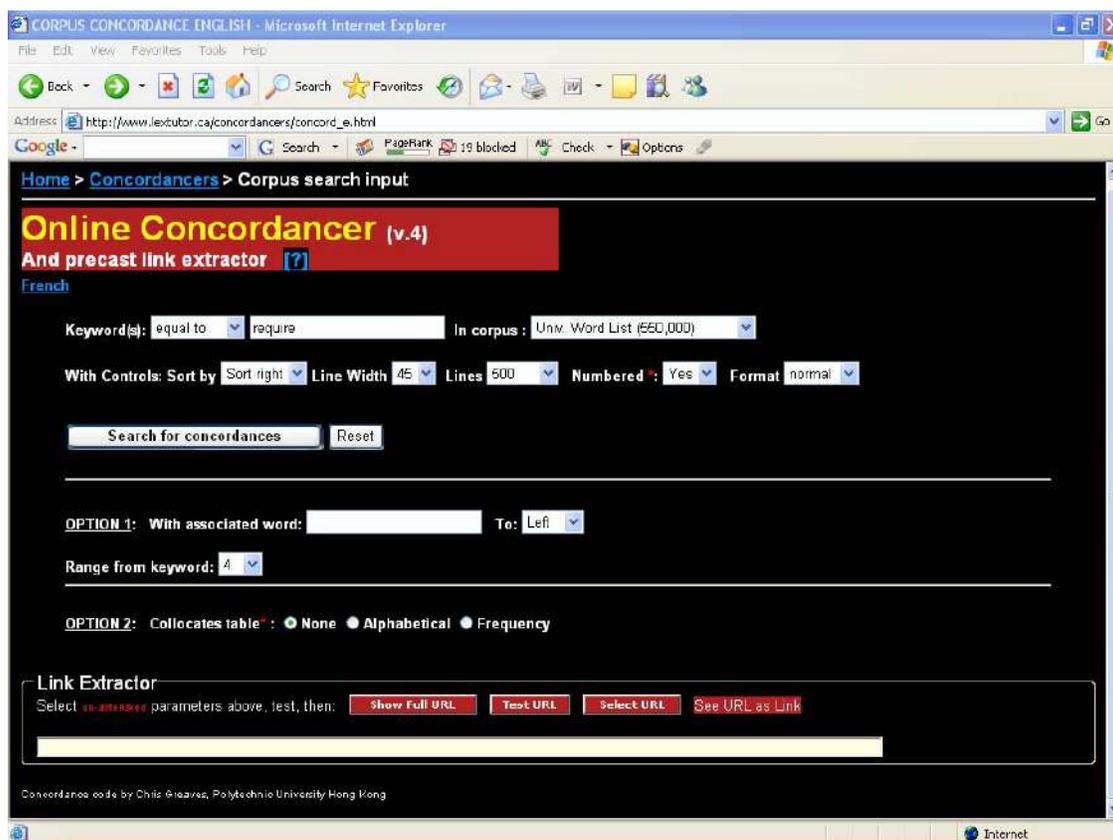
5. Your search result will look like this (with the right side in alphabetical order)
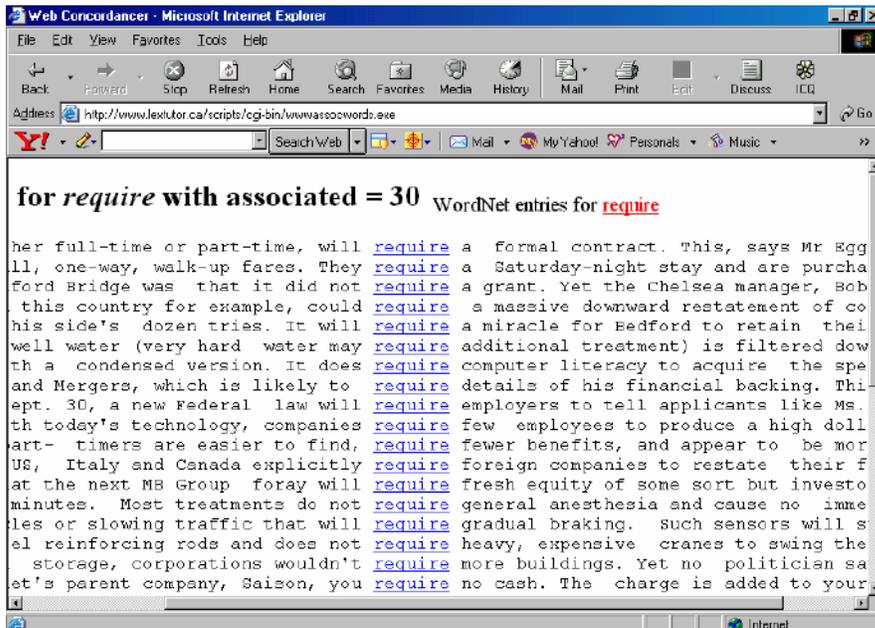
6. Your search will look like this with the left side in alphabetical order:
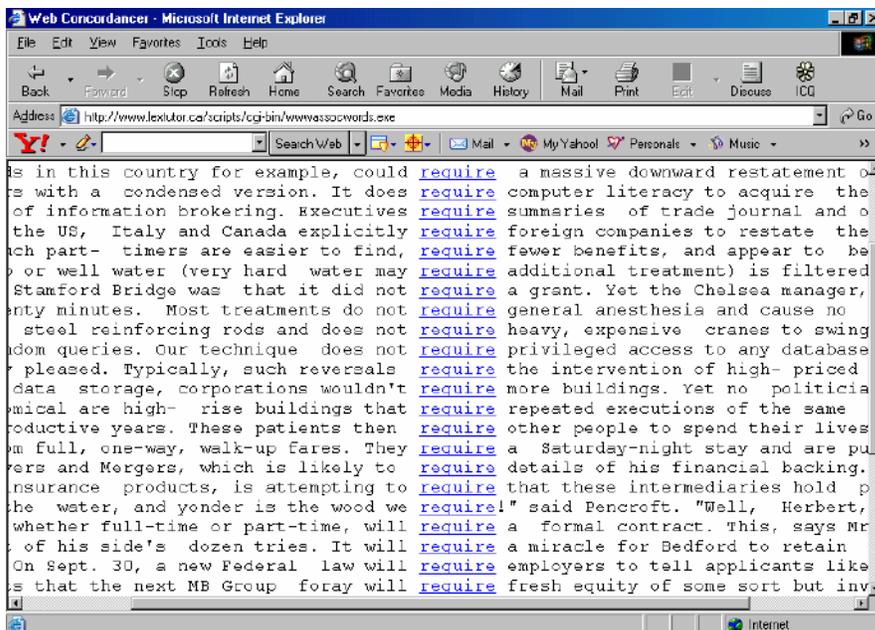
7. The sentences are in fragment form. If you want to see the complete sentence for an item, click on the underlined search word in the sentence that you are curious about. e.g. When you click on the first "require" in the first list above, the original sentence in its complete form is as follows:
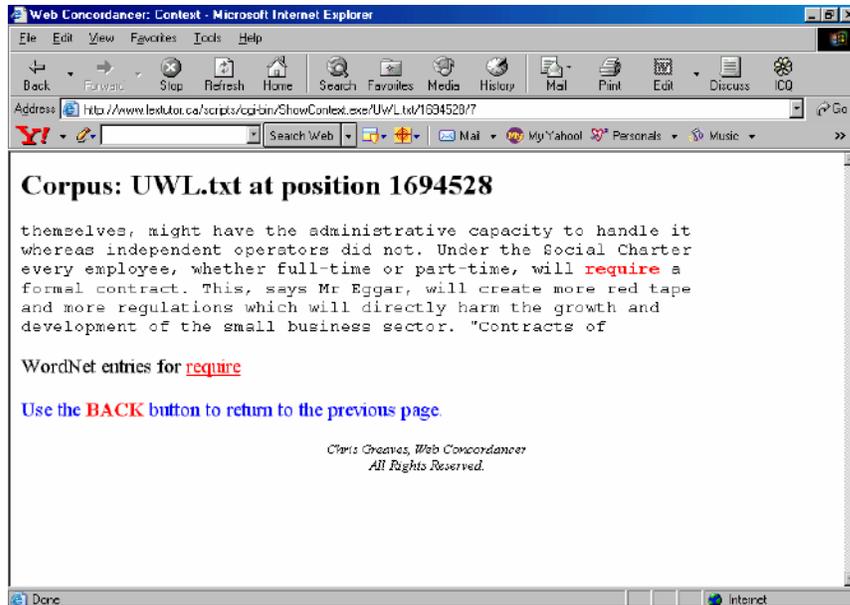
8. If you want to read the dictionary meaning of the word, click on "WordNet entries for 'require'" at the bottom.
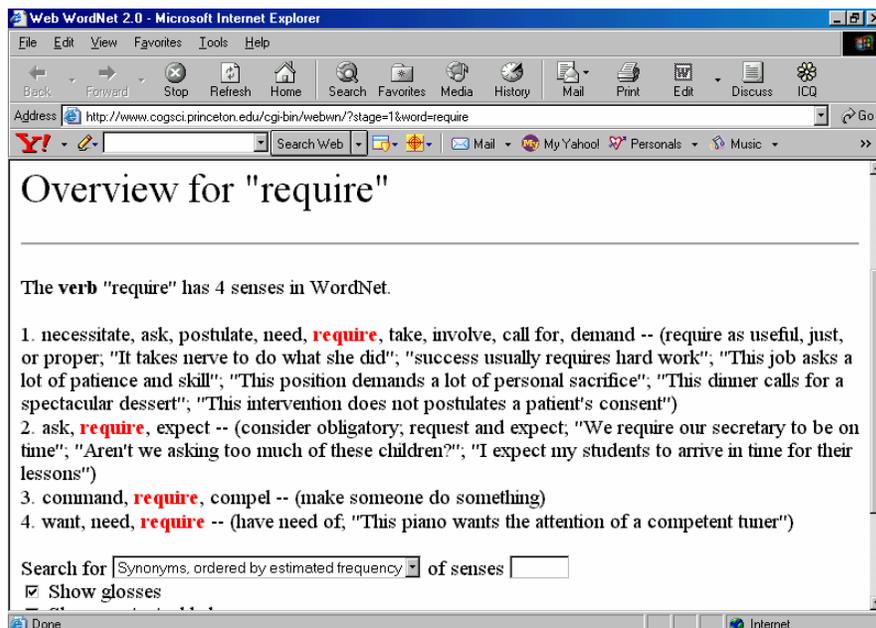
9. Sometimes the list of collocations is very short; try to change the form of the word. For instance, 'correspond' yielded two collocations but 'corresponds' six. Try the present, past, and 3rd person singular forms of verbs and the singular & plural forms of nouns.
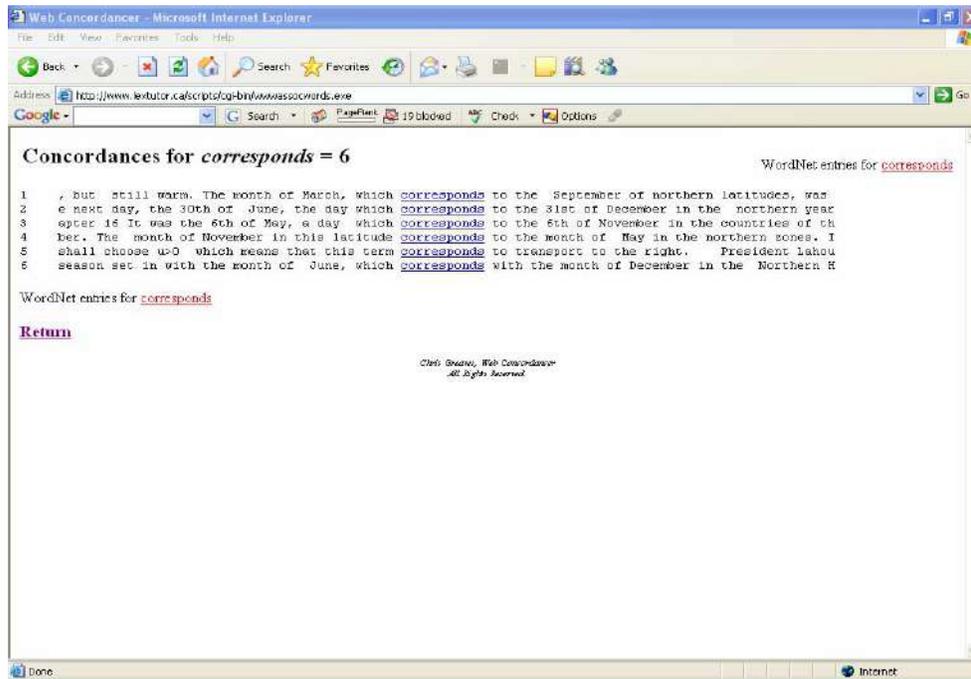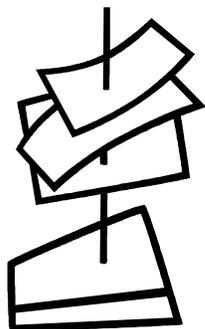
NOTES FROM
THE 9TH INGED INTERNATIONAL
ELT CONFERENCE
IN ANKARA ...

"Can I have some emotional treats please?"
A Plenary Talk by
Assist. Prof. Dr. Bena Gul Peker

Summarized by: Isil Gunseli Kacar, isil7guns@yahoo.com
Middle East Technical University, Department of Basic English, Ankara, Turkey

The 9th INGED International Conference, entitled "New Horizons in ELT", was held in Economics and Technology University, Ankara, on 21-23 October, 2005 with the participation of a large audience from a variety of universities in Turkey as well abroad. There were a variety of workshops and papers on a range of topics such as the role of social and emotional skills in the learning process, portfolios as useful tools for progress and reflection, using drama to enhance reading comprehension, the intricate relationship between stress and learning, the use of music and dance in language teaching. The conference provided the participants and the presenters with a multitude of opportunities to exchange ideas and to keep abreast of the developments in the field of EFL teaching so as to enhance the quality of education. There is no doubt that everybody involved in the conference gained valuable insights into various aspects of ELT and broadened their horizons to some extent. Three plenary sessions were delivered during the conference: the first one by Assist. Prof. Dr. Bena Gül Peker, entitled "Can I have some emotional treats please?", the second one by Assist. Prof. Dr. Alev Yemenici, entitled "The intricate relationship between stress and learning", and the third one by Lilika Couri, entitled "The grace of language through the grace of dance and music". I would like to share my general impressions and notes from the first plenary delivered by Assist. Prof. Dr. Bena Gül Peker.

Can learning both touch the head and the heart? Yes, definitely. The plenary by Dr. Peker brought to the fore the salience of the affective factors in learning, which tend to be regarded as secondary to the cognitive factors in some contexts.

It was pointed out that although recent research demonstrates that social and emotional skills are an essential part of the learning process, these skills have been ignored in mainstream education to a large extent. In fact, learners are highly likely to suffer from emotional incompetence, which often arise due to the hot buttons deeply ingrained in our personality early in life. It is closely related to the way the neural connections are established in the brain. It is essential that these circuits be re-tuned so as to foster emotional competence in learners which will, in turn, contribute to effective learning. To achieve this end, learners' thoughts, feelings and actions should be in harmony with one another.

During the presentation, two ways to teach social and emotional learning were demonstrated. One way is through school-based programs. In such programs, school communities characterized by social capital improvements in academic achievement work on a social and emotional curriculum in collaboration with students, parents, and educators. All these bodies act as partners throughout the planning, implementation and evaluation stages of the curriculum. The other way is through teaching learners social and emotional learning skills. These skills, which are classified into five main domains by Goleman (1996), can be broadly categorized into self-awareness and social awareness skills. Knowing one's emotions and identifying them, self-awareness, is a keystone of emotional intelligence. The ability to monitor one's own feelings closely provides profound psychological insight and self-understanding, as Goleman (1996) maintains. People who possess a higher level of certainty about their feelings are regarded as better "pilots of their lives" and have a more developed sense of how they really feel about the decisions that they make (Goleman, 1996, p. 43). Self-awareness also incorporates managing emotions. Individuals with a poor ability in this respect usually find themselves battling feelings of distress, whereas those who excel in it can overcome the obstacles and disappointments in life. Recognizing one's strengths and weaknesses is a great asset in motivating oneself. Harnessing emotions in the service of a goal is a vital issue in paying attention, self motivation and mastery as well as creativity (Goleman, 1996, p. 42). Emotional self-control is what underlies every accomplishment. It also enables people to get into the "flow" state, which leads to outstanding performance of all kinds. People with this skill are likely to be highly productive and effective in all their endeavours. On the other hand, social awareness involves perspective taking and appreciating diversity. The former involves identifying and understanding the thoughts and feelings of others. In line with Goleman (1996), empathy, which is an ability that builds on emotional self-awareness, is the fundamental "people skill" (p. 42). Emphatic people are more sensitive to subtle social signs that indicate what others need or want. Just as it is important to

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recognize our feelings and those of others and to motivate ourselves and others, it is important to appreciate diversity, the fact that individual and group differences complement each other and make the world more interesting.

Having raised the audience's level of awareness towards different domains of emotional intelligence, Dr. Peker went on to demonstrate what English language teachers in the classroom can do to help the learners not only to learn English but also to develop their abilities to recognize and manage their emotions, appreciate the perspectives of others, and use a variety of interpersonal skills to handle challenges and nurture relationships through enjoyable activities – emotional treats; in other words, what teachers could do with the learners to enhance their sense of self-awareness and social awareness. Below are the descriptions of some activities demonstareted in the plenary:

Activity 1: The Feeling Jar
Aim: To describe one's emotional state (to raise one's self awareness towards his/her emotional state)
Materials: An empty jar, slips of paper with a large variety of adjectives describing feelings (e.g., joyful, worried, affectionate, etc.)

Instructions:
1. Write the adjectives showing feelings on different pieces of paper.
2. Fold the papers into two and place them in a jar.
3. Take one piece of paper and either make a collage out of pictures from a newspaper / magazine on how you view that feeling or take that word and write in your journal about when you have felt that way.

Activity 2: What do I think about me?
Aim: To raise one's self-awareness

Instructions:
1. List three things that are easy to learn.
2. Name something that was hard for you to do (learn to do) but you kept practising until it wasn't hard for you any longer.
3. What is one thing you have done in your life that you are most proud of achieving? Why?
4. Complete the following sentences:
   I am happiest when -- .
   I get happy when -- .
   I get angry when -- .
   I am afraid when -- .

Activity 3: Job Application (NLP Activity)
Aim: Self / Social Awareness

Instructions:
1. Think of all the roles you play in life, e.g., mother, neighbour, lover, counsellor, cleaner, teacher, learner. Imagine each of your roles is a job that you will apply for.
2. For each job, write the personal qualities that you will bring to each job. You really need this job so only write the qualities that will help you to get it and be honest.
3. When you have finished, think if you can add some more qualities to the job for which you do not seem to have a lot of qualities.

Activity 4: Doing self talk out loud
Aim: To express what we experience as we experience it

Instructions:
1. Learners walk around and talk to themselves.
2. They try to verbalize everything that is happening around them and react with an emotional response.
   "You are as unique as your fingerprint."

Activity 5: Your Anger Temperature
Aim: To identify one's level of anger through becoming aware of bodily signs

Instructions:
Learners list their body's cues, sensations, or actions that let them know they are angry (e.g., sweaty hands, trembling hands, low heart beat, dizziness, hiccups, etc.)

Activity 6:
Aim: To raise learners' social awareness by teaching them how to take different perspectives and by making them realize that despite differences, people or animals complement each other

Instructions:
1. Learners are provided with a variety of pictures which depict various people or animals.
2. They are asked to identify with one of the characters in the pictures and to write a dialogue with that character.

The last part of the plenary was concerned with some practical tips for teachers as to how to raise learners' level of emotional intelligence. These were as follows:

1. Teach learners a wide range of feeling words to express their emotions explicitly and clearly.
2. Validate the learners' feelings before addressing their behaviour (e.g., It looks like you are feeling a little restless today.)
3. Label your feelings rather than your students (e.g., I'm rather confused that you aren't doing your work today.)
4. Apologize when you feel regret for something (e.g., I feel sorry for …. or I am sorry about…)
5. Avoid labels and judgements when evaluating learners' work
6. Avoid controlling learners' behaviour
7. Provide learners with choices
8. Create a positive learning environment where learners feel safe and respect one another
9. Avoid lectures and rely on experiental methods
10. Provide learners with opportunities to reflect on what they have learned

"You can make a difference by touching the heart of a learner. A learner may be one person to you but to that learner you are the whole world."

Reference
Goleman, D. (2004). *Emotional intelligence and working with emotional intelligence.* London: Bloomsbury Publishing.
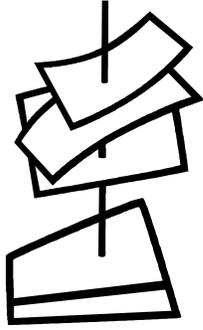
NOTES FROM THE 40TH INTERNATIONAL ANNUAL IATEFL CONFERENCE AND EXHIBITION AT HARROGATE, BRITAIN ...

Summarized by: Serper Tümer, ser@metu.edu.tr
Middle East Technical University, Department of Basic English, Ankara, Turkey

This year's IATEFL conference was held at the Harrogate International Centre, Harrogate between 8–12 April, 2005. There were four plenary sessions, publisher signature events and more than 300 sessions. There were around 20 speakers from Turkey, which made me very proud.

With Prof.Dr. Birsen Tütüniş, who is INGED's contact person at IATEFL, I joined the Associates Day on April 8. It was great to meet the representatives of IATEFL associates, and share challenges and success stories. At the end of the day, I was full of ideas and enthusiasm despite the tiredness.

At the conference I was able to attend a number of sessions. Here, I would like to share three of them with you.

Tribute to Christopher Brumfit

As soon as I heard the announcement on April 11 that there would be a tribute session to Christopher Brumfit, who died from cancer on 18 March 2006, I decided to attend this memorial gathering late in the afternoon. I went there because Chris Brumfit was one of the writers who had helped me shape my thoughts and approach to language teaching in the early years of my career: *The Communicative Approach to Language Teaching.*

The tribute session was attended by his colleagues, friends, and his widow and colleague Rose Mithchell. It was coordinated by Alan Walters and Keith Morrow. After Keith Morrow read a brief resume of Chris Brumfit's career and publications, other colleagues paid their own tributes and also read those sent by his colleagues and well known applied linguists, such as David Nunan, Keith Johnson, Henry Widdowson, Rod Ellis, Ronald Carter, Chris Candlin, Chris Kennedy.

Chris Brumfit was described as a remarkable communicator with a sense of humour, a generous and kind man who helped and influenced many in their professions, an intellectual who liked walking, opera, Dostoevsky and cricket.

Chris Brumfit, born in 1940 and educated at Oxford, started teaching at a secondary school in Tanzania, worked as a lecturer at the University of Dar-es-salaam, later moving to the University of Essex for his MA in Applied Linguistics. Then, he joined the Birmingham College of Education. A few years later, he moved to the Institute of Education at the University of London, where he first worked as a lecturer in English as a Second Language and then became Reader in Education. 1986 found him in Southampton University as the Director of the Centre for Language Education, Head of the Research and Graduate School of Education and finally Professor of Education.

Chris Brumfit was actively involved in many professional organisations and associations. He was the Chair of the British Association of Applied Linguistics, the Chair of the Advisory Committee on English Teaching and the editor of the ELT documents published by the British Council. He had numerous publications, "a rain forest", as Keith Marrow put it. He published about thirty books and many papers on Language Teaching, Literature Teaching and Language Policy in Education. His latest book is *Individual Freedom in Language Teaching,* in which the role of teachers and learners and the approaches that educationalists should develop to support learners are examined.

It is so sad that applied linguistics has lost such a remarkable figure but his work will continue to stimulate others involved in second, foreign and mother-tongue teaching all around the world.

Two Activities from Herbert Puchta

When I went to Mario Rinvolucri's workshop, *The Intelligence EFL Neglects,* I was pleased when he announced that it was a joint session with Herbert Puchta: two birds with one stone. The participants had a chance to experience exercises that invite the use of the kineaesthetic and intra personal intelligences. Here are two activities from Puchta, the purpose of which is to practice irregular verbs. They are not only easy and fun but also do not require much teacher preparation.

Activity one:
Tell your students to touch their ankles for V1, touch their hips for V2 and hold their hands up for V3. For example, when the teacher says "go", the students touch their ankles, then their hips, and finally hold up their hands. When the teacher says "put", the students touch their ankles three times. The teacher only gives the first forms of the verbs.

Activity two:
Students pair up. One of them is supposedly the blackboard. The other student acts as if s/he is writing one the board/on her/his partner's back. The teacher says "clean the board". S2 acts as if he is cleaning the board, touching his partner's back, and then, using her/his finger writes the second form of a verb on the imaginary board. S1 tries to understand what the verb is and says it aloud.

The Closing Plenary Session by Bena Gül Peker

For the first time at an IATEFL conference, one of the plenary speakers was from Turkey. Bena Gül Peker, a founding member of INGED, did the closing plenary session, *The Spirit of the Dance,* on April 12.

Bena's session was on building rapport with learners. She said that we can establish rapport through verbal and non-verbal strategies. Bena argued that establishing rapport is like dancing, a form of communication between the leader and a follower. In dancing, at first, one learns the moves by following the leader. In time, the need to lead becomes less and the follower needs less direction, with the result that the communication becomes automatic, smooth and flawless.

Matching and mirroring the student's body language can enable us to establish rapport. When we feel we have established it, we can begin to lead or influence by changing our body language. Bena emphasized the point that understanding a student's body language may tell us a lot about his feelings. Is he bored or

interested? Is he shy or confident? Is he motivated or not? The way a student sits, stands or moves shows us how he feels. By mirroring and matching a student's body language we can establish rapport, which has a certain flow, is powerful and pleasurable. For example, if a student is sitting and you want to establish rapport, you sit as well. Once you establish rapport, you can then stand up with the expectation that the student will mirror you and stand up as well. If this does not happen, then you need to re-pace the non-verbal behaviour of that student. Recalling the dance metaphor, Bena went on to say that the same principle of leading and following holds true of matching and mirroring.

Those of you who know Bena know how much she likes drama. The dramatic part started when she invited four actors on stage in order to demonstrate how to establish rapport. Müge Gerçeker and Tülin Fıkırkoca, both of whom work as ELT professionals at Bilkent University, School of Foreign Languages, Colin Mackenzie, IATEFL TD SIG Coordinator, and myself tried to demonstrate different types of body language and voice. Together with the use of music, four different songs, Bena encouraged the audience first to identify different emotions and different characters and then asked them to match or mirror these characters by emulating their body language and voice.

Bena's final tips on establishing rapport were:
- experiment so that you can decide what works for you,
- practice with different kinds of music,
- feel free to design your own practice,
- observe people,
- always keep the principle of flexibility in mind.

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I had never thought that I would ever dare to do any moves of belly-dancing on stage. I am happy to have contributed to the "*Spirit of the Dance*." When the audience heard Tarkan's *Kuzu Kuzu*, they started belly-dancing, mirroring myself

and Bena. I am sure it was the first time at an IATEFL conference the audience tried waving their arms and swinging to the music. The session ended with almost everyone in the auditorium dancing to the song *Sway*. I think this closing plenary will be remembered as a memorable event for a long time.

After the Plenary
Tessa Woodward (IATEFL President), Colin Mackenzie (IATEFL TD SIG Co-ordinator), Serper Tumer (INGED Vice President), Bena Gul Peker, Tulin Fikirkoca (Bilkent University, BUSEL), Muge Gerceker (Bilkent University, BUSEL), and Mehmet Hakki Sucin (Gazi University)
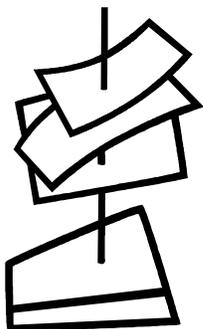
NOTES FROM
THE 9TH METU INTERNATIONAL
ELT CONVENTION
IN ANKARA ...

"Pushing the Boundaries of Feedback"
A Plenary Talk by
Nur Kurtoglu-Hooten
Aston University

Summarized by: Suzan Oniz, suzanoni@metu.edu.tr
Middle East Technical University, Department of Basic English, Ankara, Turkey

METU organizes an ELT conference every two years and this has by now become a tradition. This year saw the 9th METU International ELT Convention, entitled "The Fusion of Theory and Practice." During the three days in early May, participants attended close to 50 concurrent sessions and six plenary talks on topics ranging from concepts such as motivation and topical structure analysis to practical issues such as how to teach listening and technology in the classroom. I would like to share with you my impressions of a plenary with the title "Pushing back the Boundaries of Feedback" delivered by Nur Kurtoglu-Hooton, an experienced English language teacher and teacher educator formerly a METU instructor, presently a tutor at Aston University in Birmingham, UK. I chose to summarise this session because feedback giving, a skill that educators can learn, is vital for teachers and trainers/educators. It is also a part of daily life outside the classroom thus ever-present. The question is how to word ideas so that they will encourage students or tutees and not turn them off.

The plenary speaker started her talk by looking at definitions of the word 'feedback' taken from several dictionaries. She pointed out that these definitions seemed to point us towards corrective feedback. She also pointed out that the element of praise seemed to be missing from the definitions. She explained that corrective feedback signals that something needs to be changed, corrected, altered in some way and that there is a better way to say or do something.

The speaker then described a study that she conducted with her tutees on the teacher training courses to look at the role that feedback plays. The data came from transcripts of teaching practice feedback sessions, reflection tasks on feedback, the end-of-course questionnaire, a pre-course task on prior learning experiences, the teachers' diaries, the speaker's diary, the tutees' feedback to feedback forms, and email correspondence after the course. Her aim was to discover the effect of feedback received by teachers, from tutors or peers, during the post-observation meetings so she asked them to think back to all the feedback sessions they had had, choose one piece of tutor or peer feedback that they found significant in some way and comment on the reason for its importance as well as what effect the feedback may have had on them.

One of the teacher trainees' response focused on the impact of some praise he had received from tutor and peers on his creativity. This comment showed the significance of a teacher educator's role in the life of a trainee teacher. In his comment he stated that he had not considered himself in the past as being a creative person, "bit of a plodder who needed permission to do anything out of the mainstream" and so he felt that the comment on his creativity was a "life changer" for him. He said he started to view himself as a different person because it restored his self-respect and gave him confidence to actually put forward ideas and opinions, that in the past he would have kept to himself.

The plenary speaker then discussed the term 'Confirmatory Feedback', a concept used mainly in organization behavior rather than in education. Confirmatory Feedback, according to the speaker's research, signals praise, confirmation, reassurance and aims at the whole person and usually co-occurs with praise. Its potential effects include:

- A boost in confidence,
- Confidence to try out new ideas,
- Insight into new perspectives,
- Motivation to do better,
- Motivation to try alternatives.

When Confirmatory Feedback results in a wish to change or try new options, then possibly 'Divergent Change,' a term coined by Kurtoglu-Hooton, takes place.

During this plenary talk, I once again became aware of the major role that feedback plays in the life of an educator especially when the presenter pointed out the importance of being specific with praise, explaining rather than skipping, and avoiding the "I liked it but … ", "That worked well but … " syndrome (in favour of "I liked it because …", "That worked well because…"). Her message was very clear: It's what you say next that might make a difference.
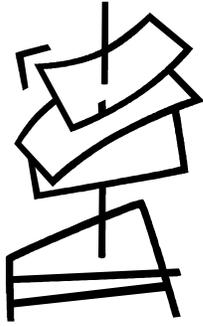
NOTES FROM
THE 9TH METU INTERNATIONAL
ELT CONVENTION
IN ANKARA ...

**"Lexical and Grammatical Collocations:
A Formidable Problem in EFL Writing"
A Paper Presentation by
Prof. Dr. Mohammed Farghal,**

Summarized by: Defne Akinci, akinci@metu.edu.tr
Middle East Technical University, Department of Basic English, Ankara, Turkey

In his paper presentation, Professor Mohammed Farghal, focused on his study of how EFL learners made use of different types of lexical collocations in their writing. In his study, he collected student written work and highlighted the collocations that the students used to express their ideas. He counted the erroneous uses and categorized them into three groups entitled "verbal", "adjectival", "nominal" and "prepositional" collocations. The results of the counts showed that an overwhelming number of errors fell into the category of verbal collocations, followed by adjectival, nominal and prepositional collocations. The presenter also provided some examples of students' erroneously constructed collocations with some possible explanations for the underlying influences that lead to such errors. An example for an erroneous verbal collocation is "to attend tests", where "attend" should have been "take" or "sit". An example for erroneously used adjectival collocations was "expensive prices". The presenter explained that the underlying reasons for these errors could be grouped under "mother tongue interference" and "creative construction". An example for mother tongue interference was "to enter a test", which, the presenter noted, was a direct translation from Arabic, the native language of the students in this

study. For the creative construction category, the presenter gave the example of "golden services", which does not exist either in English or Arabic.

Following these findings, the presenter concentrated on suggestions for classroom activities to teach collocations. The presenter proposed that student writing should be used to highlight and illustrate the erroneous and correct collocations in English. Furthermore, some error correction and sentence completion activities were suggested as enabling tasks. Using the textbook and student writing, a bank of collocations may be created and recycled in class. Moreover, the presenter touched on the usefulness of having students do translations so as to raise their awareness about the differences in the construction of collocations in the two languages. The audience of this presentation finally added that language classrooms need to be rich with collocation input and practice throughout the course.
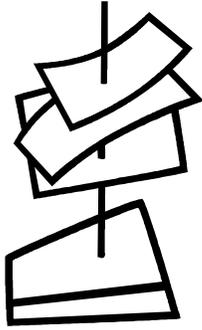
NOTES FROM
THE 2nd ELT CONFERENCE AT
METU DEVELOPMENT
FOUNDATION SCHOOLS

"Student Evolution, Power Devolution"
by Bill Bowler

Summarized by: Işıl Günseli Kaçar, isil7guns@yahoo.com
Middle East Technical University, Department of Basic English, Ankara, Turkey

The 2nd ELT Conference at METU Development Foundation Schools, entitled "The Irresistable Lightness of Being Autonomous" was held on May 13, 2006. There were over 400 participants from a variety of primary, secondary and high schools as well as universities all over Turkey. The theme of the conference was learner autonomy. There were five sessions delivered by famous materials writers, teacher trainers, and researchers. All the sessions were impressive, thought-provoking, and inspiring. The first session by Billy Bowler focused on the learner autonomy from different perspectives. the second one by A. Durney was concerned with brain compatible learning; The third one by Hester Lott dealt with how to make teaching grammar fun while the fourth one by Gordon Dobie was about learners' attitudes toward learning and their beliefs about the responsibilities of the various stakeholders in the process. The last session by Sheelagh Deller centered around how much and what kind of autonomy helps to generate a positive learning atmosphere. All the participants left the conference venue, feeling that they gained valuable insights into the theme and had a fruitful exchange of ideas. I would like to share with you my general impressions and notes on the session delivered by Bill Bowler, an experienced English language teaching materials writer.

Bowler examined the fashionable ELT topic of learner independence from different angles, drawing on the views of educational authorities both old and relatively new. Why empower students to be autonomous? What are the prerequisites for this process? When should you implement it? Where can it be most useful? Who gains (and who loses?) And how can you foster autonomy most effectively?

The session started with what is meant by the word *education*. Semantically, the word is derived from the Latin word *educare*, which means a "leading out" or "drawing out what is there". Bowler pointed out that we, as teachers, should forget images of empty pitchers to be filled. It is high time we adopted a 'whole student' approach. He added that we can only educate by 'pitching to' and 'engaging with what is there'. It is essential that teachers understand where the students are coming from. The former should act as the mediator between the subject matter and the latter.

Next, Bowler presented the definition of *education* as "what is left when what has been learnt has been forgotten" in line with Skinner, the US psychologist who inspired the behaviourist approach to language learning. Later, the presenter went on citing other senses of the word by different parties:

> If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind. (Maria Montessori)

> 'Give a man a fish, you feed him for a day; teach a man a fish and you feed him for life.' (Ancient Chinese proverb)

The bottom line of these two above-mentioned quotations is that students should make the connection with the teaching points themselves. It is no use making the connection for the students all the time.

Having presented a variety of perspectives concerning the concept of education, Bowler went on to make the connection between teaching and learning explicit by presenting the views of educational authorities. Teaching does not always translate into learning and vice versa as pointed out by Patrick White, an Australian novelist, who remarked "I forget what I was thought. I only remember what I have learnt".

Bowler brought to our attention an often neglected point in our classroom practice: We cannot learn for our students; we can only facilitate the process. As Montessori puts it, "we teachers can only help the work going on, as servants wait upon a master". In fact, teaching is at the service of learning. Learning does not happen automatically.

Bowler made a significant point about when to start fostering autonomy in classroom. He suggested that from as early as possible we should not only teach students traditional language content but also foster in them a range of principled learning strategies and active student behaviour- the toolkit of the autonomous student.

The third part of the session focused on the difficulties involved in introducing autonomy in different teaching contexts. Although very young students have a relatively limited scope for autonomy, it is a good idea for the teachers to offer a controlled amount of autonomy within a structured environment, through guided research projects, vocabulary notebooks, picture dictionaries, and graded readers. Furthermore, it may be the case that students from some countries are not acculturated to student autonomy. However, multi-cultural language teaching involves fostering socio-cultural competence, not disrespectful dissemination of 'top-dog' culture, but awareness-raising and the development of some degree of L2 language personality. Moreover, with classes studying for exams, extensive focus on student autonomy could be counterproductive since, in order to get students jumping efficiently through hoops, learner training will focus primarily on quick-fix exam passing techniques.

The fourth part of the session was concerned with the pre-requisites for student autonomy. Readiness of the teacher to relinquish power, which requires some level of confidence and readiness of the student to accept responsibility for learning, which may require them to be convinced of the underlying rationale, are two such pre-requisites.

These pre-requisites can be fulfilled in several ways. It is advisable that teachers try to shift their power gradually. For the students, it may be helpful to set up a learning contract at the beginning of the unit or to prepare a dossier where they will collect their best accomplishments. Apart from that, the teachers can twist the activities so that students can be more actively involved in the lesson. They can also make students work out rules of grammar, lexis, and pronunciation on their own, make them self-correct errors in speaking and writing. As Confucius, the famous Chinese philosopher, remarks, learning without thought is lost. Orientating students to course book components, equipping them with the study skills to use dictionaries and other reference materials independently might help them as well. Likewise, it may prove fruitful to encourage students to carry out topic-based project work, web-research, text research and do presentations.

On the way to becoming autonomous agents of learning, students should also need to be introduced to the idea of self-reflection. This can be promoted through encouraging student self-evaluation, the keeping of learner diaries, portfolios of good work, self-directed study (setting different tasks in accordance with needs of different learners), and allowing students to suggest the content of the upcoming lesson on a 'need-to- know' basis.

With a view to fostering autonomy in class, Bowler emphasized the salience of teaching learning strategies actively. As Aristotle says, what we have to learn to do we learn by doing. Giving students listening and reading tips, implementing process writing, asking students to keep personalized vocabulary notebooks, providing them with phrases they can use in daily life can be helpful strategies for students. Autonomy can also be fostered outside class by extensive reading, listening to CDs or the radio in English, watching DVDs, TV or films in English, communicating with e-pals on the Internet, or corresponding with penpals.

Becoming an autonomous learner is a long journey. In this journey, students who are motivated, have an inbuilt curiosity, are risk takers, are able to take stock of their own achievements and are good at goal setting are likely to gain. Nevertheless, those who expect the teacher always to lead, to make all the decisions, to be the fount of all knowledge and believe that students should always be passive learners are bound to lose. Similarly, while the teachers who want to inspire and prepare students for a lifetime journey of self-directed learning, going beyond the classroom experience have a high chance of gaining; those who maintain an all-providing relationship with students through which they become an indispensable tool are not likely to gain.

Bowler concluded his session by reminding the audience that teachers need to help learners develop an explicit ability to manage their own learning, which involves planning, monitoring and evaluating in order to truly support their endeavors to become self-directed learners.

"Once children learn how to learn,
nothing is going to narrow their mind.
The essence of teaching is to make learning contagious,
to have one idea spark another."

A Paper from a Member

THE NEW ENGLISH LANGUAGE CURRICULUM
FOR PRIMARY STATE SCHOOLS

Prof. Dr. Aydan Ersöz
Gazi University, Ankara

WHY DO WE TEACH ENGLISH TO YOUNG LEARNERS?

Studies have shown -- and experience has supported -- that children who learn a language before the onset of adolescence are much more likely to have native-like pronunciation. A number of experts attribute this proficiency to physiological changes that occur in the maturing brain as a child enters puberty. Of course, as with any subject, the more years a child can devote to learning a language, the more competent he or she will become. In any case, introducing children to alternative ways of expressing themselves and to different cultures generally broadens their outlook and gives them the opportunity to communicate with many more people.

The younger the child is when learning a language, the closer the process comes to acquisition. The child has less biological, neurological, social and emotional barriers that a teacher should overcome. As a result, children become better learners without much resistance to a foreign language.

WILL A FOREIGN LANGUAGE INTERFERE WITH CHILDREN'S NATIVE LANGUAGE ABILITY?

In most cases, learning another language enhances a child's native language ability. Children can learn much about their own language by learning other languages. New vocabulary also helps children learn the meaning of new concepts which may not exist in their native language. Experimental studies (carried out in the USA) have shown that no long-term delay in native language development occurs in children participating in foreign language classes. In fact, children enrolled in foreign language programs score statistically higher on standardized tests conducted in their native language.

WHAT IS NEW IN THE NEW CURRICULUM?

The new curriculum is designed in line with the Common European Framework. The main goal is to help learners achieve A2 level to the extent that the Turkish national education policy

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and curriculum allows upon completing their primary education. Hence, the curriculum is basically topic-based where topics are selected in a cross-curricular manner. The goals and objectives are functional-notional and skills-based.

The new curriculum has a cyclical format that enables teachers and learners to work with the same subject matter more than once items reappearing at a more complex or difficult level. The idea is that new subject matter should not be introduced once in a syllabus and then be dropped; rather, it should be reintroduced in different manifestations at various times in the course.

As is mentioned before, the new curriculum does not treat English as an isolated subject, but it is treated through a cross-curricular model. Cross-curricular studies can be a way of teaching English through content in which the target language is the vehicle of interaction and knowledge, not the subject matter. Cross-curricular studies facilitate learning, integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subjects (subjects: mathematics, science, arts, music, social studies, etc.) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience.

The new curriculum is designed to answer for the need for both the compulsory and the elective components. In the syllabus, each unit has two sections: **Part A** and **Part B**. Part A is designed for the compulsory component and Part B is designed for the elective component. Part B does not present any new information but aims to reinforce and enrich what has already been studied in Part A.

The new curriculum is realistic as it does not put hard-to-achieve goals. It has down-to-earth and realistic goals. The syllabus for each year has several consolidation units which provide learners with extra activities and new contexts in which they can employ what they have achieved.

Each unit offers a task/project. The aim of the task is to give learners a chance to work alone at their own pace and do what they feel more suitable for them. These tasks are good opportunities to give learners responsibility and chances to be independent. It is a known fact that students have very different approaches to learning and have distinct preferences and interests. A project work can ensure that all are satisfied. Furthermore, while doing a project, students will focus on the process as well as the product.

The new curriculum makes a distinction between the activity types for the first and second stages of the primary education considering the fact that there are important differences between how children and teenagers learn. It is a well-known fact that learners need input that is developmentally appropriate.

For the 4th and 5th grades, it suggests games, songs, stories, riddles, puppets, puzzles and craft activities like drawing and colouring because they are a natural part of the child's world. Furthermore, they are highly motivating as they are amusing and interesting. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom.

Considering the fact that teenagers are often less motivated than younger learners and that they frequently present discipline problems, the curriculum offers opportunities for teachers to build bridges between what they are to teach and their students' world of thought and experience for the 6th, 7th and 8th grades. It suggests the use of prediction and participation; simulations and dramatization; challenging games, popular songs, riddles, puzzles, jokes, etc. that are suitable for this age group; pair work and group work; and, activities to increase learner autonomy (skill training and critical thinking).

HOW MUCH ENGLISH AND THE MOTHER TONGUE DOES THE NEW CURRICULUM ALLOW IN THE ENGLISH LANGUAGE CLASSROOM?

In order for the goals of this curriculum to be achieved, teachers should do everything that is possible to maximize STT (student talk time) and minimize TTT (teacher talk time). The main role of the teacher is to be a guide – set the necessary conditions for learning, give the necessary instructions, facilitate learning, help learners when they need any. The new curriculum does not leave much room for deductive teaching.

The main aim is to have a classroom in which the teacher and the children speak English all the time. However, this goal is not an easy one to achieve. The following tips can be helpful:

Firstly, teachers can conduct entire lessons in English with children but their use of English must be consistent from the very first lesson. They should pace themselves carefully and try to use the same language frequently. They will need to use a lot of body language, gestures and facial expressions. They can even maintain discipline in English, because they can communicate their disapproval or anger with their voice, eyes and posture. They do not need to use the mother tongue.

Secondly, they should accept the fact that children will use their mother tongue when speaking to each other, except during language practice activities. Moreover, children will use their mother tongue to speak to the teacher until they are ready to use English. Teachers should never pretend that they cannot speak or understand the mother tongue. It's just that they are English teachers, so they speak in English. They will also provide a good model for them. They should not force the children to speak to each other in English except during language practice

activities. If the children speak to them in mother tongue, teachers should understand what they are saying but they should respond in English.

Thirdly, teachers should not switch to the mother tongue finding excuses for their doing so (such as, the instruction is too long and difficult so they can give it in Turkish). They can simplify the language; if not, they can demonstrate or give examples. If they start switching, the challenge for learners and the real communicative value of language will be lost.

Lastly, teachers should never underestimate what their students can do. If they stick to the advice above, they will find that the children's comprehension of spoken English will develop rapidly. At the same time, they will become more confident in their own ability to understand.

$\mathcal{H}$OW IS THE EVALUATION AND ASSESSMENT IN THE NEW CURRICULUM?

Since the new curriculum proposes different kinds of activities to teach English to youngsters, like singing, playing, drawing, TPR activities, games, dancing etc. in addition to reading and writing, "pen and paper" tests are not very suitable for evaluation. Children do not like tests or any other kinds of examination for that matter. Even if they did, ordinary tests would still be incongruent with the way they are taught. So the suggested solution is the "portfolio assessment".

One advantage of using portfolio assessment with young learners is that the teacher and the parent can discuss and review the child's development on a concrete basis rather than discuss the learner's performance in the abstract.

Portfolio assessment is particularly useful with young learners of English because it tells us what they can do. Unlike standardized tests, pupils are "evaluated on what they integrate and produce rather than on what they are able to recall and reproduce". Although there is no single definition of portfolio assessment, the main goal is to gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain.

For later stages, students can be given communicative and skill-oriented exams which can also be kept in the portfolio.

A SAMPLE PAGE FROM THE CURRICULUM

SYLLABUS FOR THE 4TH GRADE: General Introduction

For the 4th grade, students have 2 hours of compulsory and 2 hours of elective English language courses per week. The syllabus is designed accordingly. Each unit has two sections: **Part A** and **Part B**. Part A is designed for those who take 2 hours of compulsory English. Part B is

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designed for those who take 4 hours of English (2 + 2). Part B does not present any new information but aims to reinforce and enrich what has already been studied in Part A. Each part is to be covered in approximately two weeks. Teachers who have not finished Part A in the allocated time can skip Part B with the students who study English for 4 hours per week. The aim is not to finish units but to teach English.

Consolidation units can be covered in 2 hours in one week. Tasks (projects) that are assigned for each unit can be kept in a dossier by the students, and teachers can give feedback to those after the consolidation unit in the elective course hours. Students can also share their projects with their peers in the class.

Students who complete the 4th grade are expected to show the following linguistic competence levels:

Students will
a. Have a very basic range of simple expressions about personal details and needs of a concrete type.
b. Have a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
c. Show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
d. Pronounce a very limited repertoire of learned words and phrases intelligibly though not without some effort.
e. Copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
f. Spell his/her address, nationality and other personal details.
g. Establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.
h. Manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.

In order to achieve the above mentioned objectives, the following structures are suggested:

Simple present tense "to be" as the copula verb: affirmative, negative, yes/no questions
Imperatives: Classroom commands
Wh- questions: What, How many, What color, Where? When? How old?
Possessive pronouns
Have got: affirmative, negative, yes/no questions
Plural nouns
Predicate adjectives
Prepositions of place (in, on, under, next to)
Prepositions of time on/at/ in
adj. + noun combinations
There is/ are
Countable and uncountable nouns
Quantifiers: Some / a lot of
Time expressions such as in the morning, at noon, at night, etc.

As for contexts (situations and texts), the following can be used:

* informal inter-personal dialogues and conversations between people
* very short recorded dialogs and passages
* very short, simple reading texts
* visuals (pictures, drawings, plans, maps, cartoons, caricatures, photos, etc.)
* short phrases and sentences
* student conversations
* teacher-talk
* common everyday classroom language
* Short descriptive paragraphs
* games (TPR games, Spelling games, Categorization games, ball games, etc.)
* stories (story telling / story reading)
* drama and dramatization
* songs, chants and rhymes
* poems, riddles, jokes
* handcraft and art activities
* Word puzzles, word hunts, jumbled words, word bingo
* Recorded sounds (animals, nature, etc.)
* Drawing and coloring activities
* Connect the dots and maze activities
* Various reading texts (ID forms, ID cards, Mathematical problems, symbols, Invitation cards, lists, Timetables, Weather reports, etc)
* Information gap activities

SAMPLE

UNIT 1: NEW FRIENDS

SKILLS

Listening

- Responding to simple statements related to introduction and greeting

- Listening to recorded texts to put the lines into their correct order

- Listening to recognize basic pronunciation patterns

Reading

- Reading single phrases for general comprehension

- Using clues to make predictions

- Recognizing simple phrases

Writing

- Writing simple isolated phrases and sentences related to introducing and greeting

Speaking

- Repeating simple phrases for correct pronunciation

- Using basic greeting expressions

- Asking and answering simple questions

FUNCTIONS

Asking for and giving information

Greeting and introducing

TASK

Creating short conversations with finger puppets

For further information, please visit the web site of the Board of Education, the Ministry of Education.

Biodata

Prof. Dr. Aydan Ersöz is the head of English Language Teaching Department, Gazi Faculty of Education, Gazi University, Ankara. She teaches courses at the undergraduate and graduate levels in addition to her supervising MA and PhD. dissertations. She has taken part in several conferences and seminars as a presenter. She has published several articles and two textbooks all related to ELT. She is a member of INGED and IATEFL. She takes active part in the in-service training programs of the Ministry of Education as a trainer and has contributed to a number of projects run by the Ministry for primary, secondary and tertiary levels. She also contributes to in-service training programs for universities. Her interest areas are: evaluating, adapting and developing teaching materials; teacher training; and, teaching English to young learners.

A Paper from a Member

CONTENT AND LANGUAGE INTEGRATED LEARNING – A EUROPEAN OVERVIEW

Steve Darn
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Introduction

Content and Language Integrated Learning (CLIL) has become a focus of attention in recent years, particularly in the state sector in various countries and on the interface with the private school and university sector. CLIL is the subject of ongoing debate in the UK national press, and was one of the main centres of attention at last year's IATEFL conference.

Along with the processes of joint political, economic and cultural activity and increased mobility across borders has come the realisation that a united Europe contains a huge diversity of languages and that if successful and continued expansion is to take place, communication pays a central role. There are a number of key considerations:

- Even if English remains the lingua franca, individual countries cannot be expected to relegate their own languages to second place in internal matters, and it has always been the case that some nations have strong views regarding the use of other tongues within their own borders.
- Given the above, together with increased linguistic contact, there will be an increase the need for communicative skills in a second or third language.
- Languages, therefore, will play a key role in curricula across Europe, and attention needs to be given to the training of teachers and the development of frameworks and methods, which will improve the quality of language education.

European Policy

The logic of these conclusions is backed up by clear policy statements. Proficiency in three Community languages is stated as one of the objectives of education in Europe in the European Commission's White Paper on 'Teaching and Learning: Towards the Learning Society'. The vision of a bilingual and multilingual Europe is clear.

The European Commission, through funded research projects in universities across Europe, has been investigating the state of language teacher training and bilingual education since the early-90s, pulling together the threads of existing approaches such as 'content based instruction', 'language supported subject learning', 'immersion', 'teaching subjects through a foreign language', and 'bilingual/plurilingual education'. All the aforementioned terms suggest a strong relationship between language learning and the learning of other 'content' subjects, with CLIL, the term having originally been defined in 1994 and launched by UNICOM in 1996, emerging as the most promising and beneficial approach.

Definition

The term Content and Language Integrated Learning (CLIL) was originally defined in 1994, and launched in 1996 by UNICOM, University of Jyväskylä and the European Platform for Dutch

Education, to describe educational methods where 'subjects are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'.

The essence of CLIL is that content subjects are taught and learnt in a language, which is not the mother tongue of the learners. Knowledge of the language becomes the means of learning content, language is integrated into the broad curriculum, learning is improved through increased motivation and the study of natural contextualised language, and the principle of language acquisition becomes central. Broadly speaking, CLIL provides a practical and sensible approach to both content and language learning whilst also improving intercultural understanding, and has now been adopted as a generic term covering a number of similar approaches to bilingual education in diverse educational contexts. The evolution of CLIL involves precedents such as immersion programs (North America), education through a minority or a national language (Spain, Wales, and France), and many variations on education through a "foreign" language.

Theory

E arlier notions such as 'language across the curriculum' and 'language supported subject learning' have been assimilated into CLIL, and judging by the variety and number of CLIL-based projects ongoing in Europe and elsewhere, it may no longer be relevant to question which is the dominant partner in the language-content relationship (content in English or English through content). What is fundamental to CLIL is that language and content are taught and learned together in a dual-focused classroom context, and there are a number of related reasons why this might be the way forward if a bilingual or multilingual society is the goal.

Benefits of Interdisciplinary/Cross-Curricular Teaching

The theory behind CLIL has foundations in interdisciplinary/cross-curricular teaching, which provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts. Many of the important concepts, strategies, and skills taught in the language arts are "portable", i.e. they transfer readily to other content areas. Strategies for monitoring comprehension, for example, can be directed to reading material in any content area while cause-and-effect relationships exist in literature, science, and social studies. Thus, interdisciplinary teaching helps learners to apply, integrate and transfer knowledge, and fosters critical thinking. Interdisciplinary/cross-curricular teaching can increase students' motivation for learning. In contrast to learning skills in isolation, when students participate in interdisciplinary experiences they see the value of what they are learning and become more actively engaged.

Interdisciplinary/cross-curricular teaching provides the conditions under which effective learning occurs. Students learn more when they use language skills to explore, write and speak about what they are learning. Cross-curricular teaching is characterised by thematic units, offering the teacher flexibility over a period of time in terms of adopting a strict content-based or more global timetable of lessons.

CLIL, Translation and Translanguaging

One of the criticisms of standard parallel content and language programs and some bilingual programs is that there is little evidence to show that the comprehension of content is not impeded by lack of language competence. CLIL identifies a 'transition' stage at which learners become fully functional in both languages, and is open to a wide range of approaches, which enable learners to arrive at this stage. Translation is an acceptable tool, particularly

where the concurrent use of two languages enables concepts to be understood and depth of comprehension to be achieved. Many learners respond well to exploring and comparing versions of a text in different languages.

In truly bilingual situations (Wales, Canada), 'translanguaging' is a teaching strategy designed to promote the understanding of a subject in order to use the information successfully. In translanguaging, the input (reading or listening) tends to be in one language and the output (speaking or writing) in the other. Input and output languages are systematically varied.

Global Advantages of CLIL
Because CLIL is seen not only as an approach to subject and language learning but also in broader educational and even political contexts as a means of and understanding, proponents and exponents of CLIL see its advantages in terms of both achieving bilingualism and improving intercultural understanding.

In the cultural context, CLIL is seen to build intercultural knowledge and understanding by developing intercultural communication skills whilst learning about other countries/regions and /or minority groups.

Institutions using a CLIL approach are likely to enhance their profile by accessing international certification and preparing students for internationalisation, specifically EU integration.

Linguistically, CLIL not only improves overall target language competence, but also raises awareness of both mother tongue and target language while encouraging learners to develop plurilingual interests and attitudes.

Content-wise, CLIL provide opportunities to study content through different perspectives, access subject-specific target language terminology and hence prepare for future studies and/or working life.

Educationally, CLIL adds to a complements individual learners' range of learning strategies while adding diversity and flexibility to existing methods and forms of classroom practice.

CLIL and ELT
A CLIL lesson is not a language lesson; neither is it a subject lesson transmitted in a foreign language; nevertheless, CLIL includes many aspects of language teaching methodology, and, of course, relies on the communicative language teaching tenet that language should be presented, taught and practised in a meaningful context. CLIL methodology is based on, resembles and incorporates many aspects of ELT:

- CLIL and Situational Learning. Language is presented in real-life contexts in which language acquisition can take place even in a monolingual/non-immersion environment.
- CLIL and Language Acquisition. CLIL encourages acquisition over conscious learning. Since language acquisition is a cyclical rather than linear process, the thematic nature of CLIL facilitates the creation of a functional-notional syllabus, adding new language whilst recycling pr-existing knowledge.
- CLIL and the Natural Approach. Exploring language in a meaningful context is an element of both natural and communicative language learning. Learners develop fluency by using the

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language to communicate for a variety of purposes. Fluency precedes grammatical accuracy and errors are a natural part of language learning, thus the concept of 'interlanguage' is encompassed.

- CLIL and Motivation. Natural use of language can boost a learner's motivation towards learning languages. In CLIL, language is a means not an end, and when learners are interested in a topic they will be motivated to acquire language to communicate. Language is learnt more successfully when the learner has the opportunity to gain subject knowledge at the same time.

- CLIL and Current ELT Practice. CLIL adheres closely to current trends in language teaching. Grammar is secondary to lexis, fluency is the focus rather than accuracy, and language is seen in chunks, as in the lexical approach. Learners are required to communicate content to each other, and skills are integrated with each other and with language input. Learner needs are of primary concern, and learning styles catered for in the variety of task types available.

In many ways, then, the CLIL approach is similar to a modern ELT concept of integrated skills lessons, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson. A CLIL 'approach' is not far removed from humanistic, communicative and lexical approaches in ELT, and aims to guide language processing and supports language production in the same way that an EFL/ESL course would by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language.

CLIL Classroom Practice

Given the relative lack of teacher training programs and obvious sources of materials, there is an understandable concern over what actually happens in a CLIL classroom. In fact, the underlying principles of cross-curricular teaching can be found in the 4Cs curriculum (Coyle 1999) which stated that a successful CLIL lesson should combine elements of the following four principles:

- Content. Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- Communication. Using language to learn whilst learning to use language.
- Cognition. Developing thinking skills, which link concept formation (abstract and concrete), understanding and language.
- Culture. Exposure to alternative perspectives and shared understandings which deepen awareness of otherness and self.

A CLIL lesson looks at content and language in equal measure, and often follows a four-stage framework.

- Processing the Text.
The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatical. Once core knowledge has been identified, the organisation of the text can be analysed.

- Identification and Organisation of Knowledge.

Texts are often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timeliness for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities, which focus on both language development and core content knowledge.

- Language Identification.

Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject specific and academic vocabulary.

- Tasks for Students.

There is little difference in task-type between a CLIL lesson and a skills-based EFL lesson. A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the 'read/listen and do' genre.

CLIL Organisations

As little as two years ago, project results concluded that CLIL or similar systems were being applied in some countries, but were not part of teacher training programs. Subsequently, there has been an increase in the number of schools offering 'alternative' bilingual curricula, and a response in terms of research into training and methodology at three distinct levels – individual Institutions of Higher Education, Ministries of Education, and international organisations. On the transnational level the following are key organisations:

- UNICOM, based within the University of Jyvaskyla, Finland, and incorporating the European Platform for Dutch Education, remains a key centre of expertise in research, teacher development, consultancy and materials production. UNICOM also coordinates the CLIL Consortium, a growing collection of experts in the field of bilingual and content-based education. UNICOM have extended CLIL-related activity beyond Europe, with projects in Namibia, Mozambique and Ethiopia where CLIL has also been used to reduce inequality in societies where some teachers and learners may be excluded on the grounds of linguistic inadequacy in the predominant language of instruction.
- EuroCLIC (The European Network for Content and Language Integrated Classrooms) focuses on programs which entail the use of a modern foreign language as the language of instruction or content and language integrated learning for non-language subjects and, like the CLIL Consortium, includes practitioners, researchers, teacher trainers and policymakers.
- The TIE-CLIL project (Translanguage in Europe, funded through Secretes) promotes plurilingualism through the introduction of CLIL in five different EU languages (English, French, German, Italian and Spanish). The aim of TIE-CLIL is to provide pre- and in-service development programs in CLIL for language teachers and subject teachers and to develop both theory and practice.
- Probably the most comprehensive source of information is the CLIL Compendium, which identifies the foundations, benefits, dimensions, progress and potential of CLIL across Europe and is the result of a multinational research project. Like the Common European

Framework of Reference for Languages, support for CLIL research and development is offered by EUROPA (the European Union), the European Commission and the Council of Europe.

Within the UK, the major incentive has come from the Content and Language Integration Project (CLIP) hosted by CILT, (the National Centre for Languages) which is the UK government's recognised centre of expertise on languages and whose mission, in line with European policy, is to promote a greater capability in languages amongst all sectors of the UK population. CILT monitors a number of projects connecting the National Literacy Strategy with language learning in schools across England. These projects cover the 7-16 age range and involve a variety of approaches ranging from innovative techniques in language teaching to the integration of French into the primary curriculum. Key players in the field of CLIL in the UK are based at the University of Nottingham, while teacher training and development courses in CLIL are available at Nottingham and NILE (the Norwich Institute for Language Education).

CLIL Across Europe

Incentives from the above organisations, together with national, regional and local projects have contributed to a significant spread of CLIL throughout the European Union. The European Centre for Modern Languages (ECML), through it's research based project The CLIL Matrix, has traced the milestones in CLIL development since from initial interest in bilingual education in the early 1990s the publication and implementation of the European Commission's Action Plan for the Promotion of Language Learning and Linguistic Diversity 2004-2006. Among an array of experimental projects, worthy of mention are the well-documented national projects in France (Lombardy) and Latvia, a teacher-training project in Czechoslovakia, and the highly developed Comenius-funded TL2L project in the Netherlands. In order to avoid the dangers of ad hoc implementation of CLIL, the aim of the CLIL Matrix is to pool experience with respect to maximising successful implementation. The CLIL Quality Matrix team is collecting data on good practice in CLIL/bilingual education from ECML member states with the aim of to producing a Quality Matrix, which shows how best practice may be achieved. Meanwhile, interest among schools and teachers has been stimulated by Web-based projects such as the Forum for Across the Curriculum Teaching (FACT World) which facilitates the exchange of ideas and encourages partnerships on an individual and institutional level. Significantly, articles and materials relating to CLIL have begun to appear in mainstream ELT journals and on-line magazines.

In the UK, the launch of the National Literacy Strategy has significantly increased the importance that teachers attach to connections between literacy development in English and comparative or reinforcement work in a foreign language. As a result, a range of school-based projects for has emerged, with differences in approach according to region and age group. Schools in Bedfordshire, for example, are working with songs and stories, words and phrases in the foreign language as a supplement to work done in their Literacy and Numeracy hours for the 7-11 age group, while in the 11-16 age group, several schools Several schools have launched fast-track GCSE foreign language courses on the basis of the success of their work in CLIL.

CLIL Research Directions

The CLIL Matrix and other research organisations have identified a number of areas for further research, now that a significant amount of data has been collected relating to the effectiveness of CLIL methods. Research is likely to focus not only on the positive effects of CLIL, but also on the potential dangers of limited comprehension as a result of lack of language competence and negative effects on mother-tongue development. The main areas of interest seem to be:

- Whether CLIL has a significant multiplier effect on second language acquisition.

- Whether CLIL has an impact on first language and cultural identity.
- Whether CLIL helps to overcome conceptual difficulties between cultures and languages.
- Whether CLIL fosters practical as well as academic skills.
- Whether attitudes to interdisciplinary teaching change as a product of CLIL.
- Whether CLIL is appropriate to early learning.
- Whether methodology can be developed which effectively combines language and non-language subjects.
- Whether CLIL has long-term impact on the teaching profession and on society as a whole

CLIL and the Future of the Language Classroom

Politically and socially, there is an obvious need for a rethink of language education policy in Europe. CLIL represents the best framework in terms of a content-based bilingual approach. At the extreme, it could be argued that CLIL materials are the subject matter of other disciplines, that CLIL teachers are well versed in both language instruction and a content subject, that learning a language and learning through a language are concurrent processes, and that the traditional concepts of the language classroom and the language teacher are without a future since they do not fit the CLIL model. While CLIL undoubtedly has potential, there are factors which hinder its development, and caution regarding the implementation of content-based bilingual programs may be advisable on some or all of the following grounds:

- Experimentation and ad-hoc implementation of CLIL is currently outpacing research-driven studies and empirical evidence of success. Many private sector schools and tertiary institutions see variations on bilingual education and particularly English-medium content study as marketable.
- CLIL is based on belief in natural language acquisition, and may well be appropriate in an immersion situation. However, when cognitive effort is involved, when exposure to the language is restricted to specific times, and when exposure to the language rarely happens outside the classroom, conscious learning of the target language is involved. When English is learned in Turkey or Israel, this is usually what happens, even though it is an unnatural way to learn a language.
- CLIL involves a constant effort from both teacher and learner to master both content and language. In this situation, it is questionable whether students are assessed on language or content, and unclear what the attitude is to errors and possible restrictions on content caused by linguistic inadequacy.
- The lack of CLIL teacher-training programs suggest that the majority of teachers working on bilingual programs may be ill-equipped to do the job adequately.
- While learners' breadth of knowledge, confidence and cultural understanding may benefit from CLIL, there is little evidence to suggest that, for the majority, understanding of content is not impeded by lack of language competence. Current opinion seems to be that language ability can only be enhanced once sufficient content has been absorbed to make the general context understandable, and that there is a 'transition' stage, after which the learner is able to function effectively in both languages.
- Various aspects of CLIL appear entirely unnatural; such as the appreciation of the literature and culture of the learner's own country through a second language. For a Turkish student to learn about the tenets of Ataturk through English, for example, would seemingly be inappropriate.

Until issues such as teacher training and the development of content materials which lend themselves to language development are addressed, the immediate future of parallel language learning to support and complement the understanding of content is fairly secure. In the long term, however, there are political, economic and cultural considerations cloaked in the context of Europeanisation, which are likely to make CLIL a common feature of many European education systems.

CLIL Information
CLIL Compendium - www.clilcompendium.com
CLIL Matrix - www.ecml.at/mtp2/CLILmatrix/
Comenius Project TL2L - http://www.tl2l.nl/
Content and Language Integrated Project (CLIP) - www.cilt.org.uk/clip/

Department for Education and Skills - www.dfes.gov.uk/languages

EuroCLIC - www.euroclic.org
European Centre for Modern Languages - www.ecml.at
European Commission – Languages - www.europa.eu.int/comm/education/languages/
Forum for Across the Curriculum Teaching - www.factworld.info
National Centre for Languages (CILT) - www.cilt.org.uk
Norwich Institute for Language Education - www.nile-elt.com
Quality Action in English - http://go.to/action-english
Science Across the Curriculum - www.scienceacross.org
Foreign Language Teaching to Children - www.Hocus-Lotus.edu
Tips and Materials - www.onestopenglish.com/business/bank/clil/index.htm
Translanguage in Europe - www.tieclil.org
University of Jyvaskyla - www.jyu.fi
University of Nottingham - www.nottingham.ac.uk

Two short radio programs are available from the BBC:
http://www.teachingenglish.org.uk/download/radio/innovations/innovations.shtml

There is also an ongoing debate in the UK press:
www.guardian.co.uk/guardianweekly/clildebate/

BIO

Steve Darn has lived and taught in Turkey for over 20 years, and is currently a teacher and trainer in the School of Foreign Languages at Izmir University of Economics. He also trains teachers and trainers for the British Council in Turkey and is a tutor and assessor for Cambridge ESOL Teaching Awards. He writes for a number of ELT magazines and journals.

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From an affiliate:

LaTESOL

Louisiana Teachers of English to Speakers of Other Languages

What exactly is the internet based TOEFL?
How is the computer-based exam different from the old paper-based one?
What about the scoring system?
Are the test sections different in the new TOEFL?

Some teachers may wonder about similar questions. Nancy A. McKeand, a colleague in Louisiana, has written an informative article about the computer-based TOEFL in the LaTESOL newsletter. On the next page find out more...

TOEFL iBT
by
Nancy A. McKnead

TOEFL iBT

Nancy A. McKeand

As of September 24, 2005, the computer-based TOEFL is no longer being offered in the United States. Soon it will not be offered anywhere in the world. For those who have not had the time or opportunity to learn much about the TOEFL iBT, a brief overview is in order.

The first change is that the test is Internet based. Everything is done on the computer and submitted electronically to ETS. It is, however, still administered only at testing centers. Unlike the CBT, which could be taken any time the testing center was open, the new test is only given on certain dates, usually Fridays and Saturdays. Because of this limitation, students should register well in advance to be sure of a spot on their preferred test date.

More has changed than just the name and the method of delivery. The entire test is new. The iBT tests reading, writing, speaking and listening. The grammar section has been eliminated; grammar is now evaluated in the speaking and writing portions of the test. In the speaking section, students must use a microphone to record their responses. The reading passages and lectures are longer than in the old tests. Unlike previous versions of the TOEFL, test takers are allowed and even encouraged to take notes during the listening. There are more and different kinds of writing tasks on the new test. Also, some tasks involve more than one skill. For example, students may be asked to read a passage, listen to a lecture on the same topic and then speak about that topic. Other tasks may require students to read, listen and then write based on the contents of the reading and lecture. In other words, the tasks more closely reflect what college professors ask students to do in their classes.

For those of us who made the transition from thinking about a top TOEFL score of 677 to a top score of 300, the new challenge is to think in terms of a top TOEFL score of 120. While ETS has published a score comparison incorporating all three test types, it warns against using that information as the sole criteria in setting the required score. Because the new test is so different from the old ones, institutions would do well to take the time to look at their particular needs and set scores accordingly. Also, there is more emphasis on skill subscores with the TOEFL iBT than there seemed to be in the past. ETS provides very clear descriptors of the language competency of students in different score ranges for each of the skill areas. If an institution makes use of these descriptors, it should be able to determine an appropriate "passing" score.

At Saint Joseph Seminary College in Covington, Louisiana, we began the process of setting scores by converting some of the competency descriptors into a survey for regular program professors. We asked them how important is was for students in their classes to be able to perform a variety of tasks. The results of that survey were compiled. We concentrated on those tasks that had been identified as "extremely important" or "very important." Using the descriptors provided by ETS, we were able to determine the score range required for students to be prepared to do each of those tasks. From there it was a matter of finding the pattern in these desired score ranges for each skill and setting our subscore requirements accordingly.

We decided to set only subscore requirements for eligibility to begin regular college studies. We felt that subscores eliminated confusion and more accurately reflected what we have determined the needs of our particular institution to be. Based on the results of our faculty survey and discussion among the faculty and division heads, the following scores were set as minimum requirements for entering the regular college program at St. Joseph Seminary College as a freshman or sophomore:

Reading:	20
Writing:	20
Listening:	20
Speaking:	18

Because of the nature of our program and the heavy demands of philosophy and theology courses, it was felt that students entering as juniors or seniors would require more advanced English skills if they were to succeed. For that reason, we set the scores for these students at:

Reading:	24
Writing:	24
Listening:	24
Speaking:	24

While we are aware of the fact that these scores are high and will not be easy to obtain, we are also aware of the expectations and requirements of our institution. We have chosen to set our scores high in order to ensure that students entering the regular college program have the level of language skills they need in order to be successful.

As ESL instructors, this new test validates what we have been saying: it isn't enough just to study for the TOEFL test; students have to really improve their English if they want to succeed. But it also presents us with new challenges. We can and, I believe, should look at our classes to see where we can make adjustments to better prepare students for this test. In doing so, we are better preparing them for using English in academic settings.

(Nancy McKeand teaches at St. Joseph Seminary College. Her e-mail is: nmckeand@sjasc.edu)

With permission from: the *LaTESOL 2006 Winter Newsletter* (Vol. 26, No. 1)

THE VOICE OF inged MEMBERS

Dear INGED Members,

Here is a word trick for you. I found this in my teaching ideas folder and thought you might enjoy it.

Suzan Oniz
suzanoni@metu.edu.tr

Can you figure this out?

What is unusual about these words:

assess	banana	dresser	grammar	potato	revive	uneven	voodoo

Exercise your brainpower; it's actually very easy!

Give up?

Go to the bottom of the last page of the newsletter for the answer.

ANOTHER VOICE OF inged MEMBERS

Dear Colleagues,

The IATEFL Conference 2006 at Harrogate was a great success. It was especially nice to meet all the associates from different parts of the world and discuss local and global associate issues.

If you go to the IATEFL site, you can get more information about the teacher associates around the world and you can also get a glimpse of the past conference. See what benefits you can get by becoming an IATEFL member!

I will be happy to help you become members of IATEFL. As you know, this is done at a special fee if you are an INGED member. Please do not hesitate to contact me.

Picture:

Prof.Dr. Birsen Tutunis (right) and Ragsana Mammadova, the AzETA President, Azerbaijan at a coffee break on the Asociates Day at IATEFL 2006

Best wishes to all

Prof. Dr. Birsen Tütüniş
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News from iatefl

Some IATEFL membership benefits are:

❋ receiving the IATEFL Newsletter VOICES (6 copies per year)
❋ a chance to join any number of the 14 Special Interest Groups
❋ special rates for annual IATEFL conference
❋ special rates for IATEFL publications and selected periodicals

If you would like to become an IATEFL member, or renew your membership, please send an e-mail to INGED's IATEFL Contact Person, Prof. Dr. Birsen Tutunis (tutunisster@gmail.com). She will be very happy to help you.

http://www.iatefl.org

News from TESOL

Being a TESOL Affiliate, INGED was represented at the 40th Annual Convention and Exhibit in Tampa, Florida on 14-19 March 2006.

TESOL has more than 96 affiliates worldwide. TESOL affiliates are geographically based, autonomous organizations that support the mission of TESOL, which is to ensure excellence in teaching English to speakers of other languages.

Since TESOL's member communities are perfect venues for networking and sharing information and

ideas with other affiliates, INGED's presence at TESOL was a great opportunity. One concrete outcome of the Affiliate Leader's Workshop was that affiliates agreed to share their Newsletters with each other so as to be able to publish articles of other organizations that would be of interest for their members. Another useful outcome was the proposal given at the Affiliate Assembly to get TESOL to provide access to TESOL on-line publications, which will be useful when shared with members of the organizations. TESOL has agreed to do so, and as of July 2006, INGED will have access to TESOL on-line publications to share with you.

The TESOL Affiliate Leadership Team has started a survey to detect what the global issues are related to ELT and how TESOL can provide assistance with these issues. The on-line questionnaire has been completed and we will let you know about the result once it is announced.

You can reach the details about the TESOL Convention and sessions, and also a large variety of useful links at:

http://www.tesol.org

INTERESTING QUOTES
&
A PAIRING ACTIVITY

Don't worry about what people think; they don't do it very often.

Opportunities always look bigger going than coming.

Experience is a wonderful thing. It enables you to recognize a mistake when you make it again.

Artificial intelligence is no match for natural stupidity.

If you must choose between two evils, pick the one you've never tried before.

A conscience is what hurts when all of your other parts feel so good.

Not one shred of evidence supports the notion that life is serious.

It is easier to get forgiveness than permission.

My idea of housework is to sweep the room with a glance.

A balanced diet is a cookie in each hand.

Eat well, stay fit, die anyway.

The most destructive force in the universe is gossip.

If you look like your passport picture, you probably need the trip.

You should not confuse your career with your life.

Bills travel through the mail at twice the speed of cheques.

PAIRING ACTIVITY:

Cut up the quotes in two; distribute the parts randomly; students who have a match sit down together as a pair.
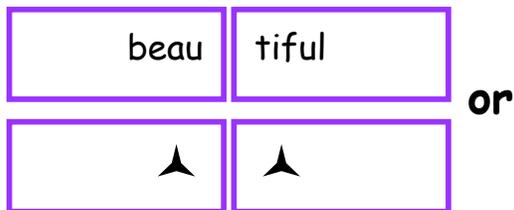
In a large class:

Cut up the quotes in two; paste the second halves on colored paper/or put a colored frame around the printed fragment; distribute the parts by alternating beginnings and endings; only those students with the second half of the quote stand up (which means a student in every other chair gets up) to search for their partner while the students with the beginnings stay seated.

Alternative idea:

If you have 20 students, select 5 quotes; cut these up in two; make two copies; mark each set with a different color or mount one set on one color paper, the other set on different color paper. Distribute all cards randomly (or one color to one side of the room, the other color to the other side of the class if the room is small.) Students go looking for the missing part of their quote only among the same color card holders.

Idea for checking matches:

On the backs of the matching beginning and ending cards, write half a word or place the same mark on both.

beau	tiful

or

⬥	⬥