# THE INGED NEWSLETTER

# *NEWS ON-LINE*

Issue 2
June 2008

# TABLE OF CONTENTS

Dear members,

In this new issue, I want to share my ideas and feelings about effective and successful interaction in the classroom. Most people refer to the same issue as classroom management, and they include discipline and control. I will adopt a different point of view and assert that effective and successful communication and interaction between the teacher and students is the key to successful teaching and learning.

We all know that some of our students are naturally enthusiastic about learning, but some (if not most) do not want to be in class in the first place. They are there because English is a part of the curriculum, and they have to take and pass this course like any other subject. They feel that most of the activities that we do in class are just a waste of time. We should keep in mind that what we do and what happens in the classroom will influence the students' motivation, for better or worse.

As teachers, we know that it can be very frustrating to work with people who are not interested and motivated. Hence, we sometimes tend to use rewards and punishment to motivate them. The most powerful weapons that we have are EXAMS and GRADES. We are not honest with our students when we use these as a reward for expected behavior. In real life, people do not get rewards whenever they perform an expected and proper behavior. The reward is the behavior itself and its consequences. When was the last time you were rewarded for giving your seat to an elderly person or not littering the streets? Civilized people do not perform actions thinking "What's in it for me?" or "What will I get?" Civilized people act the way they do because they have ethical values and they can differentiate good from bad, right from wrong, just from unjust, and moral from immoral.

Using exams and grades as punishment only satisfies us. It may create anger on the part of the person who gets punished, but it is definite that it will not teach responsibility. Scolding or criticizing our students does not work either. They may generate anger, frustration and defensiveness, but never responsibility. Some students get lectured to, yelled at, sent out of the classroom, and sent to the

administrators so many times that they do not care anymore. All these punishments are likely to produce feelings of fear, anger, resistance, and/or contempt. They never foster responsibility, cooperation, or positive motivation. Most students find a well-organized course taught by an enthusiastic and competent teacher highly motivating. If we go to our classes well-prepared, show a genuine interest in our students and their learning, and provide lessons which keep our students interested, they cannot continue displaying a negative attitude.

As teachers, we should give frequent and positive feedback that displays our belief that our students can do well. We should bring challenging activities (which are by by nature motivating) for our students; however, we should make sure that these are neither too easy nor too difficult. Too easy activities may signal that we underestimate their intelligence. Too difficult activities may rob the feeling of success and achievement from them. We should also help our students feel that they are valued members of our class.

When we choose texts and activities, we should make sure that our students can relate these to their lives. They should find some personal meaning and value in the material; otherwise the material becomes dry and boring.

We can also make use of humor and fun in our classes. Laughter is a wonderful medicine that releases stress and tension in the classroom. It will also help us create a positive, supportive and friendly atmosphere in the classroom.

The following quotations highlight the importance of the teacher:
"What the teacher is, is more important than what he teaches."
Soren Kierkegaard

"Teachers teach more by what they are than by what they say."
Anonymous

Hope to be with you again in the next issue. Remember our motto: Together we stand!


Prof. Dr. Aydan Ersöz

### From the Editor

Dear Readers,

It is the end of yet another school term. The finals are over and the grades are in. Tears for some students; laughter for others. For teachers? Relief! Another academic year is over... Preparing lessons, reading papers, correcting homework, attending meetings, planning projects on the one hand and running errands, doing housework, picking up the children or leaving them with trusworthy people and similar home-related work on the other hand. Well, for some, nothing will change but for some teachers, the work load will get a little lighter in the holidays. That's why we are hoping there will be time to read the many articles on practical ideas presented at various national and international seminars, meetings and conferences that our members have written up and sent us for this issue.

Hoping you will find many pages to read in our June issue and wishing you a relaxing summer...

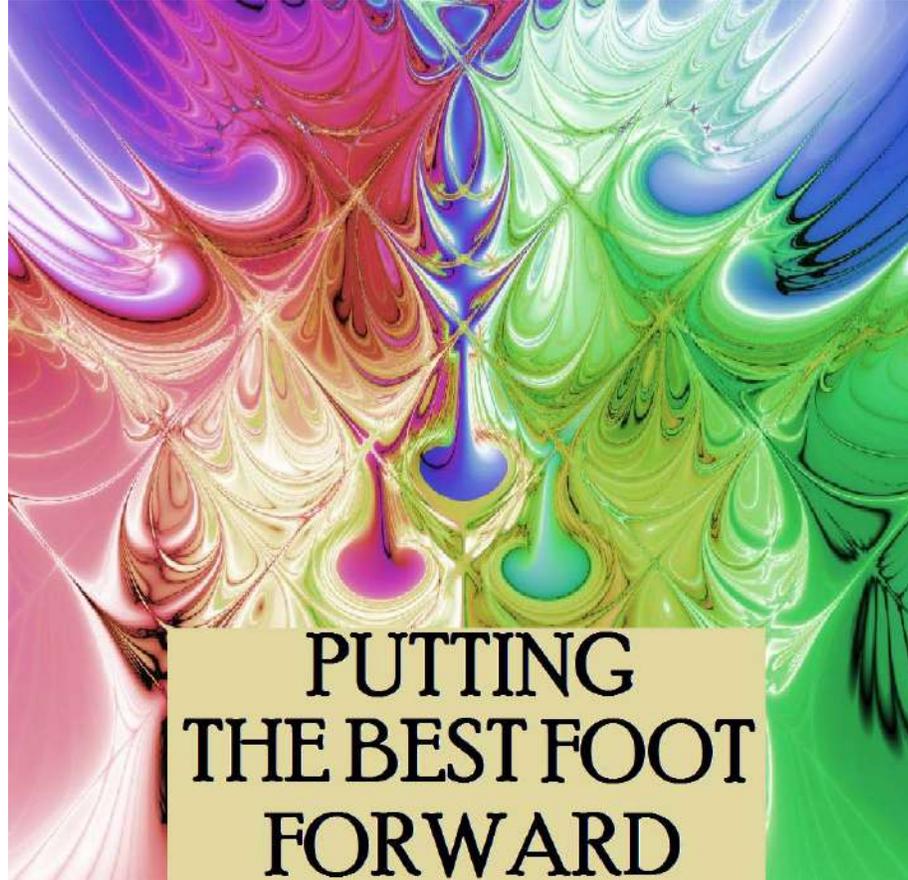And reminding you that this year our conference will be at the end of October in Eskisehir...

Best wishes,

Suzan Oniz
Your Editor

# The 12th
## *International INGED ELT Conference*



PUTTING
THE BEST FOOT
FORWARD

## *23-25 October 2008*

## Organized by

## INGED &

T . C .
— A N A D O L U  Ü N İ V E R S İ T E S İ —
Y A B A N C I  D İ L L E R  Y Ü K S E K O K U L U

## Call for Papers & Details: On our webpage

# CALL FOR PAPERS FOR THE 12th INTERNATIONAL
# INGED ELT CONFERENCE

**INGED / ELEA-Turkey** (English Language Education Association) is an international organisation whose mission is to strengthen the effective teaching and learning of English as a Foreign Language in Turkey while developing international connections. The 12th International Conference provides TEFL professionals with opportunities for professional development through an exchange of ideas and practices in English Language Teaching and research. Participants will integrate their knowledge of current trends in the TEFL field and in ELT practices.

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

## TOPIC AREAS
This year's theme, "Putting the Best Foot Forward", has been set in the hope that the participants will share and compare their own teaching practices and collaborate in finding solutions to common problems. This conference aims to focus on innovative theories and practices in the following areas:

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

## PRESENTATIONS
### Paper
A paper is a 30 or 50-minute session that describes an innovative idea, research, or a procedure through which the presenter has recently gained awareness of an aspect of language, language teaching and/or learning. It should describe what has been done in relation to theory or practice or may focus on commercial materials or products. Its content should be relevant to the delegates who work outside the presenter's local context as well. The presenters are requested to present their papers with only occasional reference to their notes rather than by reading out previously prepared texts or overhead transparencies. The summary they will provide should be no more than 250 words and should explicitly outline the steps and topics that will be discussed in the paper.

### Workshop
A workshop is a 50-minute hands-on session. It should include active audience participation through experiencing and discussing tasks provided by the presenter.
The summary they will provide should be no more than 250 words and should explicitly outline and discuss the steps and procedures that will be followed during the workshop. If presenters wish to restrict the attendance to their session, they should tick the appropriate box for their preferred audience size.

### Poster
A poster session gives a visual presentation illustrating or summarizing a project, research, or a feature of language teaching and/or learning. Each poster will be allocated wall space and there will be a 30-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates. The

**VENUE AND DATE**
The 12th International INGED ELT Conference will be held between 23-25 October 2008, at Anadolu University (School of Foreign Languages), Eskişehir, Turkey.

*NEW: FIRST TIME PRESENTERS FROM THE TURKISH MINISTRY OF EDUCATION*
At this conference, INGED has decided to allocate two presentation slots to TWO Turkish colleagues who work for the Ministry of Education and who have never before presented at any conference. **For detailed information please see the INGED website.**
**\* All presenters should keep in mind that the specified times in each presentation involve discussion as well.**

*CRITERIA FOR PROPOSAL SELECTION*
Proposals fulfilling the following criteria will be considered for selection:
• It is clear from your summary that you will shed new light on the topic.
• It is clear that you have respected the level of knowledge of your audience.
• Your session considers practical issues and implications.
• Your session provides the opportunity for the audience to link this experience to their own if it describes a study or project in your local context.
• Proposals based on research should report on a complete study or a significant phase that has been completed.
• You have not given this session, or a version of it, at a previous INGED conference.

poster presenters will be expected to be on hand during this slot. The abstract they will provide should be no more than 250 words and should explicitly outline and discuss the steps and procedures that they present in their poster.

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

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

**CONFERENCE REGISTRATION**
Enclosed you will find:
• Speaker Proposal Form
• Registration and Reservation Form (not available yet)
All forms are also available at:
http://www.inged.org.tr

**REGISTRATION, ACCOMMODATION & TRAVEL**

Prowin Travel Agency is in charge of registration, accommodation and travel. Please see the registration and reservation forms for details.

Please see the INGED website for travel grants.

**CONFERENCE FEE:**
**Before October 13, 2008:**
INGED Members: 60YTL; Non-members: 80YTL.
**After October 13, 2008:**
INGED Members: 80YTL; Non-members: 100YTL.

**PROPOSAL DEADLINE**
The Speaker Proposal form should be sent to Fulya Tosun: **fulya@prowintour.com.tr** by **26 May 2008**. Speakers will be notified of the status of their proposals via email.

**CONTACT FOR QUERIES:**
About the conference: **Prof. Dr. Aydan Ersöz,** aydanersoz@yahoo.com
About registration, accommodation and travel: **Fulya Tosun,** fulya@prowintour.com.tr
About the university: **Yrd. Doç. Dr. Aysel Bahçe** abahce@anadolu.edu.tr
**Yrd. Doç. Dr. Aynur Boyer** aboyer@anadolu.edu.tr
**Sener Es** snere@anadolu.edu.tr
**(Ms) Barış Kasap Özdemir** bariskasap@anadolu.edu.tr

**IMPORTANT DATES:**
**Deadline for proposals: 16 June 2008**
Response to proposals via e-mail: 11 July 2008
Registration deadline (presenters): 30 July 2008
Registration deadline for participants: 13 Oct 2008

# NEW AT OUR
# ANNUAL CONFERENCE

## FIRST TIME PRESENTERS
## FROM THE TURKISH MINISTRY OF EDUCATION

At this conference,
INGED has decided to allocate two presentation slots to TWO Turkish colleagues who work for the Ministry of Education and who have never before presented at any conference. Please indicate this on the 'Speaker Form'.

# SPEAKER PROPOSAL FORM
# FOR THE 12th INTERNATIONAL
# INGED ELT CONFERENCE

## The 12th International INGED ELT Conference

## ANADOLU UNIVERSITY, School of Foreign Languages
## 23 - 25 October 2008

### Speaker Proposal Form

**CLOSING DATE: 16 June 2008**
Please type or write legibly and keep a copy of your proposal for future reference. Proposals arriving after the deadline will not be taken into consideration. Please keep to the word limits; proposals exceeding the word limit will be returned.
Applicants will be informed of decisions on proposals by 11 July 2008.
Joint presenter(s) may continue on a separate sheet if necessary.

**FIRST PRESENTER**
Surname: _____
First name:  _____
(Mr. / Mrs. / Miss / Ms / Prof / Dr)

Address:
_____
_____

Postal Code: _____        City/Country: _____

Tel No: _____        Fax No:    _____

E-mail address: _____

Institutional Affiliation: _____ or  Freelance:

**Biographical Data** (Maximum 30 words)




**JOINT PRESENTER (IF RELEVANT)**
Surname: _____
First name: _____

(Mr. / Mrs. / Miss / Ms / Prof / Dr)

Address:

_____

_____

Postal Code: _____    City/Country: _____

Tel No: _____    Fax No: _____

E-mail address: _____

Institutional Affiliation: _____ or Freelance:

**Biographical Data** (Maximum 30 words)

**FIRST TIME PRESENTER** ☐             **MEB TEACHER** ☐

**TITLE OF PRESENTATION** (Maximum 10 words)

_____

**TYPE OF PRESENTATION**
Please tick the relevant boxes. (**Paper presentations** will be given 50 minutes and there will be no limits on the number of the audience. **Workshops** will be given 60 minutes and upon request there can be limits on the number of audience.)

*Paper:* ☐

*Workshop:* ☐        *Audience:* ☐        *15-20*        ☐*21-30* ☐        *31+*

**Poster:** ☐

**EQUIPMENT NEEDED:**
Please tick the relevant boxes.

| OHP | ☐ | CD Player | ☐ | DVD Player |
|-----|---|-----------|---|------------|
|     | ☐ |           |   |            |
| Power Point Projector | ☐ | Cassette Player | ☐ | |

**ABSTRACT FOR THE PROGRAMME** (Your abstract must accurately reflect the content of your presentation in 50 words maximum)

**SUMMARY** (This is a summary of your paper, workshop, or poster presentation in no more than 250 words)

# WHAT IS THE DIFFERENCE ???

# AN INGED AFTERNOON
## AND
# AN INGED EVENT

## INGED Afternoons

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

## INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

➡ **NOTES FROM A CONFERENCE**

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

➡ **TECHNOLOGY IN TEACHING**

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

➡ **YOUR PAPERS**

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

➡ **THE VOICE OF INGED MEMBERS**

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

**!**

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

# THE 10TH INGED DRAMA FESTIVAL!

## Sunday, 25 May 2008
## at Ankara Maya
## Private Primary School

## THE WINNERS ARE:

**THE BEST COSTUME:**      "*Princess on the Rocks*"
Private Antakya ATA Primary School

**THE BEST SET:**      "*Princess on the Rocks*"
Private Antakya ATA Primary School

**THE BEST SET CHANGES:**      "*The Wizard of Oz*"
Yüce Primary School

**THE BEST MAKE UP:**      "*European Side*""
Başkent University College, Ayşeabla

Schools

**THE BEST PROPS:**      "Chitty Chitty Bang Bang"
Ankara Maya Private Primary School

**THE BEST STAGE MANAGEMENT:**      "*Cinderella*"
Private Atek
Primary School

**THE BEST SOUND & LIGHT EFFECT:**      "Chitty Chitty Bang Bang"
Ankara Maya Private Primary School

**THE BEST MUSIC:**                      *"Princess on the Rocks"*
                                         Private Antakya ATA Primary School

**THE BEST SINGER:**                     **Aylin Altınok**
                                         Başkent University      College,
                                         Ayşeabla Schools

**THE BEST CHORUS:**                     *"Princess on the Rocks"*
                                         Private Antakya ATA Primary School

**THE BEST ENGLISH PRONUNCIATION:**      **Zeynep Su Altınöz**
                                         Yüce Primary School

**THE BEST SHINING STAR (FEMALE):**      **Yaren Kocaaslan**
                                         Yüce Primary School

    **1ˢᵗ RUNNER-UP:**              **Aras Mumyakmaz**
                                         Ankara Maya Private Primary School

**2nd RUNNER-UP:**                       **Ege Doğruöz &**
                                         **Egemen Türk Karaok**
                                         Ankara Maya Private Primary School

**THE BEST SHINING STAR (MALE):**        **Irmak Yılmaz**
                                         Yüce Primary School

**1ˢᵗ RUNNER-UP:**                       **Boğaçhan Özkurtoğlu**
                                         Private Erken Başarı Primary School

**THE MOST PROMISING ACTRESS:**   **Elif Gültekin**
Private Atek Primary School

**1<sup>st</sup> RUNNER-UP:**   **Merve Bulduk**
Private Atek Primary School


**THE MOST PROMISING ACTORS:**   **Cem Solak & Gazi Çapar**
Yüce Primary School

**1<sup>st</sup> RUNNER-UP:**   **Mahmut Kaan Bener**
Ankara Maya Private Primary School


**THE BEST SUPPORTING ACTRESS:**   **Janset Kınış**
Yüce Primary School

**1<sup>st</sup> RUNNER-UP:**   **Tuana Karaduman**
Private Atek Primary School


**THE BEST SUPPORTING ACTOR:**   **Sercan Yılmaz**
Private Erken Başarı Primary School


**THE BEST LEADING ACTRESS:**   **Ege Okant**
Ankara Maya Private Primary School

**1<sup>st</sup> RUNNER-UP:**   **Melisa Atik**
Private Erken Başarı Primary School


**THE BEST LEADING ACTOR:**   **Doruk Aral**
Ankara Maya Private Primary School

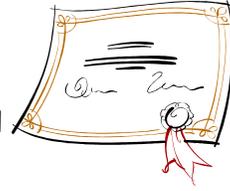**1<sup>st</sup> RUNNER-UP:**   **Dağhan C. E. Akkar**
DTU GVO Primary School

**THE BEST STORY:**          The Wolf
Ankara Maya Private Primary School

**THE BEST STORY TELLER (DRAMATIC):** **Zişan Sincan**
Private Antakya ATA Primary School

**THE BEST STORY TELLER (COMEDIC):** **Miray Karaduman**
Ankara Maya Private Primary School

**THE BEST STORY MAKE UP:**      **The Wolf**
Ankara Maya Private Primary School

**THE BEST ENSEMBLE:**      **The Cast of "*The Wizard of Oz*"**
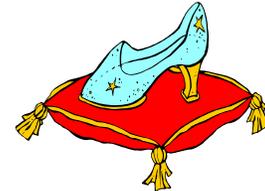Yüce Primary School

**THE BEST COACHING:**      "*Princess on the Rocks*"
Private Antakya ATA Primary School

**THE BEST PLAY ADAPTATION:**      "*Cinderella*"
Private Atek
Primary School

**THE BEST PLAY - COMEDY:**      "*Superman and the Psychiatrist*"
Private Erken Başarı Primary School

**THE BEST PLAY - DRAMA:**      "*Chitty Chitty Bang Bang*"
Ankara Maya Private Primary School

# INGED & MARMARA SCHOOLS

# 2008 Istanbul Drama Festival

## 30 May 2008
## at Marmara Egitim Koyu, Istanbul

**The following schools took part in
the INGED & Marmara Schools Istanbul Drama Festival:**

| | |
|---|---|
| Ozel Marmara Ilkogretim Okulu: | "Winning Combination" |
| Ozel Eyuboglu Camlica Ilkogretim Okulu: | "There's a Boy in the Girl's Bathroom" |
| Ozel Uskudar SEV Ilkogretim Okulu: | "The Magic Mirror of Health" |
| Ozel Anabilim Ilkogretim Okulu: | "High School Musical" |
| Ozel Tekden Ilkogretim Okulu: | "Like a Girl" |
| V.K.V. Koc Ozel Ilkogretim Okulu: | "The Diary of Anne Frank" |
| Ozel Edirne Ilkogretim Okulu: | "The Emperor's New Clothes" |

**The jury:**

Gulfem Arslan:   Teacher Trainer at Bahcesehir Koleji
Nazan Ozcinar:   INGED representative & Instructor at Sabanci University
Ece Adal Ozhan:  Instructor at Maltepe University

## THE RESULTS:

### The Best Staging:
First Place:  **There's a Boy in the Girl's Bathroom**
(Ozel Eyuboglu Camlica Ilkogretim Okulu)
Second Place: **High School Musical**
(Ozel Anabilim Ilkogretim Okulu)
Third Place:  **The Emperor's New Clothes**
(Ozel Edirne Ilkogretim Okulu)

### The Best Costume:
First Place:   **The Emperor's New Clothes**   (Ozel Edirne Ilkogretim Okulu)
Second Place:  **The Magic Mirror of Health**  (Ozel Uskudar SEV Ilkogretim Okulu)
Third Place:   **High School Musical**         (Ozel Anabilim Ilkogretim Okulu)

### The Most Promising Actress:
First Place:   **Irem Turan** (Ozel Tekden Ilkogretim Okulu)
Second Place:  **Melisa Ozdeniz**    (Ozel Marmara Ilkogretim Okulu)
Third Place:   **Alara Emekcioglu**  (Ozel Uskudar SEV IOO)

### The Most Promising Actor:
First Place:   **Arda Daglaroglu**
(Ozel Uskudar SEV Ilkogretim Okulu)
Second Place:  **Berker Talier** (Ozel Marmara Ilkogretim Okulu)
Third Place:   **Boran Ciplak** (Ozel Eyuboglu Camlica Ilkogretim Okulu)

### The Best Leading Actress:
First Place:   **Greti Barokas**   (V.K.V. Koc Ozel Ilkogretim Okulu)
Second Place:  **Kubra Cakir**     (Ozel Marmara Ilkogretim Okulu)
Third Place:   **Asli Salihoglu**  (V.K.V. Koc Ozel Ilkogretim Okulu)

### The Best Leading Actor:
First Place:   **Metehan Ibrisim**   (Ozel Marmara Ilkogretim Okulu)
Second Place:  **Onur Dilmac**       (Ozel Eyuboglu Camlica IOO)
Third Place:   **Utku Derecayir**    (Ozel Anabilim Ilkogretim Okulu)

**The Best Play:**

First Place:     **There's a Boy in the Girl's Bathroom**
                 (Ozel Eyuboglu Camlica Ilkogretim Okulu)
Second Place:    **Winning Combination**
                 (Ozel Marmara Ilkogretim Okulu)
Third Place:     **The Emperor's New Clothes**
                 (Ozel Edirne Ilkogretim Okulu)

**Special Jury Award:**
**High School Musical** (Ozel Anabilim Ilkogretim Okulu)

*HAVE YOU RENEWED YOUR MEMBERSHIP?*

**Please take a minute and**
 **go to our website,**
  **go to MEMBERS,**
   **fill out the form,**
**renew your membership as described on the website.**

  **Together we stand...**

KONYA        EVENT

# 10 May 2008

# BOOSTERS
# FOR ENGLISH TEACHERS - 2

10:00 – 10:45    **A Free Web Source: The Online Concordancer**: Dr. Suzan Oniz

10:45 -12:00    **A Sample English Lesson for Young Learners**:
Prof. Dr. Aydan Ersoz

*12:00 - 13:00*    **Lunch Break**

13:00-13:15    **INGED:** Dr. Neslihan Ozkan

13:15 – 14:15    **Empowering Learners in ELT Classes**: Fatma Ataman

*14: 15- 14:30*    **Coffee Break**

14:30 – 15:30    **Listening Activities: Testing or Teaching?** Serper Tumer

# And here are the summaries
# of the presentations…

THE SECOND INGED KONYA EVENT

10 May 2008

SELÇUK UNIVERSITY, KONYA

A Free Web Source:
    The Online
Concordancer


by

A. Suzan Öniz

A. Suzan Oniz
suzanoni@metu.edu.tr
Middle East Technical University,
Department of Basic English, Ankara, Turkey
http://www.metu.edu.tr/~suzanoni/

## HOW TO USE THE ONLINE CONCORDANCER

1. Go to: http://www.lextutor.ca/concordancers/concord_e.html
2. Enter the word in the KEYWORD box.
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"

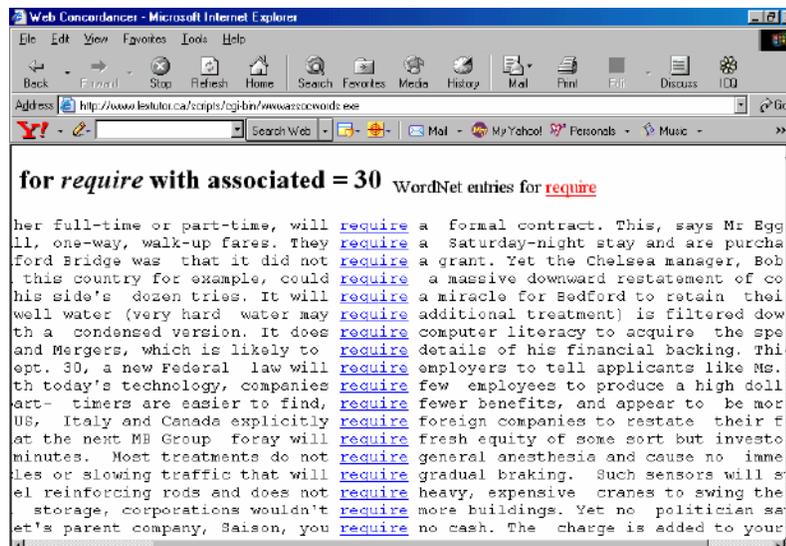http://www.lextutor.ca/concordancers/concord_e.html
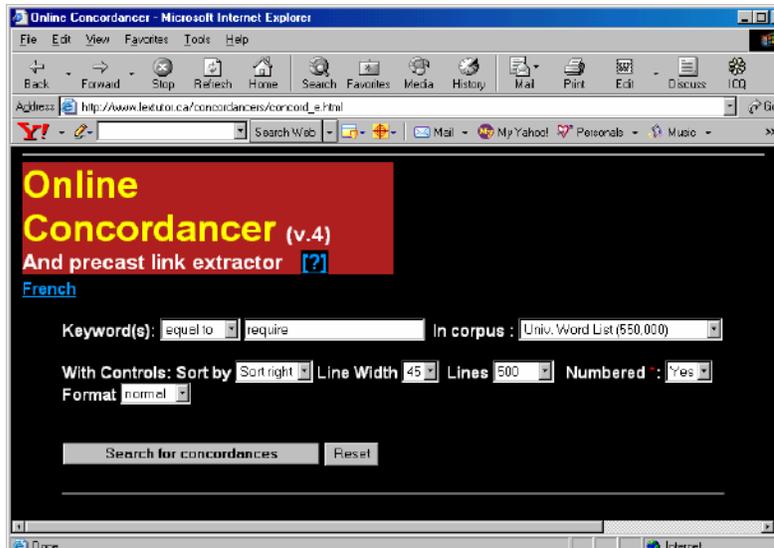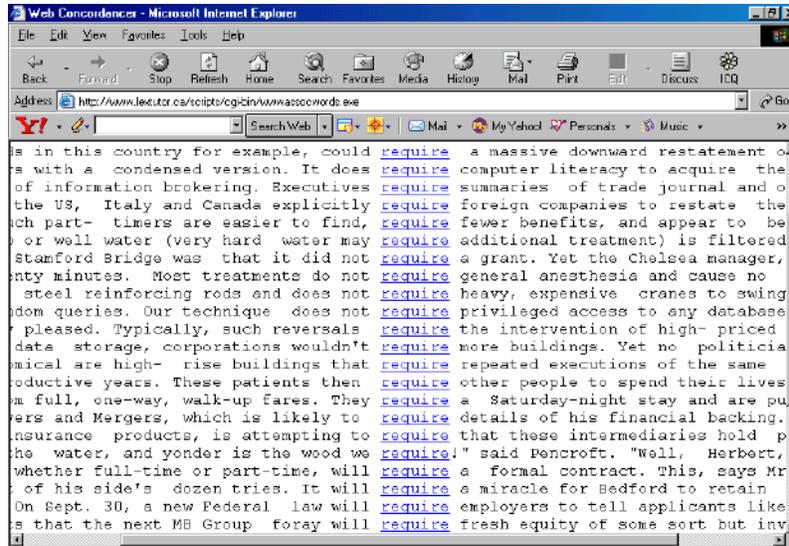
Corpus options
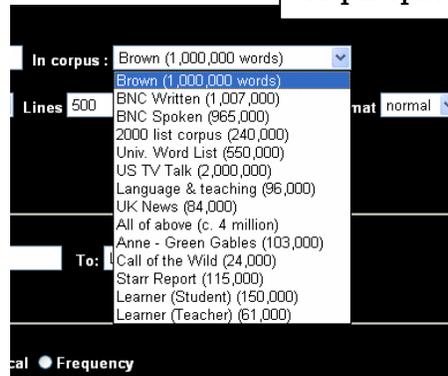


5. Your search result will look like this (with the right side in alphabetical order)

Query results for: 'require' in UWL, right sorted



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:
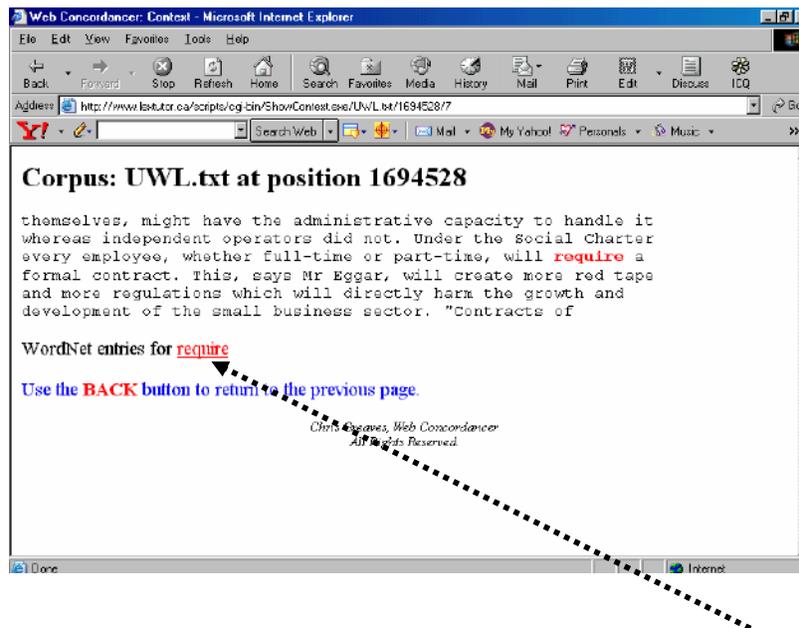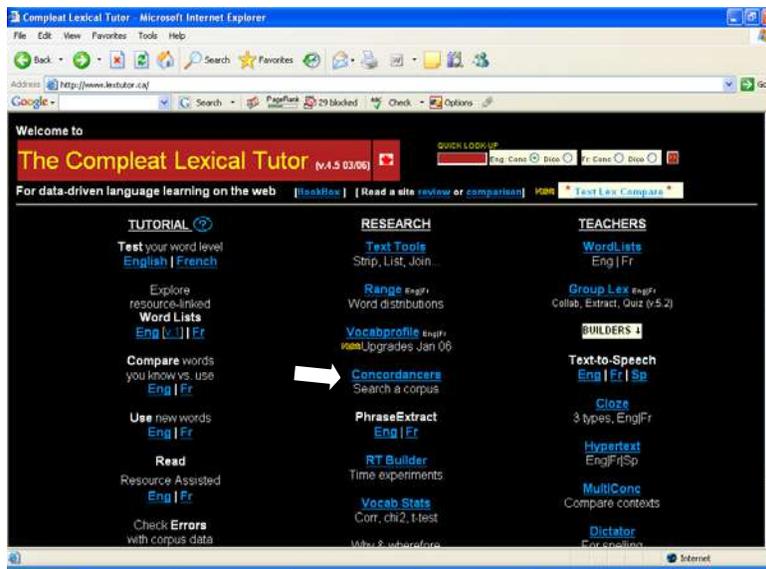


8. If you want to read the dictionary meaning of the word, click on **WordNet entries for 'require'** at the bottom.

---
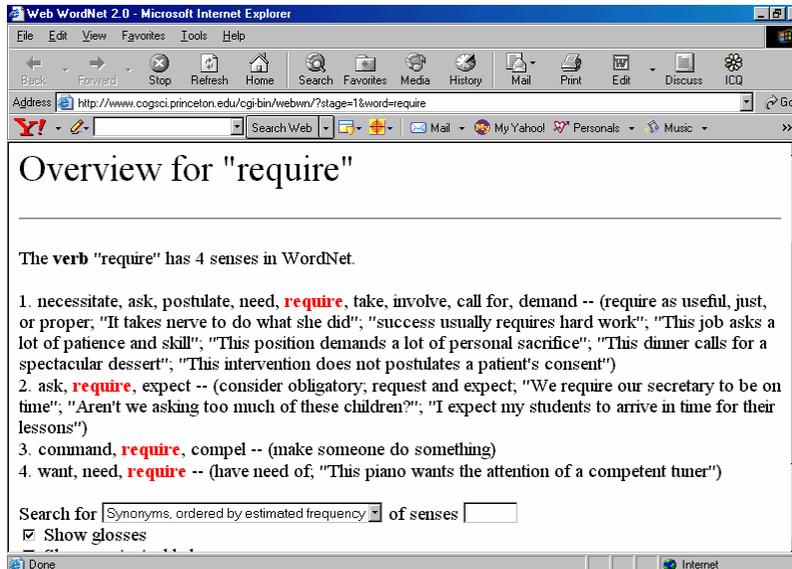
## HOW TO CREATE YOUR OWN DATABASE FOR COLLOCATIONS

1. Go to  http://www.lextutor.ca/  and click Concordance.
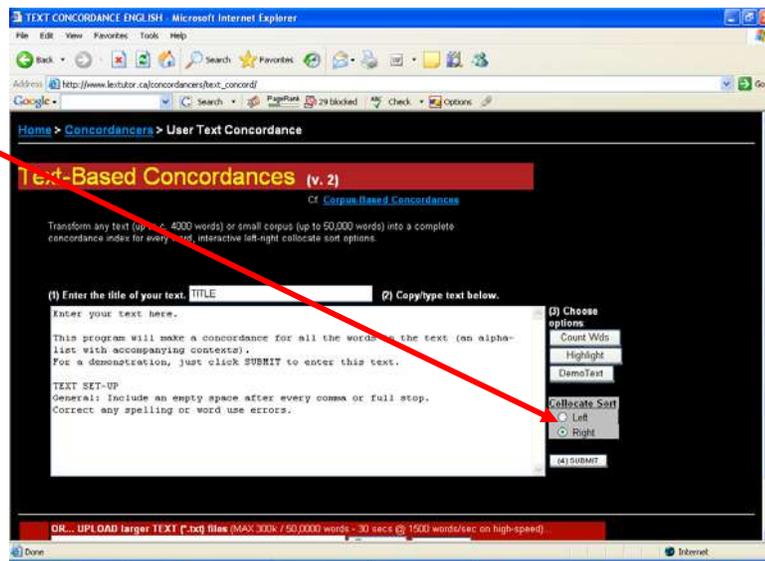
2. Next choose: Text-based concordances: English
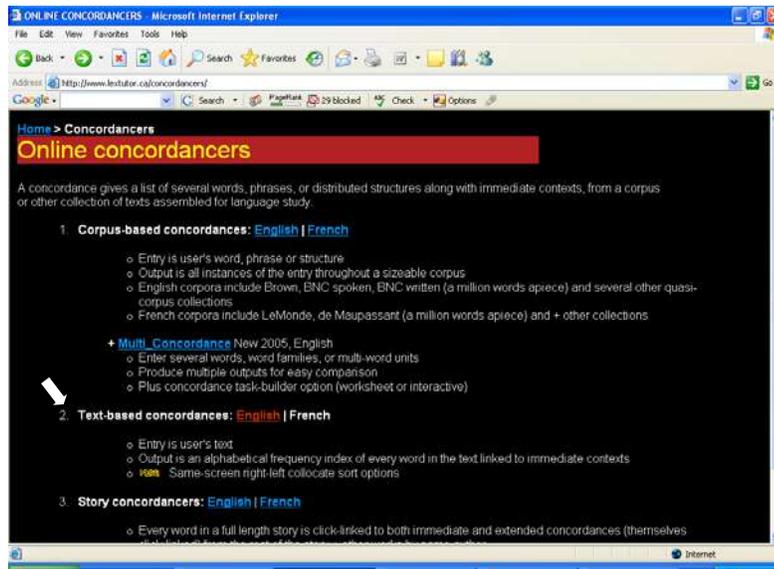


3. In the text box, enter the text. Select: Left Sort or Right Sort. The next screen will display concordances in alphabetical order and all the words in this text with their frequency of occurrence in the text in the left column.

**Concordance results: Right sort**



**The text**: "Kissing the Earth Goodbye in About 7.59 Billion Years" by Dennis Overbye in the *New York Times, Learning Network* website accessed on March 11, 2008: http://www.nytimes.com/learning/index.html

You can click on any lexis in the left column and see that item at the top of the list. Below, you can see the results for the use of 'as' in this text.

# HOW TO CHECK THE DIFFICULTY LEVEL OF A TEXT

After you have written or selected a text for your class, go to
http://www.lextutor.ca/vp/
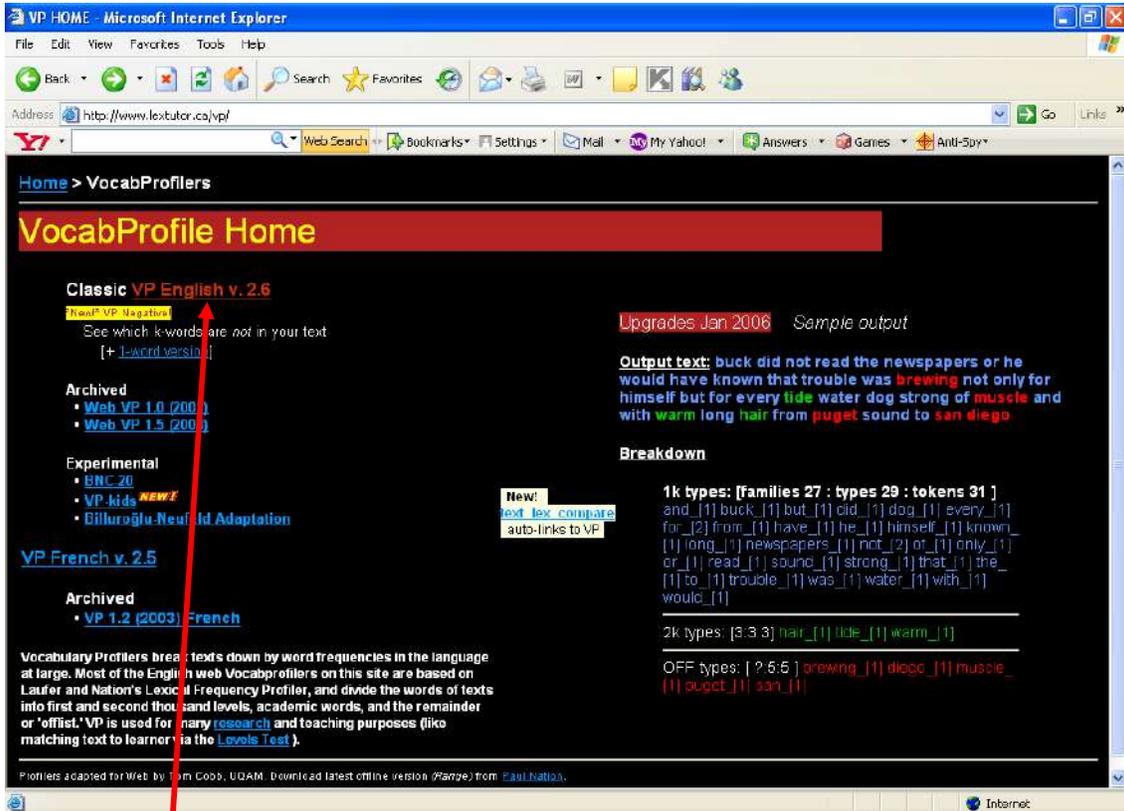


in order to see which category words are dominant. This site color codes words in a text to indicate if they from the first 1000 - word list, 2000 - word list or if they are 'OFF Types' meaning they are probably technical/specialist words.
Click: Classic VP English v. 2.6

In the new window, enter the text that you wish to analyze. As an example, the text titled "Kissing the Earth Goodbye in About 7.59 Billion Years" has been entered. Now click: Submit_Window.

The next screen will display the results. In the sample text, 77% of the words are from the first 1000 - word list. This gives the teacher an idea as to the difficulty level of the text.

Home > VocabProfilers > English [Alt-arrow-left to preserve settings] > Output

WEB VP OUTPUT FOR FILE: Untitled

Words recategorized by user as 1k items (proper nouns etc): NONE (total 0 tokens)

| | Families | Types | Tokens | Percent |
|---|---|---|---|---|
| K1 Words (1-1000): | 156 | 188 | 486 | 77.02% |
| Function: | .. | .. | (298) | (47.23%) |
| Content: | .. | .. | (188) | (29.79%) |
| > Anglo-Sax. =Not Greco-Lat/Fr Cog. | | | (109) | (17.27%) |
| K2 Words (1001-2000): | 21 | 25 | 32 | 5.07% |
| > Anglo-Sax. | | | (11) | (1.74%) |
| 1k+2k | | | .. | (82.09%) |
| AWL Words (academic): | 29 | 30 | 33 | 5.23% |
| > Anglo-Sax. | .. | .. | (3) | (0.46%) |
| Off-List Words: | 2 | 67 | 80 | 12.68% |
| | 208+? | 310 | 631 | 100% |

| | |
|---|---|
| Words in text (tokens): | 631 |
| Different words (types): | 310 |
| Type-token ratio: | 0.49 |
| Tokens per type: | 2.04 |
| Lex density (content words/total) | 0.53 |
| *Pertaining to onlist only* | |
| Tokens: | 551 |
| Types: | 243 |
| Families: | 206 |
| Tokens per family: | 2.67 |
| Types per family: | 1.18 |
| Anglo-Sax Index (A-Sax tokens + functors / onlist tokens) | 76.41% |
| Greco-Lat/Fr-Cognate Index (inverse of above) | 23.59% |

For easy editing as MS Word table - Edit/print friendly table

Page menu: Tokens (includes AWL subs.)    Types    Families (includes VP negatives)

Note: In the output text, punctuation is eliminated; all figures (1, 20, etc) are replaced by the word *number*, contractions are replaced by constituent words (won't => will not), type-token ratio is calculated using said constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns and unknown ...

# A SAMPLE LESSON FOR YOUNG LEARNERS
## (integrating different techniques and activity types)
### by
### Prof. Dr. Aydan Ersoz
### Presented at the 2nd INGED Konya Event held at Selcuk University

**Stage 1:** Puzzle
Cut the pieces. Put them in the right order and paste them in your notebooks.
What can you see?
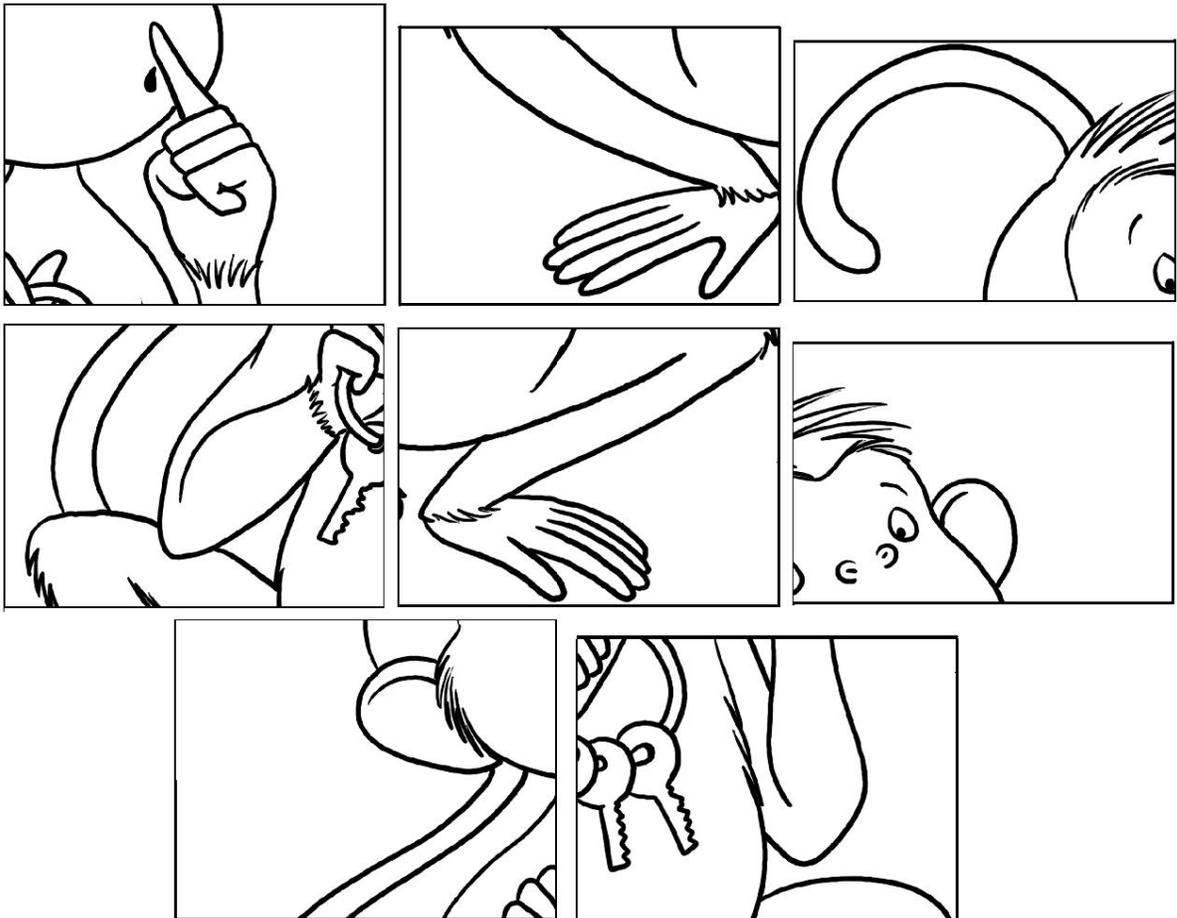


**Stage 2:** Trace the lines and find the word.
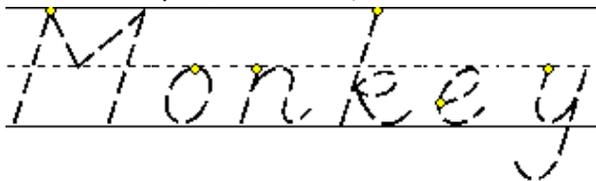
**Stage 3:** Take the little monkey to the bed. Collect the letters. What is the phrase?



..........................................................................................................................................
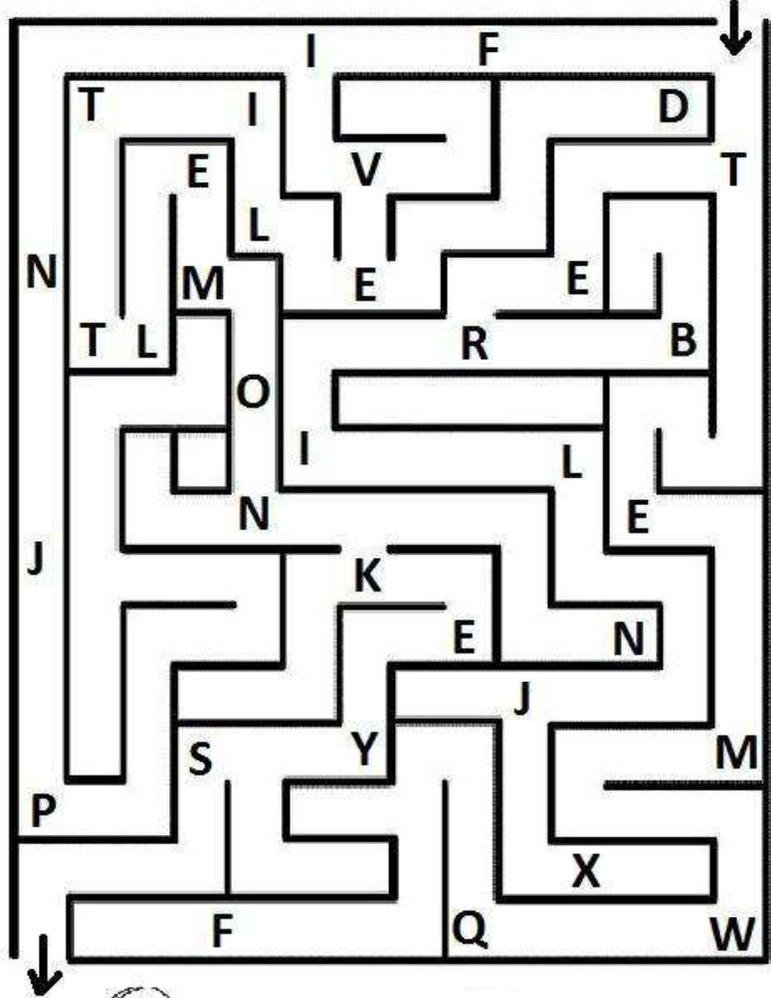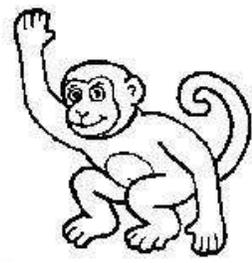
**Stage 4:** Mask Making
Cut along the lines. Make a monkey mask.
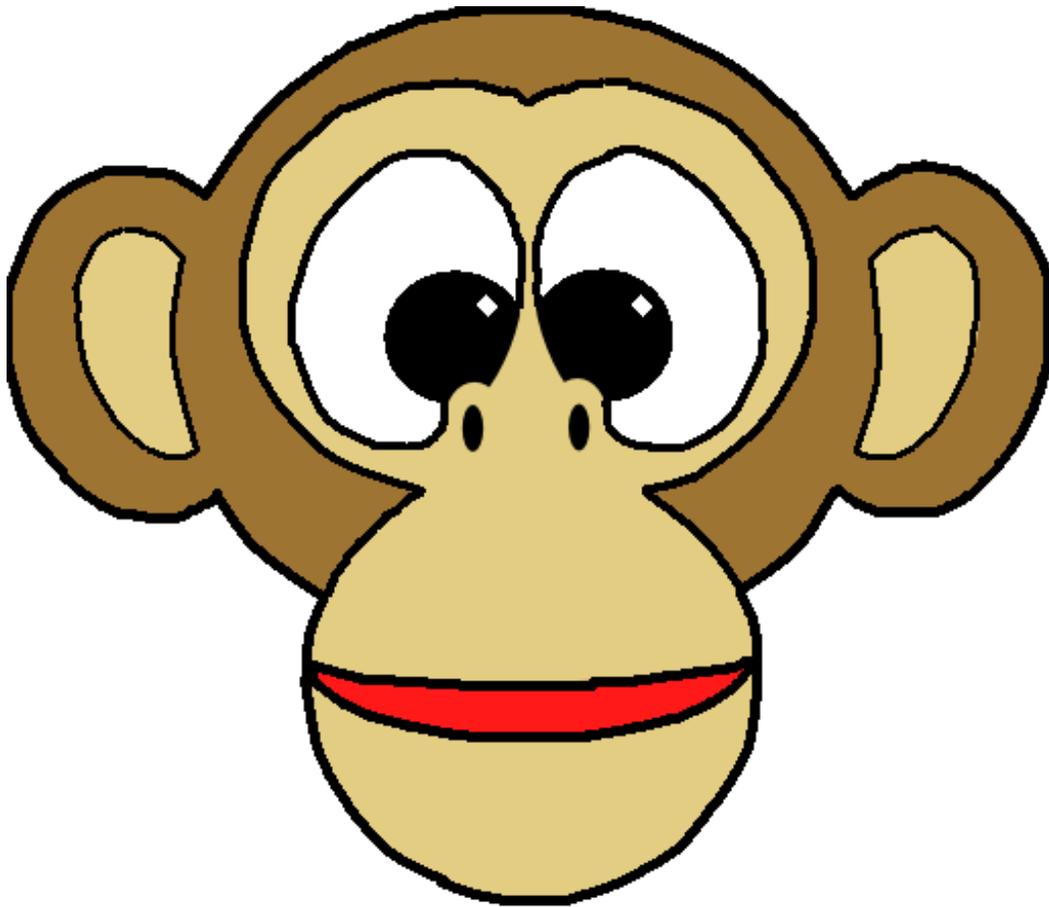
Stage 5: It's story time!
**Listen to the story (visuals accompany the story)**

FIVE LITTLE MONKEYS
It was late, and it was bedtime.
Mama monkey said,
"It's bedtime!"
Five little monkeys got ready for bed.
Mama said goodnight to them.
When Mama left their bedroom, five little monkeys started jumping on the bed.
One fell off and bumped its head. It started crying. Mama came to the room and saw the little monkey.
Mama called the doctor. The doctor said, *"No more monkeys jumping on the bed!"*
Mama said goodnight to them. When Mama left their bedroom, four little

monkeys started jumping on the bed. One fell off and bumped its head. It started crying. Mama came to the room and saw the little monkey.
Mama called the doctor. The doctor said, *"No more monkeys jumping on the bed!"*
Mama said goodnight to them. When Mama left their bedroom, three little monkeys started jumping on the bed. One fell off and bumped its head. It started crying. Mama came to the room and saw the little monkey.
Mama called the doctor. The doctor said, *"No more monkeys jumping on the bed!"*
 Mama said goodnight to them. When Mama left their bedroom, two little monkeys started jumping on the bed. One fell off and bumped its head. It started crying. Mama came to the room and saw the little monkey.
Mama called the doctor. The doctor said, *"No more monkeys jumping on the bed!"*
Mama said goodnight to them. When Mama left their bedroom, one little monkey started jumping on the bed. It fell off and bumped its head. It started crying. Mama came to the room and saw the little monkey.
Mama called the doctor. The doctor said, *"Put those monkeys back to bed!"*

**Stage 6: Listen to the story and help me as much as you can. (Teacher tells the story again and dramatizes it. Students shout the repetitive lines as much as they can.)**
**Stage 7:** Song
Listen to the song. Then repeat. (Teacher sings each stanza one by one and helps students repeat the stanzas.)

FIVE LITTLE MONKEYS

Five little monkeys jumping on the bed,
One fell off and bumped its head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed,
One fell off and bumped its head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed,
One fell off and bumped its head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed,
One fell off and bumped its head.
Mama called the Doctor and the Doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed,
It fell off and bumped its head.
Mama called the Doctor and the Doctor said,
"Put those monkeys back to bed!"

**Stage 8:** Now put on your masks. Let's sing the song again. (Students sing the song and do the actions that the teacher shows.)

**Stage 9:**
Which monkey jumps on which bed? Trace the lines. Find out.
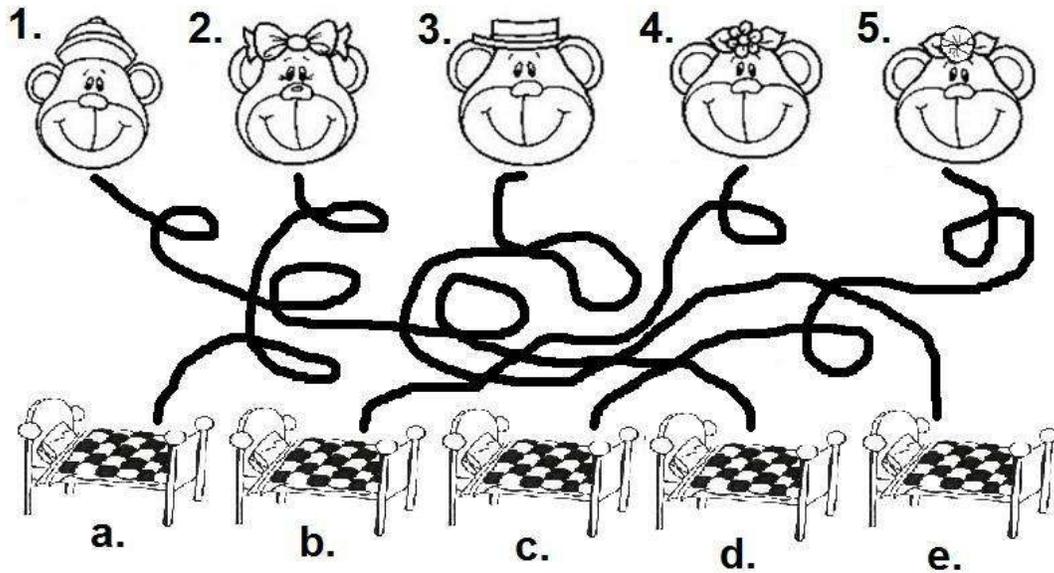


**Stage 10:**
Puppet Making
Cut out the figure. Color it. Paste it on a drinking straw with a piece of scotch tape.

scotch tape

BACK

drinking straw

FRONT
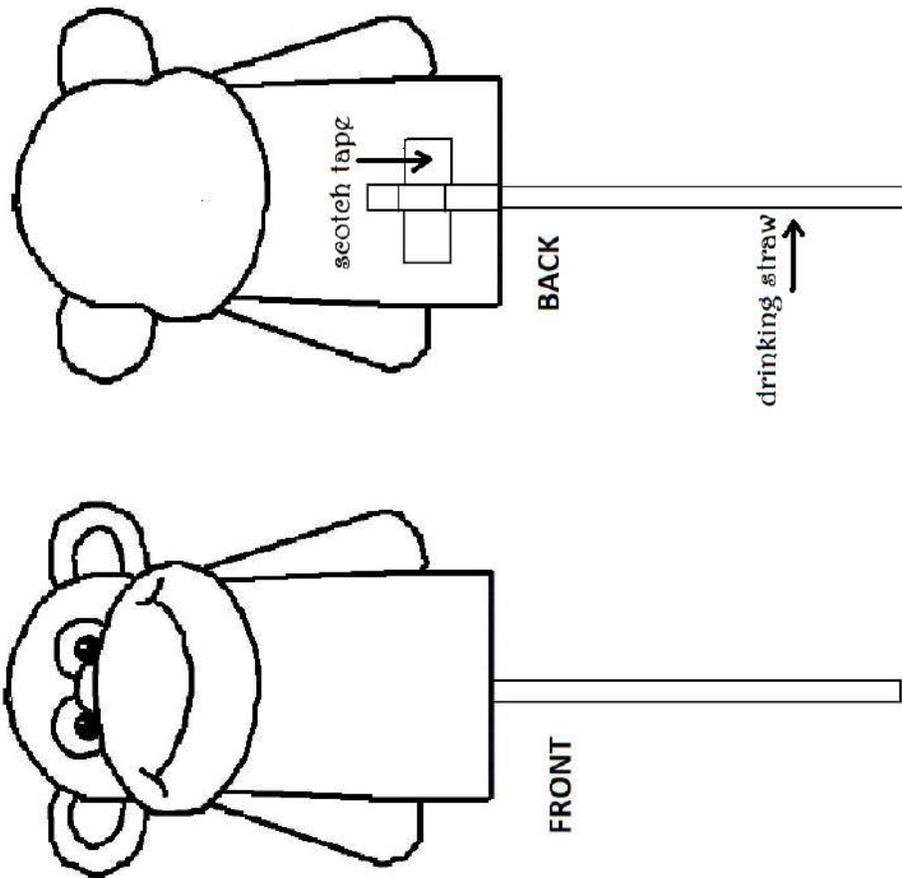
**Stage 11:** Bookmark Making
Cut the rectangle along the lines. Color it. Enjoy your bookmark.



NO MORE JUMPING ON THE BED!
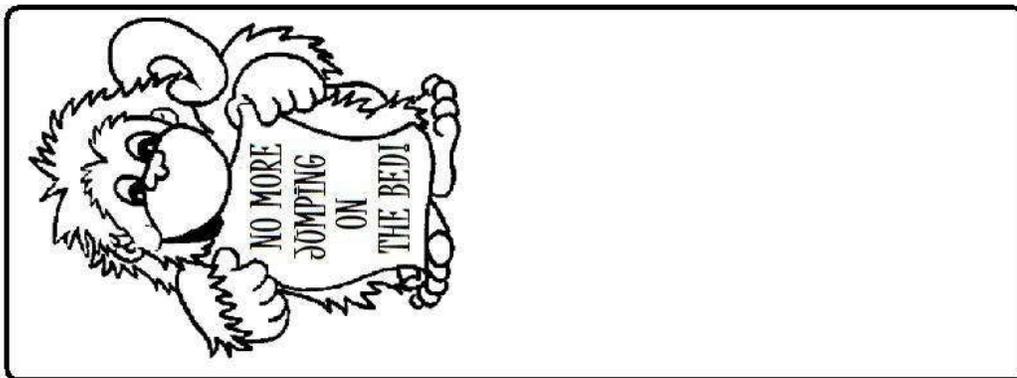
**Stage 12:** Color the picture.



no more monkeys jumping on the bed!

# EMPOWERING LEARNERS IN ELT CLASSES
## by
## Fatma Ataman
## INGED
## Ankara

**The problem:** Students begin their education with enthusiasm and energy, but the pressures of the system and challenges of learning make them indisposed.

**A possible solution:** Creating a supportive, friendly and comfortable learning environment for successful learning.

**The aim:** To empower learners outside of traditional classroom settings so as to find ways to facilitate learners' achievement within a context.

**Why?**
- Teacher authority and time is limited
- Students should feel responsible and willing to learn

**How?** By encouraging students to understand the processes by which they are learning

**By means of:**
    developing learner autonomy
    motivating learners

## DEVELOPING LEARNER AUTONOMY
### 1. Being interdependent and working collectively
- The less dependence on the teacher, the more autonomy
- Working in small groups or pairs is not against their wills.
- Pairs and groups can read dialogues together, do information-gap activities and consult each other on the meaning and clarification of the task at hand.

### 2. Keeping a diary of their experiences
- Students start to think of new ways of becoming more independent learners as they become more aware of their learning preferences.
- Diary entries could be written after every lesson, explaining with reasons whether or not they thought they benefited from what they did.
- After a month or two, teachers could help their students interpret their experiences and give them additional techniques to suit their learning styles.

### 3. Clarifying teacher/student roles from the outset
- Make clear what you expect students to do and what you will do for them.
- Ask students to give their opinions on the defined roles.

➢ Reassess these roles at various points throughout the academic year as students' feelings of independence grow.

**4. Progressing gradually from interdependence to independence**
➢ Be patient. Give the students time to adjust to new learning strategies.
➢ Start the development of learner autonomy from larger groups, then work towards smaller groups, pairs, and finally individuals.
➢ Start courses by giving the students fewer choices concerning their learning and work towards many choices, and finally freer choices, such as open-ended tasks, or allowing students to make their choices entirely on their own.

**5.  Assigning projects to be done outside the classroom**
➢ Such projects may increase motivation.
➢ Outside projects are important for most students learning English because they do not normally use English out-of-class.

**6.  Assigning non-lesson classroom duties to perform**
➢ Taking the roll, writing instructions, notices, etc. on the board for the teacher.
➢ Students' acting as an aid to the teacher.

**7.  Encouraging students to design lessons or materials to be used in class**
➢ Encourage more student control over the management of learning resources.
➢  An "interests and ability" inventory at the beginning of every school year will help to decide how to tailor lessons.
➢ Set aside time at intervals for practical criticism of study tasks and textbooks used in the course

**8.  Instructing students on how to use the school's resource centers**
➢ Design an orientation to introduce the school library, the language lab, and the self-access center.
➢ Have a lesson centered on using various such resources.
➢ Work with the people in charge of the resources to get their full cooperation and support.

**9. Emphasizing the importance of peer-editing, corrections, and follow-up questioning in the classroom.**
➢ Feedback from the peers can be valuable as they can become more aware of their language mistakes and vocabulary misuse.
➢ Follow-up questions among classmates and also with the teacher can facilitate learning and higher levels of awareness and understanding of the target language.

**10.  Encouraging students to use only English in class**
➢ A great chance for them to use only English.

> Teacher can create an environment where students feel they should communicate in the target language and feel comfortable doing so.

## 11. Stressing fluency rather than accuracy
> Emphasize communication and the negotiable and interpretive aspects of English conversation.
> Students need not constantly over-concern themselves with correct grammar and vocabulary usage and accuracy.
> Much more information could be conveyed and absorbed if students spent less time worrying about their language accuracy.

## 12. Allowing students to use reference books
Autonomy and independence develop when students are expected to look up information and meanings on their own, in pairs, or in groups.

## MOTIVATING LEARNERS
### 1. Amount of Autonomy Provided
> Students who are permitted the opportunity to choose and control their learning report greater commitment, deeper involvement, and more strategic thinking.
> A study by Ryan and Grolnick (1986) reveals that students who report greater learning autonomy also report higher levels of motivation and interest in their school work, as well as greater confidence and self-esteem.

### 2. Interesting and Worthwhile Tasks
> The degree to which students can identify with and find interesting a given learning task or set of tasks determines the motivation level.
> Pintrich and DeGroot (1990) report that tasks that are perceived as interesting and worthwhile result in greater student motivation than tasks that are perceived as uninteresting and not worthwhile.

### 3. Relevant and Timely Feedback
> Students report higher motivation when feedback is relevant and timely (Baume and Baume, 1996).
> Teachers should reduce the time lag before feedback is given, and where possible, make feedback a natural part of the learning task.

# AN INGED AFTERNOON

# in Istanbul with

# Raymond Kerr

# TPR revisited: A Practical Hands-on

## Summarized by two colleagues

### Summary 1
**Hayal Koksal Ph.D.**
**www.hayalkoksal.com**

I participated in a very interesting workshop at Darussafaka Schools on 18 April 2008. It was organized by INGED, (Nazan Ozcinar, the INGED Istanbul contact person) and the British Council. I had not attended an ALT meeting for a long time and I really sensed that I had missed them a lot. Meeting some of my ex-students as colleagues made me very happy.

The atmosphere was very warm and Mr. Raymond Kerr was very humorous and creative. He focused on Total Physical Response (TPR) and showed us that TPR need not be teacher-centered. In such a communication-based era, it was lovely to see a session approaching the teaching-learning process like this. He also presented different materials to make lessons colorful and fruitful. One of the materials was cuisinaire rods. He also made use of drama, chants, charts and puppets to teach TPR in an effective way.

It is always recommended to use all the techniques and methods to make lessons interesting for learners so it is a must for all ELTers to be familiar with all the approaches starting with the Grammar-Translation Method. Your learners might show different responses to different methods so show your creativity using different teaching styles.

### Summary 2

**Nazan Ozcinar**
**Sabanci University**
**nazano@sabanciuniv.edu**

I attended the workshop on TPR by Raymond Kerr, Teacher Development Manager at the British Council Istanbul at Darussafaka High School on Friday 18 April 2008. It was a very practical workshop which mainly focused on how to make use of TPR (Total Physical Response) in the classroom. Raymond presented many TPR activities which could be directly adapted to teaching vocabulary, listening or reading skills. TPR activities can usually be used relating to the language or the theme in a unit: Total Clothes Response, Total Adjective Response or Total Food Response as Raymond pointed out in his workshop. They can be used according to the students' interest.

Some of the TPR activities presented in the workshop were:
- Draw the instructions on a piece of paper; then describe the drawing.
- Act as a "mirror" with a partner. One pupil listens to the teacher's story and acts out the actions and the other mirrors these actions.
- Listen to the vocabulary items and raise the matching picture cue card.
- Listen to the song and do the actions with a group of students.
- Sing the chant with the whole group and do the actions.

**Activity 1: Listen and draw the picture**

The class is divided into groups of 6. From each group, the teacher chooses a good student. The selected students from each group get a short text from the teacher which they have to read out to their groups and each person from the group draws the picture on an A-4 paper. At this stage, the teacher has a pack of colored pens ready for students to color in their drawings. After all the pictures are ready, students show their pictures to the other group members.

**Activity 2: Vocabulary Learning in Portuguese**

The teacher selects 9 students and asks them to stand around the teacher's desk. The teacher says the word on the picture in Portuguese and hands the picture to the student. The teacher only speaks in Portuguese and students follow the instructions. The students have to raise the picture when the teacher says the word. I can still remember some of the words:

Leite = milk

Pão = bread



At the end of the lesson, the teacher asked the same students to stand around the teacher's desk and gave them different pictures which they had to raise when the word was uttered in Portuguese.

### Activity 3: Read – Listen and make

The class is divided into groups of 6. The teacher provides students with play



dough packets. From each group, a student is selected to read out the text the teacher has given and the others follow the instructions to make their play dough creations. Each group has a different text. A sample text looks like this: Pick up the pieces of play dough and make a round face. Roll two blue eyes and a long red nose. Stick on two big yellow ears and a small red mouth. Put on black hair.

I would like to thank Raymond for his lively workshop where everybody was active and involved. If you are interested in getting all the information and the TPR activities, Raymond is willing to send his presentation to you. His email address is: raymond.kerr@britishcouncil.org.tr
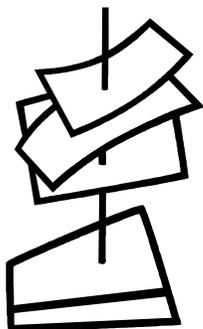
# REFLECTIONS FROM

# TESOL Arabia 2008

**Summarized by**
**Hilal Onat**
**Hacettepe University, Ankara.**

The personal development course titled "Three R's: Reigniting, Retooling and Retiring in TESOL" took place at Dubai Men's College during the TESOL Arabia 2008 Conference between the dates 13 - 15 March 2008 as a separate 3 full-day course. As a teacher of English for 19 years, who is on the edge of burn out, I found the sessions very interesting. They all guided us or gave tips on how to avoid burnout, how to reignite, retool and retire in TESOL one day.

On the first day, the first session on "Burnout in ELT: Strategies for Recovery and Prevention" was given by Christine Coombe, Liz England and John Schmidt. The speakers started their speech by giving examples of the latest burnout they had experienced and explained the meaning of burnout in our real lives. They also listed the outcomes of burnout as leaving the profession, downshifting or changing your position in your career and reframing your sense of identity as an 'educator'. After they mentioned their burnout, I tried to remember the latest burnout I experienced. Of course living in different countries - me, in Turkey - and working with different people and students from different nationalities may lead you to experience a different sort of burnout with different results. Working conditions, what we have in reality and what we expect to have in our working environment are all different and I believe that all these affect our reactions towards the burnout we live.

The speakers mentioned that burnout is something that we can control in our lives and it is possible to prevent burnout and recover from it. As teachers, what we should do is that we should create a balance between body, mind and soul in our lives. For instance, we should be a part of a project that we really want and we can control. We should identify a need and address it. The speakers pointed out that burnout can be lived differently in different levels of teaching. If you are an administrator, to prevent burnout, you can ask your

**45**

teachers for help; you can bring your teachers together to work on a project; you can create an extracurricular program. You can also provide your staff with a program and encourage them to develop their professional backgrounds. The presenters also added that having a new routine or having a new job, moving to a new environment or location, rediscovering your love of the profession would be the key for recovering from professional burnout. After I heard about all these things, I thought that I was lucky because all the things they recommended to prevent burnout were the things I was already applying in my real life. For example, after working as a teacher for 17 years, I started working as a member of the testing team in our department.  Honestly, I must admit that looking at ELT as a profession from a different angle cured my boredom of teaching. I started feeling more self-confident in my subject area as testing was something I had not done before. In order to create an awareness of recovering from burnout, the speakers provided us with guide lines. From time to time, we should ask ourselves of the following:

> What activities do I do now?
> What activities get me physically fit?
> What activities do I like doing now?
> What activities keep me professionally engaged?
> What activities did I like doing in the past?
> What activities did I never have time to do before?
> What activities did I do in the past?

This will help us spot the problem areas in our lives, set a plan for certain does and don'ts to prevent burnout. This guidance given by the speakers made me think about my relations with my friends at work. I realized that we often ask each other these same questions above during our meetings both at and outside of work. We sometimes act as a guide and get support from each other for our academic and non-academic needs. Therefore, I may say that the culture I am living in is an advantage for me because sometimes we fight burnout as a team.

Briefly, the things the speakers shared with us during the session were really informative and guiding. We realized that burnout is something we can cope with proving that we want to get out of it. The lesson I got out of this session is that personally I have a long way to go to suffer from burnout as I am already doing many things to stay away from burnout. The result is good and I am happy.
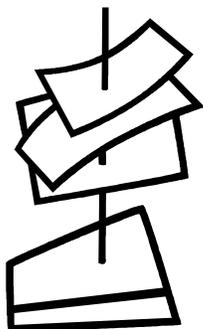
# NOTES FROM
# THE YUCE SCHOOLS
# 3rd Foreign Language Teachers' Conference

**Summarized by**
**Simge Pinar**
**Yuce Primary School**

On 15 March 2008, Yuce Schools hosted their 3rd Foreign Language Teachers Conference entitled "Innovative and Good Applications in the Field of Foreign Language Teaching". The conference was for both German and English teachers.

There are continuing demands on education and training to explore ways of improving learning and teaching a foreign language. This provides opportunities to look closely at new approaches, innovations and good applications in foreign language education and teacher training.

While a child is learning the mother tongue, there are plenty of support sources such as family and environment. Yet a foreign language teacher is to teach a whole new language most of the time without such support. As teachers, we are expected to overcome social and educational obstacles, learn and apply new approaches and teach the children of the technology age with an exit level of at least B1.

This conference aimed at deepening the understanding of the new and the good as well as supporting the participants with ideas to lighten their weight by sharing practical ways through the plenary sessions.

The plenary speakers provided realistic solutions to issues and topics that are current concerns of foreign language teachers.

**The keynote speakers and their titles for the English teachers were:**
1. Hanna Kryszewska: "Humour and Fun in the Language Classroom" Pilgrims
2. Prof. Dr. Aydan Ersoz: "Teaching English Using the New Curriculum"
3. Raymond Kerr: "Using ICT in Foreign Language Classrooms" British Council

**4.** Dr. Luke Prodromou: "Innovation and an Old Problem: Getting Students' Attention"

**The workshop leaders and their topics for the German teachers were:**
1. Dr. Bernerd Schneider  - Goethe Institute
2. Prof. Dr. Ayten Genc - Hacettepe University
3. Wolfgang Ehmke - Goethe Institute
4. Gamze Karbi - Goethe Institute
5. Alev Yazici - Goethe Institute
6. Gul Sema Avsar Yuce – Turkish German Teachers Association
7. Pinar Yaman - Goethe Institute

**"Innovation and an Old Problem: Getting Students' Attention"**
**by Dr. Luke Prodromou**
**Summarised by**
**Simge Pinar**
**English Teacher**
**Yuce Primary School**



**What is a discipline problem?**
"What is a discipline problem?"  It can be defined as the moment in the process of teaching when you loose the attention of the students. Students are like an empty glass and the teacher is trying to make it full. Shouting, not paying attention, arriving late and missing lessons can be evidence of discipline problems. Some teachers avoid pair work because they fear students will misbehave.

**48**

Textbooks and materials are necessary but they are not enough to follow the lesson. Rules, regulations, rewards, classroom management, discipline-friendly techniques, motivation, presence, attitude and rapport are important in the class. Maslow's Hierarchy of Needs should be taken into consideration while teaching.

## Humanising Rules and Regulations

There should be some rules in the class. The rules give students self-control; they even obey the rules themselves. If someone does not obey them, the others may warn this student. A contract in the classroom is necessary. The rules can be as follows:

The pupils promise
- to pay attention.
- to do their homework.
- not to chew gum.
- not to eat in class.

## Management

Students' attention wanders when …
- someone else is answering the question.
- it is someone else's turn.
- another pair or group is getting feedback.

The teacher can use a toy (e.g. a parrot) to ask the questions as it can be fun and it makes the children feel better.

Finally, the physiological needs of the students' should be met. The most influential teacher is "the enthusiastic one". Calling the student by name in class, making eye contact, giving them a turn is necessary to motivate the students.
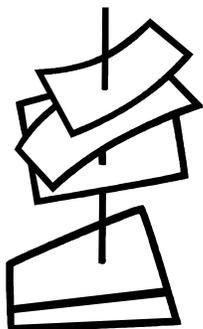
# NOTES FROM
# THE INSERVICE TRAINING
# PROGRAM
## at the
## Preparatory School of
## Karaelmas University, Zonguldak

**Summarized by**
**Prof. Dr. Aydan Ersoz**

The Preparatory School of Karaelmas University, Zonguldak held a daily in-service training program which was sponsored by Pearson Longman. I had two presentations, one in the morning and one in the afternoon on March 27, 2008. I repeated the sessions at Caycuma Campus on March 28, 2008.

You can find the summaries and photos of these sessions below.

## SESSION 1:
## INTEGRATED APPROACH TO THE TEACHING OF ENGLISH

All aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication.

The integrated approach, as contrasted with the purely segregated approach (also known as language-based approach), exposes learners to authentic language and challenges them to interact naturally in the language.

Integrating the language skills promotes the learning of real content, not just the dissection of language forms. It can be highly motivating to students of all ages and backgrounds.

**Discovery Technique**

Grammar and vocabulary can be taught deductively or inductively. Discovery technique is used in inductive approaches.

**Deductive Approaches**

The teacher gives an explicit statement of the grammar rule or the vocabulary item which the students then apply to examples.



**Inductive Approaches**

Students are 'led' to the grammar rule or vocabulary item through a series of steps. Students induce the rules and meaning from exposure to the language in use.

In a language classroom, an inductive approach involves getting learners to discover rules and how they are applied by looking at examples. Discovery can be free or guided.

In 'guided discovery', the role of the teacher is to provide the language of which learners need to discover the rules; then to guide them in discovery by asking questions to elicit information from them, and then to provide more opportunities to practice.

**Advantages of the Discovery Technique**
- It moves the focus away from the teacher as the giver of knowledge to the learners as discoverers of it.

- It reflects the acquisition process that people learn by, i.e. being in contact with the language and using it, then finding rules and applying them to new contexts.

- It encourages learner autonomy. If learners can find out rules for themselves then they are making significant steps towards being independent.

- This kind of task – and the independence it fosters - is stimulating and motivating for many learners. It is very much like solving a puzzle. It brings challenge onto the learning task.

- The action of discovery helps learners remember. Learning becomes more memorable.

- It teaches a very important skill – how to use real/almost-real language to find out the rules about English.

- This approach naturally encourages more communication, as learners need to discuss language together.

At the end of the session, we worked on a sample lesson plan to examine the steps of teaching in the integrated approach and studied how the discover technique could be used.

## SESSION 2: MOTIVATING YOUNG ADULTS

Young adults:
- are autonomous and self-directed;

- are goal oriented;

- are relevancy oriented – they need to know why they are learning something;

- are practical and problem centered (eager to solve problems);

- have sufficient life experience and world knowledge;

- study English for academic and/or professional advancement;

- have other responsibilities (finance, social commitments, families, etc.) and problems (housing, transportation, food, etc.) which may cause insufficient interest and low motivation.

Young adults

- want to be actively involved in whatever they are learning;

- watch others or develop observations about own experience;

- create theories to explain observations;

- use the theories they have created to solve problems and make decisions;

- love challenge;

- like doing activities that are fun (such as songs);

- enjoy games, especially cognitive ones;

- want to be appreciated for their cognitive capacity;

- enjoy topics that are within their interest range.

Teaching can be a frustrating and stressful experience if students are not motivated. Such students tend to cause more problems than the others. These students have a low awareness of the importance of learning a language.

We discussed how to raise their awareness and how increase their motivation. We did some sample activities.
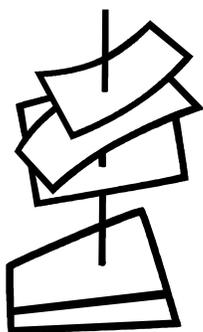
# REFLECTIONS ON 'NICE' TESOL
## or
## TESOL 2008 in New York

**Summarized by**
**Nurdan Gurbuz**
**METU,**
**Faculty of Education,**
**Department of Foreign Language Education,**
**Ankara**

TESOL 2008 in NYC, was at least as colourful and overwhelming as NYC itself. Being a little more experienced from my 1st TESOL experience in Seattle last year, this year I was more picky as I had somehow realised that one cannot make it to all the sessions at the same time. Needless to say, there were lots of good sessions, many of which clashed with one another. Michael McCarthy, David Nunan, Andrew Cohen, Penny Ur, Jack Richards, Suresh Canagarajah were all there to impress those like myself, who have been reading their books and learning from them for ages.

**Opening Plenary: 'Worlds of Practice: In search of community'**
**Suresh Canagarajah**
Although I have been to many interesting sessions, I'd like to comment on three that I remember very well as they appealed to my research interests. 'NICE TESOL', as some preferred to call it, started off on 2 April with Suresh Canagarajah's plenary titled 'Worlds of Practice: In search of community'. Dressed in traditional Sri Lankan clothing, Canagarajah, started, as usual, with his personal story of teaching English in Jaffna, Sri Lanka. His personal and specific examples all had relevant connection to the impact of local varieties and diverse communities of English on global English 'with their own socially situated pedagogical practices'. Canagarajah focused on the possible answers to the following questions as he stated in his abstract: 'How do local communities relate to the wider professional community?' and 'What framework of relationships and values enable a more constructive negotiation of practices and professional discourses in TESOL?' His amusing examples  made the audience

feel that no matter how geographically distant English language practitioners could be from one another, they had a lot in common in terms of dealing with their own variety of the English language and suffering from the difficulties of being in the periphery. It was an inspiring speech focusing on welcoming change and diversity in all geographical locations and practices of TESOL. At one point Canagarajah suggested organising TESOL in another country each year to contribute to its richness and diversity, which sounded very positive but more like wishful thinking to me. It was so pleasant to listen to him as his session was full of right examples, visually appealing materials, best quotes and witty remarks relevant to everyone in the audience, be it a teacher or an academic. Suresh Canagarajah's plenary was truly inspiring for me!

**'Vocabulary Teaching: Ideas from Corpus Linguistics'**
**Michael McCarthy and colleagues**
The next session I was inspired by was an IS (Interest Section) presentation: 'Vocabulary Teaching: Ideas from Corpus Linguistics' presented by Michael McCarthy and his colleagues. Michael McCarthy presented a few more papers on vocabulary and corpus linguistics and I was present in most of them. A leading figure in corpus linguistics, Michael McCarthy showed several examples from CANCODE, the corpus of spoken English and their implications for vocabulary instruction. The other panel members addressed 'aspects of vocabulary and vocabulary instruction relevant to a range of instructional contexts' as they wrote in their session description. In another session titled 'Touchstone: Teaching Fluency in a Digital Age' Michael McCarthy and his co-presenters showed how the corpus-based coursebook *Touchstone* 'brought the outside world into the classroom' and presented Testcrafter, Student Arcade and whiteboard software. Any session by Michael McCarthy is stimulating and thought-provoking and highly recommended to TESOLers, not only because of his inspiring ideas but also because of his being a great presenter who captivates his audience with real and very amusing examples from everyday English.

**'English as a Lingua Franca: Issues and Concerns'**
**Lynn Diaz-Rico, Penny Ur, Lucy Pickering, and Ann Snow**
The last session I would like to mention was a featured event titled 'English as a Lingua Franca: Issues and Concerns' by Lynn Diaz-Rico, Penny Ur, Lucy Pickering, and Ann Snow. Speakers in this panel addressed issues of intelligibility and comprehensibility in English as a Lingua France (ELF) communication, competency in ELF, and ELF and teacher education respectively. Penny Ur's model of ELF speakers as 'fully competent', 'competent' and 'limited' as opposed

**55**

to Kachru's 'inner, expanding and outer circles' was very creative and well-received by the audience. This session summed up the growing literature on ELF and addressed its key issues. It was a great session in terms of both content and presentation as well as the clarity of each speaker's ideas.

In sum, TESOL 2008 was academically thought-provoking and stimulating for me. NYC TESOL was also quite overwhelming, perhaps like any other TESOL convention, because of hundreds of sessions and the two conference venues between which a huge crowd of mostly jetlagged people had to go back and forth several times during the day. Although I prefer much smaller and more focused conferences and events, and TESOL is more like 'TESOLmania' for me, I benefited greatly from the sessions I attended. On a social level, it was also a great opportunity to meet a few people from different parts of the world and come together with Turkish colleagues who I can hardly see in Ankara.

*The next time you go to a conference or workshop,*

take detailed notes
and send these to us
in a format similar to what you are reading on these pages.

In this way, other INGED members can also benefit...

Together we stand...
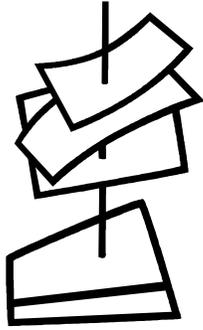
# NOTES FROM
# THE YUCE SCHOOLS:
## The Yearly
## Inservice Training Program

**Summarized by**
**Prof. Dr. Aydan Ersoz**
**INGED President**

The Private Yuce Schools invited me to hold two sessions as a part of their yearly in-service training program. My sessions were sponsored by Oxford University Press. I held the first session on April 4, 2008 and the second session on April 11, 2008. The first session aimed to provide practical activities for the teachers working with students who are between 6 and 10. The second session aimed to provide practical activities for the teachers working with students who are between 10 and 14. You can sample activities from these sessions below.

**SAMPLE ACTIVITY FROM SESSION 1: HUMPTY DUMPTY**

**ACTIVITY 1**
Trace the lines. What can you see?
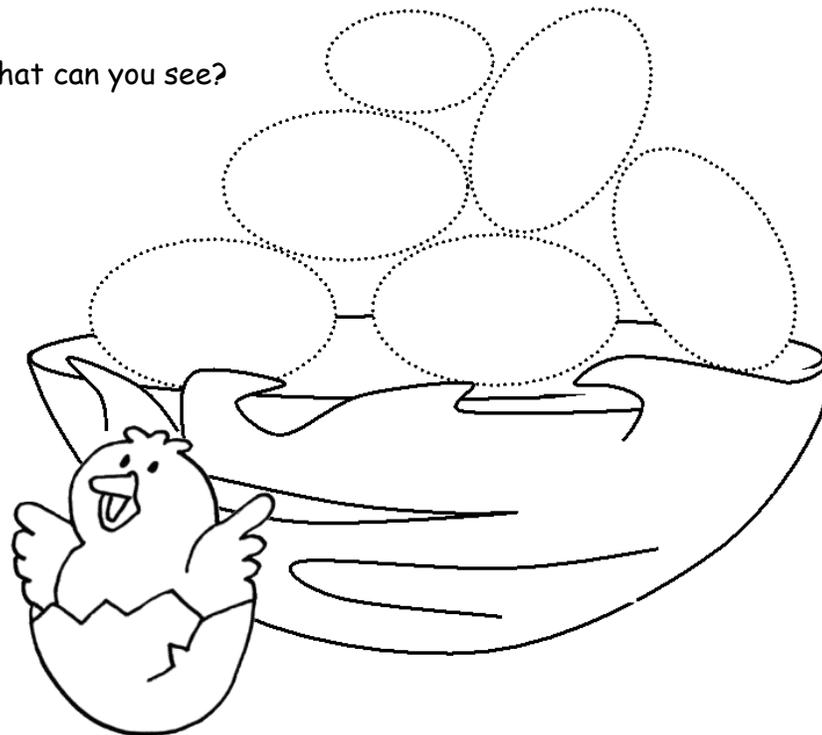
**ACTIVITY 2**

Draw two eyes, a nose and a mouth above the line. Make a face for this egg man. His name is Humpty Dumpty.
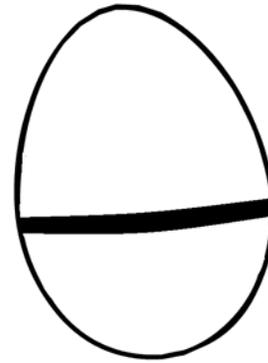
**ACTIVITY 3**

Look at the picture. Show and write THE KING, THE KING'S HORSES, THE KING'S MEN.
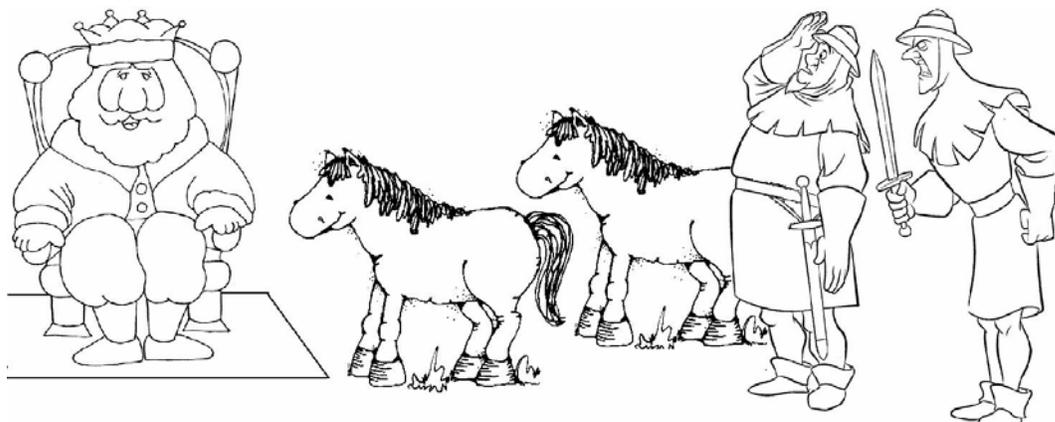
**ACTIVITY 4**

Listen to the story (nursery rhyme) and watch your teacher.
(The teacher says the rhyme and acts it out. The teacher pretends that she sits on a wall, then she falls off the wall. She acts as if she is riding on a horse and she is holding a spear.)

**ACTIVITY 5**

Say the rhyme with your teacher. Act it out.

**ACTIVITY 6**

Say the rhyme with your teacher. Act it out.
(The teacher starts with the slow version of the rhyme, and then she says it faster and faster until students can't follow it.)

**HUMPTY DUMPTY**

Humpty Dumpty sat on a wall.

Humpty Dumpty had a great fall.

All the king's horses and the king's men

Couldn't put Humpty together again.

**ACTIVITY 7**

Make Humpty puppets. (Teacher can use the following figure for the puppet.)

Materials: a piece of cardboard,
crayons or coloured pencils, scissors

1. Draw Humpty Dumpty on the
cardboard.
2. Colour it.
3. Cut it out.
4. Cut the finger holes.
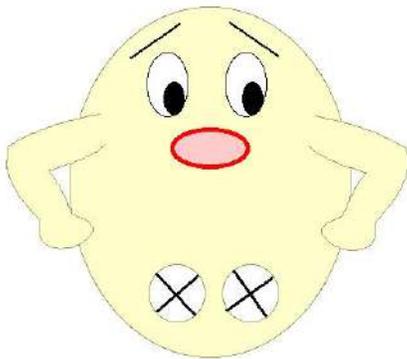
5. Your puppet is ready.
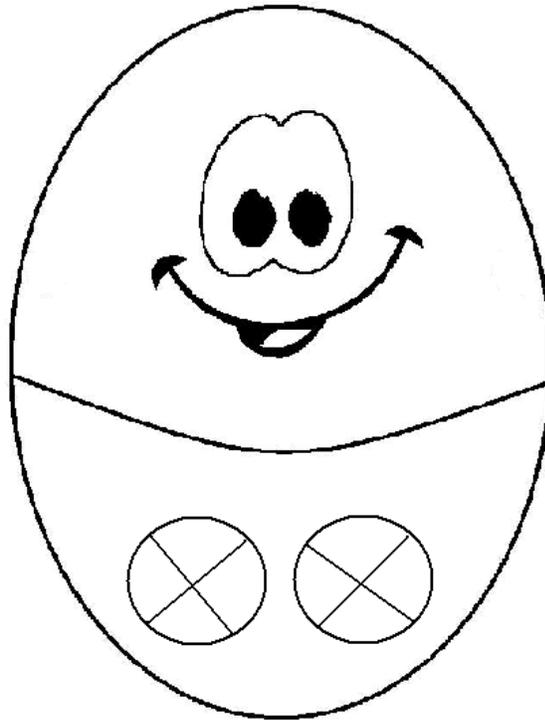
**ACTIVITY 8**

Use your puppets and say the rhyme again.

**ACTIVITY 9**

Take out your crayons or colored pencils. Color the picture (on the following page). Write the names of the characters: Humpty Dumpty/Wall/King's Horse/King's Man.

**ACTIVITY 10**

Put the pictures into their right order. (Pictures on the following page)

Color the picture.
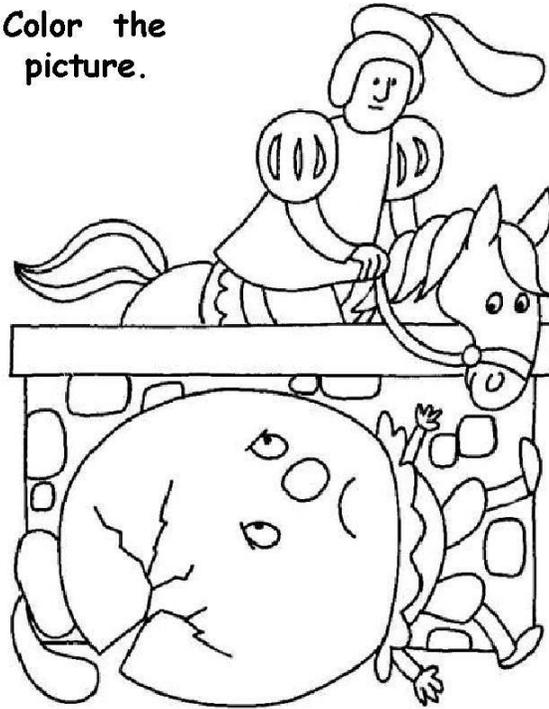


Put the pictures in the right order.

a)



b)



c)



d)



60
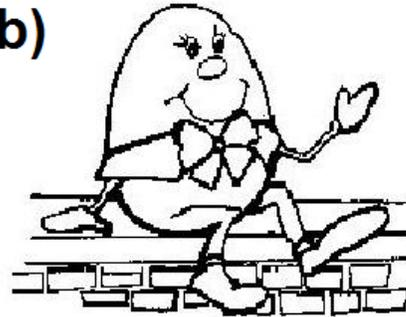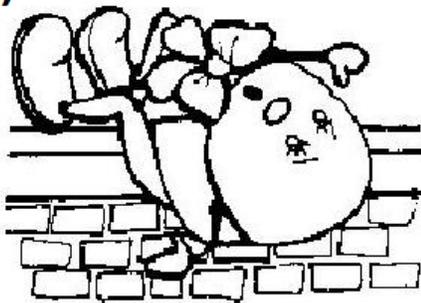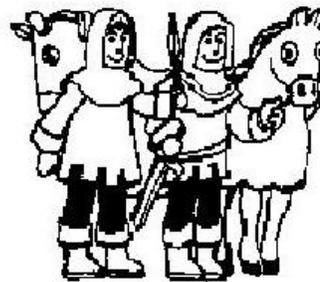
**ACTIVITY 11**

Now write the sentences under the correct pictures.

1) Humpty Dumpty sat on a wall
2) Humpty Dumpty had a great fall
3) All the king's horses and all the king's men ...
4)...  couldn't put Humpty together again.

**ACTIVITY 12**

Cut and paste. Put Humpty together again.
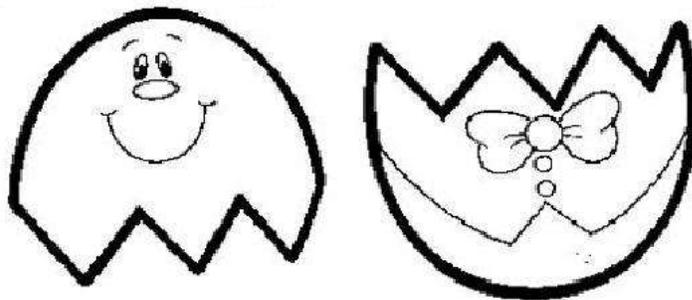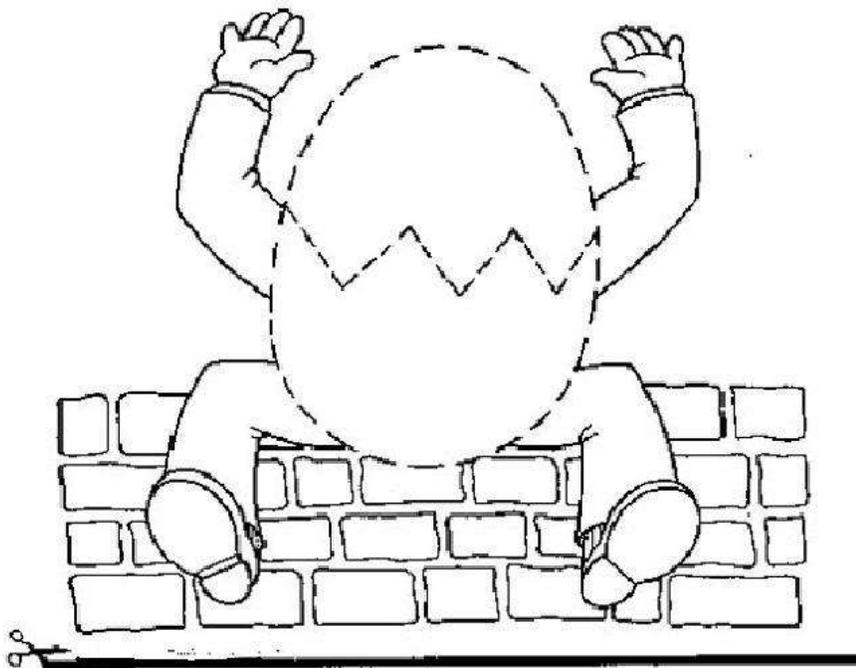
## SAMPLE ACTIVITY FROM SESSION 2: A STORY

**I) Match the following words and pictures. Be careful; there is ONE extra picture.**

| | |
|---|---|
| 1. pig | 5. cola can |
| 2. field | 6. brick |
| 3. house | 7. wolf |
| 4. hamburger box | |
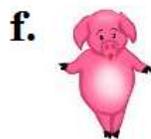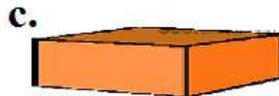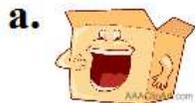


**II) Read the following story. Guess its title.**

   a) Strong Wolf          b) Bad Pigs          c) Three Little Pigs

There are 3 pigs living in a big field ... One day they decide to build their own house. The first pig looks around to see what he can build his house with. He sees hamburger boxes. He uses five hundred thousand hamburger boxes and builds his house out of hamburger boxes! The second pig looks around to see what he can build his house with. He sees cola cans. He uses seven hundred thousand cola cans and builds his house out of cola cans. The third pig is very clever. He uses six hundred thousand bricks and builds his house out of strong bricks. The next day the big bad wolf comes to the first pig's house. "Little pig, little pig, let me in!" says the wolf. "No, no!" says the first pig. "Then I'll blow your house in" says the bad wolf. He huffs and puffs and blows the house in. The first pig runs to the second pig's house. The wolf comes after him. "Little pigs, little pigs, let me in!" says the wolf. "No, no!" say the pigs. "Then I'll blow your house in" says the bad wolf. He huffs and puffs and blows the house in. The first pig and the second pig run to the third pig's house. The wolf comes after them. "Little pigs, little pigs, let me in!" says the wolf. "No, no!" say the pigs. "Then I'll blow your house in" says the bad wolf. He huffs and puffs but cannot blow the house in. He huffs and puffs again but nothing happens. The wolf gets angry and goes away.

**III) Read the story again. Write T (TRUE) or F (FALSE).**

……….1. The first pig uses 500.000 hamburger boxes for his house.

……….2. The second pig uses 170.000 cola cans for his house.

……….3. The big bad wolf cannot blow the cola can house in.

……….4. The third pig uses 600.000 bricks for his house.

……….5. The big bad wolf cannot blow the brick house in.

**IV) Read the story again. Correct the mistakes in the following text.**

The first pig builds his house out of pizza boxes. He uses 500 boxes. The second pig builds his house out of 7000 cola bottles. The third pig builds his house out of 600 bricks.

**V) Look at the following equations. Are they correct?**

1. The first pig uses 200.000 + 200.000 + 200.000 – 100.000 boxes.
2. The second pig uses 35:5 x 100.000 cans.
3. The third pig uses 6 x 100.000 – 50.000 + 10.000 bricks.
4. One brick is 10 cents (100 cents = 1 Euro). The third pig's house is 6.000 Euros.

**VI) Re-write the following in numbers.**

1. three hundred thousand
2. four hundred
3. seven thousand
4. three hundred and fifty thousand
6. four hundred and seventeen
7. seven thousand and two hundred
8. eight thousand, nine hundred and eleven

**VII) Work in groups. Try to solve these problems.**

1. You need a liter of milk but you only have two containers: the smaller one holds 3 liters and the larger holds 5 liters. How can you use these two containers to measure exactly 1 liter of milk?
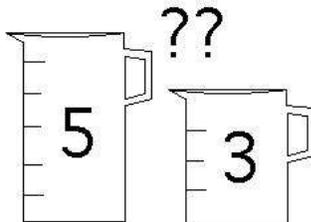


2. How many times can you subtract the number 5 from 25?

3. You are driving a bus from London to Liverpool. In London, 17 people get on the bus. At the next stop, six people get off the bus and nine people get on. At the next stop, two people get off and four get on. At the next stop, 11 people get off and 16 people get on. At the next stop, three people get off and five people get on. At the next stop, six people get off and three get on. You then arrive at Liverpool. How old is the driver?

**VII) Now it's your turn. Solve the problems and complete the following story.**
There are three little rabbits. They want to build a house.

1) The first rabbit wants to build a house of straw. He needs 9 bundles of straw. A bundle of straw is $ 4. How much does he need?

A bundle of straw =

2. The second rabbit wants to build a house of sticks. He needs 12 bundles. A bundle of sticks weighs 5 kilograms. How much will they weigh?

A bundle of sticks =

3) The third rabbit wants to build a house of bricks. He needs 120 bricks for one side. There are 4 sides. How many bricks does he need?

Bricks =
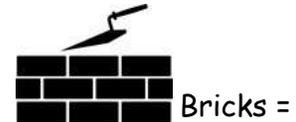
4) The first rabbit works on his house 5 hours every day. He works for 7 days. How many hours does he work?

5) The second rabbit works on his house 6 hours every day. He works for 9 days. How many hours does he work?

6) The third rabbit finishes his house in 88 hours. He works 11 hours every day. How many days does he work?
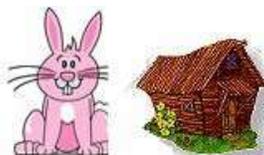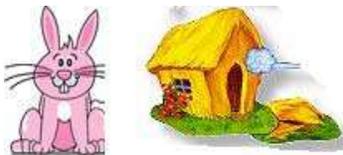
**Answer Key for the problems**:
1. Fill the 3-liter container up with milk and pour into the 5-liter container, you will have room in the 5-liter container for 2 more liters. Fill the 3-liter container up again, pour into the 5-liter container. You will have 1 liter left over in the 3-liter container.

2. Only once, then you are subtracting it from 20.

3. Your age. Remember, you are the bus driver.
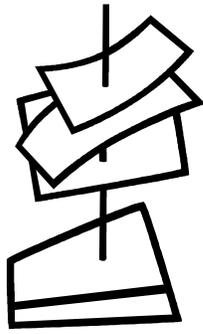
# REFLECTIONS FROM

# THE 42nd
# ANNUAL INTERNATIONAL
# IATEFL CONFERENCE

## Exeter, Britain

**Summarized by**
**K. Sinan Ozmen**
**INGED Board Member**

The 42nd Annual International IATEFL Conference and Exhibition was held in Exeter between the dates 7 and 11 April 2008. As there was no single main theme of the conference, most of the presentations were centered on themes such as ELT management, business English, learner autonomy, learning technologies, teacher development and young learners. Needless to say, the IATEFL conference was again a motivating and refreshing series of events for those who seek new horizons and look for prolific and professional discussions in the field of English language teaching.

If you have attended once, you may possibly know. However, for those who have not participated in any IATEFL conferences yet, this ELT gathering is not only a set of plenary sessions and some concurrent presentations in the far reach of a dark corridor in a faculty building. It is most likely a whole day event beginning with some pre-conference events, stirred by plenary sessions of the prominent figures and academic celebrities of ELT and surrounding you with many surprises like old friends, different kind of activities, tours organized by the hospitable IATEFL staff, and many more. You

65

can see hundreds of people rushing from one room to another in the corridors, selling and buying books in the great exhibition hall, asking the right way to Zoltan Dornyei's plenary session, which can make you feel like a blood cell in the body of the ELT profession.

This year the conference was held with the participation of more than two thousand delegates and three hundred speakers. I should also mention the amazing exhibition hall where all publishing companies exhibited their books and materials. The plenary sessions were given by Zoltan Dörnyei, Alastair Pennycook, Rosa Jinyoung Shim and Radmila Popovic. Dörnyei discussed the hot ELT issue 'Motivation' from a different perspective, aimed at offering a new theoretical framework for SLA research. What he broadly suggested was that if our ideal self is associated with the mastery of an L2, then we can talk about the development of an ideal L2 self, which will be the source of motivation. Pennycook mainly focused on the changing winds of globalization and its possible effects on the understanding of language, language learning and teaching. The major variable of the discussion was the transformation that English had gone through so far and the effect of intercultural interaction in this process.

As well as the concurrent sessions, the IATEFL conference provides the delegates with different genres of presentations such as special interest groups, or as they are traditionally called SIG Events, follow-up discussions of the plenary where participants may find the golden opportunity to ask 'one of the stars' of the conference their questions and finally the symposiums in which a detailed discussion of a specific theme in ELT is materialized, mostly at an academic and theoretical level. In the symposiums, participants may listen to the four or five researchers who have carried out some studies on the same theme such as learner autonomy or critical thinking.

Just to share an example of a symposium presentation, I attended one and have summarized the research-based study done by Cem Balcikanli. In his study, he revealed the perceptions, and perhaps dispositions, of teacher trainees on learner autonomy.

**AUTONOMY SYMPOSIUM**
**FRIDAY 11 APRIL –**
**SESSION 4.1 – 0900-1130**
**Convenor:** Nkechi Christopher
**Presenter:** Cem Balcikanli, INGED Board Member

Cem Balcikanli (Gazi University, Turkey) takes the discussion on student teachers' perceptions of learner autonomy in the Turkish context, but as it relates to these learners' own learning. He wanted to confirm if the learners' active involvement in decisions concerning their own learning support better learning since learning is more focused and purposeful (Little, 1991; Dam, 1995). Student-teachers' perception and experience with learner autonomy is of great importance as it will inevitably determine the extent of the application of learner autonomy principles in their practice. In a study carried out in the ELT Department of Gazi University, Balcikanli administered a questionnaire developed by Camilleri (1997) on 102 student-teachers and interviewed twenty of these student-teachers in five groups. The study findings indicate that student-teachers are extremely positive towards the adoption of learner autonomy principles in teacher training and they believe teachers should adopt learner-centered approaches in teaching EFL. However, the respondents want learners left out of decisions on time, place and methodology of lessons as well as textbook selection, in line with the Turkish educational system. Deriving from other findings, in his study, Balcikanli recommends that teacher educators encourage their students to engage in out-of-class tasks so as to increase independence; involve their students in decision making on teaching process; encourage students to experience the use of strategies through indulgence in strategy training sessions; and use portfolio assessment to provide student-teachers with more insight into the development of practical knowledge, teaching behavior and thought processes.

67

*After the Conference*
Readers interested in the details of the 42nd IATEFL Conference should visit the internet site <http://www.iatefl.org> to download materials about the conference. They could also visit <http://www.britishcouncil.org> for more materials including some of the sessions of this great event. The next, 43rd IATEFL conference will be held in Cardiff, UK, and the plenary speakers have already been announced in their official internet site. For delegate and speaker registration, there is still time. Just a reminder: the early bird eats the worm.

*HOPE TO SEE YOU*
*AT*
*THE ANNUAL CONFERENCE*
*AT*
*ANADOLU UNIVERSITY,*
*ESKISEHIR...*

**The extended deadline**
**for submitting proposals:**
**16 June 2008**
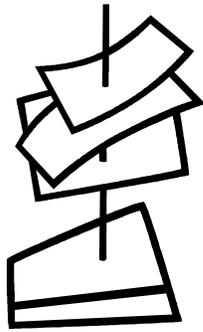
# REFLECTIONS FROM

# THE 42nd
# ANNUAL INTERNATIONAL
# IATEFL CONFERENCE
## Exeter, Britain

**Summarized by**
**Cem Balcikanli**
**INGED Board Member**

**"Motivation and the Vision of Knowing a Second Language"**
**Plenary by Zoltan Dornyei**

I am pretty sure that almost everyone in the field of language learning/teaching will associate "motivation" with one person. I hear what you are saying. YES! Zoltan Dornyei. Mr. Motivation.

On the second day of this big conference, Professor Dornyei, who has been working at University of Nottingham since 1998, gave a remarkable plenary talk which, of course, was about motivation. With the participation of 1200 delegates, he emphasized the fact that everybody who has ever taught or learnt a foreign/second language (L2) knows that motivation plays a vital role in language learning. However, this question arises at this point: What exactly is motivation? By providing a brief history of motivation with vivid slides, he introduced quite a new theory of L2 motivation, the *'L2 Motivational Self System'*, which attempts to combine a number of influential past approaches with the findings of 'self- research' in psychology. Basically, the key component of the new theory is the *'Ideal L2 Self'*, referring to the L2-specific facet of one's 'ideal self', which is the vision-like representation of all the attributes that a person would like to possess, which the majority of the audience highly appreciated.

Zoltan Dornyei's talk was exhilarating because he introduced a new concept to second language learning motivation. The last word is that the talk inevitably led

people to think about the possible applications of this sound theory into their own teaching.

**"Student-teachers' perception of learner autonomy,
and its practicability in Nigeria"
Presented by Nkechi Christopher**

In her talk, Nkechi Christopher presented her findings on "Student-teachers' perception of learner autonomy and its practicability in Nigeria." The study was predicated on certain assumptions:

- that learner autonomy as a relatively new approach to language teaching is not in use in many countries and the group studied were unaware of it;
- that the adoption of learner autonomy style of language teaching will be preceded by an acceptance of its principles and willingness of teachers to shift from the transmission method.

She discovered that the respondents were generally well-disposed to the conceptualization of language learning as a foundation of the principles of learner autonomy. The respondents' level of agreement with learner autonomy principles was appreciable but less so on issues of involving learners in the planning, monitoring and teaching process. Similarly, the respondents rating of the use of some learner autonomy enhancing strategies showed the lowest score in learner involvement in the teaching process. Regarding culture-based findings: more male than female respondents believe that learner autonomy will encourage learner rudeness towards teachers. However, all respondents favour introducing teachers to learner autonomy – more of them preferring it as part of continued professional development than during initial training. This researcher thinks that it is better during the initial training as teachers are more predisposed to learning and because in-service development is not an established culture for all teachers.

## ASSOCIATES DAY

Prior to the beginning of the conference, associate board members were invited to a restaurant in Exeter to get them all to know each other. INGED was represented by K. Sinan Ozmen and Cem Balcikanli. Some of the IATEFL board members made speeches to welcome all the members and to wish a very fruitful conference. Also, some members told funny stories of what they had encountered in their teaching experiences, which was really nice and worth hearing.

On the 7 April, around 70 teacher associations from all over the world came together to discuss the possible problems and solutions to those problems that they have been facing. Over a delicious meal served by IATEFL, association representatives spent a fruitful day by touching upon the common issues and seeking possible remedies.

At the very beginning of the associates' event, President Marion Williams gave a welcoming speech emphasizing the importance of teacher associates in terms of teacher voices and teacher discussion forums where teachers from all the over the world can contribute to their own professional development. She concluded her remarks by showing some photos taken by the representatives of some teacher associations such as IATEFL Hungary, IATEFL Poland, ELTAA Afghanistan, TEA Austria, TESOL Greece, and MATEFL Malta. All these pictures were about the cooperation of the teacher associates to help teachers of English whenever their assistance was required.

After Mrs. Williams' speech, Sara Hannam, Associates' Coordinator, asked all of the participants to state their associations' name and say "Hello!" in their own languages. Right after this activity, she asked if any of the teacher associates would like to put their conference posters on the wall so that everyone can find out about the coming events and conferences. Afterwards, all of the participants were asked to form a group to discuss the following:

1- What are the main problems of your association?
2- What kind of precautions should be taken to sustain membership?
3- Do you have any more suggestions regarding how teachers express their own voices?
4- In order to expand the network of language educators, what should each association perform?

It was a great experience to think and find solutions together with all representatives of teacher associations.
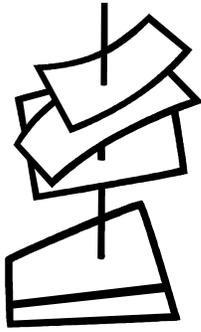
# REFLECTIONS ON
# STEPPING OVER THRESHOLDS:
## Transitions in English Language Learning and Teaching at Cukurova University Centre for Foreign Languages

**Summarized by**
**Prof. Dr. Aydan Ersoz**

Cukurova University, Centre for Foreign Languages held an ELT Conference on 24 - 25 April 2008. The main sponsor was Pearson Longman. The theme of the conference was intended to explore major transitions occurring throughout the process of learning to communicate in a foreign/second language. Focusing on transitions such as moving from high school to university, prep school to faculties, from classroom learning to e-learning, from note-taking to academic writing/reading and so forth, it aimed to link emergent theoretical and research approaches to issues in language education, use of technology in language teaching, language testing, language policy and planning, and other traditional areas of concern.

Since each transition allows a person to communicate with greater complexity and flexibility, the conference organizers thought that a complete understanding of what the learners go through would lead to efficient teaching strategies and practice in ELT.

**Two sessions from the Conference: 1**
**SPOKEN GRAMMAR OR WRITTEN**
**GRAMMAR**
**by Chaz Pugliese**

Biodata: Chaz Pugliese is a teacher and teacher trainer associated with Pilgrims, UK. Chaz works out of Paris, France. Apart from MI, Chaz is interested in task design, creativity and motivation, and spoken grammar.

E-mail: chaz.pugliese@pilgrims.co.uk

**Session:**

Chaz started his session with four sentences. He asked whether these sentences are correct or not and why.

*There were less people at the party last night.*
*My wife and I have been wanting to go to Spain.*
*She's loving her new job.*
*Your 3 minutes is up.*

After getting the answer from the audience, he asserted that these are perfectly acceptable in spoken interaction: educated or un-educated. Corpus studies show that native speakers use such statements commonly.

Spoken and written grammar are different. None should be eliminated; however, focusing on written grammar only won't help our learners to be interactionally and pragmatically competent. Hence, teachers should spare some time for spoken grammar activities.

Chaz then used some activities.

**Oh, and by the way...**

**Level:** Low intermediate and onwards

Ask the students to work in pairs. Tell the 1's to start a conversation about a topic of their choice. Ask the 2's to interrupt the 1's with a gentle clap.

When the 2's clap, the 1's introduce a new subject like so: "By the way... that's a nice blouse." The 2's react by saying something like "Oh thank you. I bought it many years ago".

The 1's then go back to their original subject " as I was …"
Let this run for a few minutes; then invite the pairs to swap roles.

**No, but guess what?**

**Level:** Elementary and onwards

Pair your students off and assign them numbers.

Invite all the 1's to keep asking the 2's questions, relentlessly. Invite the 2's to answer NO forcefully, no matter what the question is.

**73**

Now ask them to change roles: this time it is the 2's who ask the questions and the 1's answer YES enthusiastically.

Next the 1's ask the 2's and the 2's reply No, but, guess what?
E.g. Are you good at playing golf? No, but guess what? I just had my first lesson.

Finally ask the students to swap over. The 2's now ask the questions and the 1's reply "Yes, ... as well."
E.g. are you good at golf? Yes, and I'm good at tennis as well.

**I was telling her...**
**Level:** Elementary and onwards
Have the students stand and mingle. Put some party music on and tell your students that when you clap they have to strike a conversation with their nearest neighbor.

Now explain that when you clap next you want new pairs to form. New partners introduce themselves and report on the conversation they've been having like so: "I was just telling him/her…" or "we were talking about… what were you talking about?"

**Two sessions from the Conference: 2**
**TRIPPING OVER: A CLASH OF TEACHING AIMS**
**Prof. Dr. Aydan Ersoz**

The education system contains four stages of education: preschool, primary school, secondary school (lycee), and university. Primary School is compulsory for 8 years. As a result of the new applications, students take three examinations at the end of 6th, 7th and 8th grades which will place them in different kinds of secondary schools, such as Anatolian Lycees, Vocational Lycees, Normal Lycees, Private Lycees, so on so forth.

The secondary education is for 4 years. Admission to university is centralized and based on the University Entrance Examination (OSS/OYS).

Preschools prepare students for the primary schools; primary schools prepare them for the secondary schools, secondary schools prepare them for university. None of these institutions prepares the students for life. On the contrary, they have negative effects on students.

When the child comes to the system, s/he is creative, productive, imaginative, eager to learn, bright, sharp-witted, curious and inquisitive.
The system gradually and carefully takes care of these qualities. It teaches the child what it believes the child has to know. No questioning is allowed. If the child tries a different way to solve a problem, s/he is punished and taught that there is only one way of getting the correct answer. Memorization is encouraged. Test taking skills are polished. Everything is treated as a multiple choice test.

The last year of the high school (sometimes 2 years) is spared for dershane education. Students don't even come to school. They focus their attention only on the subjects that will be on the university entrance exam. English is not one of those subjects so it is totally

neglected. Even for those who have selected foreign language classes, English is taught through an exam oriented approach.

Students who were trained only to take the university entrance exam trip over when they encounter the high expectations of university instructors.

The exam-oriented approach is associated with control, dominance, rigidity, strictness, formality, memorization, student inactivity and passiveness.

University instructors expect flexibility, autonomy, independence, freedom, versatility, collaboration, cooperation, and an inquisitive mind from their students.

The common teaching method at high schools is the grammar-translation method which emphasizes grammatical structures and treats grammar as if it is uni-dimensional. The focus is only on form, and the other dimensions (meaning/semantics and use/appropriateness) are completely neglected.

University instructors adopt an integrated approach where all aspects of language are interwoven. They expect students to communicate in English successfully and effectively.

The clash of teaching aims of high schools and universities cause a lot of frustration and de-motivation on the part of the learner. Teaching can be a frustrating and stressful experience if students are not motivated.



Students who have low motivation and who are exam-relevancy oriented (is this going to be on the test?) tend to cause more problems than the others. These students have a low awareness of the importance of learning a language.

Often they don't want to be in class. When in class, they display a negative attitude. They are not

happy with the materials, activities or teaching methods. They don't participate. If they are asked to do so, they do it as a drag.

What can be done?

1) Having awareness-raising sessions about what learning a language is, and about the benefits of learning a language at the beginning of the academic year. If necessary, such sessions can be held throughout the year again and again to keep them reminded.

2) Running motivating and fun lessons, and addressing the students' needs and interests.

3) Providing the right level of challenge. Too easy lessons will make students bored, and as a result they can become disruptive. Too difficult lessons will make them feel de-motivated, and as a result they may switch off and become disruptive.

4) Keeping a snappy pace in your lessons, and changing the focus and pace of the lesson regularly. Allowing activities to go on for too long will result in boredom.

5) Being alert to what is happening in your classroom. Getting feedback from the students.

6) Highlighting good work and praising the positive things in the students. Sometimes it may be a good idea to ignore negative things.

7) Trying to increase their autonomy: critical thinking and micro-skill training.

8) Trying to move the focus from exams to learning. Getting rid of the question "Is it going to be on the exam?" Showing that the reward of learning is learning itself.

> ## No worries if you haven't been able to attend an INGED Afternoon...
>
> ## The summaries of the INGED Afternooons are online ...
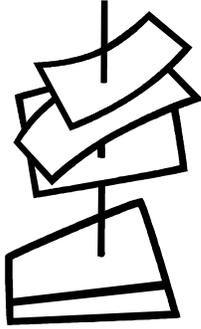
# REFLECTIONS FROM



### Summarized by
### Prof. Dr. Aydan Ersoz

TOBB University held a two-day conference on 2 – 3 May 2008. The aim of the conference was to provide a platform for teacher trainers to get together and share their ideas, knowledge and experiences. Teacher trainers often work for their own institution's in-house training so they have few opportunities to get together with colleagues. This conference aimed to create an opportunity for trainers where to share what they consider to be the best practice for the future of teacher training and development in the tertiary ELT context. Pearson Longman was the main sponsor of the conference.

The conference had plenary sessions, workshops and a panel discussion whose title was **Teachers as Professional Learners.** The panelists were Prof. Dr. Aydan Ersoz (INGED President), Dr. Neslihan Ozkan (INGED Board member) and Beril Yucel (Baskent University).

All panelists talked on specific points for 10-15 minutes. Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan talked about the pre-service training programs.

Prof. Dr. Aydan Ersoz claimed that language teachers should be competent in English, in linguistics and literature, and methodology. English teachers are required to have the ability to use the language in real-life contexts, for both social and professional purposes. To be able to do that, they should have strong language skills. A high level of language proficiency in all of the main skills - speaking, listening, reading, and writing, and sub-skills – pronunciation, vocabulary and syntax of English is required. English teachers should also know linguistics and literature. An important part of successful language teaching is to understand the principles of linguistics and how they relate to the production and comprehension of language. Teachers should be familiar with English literature in order to enhance their own and their learners' language awareness, to analyze and create any text as a product of the dynamic process of creation and reception, and to understand the cultural aspects in language. English teachers should also have pedagogical knowledge and skills, including knowledge about human growth and development, learning theory and language acquisition theory in order to be able to teach.

Dr. Neslihan Ozkan talked about what language teachers should know about methodology. She asserted that teachers should have the necessary theoretical knowledge to understand how learning takes place so that they can facilitate learning by setting the necessary conditions for learning. She highlighted the integrated approach to the teaching of English.

Beril Yucel talked about the in-service aspect of teacher development. She mentioned the importance of professional and personal development of teachers. She talked about forming teacher development units at universities, how such units can be formed and how they can function. She highlighted the importance of professional organizations such as INGED, IATEFL and TESOL, and she explained how being a member of such organizations can prevent teacher burn-out.

After the presentations, the panelists tried to answer the questions of the audience. A number of participants contributed to the panel with valuable opinions and personal experiences.

# ON THE QUALITY TRAIL –
# A SOUND BASIS FOR THE FUTURE OF TEACHER TRAINING

## Summary of a Session: To Train and Plane an English Teacher
## Prof. Dr. Aydan Ersoz

Teacher training is defined as preparation for professional practice through formal courses at colleges or universities. Teacher training is different from teacher development which is more like teacher planning (to plane= to make even or smooth; to balance; to refine or perfect).

This difference can be seen in the following table taken from Woodward.

| TEACHER TRAINING | TEACHER DEVELOPMENT |
|---|---|
| compulsory | non-compulsory |
| required for entry to the profession | voluntary |
| temporary (4 years) | continual (on-going) |
| short term | long term |
| product/certificate weighed | process weighed |
| done with experts (trainers) | done with peers (colleagues) or alone |
| competency based | holistic |
| external agenda | internal agenda |
| skill / technique and knowledge based | awareness based, for personal growth and self-development |
| practice in an artificially created classroom | practice in an actual classroom |
| observation for evaluation | observation for professional development |

(WOODWARD, T. 1992.  Ways of Training. London: Longman)

Among all the teacher training models, the reflective model seems to be the best. In this model, trainees combine two kinds of knowledge- received (theoretical and scientific knowledge) and experiential (knowledge-in-action gained by practice). Trainees are expected to reflect on their own practice. During the micro-teaching stage, peers are encouraged to observe their friend and reflect on his/her teaching. Observation can be in several different forms; journal keeping, self-observation, peer observation, trainer observation, video or audio taping, etc).

Although there are different approaches to reflective model, teachers who adopt the reflective model generally accept that their teaching practices and their motives for those practices should be critically questioned and continually improved.

Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions.

The advantages of this model can be listed as:
· Self-inquiry and self-discovery are extremely effective in changing our attitudes, beliefs, behaviors, and perceptions.
· Critical reflection enables us to take more responsibility for our actions as we examine our practice through reflection and find the aspects that need improvement.
· Critical reflection enables us to develop a quality of professional flexibility.
· Through reflection we can be aware of each and every detail of the classroom teaching.
· Reflection develops consciousness which is more important than experience for teacher development.
· Reflection enables us to learn from ourselves and others through observation.
· Reflective teaching helps us to critically question what we have done and why we have done it, what alternatives are available and what limitations there are; hence, it leads to continual improvement.

Due to some cultural reasons, Turkish teacher trainees usually have some problems when they are observed and given feedback. They feel extremely tense and stresses when they are observed. When they are asked to observe others, they fail to make objective observations; they usually come up with judgmental statements such as "The class was very boring." They think that feedback is criticism. Hence, when they listen to the feedback, they feel

offended and become defensive. They take feedback as personal criticism. They forget the fact that we are giving feedback on the practice not the person.
How can the problems be overcome?

- Critical thinking skills should be improved. Language Courses (such as Grammar, Reading, Speaking etc.) that are offered in the first year can be used to help students develop critical thinking skills.
- Holding at least 50-minute discussions at regular intervals as psychological sessions where students can share their feelings with the group can be highly beneficial.
- We should encourage students to observe and give feedback to their own instructors beginning from the first year of college to familiarize them with the idea of constructive and positive criticism, and teach them the language of criticism.

## ON THE QUALITY TRAIL –
## A SOUND BASIS FOR THE FUTURE OF TEACHER TRAINING

### Summary of a Session: Towards Learner Centered Instruction
### Eve Chambers and Michael Witbeck



Eve Chambers and Michael Witbeck started their workshop with the principles of learner centered teaching.

1. The Balance of Power - Students and teachers share power. Power = Energy
2. The Function of Content –

a) Surface learning: Texts are a flat landscape of facts to be remembered. Language learning consists of learning structures and vocabulary items.

b) Deep learning: Texts are an area dotted with salient features representing principles or arguments around which there are plains of evidence. Language learning requires active communication and exchange of information.

"Rather than as a quantitative change in the amount of knowledge someone possesses, learning should be seen as a qualitative change in a person's way of seeing." Ramsden.

3. The Role of the Teacher – The role of the teacher has changed from being a sage on the stage to being a guide on the side. Teacher acts as a coach, maestro, or guide. The teacher creates the "rope" that links the learners to each other.

4. The Responsibility for Learning - Students must accept the responsibility for their own learning. They need intellectual maturity, learning skills, and awareness to function as autonomous learners.

5. Evaluation Purpose and Processes - In learner-centered teaching, faculty still evaluate and grade student work, but evaluation activities that involve students are included in the process.

Students learn how to assess their own work and participate in the evaluation of work done by their peers. These self- and peer-assessment activities develop skills that independent learners need.

Students should be told in advance what the objectives are and how their attainment of the objectives will be measured.

Grades should be given on the basis of the attainment of specific learning outcomes, not linguistic knowledge.

Teachers should give opportunities for students to participate in grading by doing self and peer evaluation.

After this brief theoretical part, the participants were asked to make groups and discuss the following issues:

How Can Trainers Model These Principles?

1. Equalizing the balance of power
2. Emphasizing content and communicative ability
3. Making the teacher the guide on the side, not the focus of attention
4. Giving students more responsibility for the progression of their learning
5. Increasing learner awareness and involvement in the assessment process

Each group was assigned a different issue and the discussion lasted for about 20 minutes. One spokesperson from each group read their group reports to the rest of the audience.

Eve Chambers and Michael Witbeck finished their workshop with a summary of the group reports.
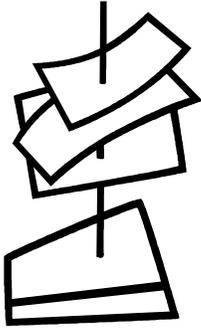
# NOTES ON
# SESSIONS DONE AT
# THE PREPARATORY SCHOOL OF
# ABANT IZZET BAYSAL
# UNIVERSITY, BOLU

**Summarized by**
**Prof. Dr. Aydan Ersoz**
**INGED President**

The Preparatory School of Abant Izzet Baysal University, Bolu held a daily in-service training program which was sponsored by Pearson Longman. I had two presentations on May 6, 2008.

You can find the summaries and photos of these sessions below.



**SESSION 1:**
**TEACHING GRAMMAR**

We started the session with a grammar exercise.

Change the following sentences into passive:

1) Were you writing an essay when the phone rang?
2) I was watching TV when my mother came home.
3) Rita wrote a letter.
4) We have cycled five miles.
5) I ate a hamburger.

The outcomes are grammatically correct but semantically ill-formed and communicatively invalid.

When we teach grammar through segrated approach (also known as language-based approach), we treat it as if it is uni-dimensional; however, it is not. Grammar embodies the three dimensions of morphosyntax (form/usage), semantics (meaning), and pragmatics (use, i.e., appropriateness and function).
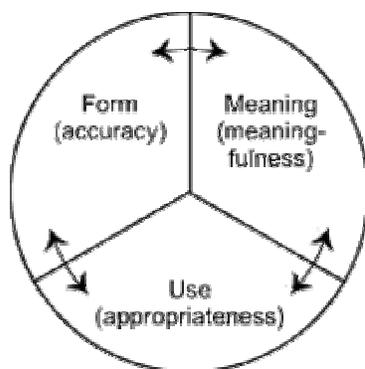


As can be seen in the figure, these dimensions are interdependent; a change in one results in change in another. Despite their interdependence, however, they each offer a unique perspective on grammar.

If we examine the following sentences, we see that the first one is more preferable than the second one.

√ a) This book has been translated into sixteen different languages.
* b) Scholars have translated that book into sixteen different languages.

Note: Generally active voice is preferred in most nonscientific writing situations because it is clearer and simpler. However, there are some situations in which passive voice should be used. If you want to hide or de-emphasize the doer/actor, you should use passive voice. It also produces greater emphasis on the main point of the sentence which you want to focus the attention on. If the subject is too long or complex, you may choose to place the verb before the subject.

Hence, it would be a mistake to teach students grammar only at the sentence and sub-sentence levels. Much of the apparent arbitrariness of grammar disappears when it is viewed in a context, i.e; from a discourse-level perspective.

Traditional grammar activities (such as asking students to repeat models in a mindless way, providing mechanical responses or memorizing rules) are boring and do not necessarily teach grammar.

Using the integrated approach can help us teach language in its real context. The integrated approach exposes learners to authentic language and challenges them to interact naturally in the language.

Integrating the language skills promotes the learning of real content, not just the dissection of language forms. Furthermore, it can be highly motivating to students of all ages and backgrounds.

At the end of the session, we worked on a sample lesson plan to examine the steps of teaching in the integrated approach and studied how the discover technique could be used.



**SESSION 2**
**CLASSROOM INTERACTION AND MANAGEMENT**

Teaching can be a frustrating and stressful experience if students are not motivated. Such students tend to cause more problems than the others. These students have a low awareness of the importance of learning a language. Often they don't want to be in class. When in class, they display a negative attitude. They are not happy with the materials, activities or teaching methods. They don't participate. If they are asked to do so, they do it as a drag.

*"For every person wishing to teach, there are approximately thirty people not wishing to be taught."* (anonymous)

Learners lack motivation. Teachers try to find ways to increase motivation but this brings only short-term relief. They use extrinsic motivators such as grades but these are also used for threatening purposes.

It is a well-known fact that no one can teach a person more than he wants to learn. Therefore, the key element for learning is having the desire and will to learn. Our major responsibility, then, is to increase the passion for learning on the part of the learner, and to nurture his curiosity (which is one of the inborn human characteristics).

Motivation can best be increased by challenging students, attracting their interest and attention. Increasing their success is also effective since success is the strongest intrinsic motivator.

We can increase student motivation by

(a) displaying appropriate teacher behavior;
(b) holding a good teacher-student rapport;
(c) creating a pleasant and supportive classroom atmosphere;
(d) arousing curiosity so that learners can find the learning experience intrinsically pleasant;
(e) setting realistic goals for learners and making curriculum relevant for them;
(f) treating the learners with respect and not patronizing them.

If a problem occurs in the classroom, don't take it personally. Remember that most of the time it is not directed at you. You are simply the nearest target that represents everything that keeps unmotivated people in the class.

When a problem occurs, remain calm and avoid personal confrontation. Losing your temper or shouting at a student will simply make you weaker. Having an argument with a student in front of the other students may cause you to lose your authority. Talking to a student in one to one situation after the lesson will put you in control again and will leave them with something to think about during the lesson.

When you feel that you cannot tolerate the aggression or rudeness and you have a burning desire to warn a student, use statements which focuses on the effect of the behavior on the teaching situation. Example: "When you talk while I talk (a description of the behavior), I have to stop my teaching because I lose my concentration (the effect of this behavior on the teaching situation). This frustrates me (the feeling that it generates)."

**What else?**
- Be prepared. Study what you will teach beforehand. Check any unknown pronunciation, vocabulary and syntax areas. When you are prepared, it shows in your attitude and behavior. Students respect that.
- Be ready to admit that you don't know something (try not to do it very often, though). Students immediately feel your sincerity.
- Believe in yourself. It will be reflected in your posture. Having confidence in yourself will build trust and respect on your students.
- Love and respect your profession. Students immediately understand whether you do something because you have to or because you want to. Enthusiasm is an epidemic and so is the lack of it.

**A Paper from a member**

## Journeying, Storytelling and Spiritual Intelligence

### *Michael Berman,*

# Introduction

Before dealing with what has been called the third form of intelligence, it might be helpful to say a few words about the other two forms – IQ and EQ. IQ Tests were developed by Binet early in the 20th century and were frequently used to assess the potential of children in schools until quite recently. Tests of this type, however, have now fallen into disrepute. All they test is linguistic and logical-mathematical intelligence and this traditional definition of intelligence is now regarded as too narrow. The educational psychologist most responsible for this change of attitude is Howard Gardner, the creator of the Multiple Intelligence Theory.

Gardner's work at the Boston University School of Medicine lead to the identification of eight criteria for the existence of intelligence types: potential isolation by brain damage, the existence of prodigies such as autistic savants, an identifiable set of core operations, a distinctive developmental history along with a definable set of expert end-state performances, an evolutionary history, support from experimental psychological tasks, support from psychometric findings, and susceptibility to an encoding symbol system. (see Gardner, 1983, for further details).

Gardner originally identified seven intelligence types which satisfy the above criteria and our intelligence profiles consist of combinations of the different types: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal – the way we relate to others, and intrapersonal – our ability to self-evaluate.

The term Emotional Intelligence, popularised by Daniel Goleman (1996), covers what Gardner refers to as interpersonal plus intrapersonal intelligence, sub-divided into five domains – knowing your emotions, managing your emotions, motivating yourself, recognizing emotions in others, and handling relationships.

Gardner refers to intelligences as potentials that will or will not be activated, depending upon the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individuals, their families, schoolteachers, and others.

A student who believes that intelligence can be developed is likely to be persistent and adventurous. However, a learner who thinks that ability is fixed, is more likely to get upset when faced with failure as it can only be construed as evidence of inadequate ability. The fluid "theory" of intelligence advocated by Gardner encourages students to stretch themselves.

In his book "Intelligence Reframed" Gardner adds Naturalist Intelligence, our talent for classifying and categorising, to the original Magnificent Seven. He also speculates on the possibility of their being both a spiritual intelligence and an existential intelligence but comes to no definite conclusions. Danah Zohar, however, makes out a convincing case for their being a

Spiritual Intelligence in "Spiritual Intelligence The Ultimate Intelligence" (2000) and the way in which this can be activated in the classroom will be the subject of this article.

Does the fact that we each have a unique profile mean that we should plan individual lessons for everyone in the class to take this into account? Clearly this would be impractical and the solution lies in including material designed to appeal to each of the types in every lesson we give. The table presented below lists classroom activities that cater for the different Intelligence types. However, this classification is clearly subjective and dependent on individual teaching styles. Moreover, it should also be pointed out that a number of the activities cater for more than one Intelligence type and could consequently be placed in more than one category:

It is important to differentiate between the Learning styles referred to in Neuro-Linguistic Programming, the VAKOG model (visual, auditory, kinaesthetic, olfactory, and gustatory), and Intelligence types as the two are often confused. Gardner suggests that it is the decision about how to use one's favoured intelligences that reflects one's preferred style.

It follows on from Gardner's theory that unless we teach multi-modally and cater for all the intelligence types in each of our lessons, we will fail to reach all the learners in the group whichever approach to teaching we adopt. To explain it another way, Goethe said in his prologue to Faust, "Who offers many things will offer some to many a one" and the same can be said of teaching. Another reason for teaching multi-modally is that with high levels of stimulus and challenge there are higher ratios of synapses (connections) to the neurons in the brain. This means more routes for higher order cognitive functioning. The optimal conditions for synaptic growth would include multiple complex connective challenges where, in learning, we are actively engaged in multi-sensory immersion experiences.

MI theory, according to Gardner, is an endorsement of three key propositions:
• We are not all the same.
• We do not all have the same kinds of minds.
• Education works most effectively if these differences are taken into account rather than denied or ignored.

He suggests that the challenge of the next millennium is whether we can make these differences central to teaching and learning or whether we will instead continue to treat everyone in a uniform way. Gardner proposes "individually configured education" – an education that takes individual differences seriously and crafts practices that serve different kinds of minds equally well. It should be pointed out, however, that Gardner himself is not a practising teacher, and it is up to those of us who are to devise ways of putting this into practice.

According to Zohar (2000), SQ (Spiritual Intelligence) can be defined as what we use to develop our longing and capacity for meaning, vision and value. It facilitates a dialogue between reason and emotion, between mind and body. SQ allows us to integrate the intrapersonal and the interpersonal, to transcend the gap between self and other.

There is believed to be a built-in spiritual centre located among neural connections in the temporal lobes of the brain. Evidence to support this hypothesis is based on scans taken with positron emission topography, which that these neural areas light up whenever research subjects are exposed to discussion of spiritual or religious topics. Neurobiologists have now dubbed the area of the temporal lobes concerned with religious or spiritual experience the 'God spot' or the 'God module'.

One of the first people to consider this question was Mandell (1980), who suggested that physiological mechanisms associated with transcendent states are based in a common underlying neurobiological pathway involving the temporal lobe. He identified the hippocampus as 'the focal point for the activities producing transcendent consciousness through the mechanisms that reduce the inhibitory serotonin regulation of temporal lobe limbic function' (Winkelman, 2000, p.132).

Plenty of evidence can be found to support the case for their being a spiritual form of intelligence, for example in McClenon's book:

People who report religious experiences are more likely than others to display enhanced temporal lobe signs, and temporal lobe epilepsy is associated with particular types or religiosity, suggesting that this region of the brain affects religious functioning. Kenneth Dewhurst and A.W. Beard surveyed patients with temporal lobe epilepsy; 38 percent showed particular interest in religion after the onset of their illness compared to 8 percent who showed religious interest before the onset of illness (McClenon, 2002, p.90).

Other researchers in "neurotheology" (using brain imaging techniques to study spiritual contemplatives) have also observed that prayer and meditation can bring about a shift in brain activity associated with such unitive experiences as "the presence of God" and "oneness with the universe" (see Newberg, d'Aquili, & Rause, 2001, pp. 115-116).

The brain's unitive experience emanates from synchronous 40 Hz neural oscillations that travel across the whole brain. According to Zohar, the 40 Hz oscillations are the neural basis of SQ, a third intelligence that places our actions and experience in a larger context of meaning and value, thus rendering them more effective. Everything possesses a degree of proto-consciousness but only certain special structures, like brains, have what is needed to generate full-blown consciousness. In this case, we conscious human beings have our roots at the origin of the universe itself. Our spiritual intelligence grounds us in the wider cosmos, and life has purpose and meaning within the larger context of cosmic evolutionary processes.

The indications of a highly developed SQ listed by Zohar include flexibility, self-awareness, a capacity to face and transcend pain, the ability to be inspired by vision and values, a tendency to see the connections between diverse things, the ability to ask the right questions and to seek "fundamental" answers, and a facility for working against convention. And what becomes apparent when considering this list is how all the indications are qualities that shamans are traditionally believed to possess.

Peggy Ann Wright (1995), working at Lesley College in Cambridge, Massachusetts, studied the link between heightened temporal lobe activity and shamanistic experiences, and found that rhythmic drumming of the sort used in a vast range of spiritual rituals excites the temporal lobes and associated areas of the limbic system. As we have already shown, rhythmic drumming is only one of many ways of accessing conducive states for trancework. Guided visualisation can also be used to excite the temporal lobes and the process can be used in the classroom. In a similar way, every time you introduce a tale starting "once upon a time", you are inviting your audience to transcend their linear concepts of time and space and so enter a light state of trance. Consequently, both guided imagery and story telling can be used in class to facilitate the development of SQ.

The material that follows can form the basis of a lesson that makes use of both story telling and visualisation and is designed to develop SQ. I have used it with adult students of English as a Foreign Language and it deals with the subject of equality:

Some people are so full of self-importance that they set themselves above the rest of us and we are equally to blame because we are prepared to bow down to them and to worship them as if they were Gods. That's what this Native American tale is all about. The Native Americans believe humour is sacred and it is through the use of humour as a teaching tool that this story gets its message across:

# The dogs hold an election

Once a long time ago, the dogs were trying to elect a president. So one of them got up in the big dog convention and said: "I nominate the bulldog for president. He's strong. He can fight."

"But he can't run," said another dog. "What good is a fighter who can't run? He won't catch anybody."

Then another dog got up and said: "I nominate the greyhound, because he can definitely run.

But the other dogs objected: "He can run all right but he can't fight. When he catches up with somebody, what happens then? He gets beaten up, that's what! So all he's good for is running away.

Then an ugly little mongrel jumped up and said: "I nominate that dog for president who smells good underneath his tail."

And immediately an equally ugly mongrel jumped up and yelled: "I second the motion." At once all the dogs started sniffing underneath each other's tails. A big chorus went up:

"Phew, he doesn't smell good under his tail."

"No, neither does this one."

"He's certainly no presidential prospect!"

"No, he's no good, either."

"This one certainly isn't the people's choice."

When you go out for a walk, just watch the dogs. They're still sniffing underneath each other's tails. They're still looking for a good leader, and they still haven't found him.

# Notes for teachers

Pre-Listening: Some people say that all politicians are the same and it doesn't matter very much who you vote for because nothing ever changes. Here's an American Indian story which suggests an alternative way of choosing a suitable candidate! While you're listening, find the answers to these questions:

> Why was the bulldog an unsuitable candidate?
> Why was the greyhound an unsuitable candidate?
> What kind of dog suggested a solution to the problem?
> What was the solution and what do you think of it?

# King Arthur & the order of the round table

A considerable number of initiatory motifs can be found in the literature that, from the twelfth century, gave a leading role to Arthur and the other heroes searching for the Holy Grail. Such romances invariably feature a long eventful quest for marvellous objects, which frequently involves the heroes' entering other worlds. And the fact that such tales were so popular indicates that they must have satisfied a profound need in people at that time, indeed as they still do today (see Eliade, 2003, pp.123-125). Humans can be said to understand themselves, in mythological terms, as having been constituted by events that happened in the primal times. By recollecting these myths and re-enacting them in rituals, or by identifying with the characters in the stories, we can become contemporary with the powerful time of the beginnings once again, and this is what accounts for their appeal (see Doty, 2000, p.97).

# Taking your rightful place at the round table

**SCRIPT FOR THE GUIDE:** (To be read in a gentle trance-inducing voice.)  Make yourself comfortable and close your eyes. Take a few deep breaths to help you relax. Breathe in the light and breathe out all your tightness. Feel the tension disappear stage by stage from the top of your head to the tips of your toes. Let your surroundings fade away as you gradually sink backwards through time and actuality and pass through the gateway of reality into the dreamtime. (When the participants are fully relaxed, begin the next stage.)

Sometimes, like all of us, you probably consider yourself unworthy and can't resist the temptation to compare yourself to others. And perhaps, like me, you went to a school where everyone was given a class position at the end of term and you always came near the bottom. Not to worry because help is close at hand, probably closer than you realize.

You enter the doorway of what appears to be a Cathedral. Your name is being called and you hear a fanfare of trumpets. As if in a dream, you are lead down the central aisle. Smell the incense being burned and listen to the singing of the choir. Each of the stained glass windows in the walls depicts a scene from history – pictures of all the great artists, writers, composers, scientists, politicians, inventors and discoverers. Take a minute of clock time, equal to all the time you need, to study the pictures ….

At the far end you see an enormous round table. All the seats are taken except for one. You look around at the faces and see all the people you've ever admired seated in a circle. Who should be sitting in the empty chair? Perhaps the teacher who used to read out the list of class positions at the end of each term, or the pupil who was always captain of the school team and who never picked you. Wait a minute. The people at the table seem to be pointing in your direction. You look behind you to see who might be there. After all, it can't possibly be you. You're not worthy to be anything more than just an observer. But when you turn around, there's nobody there. You look back at the Round Table, and this time the people there are even calling you by your name. Yes. There's no doubt about it. The final place has been reserved for you. You sit down and join the circle, too stunned to say anything.

You're probably wondering what you are doing here. We all do on our first occasion. You see, we were just like you once, no different. All of us, like you, doubted our worthiness but hid it from the rest of the world. Take a minute of clock time, equal to all the time you need, to ask

yourself why the table is round, then the veil that's obscuring the truth will be lifted and everything will become clear to you …..

We hope that by now you have found the answer. The truth is that all of us are equal, which is why nobody sits at the head. We all have different strengths and weaknesses and we are all unique. Nobody is better or worse, just different. But all of us share one thing in common. Like you we are part of the Great Mystery, the Oneness that gave birth to us. The time has come for you to claim your rightful place too, the place that is your birthright. So take a minute of clock time, equal to all the time you need, to reconnect with that force …..

If ever you should be plagued by self-doubts again, remember this scene. If ever you should feel isolated, then return to this Table. This chair is always yours. Now link hands with everyone present, to complete the circuit between us and to let the current flow. Take a minute of clock time, equal to all the time you need, to appreciate this special moment …..

Now the time has come to return, back to the everyday world waiting for you on the other side. But you return with the recognition of your true worth and this will be with you forever. Never again will you have any cause to doubt your value. So retrace your steps now, back down the aisle, back past the stained glass windows, back, back, through time and actuality, back through the gateway between the two worlds, and back to the place you started from.

Take a deep breath, release it, open your eyes and stretch your arms and legs. Stamp your feet on the ground to make sure you're really back. Welcome home! Take a few minutes in silence to take some notes on the experiences you had on your journeys, which you can then share with the rest of the group/ make a note of in your dream journal.

For the construction of the above script, Houston's The Search for the Beloved (1987) and Grinder & Bandler's Trance Formations (1981) were both found to be of help – the former for providing examples of scripts and the latter for the analysis of the most appropriate forms of language to employ for the purpose. Feinstein and Krippner's Personal Mythology (1988) also contains examples of guided visualisations. However, their references to meetings with an "Inner Shaman" could be regarded as offensive by shamanic practitioners, as could the use of the word "fantasy" to describe what takes place as it could be said to belittle the process. Moreover, the language of the recommended scripts is what one would expect to hear when undergoing clinical hypnosis and lacks for me a certain magic, as can be seen from the following sample:

Prepare to return to your waking consciousness. Counting from five back to one, you will be able to recall all you need of this experience. When you hear the number 1, you will feel alert, relaxed, and refreshed, as if waking from a wonderful nap. FIVE, move your fingers and toes. FOUR, stretch your shoulders, neck, and face muscles. THREE, take a deep breath. TWO, bring your attention back into the room. ONE, open your eyes, feeling refreshed, alert, and fully competent to meet the requirements of your day (Feinstein and Krippner, 1988, p.50).

The importance of ritual includes the fact that it can put us back in touch with our origins and help us to appreciate the way in which all life is connected. Christianity, Islam, and Judaism all remind us of our specialness in the scheme of things. The consequence of this is that we have forgotten we are part of the system and instead we act as if we are above it (see Allen, 2000, p.56).

# Notes for teachers

You can start with a brainstorming session to find out how much the learners already know about King Arthur and The Round Table before going into the visualisation. The students can then get together in small groups to talk about the experiences they had on their journeys.

While monitoring the groupwork, the teacher can make a note of effective language used as well as any errors that crop up on an OHT, which can then be dealt with at the end of the session. Start by going through the effective language use to provide "positive strokes" and then go through the errors, giving the learners the opportunity to self-correct if possible.

# Parts of the body

Listen to the story and then decide what the moral is. If you don't like the suggestions given, find a moral of your own!

a. You can't live without food and water.
b. People need people.
c. Strikes serve no useful purpose.
d. When people work together, disagreements are inevitable.
e. The way to a man's heart is through his stomach.

One day all the Limbs of the Body, the Arms and Legs, got together and complained to the Stomach: "We're sick and tired of doing all the work while you just eat everything we collect without paying for it and we've decided to go on strike." So the Feet refused to walk, the Hands stopped holding things, the Eyes avoided seeing, the Ears became deaf, the Nose stopped smelling and the Tongue refused to taste.

The Stomach was most upset because he couldn't get food from anywhere and didn't know what to do. Sometimes the best thing in such situations is to do nothing and that's exactly what the Stomach did. He just lay down patiently and waited.

He didn't have to wait very long because the Arms and the Legs quickly lost all their strength. The Hands began to shake and the Feet began to tremble. The Eyes began to cry, the Ears started to ring like bells, the Nose began to run and the Tongue was as dry as a bone.

When the Stomach saw they had suffered enough, he began to speak: "Now you can see how foolish you've been. I digested the food you gave me to produce the energy you need to function."

When the Limbs heard these words, they felt very ashamed of their actions. "You're right. We've been very stupid. We need you as much as you need us and we'll never make the mistake of complaining again. We promise. You can be sure we've learnt our lesson!"

# Notes for teachers

As a lead-in to the story, you could start with an alphabet game. The aim is for each student to repeat the previous student's list and add a body part of their own, starting with the next letter of the alphabet!

> I've got an arm.
> I've got an arm and a bottom.
> I've got an arm, a bottom and a chest.
> I've got an arm, a bottom, a chest and some digits etc.

Possible answers: eyes/feet/gall bladder/hair or hips/index finger/jaw/knees/legs/mouth/nose/ovaries or organs of speech/pores or a palate/egre or a quirk/ribs or retinas/shoulders or shins/toes or thighs/unmentionable parts/varicose veins/wrist or a waist/x-ray vision/zap or a zit.

Write the following words on pieces of paper and give them out to the learners before they listen to the text: limbs/body/arms/legs/stomach/feet/hands/eyes/ears/nose/tongue. Tell the class you're going to read a story to them and every time they hear the word that is written on their slip of paper, they stand up and sit down again. This activity is ideal for the kinaesthetic learners as it gives them an opportunity to stretch their legs and listening for the words to come up in the story helps to hold the learners' attention during the while-listening stage.

As a post-listening activity, invite the students to work in small groups to produce dialogues between different parts of the body, which they can present to the rest of the class. It should be apparent which parts of the body are speaking without having to mention them by name. The rest of the class can be asked to work out who's speaking to whom while listening to the presentations as a means of holding their attention.

'In shamanism [the notion of interdependence] is the idea of the kinship of all life, the recognition that nothing can exist in and of itself without being in relationship to other things, and therefore that it is insane for us to consider ourselves as essentially unrelated parts of the whole Earth' (Halifax in Nicholson, (comp.), 1987, p.220)

As Zohar herself points out, it is important to emphasise that a mere sense of the spiritual does not guarantee that we can use it creatively in our lives. To have high SQ is to be able to use the spiritual to bring greater context and meaning to living a richer and more meaningful life, to achieve a sense of personal wholeness, purpose and direction (4200 words).

# Bibliography

Allen, B. (2000) Last of the Medicine Men, London: BBC Worldwide Ltd.

Berman, M. (2000) The Power of Metaphor, Carmarthen: Crown House.

Berman, M., (2002 2nd Edition) A Multiple Intelligences Road to an ELT Classroom, Carmarthen: Crown House (first published 1998).

Berman, M. (2001a) ELT through Multiple Intelligences, London: NetLearnpublications.com

Berman, M. (2001b) Intelligence Reframed for ELT, London: The Golem Press.

Berman, M. (2005) The Shaman & the Storyteller, Powys: Superscript.

Binet, M & Thomas, S. (1912) Development of Intelligence in Children, Ayer Co Pub.

Doty, W.G. (2000 2nd edition) Mythogrophy: The study of myths and rituals, Tuscaloosa, Alabama: University of Alabama Press.

Eliade, M. (2003) Rites and Symbols of Initiation, Putnam, Connecticut: Spring Publications (originally published by Harper Bros., New York, 1958).

Feinstein, D., & Krippner, S. (1988) Personal Mythology: The Psychology of Your Evolving Self, Los Angeles: Jeremy P. Tarcher, Inc.

Gardner, H. (1983) Frames of Mind, New York: Basic Books.

Gardner, H. (1993) Multiple Intelligences – The Theory in Practice, New York: Basic Books.

Gardner, H. (1999) Intelligence Reframed, New York: Basic Books.

Goleman, D. (1996) Emotional Intelligence, UK: Bloomsbury.

Grinder, J. & Bandler, R. (1981) Trance Formations, Utah: Real People Press.

Houston J. (1987a) The Search for the Beloved, Los Angeles: Tarcher.

Mandell, A. (1980) Toward a psychobiology of transcendence: God in the brain. In The psychobiology of consciousness, ed. D. Davidson and R. Davidson. New York: Plenum Press.

McClenon, J., (2002) Wondrous Healing: Shamanism, Human Evolution, and the Origin of Religion, Illinois: Northern Illinois University Press / Dekalb.

Newberg, A., d'Aquili, E., & Rause, V. (2001). Why God won't go away: Brain science and the biology of belief. New York: Ballantine.

Nicholoson, S. (ed.) (1987) Shamanism. An Expanded View of Reality, Wheaton: The Theosophical Publishing House.

Rutherford, W. (1986) Shamanism: the foundations of magic, Wellingborough Northamptonshire: The Aquarius Press.

Salovey, P et al (2004) Emotional Intelligence: Key Readings on the Mayer and Salovey Model, USA: National Professional Resources Inc.

Winkelman, M. (2000) Shamanism: The Neural Ecology of Consciousness and Healing, Westport, Connecticut: Bergin & Garvey.

Wright, P.A. (1995) 'The Interconnectivity of Mind, Brain, and Bahavior in Altered States of Consciousness: Focus on Shamanism', Alternative Therapies, 1, No.3, pp.50-55.

Zohar, H., & Marshall, I. (2000) Spiritual Intelligence The Ultimate Intelligence, London: Bloomsbury.

**Now Available!**

'The Shaman and the Storyteller' by Michael Berman with an Introduction by Jonathan Horwitz
from the Scandinavian Centre for Shamanic Studies
Price: £12  ISBN: 0954291379  www.amazon.co.uk
10% of all the Royalties will be donated to the Scandinavian Centre for Shamanic Studies to set up a scholarship fund.

# THE VOICE & STORY OF AN inged MEMBER

Dear Colleagues,

A letter from our colleague Nukhet Yavuz tells us that she was tied to her bed due to a health problem but she is well on the way to complete recovery. She kindly shared the poems she wrote... So here are some of them for your enjoyment...

**Birds-2-**
She had always been aware of the birds.
Birds that entered her dream
That were on and in her hands.
Birds that made her smile.
She saw them again above the bed
When she was unable to move-
To make another step-
And to gain another smile.
They were singing again at dawn
Before again  everything was born . . .

**Self Awareness**
She waited.
Had been waiting for so long for the right one.
She looked at  him straight in the eye.
Embarrassed she was of her soul.
She smiled to herself as she thought of the moments of release, power, faith and inner self
As she became aware of herself…

**Naivity pays**

Loneliness is the price for lost chances
Gained happiness is only shortlived
Soul is torturing itself after neurotic pain
Brain seizes for liquid fluids never attained
Body cant stand still after a certain step
One look at the picture and the eye is lost
Memories are fading as time passes
He cant follow by the slow step
And still
Naivity pays


**White**

White was the colour she was wearing as she was entering the hall
Unknown of the things to become,
Of the things to live.
White was the colour they were wearing as they were operating on her
Like angels operating on a soul
Repairing it and giving it new lively spirit
White was the colour she was dreaming of again as he was entering the hall
And kissing her parents hands …

# NEWS FROM THE MINISTRY OF EDUCATION

## GENERAL INFO ABOUT MEB MAHALLI SEMINARS
### Compiled by Nazan Ozcinar
### MEB Coordinator for INGED

**MEB Teacher Training Seminars/Mahalli Seminars**
These are five-day seminars run jointly with the British Council and a number of institutions, including Sabanci University and Maltepe University. All institutions who are INGED members and who have teacher trainer resources can be involved in these seminars. The seminars focus on the delivery of a week-long program approved by the MEB.

**Aims of the Seminars:**
**For the participants:**
• To raise participants' awareness and knowledge of current ELT methodology with a focus on teaching and learning.
• To show ways of implementing effective teaching methodology in one's own teaching practices and in the exploitation of course books.
• To give participants an opportunity to reflect on their own teaching.
• To exchange educational experiences, ideas and findings.
• To create opportunities for participants to follow the latest developments in English language education and to promote self-development in teaching and learning.

**For the Ministry:**
• To help develop English language education by using contemporary research methods and techniques.
• To support and develop the knowledge, practical training skills and expertise of 'formators' (MEB trainers) to create a network of competent trainers within the MEB.
• To encourage English Language teachers to form a network to carry the training forward and share examples of best practice within the MEB system after the seminar.

**Participant Profile**
The program is designed for English language teachers at primary and secondary schools, including science/Anatolian high schools. The teachers are selected by

the MEB In-service Program and their attendance at the course is compulsory. All participants, from less experienced to the most experienced, attend the same training course. The number of participants may vary from 14 to 100. The number depends on the number of teachers working in the area.

**Trainer Profile**

Trainers come from a variety of institutions and may be the same or different every year depending on the institutions who take part in the training as well as the interest expressed within an institution. Trainers are carefully chosen with the aim of serving as a guide to the formators; to support and help develop their training knowledge and skills so that they can further support the development of teachers in their own areas. In each Mahalli Seminar, there are usually two trainers working jointly with the formators sent by the MEB. The trainers need contact the formators prior to the seminar to get prepared for the week.

**Formator Profile**

Formators are teachers who act as trainers for the MEB. They complete a two-week summer (in total 3 weeks) trainer training program run by the British Council. Their aim is to work very closely with the trainers in order to implement what they have learned over the summer course. As some formators are inexperienced, they may want to focus only on the practical aspects of sessions where they feel more confident. It is therefore important for the trainers to support them as best as they can in helping them to meet the needs of the program and the participants.

**Before the Seminar**

There is a lot of preparation involved before the seminar actually takes place. It is expected that the trainers will contact Inci Celtik from the MEB to confirm the 'ogretmen evi' (teachers' hostel) and request to stay in a single room. They also need to liaise closely with the formators deciding on the distribution of the sessions. Formators (usually 2) are expected to deliver at least 4 sessions in total. All trainers should ensure that all their photocopying is done before the seminar because there is no guarantee that the ogretmen evi will give access to computer or photocopy facilities. The trainers also need to find out what equipment each "ogretmen evi" can provide for them, e.g, projectors, OHT etc. The Ministry will provide an approximate number of participants before the seminar but trainers need to be prepared for any changes. The trainers and the formators need to plan the program and all sessions before arriving at the seminar location and send the final program to be to Nazan Ozcinar with all trainer and formator names so that she can send them to Inci Celtik.

**The Seminar**
Trainers and formators are kindly asked to arrive at their destination one day before the seminar so that they can meet the local coordinator, the director of the ogretmen evi and the formators. The sessions are carried out in the ogretmen evi but in cases where this may not be feasible, the director will find an alternative place.

The seminar program has been jointly agreed on by the MEB, the BC and INGED, at the planning meeting in Ankara, which all involved institutions attended. All trainers are therefore asked to keep to the scheduled plan as best as possible for ease of standardization. They can have some flexibility with the times of the sessions and lunch breaks according to the wishes of the participants but they are required to cover all core subjects and follow the objectives given to them prior to the course. The most important thing is to be flexible when possible because there will be last minute changes. Also flexibility on the first day is required when the opening ceremony takes place. It is essential for each session to contain both some theoretical information (principles rather than heavy theory) and also practical knowledge which will allow participants to adapt the ideas to their own course books written by the MEB and to their teaching.

**After the Seminar**
Along with the weekly program and course objectives, the trainers will be provided with a set of feedback forms in Turkish to be given to the participants on the last day. All feedback forms are returned to Nazan Ozcinar.

**Accommodation**
Trainers and formators will receive a 'gorevli' letter from the Ministry before the seminar, giving them the opportunity to stay in the ogretmen evi. With this letter, they will only be asked to pay the same amount as a MEB teacher. In some ogretmen evi, breakfast, lunch and dinner are also provided.

**Expenses**
Room rates and other expenses at ogretmen evi are very low.

**Contact Details**
**The INGED contact person is Nazan Ozcinar:** nazano@sabanciuniv.edu
Cell: 0543 493 32 55; Work: 0216 483 91 65; Fax: 0216 483 91 40

**The MEB contact person is Inci Celtik:** inciceltik@meb.gov.tr
Cell: 0533 632 68 28; Work: 0312 213 03 94  or  0312 413 38 92

**Summary of the meeting**
**held at the British Council Office in Ankara on 26 April 2008**
**by Nazan Ozcinar**

There were 23 people present at the meeting; INGED (1), Sabanci University (5), Maltepe University (1), formateurs (12) and MEB representatives (4) (Ahmet Bey, Ibrahim Bey, Zeynep Hanim, Guzin Hanim and Inci Hanim).

The meeting started with Ahmet Bey from MEB thanking the British Council and talking about the new online course that they are running with BC. Also, he thanked all the universities and the formateurs for all their efforts in these seminars. Then, Ibrahim Bey talked about the shortcomings of English language teaching in Turkey.

Following the talks,teachers gave comments on last year's seminars:
· The participants at these seminars wish to have English courses so that they can improve their level of English
· In some places such as Burdur, the level of the participants was very good.
· The participant profiles vary in every seminar; sometimes they are very experienced and sometimes they are not.
· The needs of the participants should be detemined prior to the seminars. This could be done by inviting teachers to tick sessions they would like to have during the seminar on a provided list.
· Integrated skills could be taken out from the program because the skills sessions already focus  on all skills.
· It is better to do the session on professional development on the first or the second day rather than at the end of the week.
· A contact person from each place could be selected to send to all trainers and formateurs the adapted program that they have created.
· The core program should be folowed but  the trainers should also have some flexibility to meet the needs of the participants.

Finally, from 12:00 to 12:50, the teachers formed their groups to plan their seminar programs. After the planning, teachers were kindly invited to have lunch at *Sicilies* in Karum sponsored by the BC. Thank you Seda and the British Council for all your organisation.

I would like to thank all those who participated for this very productive meeting. Now, each team will contact each other and make all the necessary preparations before they go to their venues.

**Reflections on**
**The Symposium by the General Directorate of Primary Education,**
**Ministry of Education on May 21, 22 and 23, 2008**
**by**
**Prof. Dr. Aydan Ersoz**

The General Directorate of Primary Education, Ministry of Education held a series of workshops to evaluate the new primary education programs and coursebooks and to share the results with the secondary education on May 21, 22 and 23, 2008 in Baskent Ogretmenevi, Ankara.



Our association was represented by Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan, who were also members of the program and coursebooks commission. The English group had representatives of primary school students, teachers, school directors, the Board of Education, testing office, psychological counseling office, and academics. First, the group listened to the oral presentations of these representatives. Then they worked on the results of the written evaluation forms filled in by English teachers in 81 cities.

On the second day, Prof. Dr. Aydan Ersoz made four detailed presentations on the philosophy of the new program and coursebooks, and how they should be implemented. All group members expressed their opinions on these presentations. The suggestions were all recorded.

On the third day, the group finalized their report, and Prof. Dr. Aydan Ersoz presented this report orally to all the other groups (Social Sciences, Science, Music, Physical Education, Visual Arts, Mathematics, and Hayat Bilgisi) on a panel.

The written report is to be finalized in a weeks time to be presented to the Directorate. The summary of the results of the English Study Group can be listed as:

The oral and written feedback shows that the new program and coursebooks have reached their goal. Students learn better and more effectively. They have developed a positive attitude to learning English and they are more motivated.

However, in order to increase the success of the new program and coursebooks even more,

a) the Ministry should hold more inservice teacher training programs,
b) the programs and coursebooks should be revised to get rid of some mistakes, although they are minor,
c) special coursebooks should be written to meet the needs of the handicapped learners,
d) the learning outcomes in the program should be written in a more practical way to help the teachers and coursebook writers,
e) the teacher's book should be revised to add more detailed explanations and sample lesson plans for teachers,
f) the workbook should cover some sample tests to prepare learners for the exams given nationwide.

# From Affiliate Newsletters

## USEFUL SOURCES

The following sources were compiled by Rita Deyoe-Chiullan, editor of TEXTESOL-V and first appeared in TEXTESOL-V Winter Newsletter 2008

**Favorite Textbooks for ESL and Bilingual Professionals by Rita Deyoe-Chiullan**

Herrera, S., Murray, K. & Cabral, R. (2007). Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students.ISBN 0205492711 Sufficient depth regarding assessment and evaluation, current issues well-addressed in a manner sensitive to learners' needs.

Ovando, C., Combs, M. & Collier, V. (2006). Bilingual & ESL Classrooms: Teaching in Multicultural Contexts, 4th ed. New York: McGraw-Hill. ISBN0072982365 The new classic text.

Saville-Troike, M. (2005). Introducing Second Language Acquisition. New York: Cambridge University Press. ISBN 0521794072 A clear, practical introduction to key issues and concepts in second language acquisition and my favorite linguistics text since her 1974 classic!

**Websites for ESL and Bilingual Education Professionals by Rita Deyoe-Chiullan**

Stephen Krashen's website http://www.sdkrashen.com

Jim Cummins' website http://www.iteachilearn.com

Colorín Colorado! Differences between Spanish and English (attempts to explain contrasts) http://www.colorincolorado.org/educators/background/capitalizing

Reading Rockets: Launching Young Readers http://www.readingrockets.org

LDonline: Website on learning disabilities and ADHD http://www.ldonline.org

Education Week keeps you current on important issues. Links to executive summaries or reports can often be downloaded as pdfs. http://www.edweek.org

Larry Ferlazzo's online resources for ESL teachers are voluminous, frequent, overwhelming... http://larryferlazzo.com/english.html (website) http://larryferlazzo.edublogs.org/ (blog/newsletter).

TESOL's Tapestry critiques original research on language acquistion and teaching children learning ESL and provides a bibliography of research studies and teaching resources supporting the research. http://www.tesol.org/s_tesol/cat_tapestry.asp?CID=1585&DID=8732.

The Center for Applied Linguistics http://www.cal.org/

# From Affiliate Newsletters

## Book Review

by

### Frances Le Grand

This review first appeared in

*LaTESOL Newsletter,* Winter 2008, Vol.28, No.1 and is reprinted with the permission of the author

**Tuning In:  Listening and Speaking in the Read World**
**by Carol Numrich**

**Published by Pearson Education, 2006**
**Single textbook, not part of a series**
**Intermediate level**
**Higher Education**

This pronunciation textbook is divided into ten units arranged by interest topics such as Safety, Love, Volunteering, and Cooking Tips. Each unit employs a listening genre (i.e. monologue, radio ad, or storytelling) with the focus on grammar, function, and pronunciation. The three listening texts included in each unit are accompanied by six skill sections reported by the author to duplicate real-world situations. The student textbook must be used with two audio CDs, not included with purchase of the textbook. There is no teacher's edition available, but an answer key can be purchased.

Each unit begins with an image as a warm-up. Discussion questions follow to spur spontaneous conversation about the topic.The first skill is the **Vocabulary Preview**, and a variety of exercises are given to help students discover the meanings of new words. For example, one unit has drawings of the items which must be matched with the words below. Another gives dictionary-style definitions of the words with cloze activities. Some of the vocabulary include phrasal verbs or colloquialisms, all helpful for everyday casual conversations.

The **Listening for Main Ideas** section provides the first exposure to the main listening text. Students must only listen for the main idea of the text with only one or two questions to answer. In **Listening for Details**, the students hear the text again and answer detailed questions which may come in the form of multiple choice, cloze, or true/false. The **Listening for Inference** section uses excerpts from the text to interpret the speakers' intentions, feelings, or perspectives.

In the **Discussion** section, open-ended questions are provided to help spark discussion on the topic. For example, one discussion begins with "What are the advantages and disadvantages of Internet dating?" Truly effective listening and speaking activities which are pertinent and engaging to a classroom of students are hard to find. And while some of the Discussion questions may not meet these criteria (questions like "Did you like the text?" are commonplace throughout the book), some **Discussion** questions such as: "Is working on a farm the American dream?" or "Will there be more or fewer women soldiers in the future?" should elicit more effective responses. Each unit also includes a small section on language usage. In **Looking at Language** students focus on the language used in the section: metaphors, listener feedback, or grammar topics.

A unit wrap-up follows the conclusion of the third listening text. In the **Synthesis** section, students are encouraged to work in groups to "combine, compare and contrast, or examine" the three listening texts. In the **Analysis** section, students study the listening genre explored in the unit. Comparing the three texts again, students must draw conclusions about the purposes or effects of the genre. Finally, the **Creation** section invites students to create their own texts similar to those studied. For example, students may create an oral history, write cooking tips, or invent a fable. The author suggests that teachers record these texts to share with the class.

It is refreshing to find creative productive exercises in the listening and speaking text. Students are able to show more artistic talents through these writing activities.

The author of _Tuning In_ should be applauded for the variety of discourses she incorporates including unique listening opportunities such as storytelling and oral histories. Students will enjoy the diversity of texts. The book also includes opportunities for students to produce unique texts of their own.

I plan on trying this book in my IEP classroom!

*News from* iatefl

The International Association of Teachers of English as a Foreign Language (IATEFL) was founded in 1967 to identify the needs of teachers from a wide range of educational contexts across the world, and to provide opportunities for them to share and benefit from each other's practical classroom experiences. Presently, the number of members is 3500 members worldwide, many through our Wider Membership Scheme.

**INGED's IATEFL Contact Person:**
**Prof. Dr. Birsen Tutunis**
**(tutunisster@gmail.com).**
**She will be very happy to help you.**

👁

**The 43rd Annual International IATEFL Conference and Exhibition**
**in Cardiff,**
**31 March - 4 April 2009**

**Plenary speakers:**
Claudia Ferradas
Bonny Norton
Marc Prensky
Fauzia Shamim
Elana Shohamy

Details of IATEFL's next conference are now available at
**http://www.iatefl.org/content/conferences/index.php**

The preliminary conference brochure will be posted to all members at the end of June.

The speaker proposal deadline is 22 September 2008 and registration forms are now available to download, or you can register online.

**The sessions you will find on the Exeter Online website include:**

Alastair Pennycook's opening plenary - 'Changing Global ELT Practices'

The British Council panel discussion - 'Debating frameworks for diversity and equal opportunity in ELT'

The final plenary session by Radmila Popovic - 'Forging peace through ELT: utopia or reality?'

**Also:**

Margit Szesztay - 'Using visuals creatively'

Jennifer Uhler & Jeffrey Mattison - 'Interactive group blogging: teacher reflection, global connections'

Janice Bland - 'Choosing literary texts for critical literacy in language education'

Graham Stanley - 'Tales of mystery and imagination: teenage learners and second life'

Zarina Subhan-Brewer - 'From the language of colonialism to that of conflict mitigation?'

John Wells & Gerald Kelly - 'Is it time to lay R.P. to rest?'

Susan Barduhn - 'What keeps teachers going? What keeps teachers developing?'

Gary Motteram - 'Sociocultural language teacher education'

Anna Gorevanova - 'Encouraging learner autonomy: the SOLC experience'

Ian McMaster - 'So who can't you understand and why?'

Barry Tomalin - 'How to teach culture?'

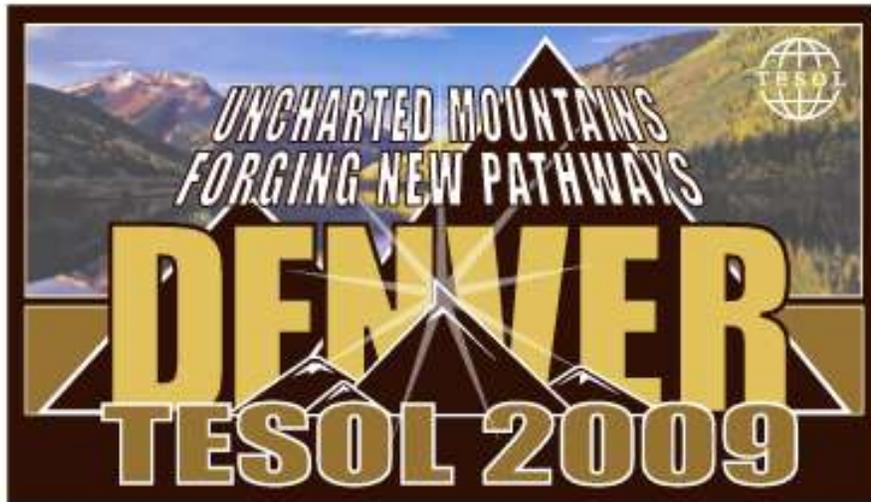Bev Davies - 'The real world? Taking ESOL support beyond academic survival'

Anne Burns - 'Currriculum research and practice in Australian ESOL'

Gavin Dudeney - 'Net advantage: marketing 2.0'

Hugh Dellar - 'ELF - and other fairy stories'

Hyoshin Kim - 'Bringing debate into the classroom'

*News from* TESOL

The 43rd Annual TESOL Convention & Exhibit (TESOL 2009)
"Uncharted Mountains Forging New Paths"
will be held in Denver, Colorado, USA.
http://www.tesol.org

## The Affiliate Newsletter Editors' Workshop at TESOL 2008
by
Suzan Oniz
INGED Editor

During the conference, affiliate editors set aside time to discuss issues and find remedies at the Affiliate Newsletter Editors' Workshop. The main topics of discussion that came up were:

Advertising- how to get it
Newsletters vs. Journals
Print vs. online
What a new editor should know
Restricting online newsletters to members only
How to determine content/get content
Editing nonnative speakers' articles

All those present agreed that Affiliate Editors join their efforts and exchange articles and ideas. The TESOL leaders at the meeting suggested that all editors pool their efforts and there be one main source. The TESOL representatives at the meeting announced that they would send out monthly emails of ads, press releases, and other information from TESOL to the affiliate editors for their newsletters beginning.  The TESOL Senior Editor is Craig Triplett and will offer his help when needed. The TESOL staff drew the editors' attention to the Affiliate Newsletter, which is published by a member of the Affiliate Leadership Council.

At the end of the meeting, editors exchanged newsletters if they had paper-based copies and emails for future networking and exchange of ideas.

# REAL TEACHERS...

...take a 10-30 minute walk every day and smile. It is the ultimate anti-depressant.

...live with the 3 E's: Energy, Enthusiasm, and Empathy.

...eat more foods that grow on trees and plants and eat less food that is manufactured in plants.

...drink green tea and plenty of water.

...eat breakfast like a king, lunch like a prince and dinner like a college kid with a maxed out charge card.

...play more games and read more books than they did in 2007.

...make time to practice meditation, yoga or stretching.

...spend more time with people over the age of 70 and under the age of 6.

...dream more while awake.

...try to make at least three people smile each day.

...try & pay an honest compliment to someone they wouldn't normally.

...clear clutter from the house, car, desk and let new and flowing energy into their lives.

...don't waste precious energy on gossip, energy vampires, issues of the past, negative thoughts or things they cannot control; instead they invest energy in the positive present moment.

...realize that life is a school and they are here to learn; problems are simply part of the curriculum that appear and fade away like algebra class but the lessons they learn will last a lifetime.