THE INGED NEWSLETTER

NEWS ON-LINE

Issue 2
June 2009

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From the President

Dear colleagues,

We have completed another academic year. We feel a bit tired and are ready for a nice vacation. We do need the rest, but I believe we should spare some time to reflect on what we have done, how we have done it and why we have done it. Hence, I would like to take this opportunity to share what I think about some of the common myths in our field.

Common belief 1: *No matter how excellent teaching is, some learners fail to learn.*
<u>FALSE</u>. Teaching cannot be excellent if learners don't learn. The value of teaching is evaluated in relation to the quality of learning that it triggers. If the teaching does not result in learning, there has been no teaching. We can all see how the definition of teaching is dependent on learning below.

Learning is defined as the act, process, or experience of gaining knowledge or skill. Learning is a quantitative increase in knowledge or skill which can be retained and used as necessary. It is storing information that can be reproduced. **Teaching**, on the other hand, is defined as imparting knowledge or skill to someone. Teaching is causing someone to learn by providing knowledge, example or experience, facilitating learning, and setting the conditions for learning.

Common belief 2: *Teachers shouldn't have high expectations of the student's potential.*
<u>FALSE</u>. Maintaining high expectations of the student's potential is important because the brain has a near infinite capacity for neural connections. John Holt asserts, "We don't have to make human beings smart. They are born smart. All we have to do is stop doing the things that made them stupid."

Common belief 3: *Students cannot deal with multiple inputs. The best way of teaching is presenting language piece-by-piece.*
<u>FALSE</u>. A linear, sequential, "chunked-down", piece-by-piece presentation is actually boring to the brain. Instead, the brain prefers multiple inputs. The brain is a parallel processor. It performs many functions simultaneously.

Common belief 4: *Teaching and learning are systematic. Logically and carefully planned presentations give best results*.

FALSE. Teaching can be systematic but learning is not. In fact it is fuzzy. Learning is inhibited and diminished by tightly, logically planned presentations. Students need real life environments and real life challenges.

Common belief 5: *Learning engages the entire physiology*.

TRUE. The brain functions according to physiological rules. Learning is as natural as breathing, and it is possible to either inhibit or facilitate it. In fact, the actual "wiring" of the brain is affected by our life and educational experiences. Students should physically move (see, touch/feel, hear, smell, taste) as part of their learning experience.

Common belief 6: *A climate of fun and laughter affects learning and memory positively*.

TRUE. When people laugh and have fun, they release chemicals in the brain that affect learning in a positive way. Hence, the teacher's job is not to teach, but to provide an environment in which students can feel confident and optimistic.

Common belief 7: *A student's attitude toward learning is the most important predictor for a successful learning outcome*.

TRUE. If the student considers learning fun and exciting, the outcome will be positive. Unless students are intrinsically motivated, they need positive feedback and encouragement. Success is the best motivator.

Common belief 8: *Human beings don't like confusion. They prefer order. Hence, teaching should be tightly ordered*.

FALSE. Human beings learn by making connections amidst confusion. Confusion is a valuable learning tool. The brain recognizes patterns in a gestalt format, NOT in a digital (1+1=2) format.

Common belief 9: *Learning is a conscious process*.

FALSE. Learning always involves conscious and unconscious processes. Much of our learning is the result of unconscious processing. Moreover, it is the entire experience that is processed. That means that much understanding may NOT occur during a class, but may occur hours, weeks, or months later.

Common belief 10: *When teaching grammar, teachers should merely deal with structure. Dealing with the meaning and function, while teaching grammar, may confuse students*.

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FALSE. The search for meaning is innate. In fact, the brain resists having meaninglessness imposed on it. New learning that is relevant and meaningful to previous mental, emotional, and physical experiences strengthens memory. Instruction that is not relevant and meaningful is less likely to be remembered.

Common belief 11: *Learning involves both focused attention and peripheral perception.*
TRUE. The brain absorbs information of which it is directly aware, but it also absorbs information that lies beyond the immediate focus of attention. In fact, the brain responds to the entire sensory context in which teaching and communication occur.

Common belief 12: *Learning is enhanced by challenge and inhibited by threat.*
TRUE. Learning best occurs in an optimal state of mind that we call relaxed alertness, consisting of low threat and high challenge. The brain learns optimally -- makes maximum connections -- when appropriately challenged. But the brain becomes less flexible and reverts to primitive attitudes and procedures under perceived threat. Threats may come from internal or external sources of information or a combination of both. An angry instructor, a stifling physical environment or bullying peer may be an example of an external source of stress. Negative emotions created by grading, testing, or parental pressures may be an example of internal sources.

Hope you all have a wonderful summer holiday. I also hope you take some time to do something for your professional development. If you want to share what you have done and how it has helped you to develop with us, please contact our editor. It is always a pleasure to share and stand together.

Prof. Dr. Aydan Ersöz
June 2009

From the Editor

Dear Readers,

Here we are at the end of yet another semester and at the beginning of another summer. As INGED, we have left behind us a number of events: The INGED Drama Festivals in Istanbul and in Ankara, the SpellEvent 2009, which was a first with many years to follow, many INGED Afternoons and Mornings, hundreds of pages of your *News On Line*. Ahead of us is a time to relax and also the 13th International INGED ELT Conference at Gazi University, Ankara in October. The extended deadline for submitting proposals is 15 June 2009 so if you were thinking about it, this is your chance! Also ahead of you are articles that describe conference presentations, several summaries of INGED Afternoons that deal with the topic of constructivism, and ideas that you may wish to take to your classes.

We at INGED wish you a happy and relaxing summer. See you again in September…

Suzan Öniz
Your Editor

WHAT IS THE DIFFERENCE ???

AN INGED AFTERNOON
AND
AN INGED EVENT

INGED Afternoons

WHEN?   As frequently as there is a guest speaker available

HOW LONG?   Approximately two-hour meetings

HOW MANY PRESENTERS? Only one guest speaker

TOPIC?   A practical session on a topic relevant to English language teachers.

FOR WHOM?   Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?   As frequently as there are several guest speakers available on the same day

HOW LONG?   Approximately three to four hours

HOW MANY PRESENTERS? More than two guest speakers

TOPIC?   One general topic or several separate topics relevant to English language teachers

FOR WHOM?   Mainly for INGED members

REQUIREMENTS?   Advance registration

FEE?   A reduced fee for INGED members

CERTIFICATE?   A Certificate of Attendance for INGED members

FOR PROSPECTIVE CONTRIBUTORS

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

➡ NOTES FROM A CONFERENCE

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

➡ TECHNOLOGY IN TEACHING

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

➡ YOUR PAPERS

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

➡ THE VOICE OF INGED MEMBERS

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

!

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

CALL FOR PAPERS

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 13th International Conference aims to provide TEFL professionals with opportunities for professional development through the exchange of ideas and practices in English Language Teaching and research, thus enable them to integrate their knowledge of current trends in the TEFL field with their 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, "Actions and Words", 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*

VENUE AND DATE

The 13th International INGED ELT Conference will be held between 23 - 25 October 2009, at Gazi University (Gazi Faculty of Education), Ankara, Turkey.

PRESENTATIONS

Paper

A paper is a 30-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 or slides.

The summary should be no more than 450 words and should explicitly outline the steps and topics that will be discussed in the paper.

Workshop

A workshop is a 60-minute hands-on session. It should include active audience participation through experiencing and discussing tasks provided by the presenter.

The summary should be no more than 450 words and <u>should explicitly outline and discuss the steps and procedures</u> that will be followed during the workshop. If presenters wish to restrict attendance to their session, they should tick the appropriate box for their preferred audience size on their proposal form.

Poster

A poster session gives a visual presentation illustrating or summarizing a project, research study, or a feature of language teaching and/or learning. Each poster will be allocated wall space and there will be a 60-minute slot in the program solely for the presentation and discussion of the posters by the presenters and delegates.

The poster presenters will be expected to be on hand during this slot. Their summary should be no more than 450 words and <u>should explicitly outline and discuss the steps and procedures</u> that they will present in their poster.

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.

IMPORTANT NOTE FOR PROPOSALS: While writing your summaries please keep in mind that
a) if your proposal is accepted, your summary will be printed in the conference booklet.
b) screening committee members evaluate the summaries to accept or reject a proposal. Please make sure that your summary reflects your study. The clarity and flow, originality, significance, and detailed description of the study all effect the members' decision.

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,
- you have respected the level of knowledge of your audience,
- your session will consider practical issues and implications,
- your session, will provide the audience with the opportunity to link this experience to their own if it describes a study or project in your local context,
- your session will report on a complete study or a significant phase that has been completed if it is based on research,
- you have not given this session, or a version of it, at a previous INGED conference.

CONFERENCE REGISTRATION

Enclosed you will find:

- • A Speaker Proposal Form
- • A Registration and Reservation Form

All forms are also available at: http://www.inged.org.tr

CONFERENCE FEES

INGED Members		Non-Members	
On or Before 25 Sept 2009:	**70.-TL**	On or Before 25 Sept 2009:	**100.-TL**
After 25 Sept 2009:	**100.-TL**	After 25 Sept 2009:	**130.-TL**

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 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.

PROPOSAL DEADLINE

The Speaker Proposal form should be sent to Prof. Dr. Aydan Ersöz at conference2009@inged.org.tr   by **12 June 2009 (extended deadline).** Speakers will be notified of the status of their proposals via email.

CONTACT FOR QUERIES:
About the conference: *Prof. Dr. Aydan Ersöz:* conference2009@inged.org.tr
About registration, accommodation and travel: **Fulya Tosun:** fulya@prowintour.com.tr
About the university: **Dr. Neslihan Özkan:** nozkan@gazi.edu.tr or neslos44@yahoo.com
Pbx: 0312 202 8489
Mehmet Bardakçı: mbardakcı@gmail.com
Egemen Aydoğdu: egemenay@gazi.edu.tr   Pbx: 0312 202 8451

IMPORTANT DATES:
Deadline for proposals: 25 May 2009
Response to proposals via e-mail: 10 July 2009
Registration deadline for presenters: 31 July 2009
Registration deadline for participants: 25 Sept 2009

Have you looked at
the other sections
on our web page?

Try the *Class Activities* ...

Also take a look at
the *Calendar of Events*
to find out about what is going on in other parts of the world...

SpellEvent 2009

The National SpellEvent Competition

was held

on 18 April 2009

at TED Ankara Koleji.

The final 8!

Greetings!.. I was so pleased to learn from Valerie how successful your SPellEvent turned out!...The event flowed with max number of students and no visible disappointments with the logistics!....I look forward to seeing your two winners in action in New York City in August... Congratulations and thank you to the Turkey team for not only participating in the event, but for tending to the many details…

Best wishes,
Chuck

Charles S. Amorosino, Jr.
TESOL Executive Director

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IMPRESSIONS OF TED ANKARA COLLEGE
COACHES & STUDENTS

Dear Suzan -

I am a TED Ankara English teacher who coached 8 students for the Spell Event Competition held on April 18, 2009 at TED Ankara Koleji. We worked twice a week during lunches and I was so pleased to be with a fantastic bunch of students. Not only were they willing to give up their lunch times, but studied at home, despite their heavy homework load from normal classes. Initially we used lists of spelling words that I had gathered off the internet and also studied some word etymology. I think, overall, this background information helped. When we finally got the Franklin official spelling words, we began drilling with these words, practising incessantly. As the day approached, there were some nerves, but the calm atmosphere at the competition and the support of parents and teachers were key. Overall, the day was a lot of fun, even for those that didn't win. I have had some feedback from some of my students who studied with me, and again, overall, they found the experience very rewarding. I have even heard from their teachers that their language skills have improved significantly. This is a great result, considering we only studied together at lunch times. Again, I was thrilled to part of this event, and to spend time with a very motivated, great group of kids.

Learning English through these sorts of competitions should be encouraged at all levels. My congratulations to Franklin and TESOL (as well as TED for hosting and providing me with outstanding talent) for putting together such a great academic event!

Yours sincerely,

Nancy Jane Riggs
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Hi!
I'm Cansu and i'm the winner of Turkey. When i was selected as one of the 10 students who were going to participate in a spelling competition, i was thrilled! But my ambition doubled when i learned that the winner was going to the US... I started working with Nancy Jane Riggs, my English Teacher. We worked for months. Sometimes i wonder if she wasn't my coach i wouldn't have won this

competition! I think we studied enough to be relaxed during the event but none of us had enough information about the process, the rules and how the event would go on and that was the only thing that made me and my friends so nervous. In fact, we still don't have enough information either... But despite all these negative sides, the event was fun, the vibe was very calm and that helped us all. And i couldn't have managed getting through this by myself; if our

Cansu Gök - #1 Finalist

coach Nancy didn't work this hard with us or if my teachers and my school TED Ankara College weren't so supportive. Maybe stress and panic would win me over if my school hadn't hosted the event. I can't wait to go to the U.S. and meet the other winners! And even if i don't win, i will be happy to have distinguished and significant experiences that i will never forget.

Sincerely,
Cansu Gök

TED Ankara College
1st Place Winner in Turkey

IMPRESSIONS OF ATEK COACHES & STUDENTS

Dear Ms. Öniz,

Hello, My name is Derya Özdemir and I am a teacher of English and one of the spelling coaches from ATEK College. I am writing to share my feelings about the Franklin Global SpellEvent, which was organized in TED Ankara College on April 18th, 2009.

The Frankling Global SpellEvent held for the first time in our country turned out to be a great success for us. I was really happy to take part in such an event with my students. We had a great time with our students in the event. I truly believe that the event was a great chance to practice target language, and also

to gain the awareness of the language in a real life situation for our students. This event also increased the motivation of learning English among our students. Thanks to the event, they had the chance to be able to see a new view on opportunities of learning a foreign language such as exploring   a new city - New York City! With this motivation and also with our pleasure, we are going to continue our studies in spelling with our club for the coming SpellEvent.

I would like to thank the organizers as they presented us with such absolute organization. And I would like to thank all the supporters and of course my students who set their hearts on SpellEvent.

I wish my student, Tuna Öğüt and the other winner, Cansu Gök good luck in New York City! I strongly believe that they will be representing us in America in a great way.

Sincerely,

Derya Özdemir
ATEK College

Dear Ms. Öniz,

Hello, My name is Mary Lisa McMullen-Taşkıran and I am a teacher and spelling coach from ATEK College. I am writing to share with you my feelings about the Franklin Global SpellEvent held at TED Ankara College on April 18th, 2009.

The SpellEvent was a tremendous success. My students and I had a wonderful time. It was an opportunity for us to put our learning into practice and I found it to be quite beneficial to

my students. The majority of our students have not had the opportunity to travel abroad; therefore, they have not had a lot of opportunities to get what they consider "real" practice. The opportunity to participate in such an event gave my students the motivation to continue practicing. After the event, my students came to me and asked if our spelling club was over. I told them that it was not and you should have seen how excited they were. They are motivated and are looking forward to next year. I even had students come and ask if they could join my club. Bringing the SpellEvent to Turkey was like bringing a little bit of America to them.

The event itself had us on pins and needles. Who would have thought that a Spelling Bee could be so dramatic??

The organization of the event was outstanding. The pronouncer was magnificent. I was really worried that as a native speaker there might be some problems in this area, but there were none. I hope this event will continue, it was invaluable to me as a teacher. They got to really use their English and are truly motivated. We all know that as teachers, motivation is one of our biggest obstacles.

Thank you so much to all the organizers and supporters of this event. We are looking forward to next year.

Sincerely,

Mary Lisa McMullen-Taşkıran
ATEK College

My reward was not only the America trip or a token of appreciation, I benefited by having my pronunciation increased and my word knowledge expanded. Now, I don't have to use dictionary every 5 minutes while I'm reading English books, but when I have to, I can find words more practically. Also words like curriculum or colloquialism are very useful in everyday language (!) Ok, not that

Tuna Öğüt - #2 Finalist

much but I'm still the probable winner of Scrabble games in our class –if we play it in English!

After the end of the final round I still didn't get that I was going to America, I was too shocked to be excited.… In competition I thought that I was eliminated each time I finished spelling in the round. I waited for the bell to ring but it didn't until the final round. It's a great experience to compete there and I advise everyone to try…. I have to thank all my English Teachers especially Lisa and Derya Teacher. I owe this victory to them.

Now I'm preparing to the Global Spell Event in NY from my old spelling lists and Merriam-Webster's Collegiate Dictionary – I'm not pressuring myself too much until I get the new spelling lists from Franklin's website-… Also I'll take a look at Scripp's Spelling Bee lists. It's not hard to prepare for it because I have already seen most of the words provided on the lists and I understand the methods and logic of spelling. So, preparing has gotten easier.

Lastly I have to say something: Thanks a lot everyone and good luck to our next Spelling Bee competitors…

Tuna Öğüt
2nd place finalist,
ATEK College, 8th grade student

Here are some of ATEK students' impressions of the event.

I was not excited about the competition at first, but once it started I was very excited. I didn't win, but the competition was a good experience for me.
Merve Özkorul - ATEK College, 7th grade student

At first, I was nervous about the bee. I was thinking I'm bad at spelling. But, when the competition started, I relaxed. It was very exciting. When I was eliminated from the competition, I was very sad. But, I want to join again. I want to feel all these feelings again. I like spelling so much ...
Dilşad Ergün - ATEK College, 6th grade student

SpellEvent Background Info

Back in 2008 Franklin Electronic Publishers became intrigued with the idea of hosting an international English spelling contest. While the concept is not as familiar outside of the U.S., Franklin felt the idea was worth investigating further. A member of Franklin's Research & Development suggested the concept to the President and CEO, Mr. Barry Lipsky.

While exploring the idea in more detail the non-profit organization, TESOL, was contacted and asked if they would be interested in becoming a partner with Franklin in this new endeavor. TESOL could bring a diverse group of students from abroad as an association and support organization of English-language educators with a strong global reach. After months of discussion the idea had grown and a team was formed both internally at Franklin as well as within TESOL. The concept was a positive endeavor for both organizations which foster English-language learning world-wide.

Subsequent meetings and extensive planning resulted in proposing the English spelling contest in 6 countries affiliated with TESOL for the first year, now called the "SpellEvent". The proposal was presented to the corresponding TESOL affiliates, many of whom welcomed the concept and were eager to join the initiative. The original proposed countries included: Argentina, Germany, Italy, Mexico, South Korea and Turkey. The Event kick off country was South Korea followed shortly by Turkey and Germany. Each country would have their own local event and the top two finishers would earn paid travel expenses to the U.S. to represent both their school as well as their country in the final event.

The TESOL affiliate in Turkey, INGED, was extremely positive from the start and immediately agreed to participate. INGED did a great job organizing their schools countrywide and hosted a wonderful event on April 18, 2009 at TED Koleji (a school) located in Ankara.

The SpellEvent final will be held in August 2009 in New York City. Contestants will make the trip with a parent or guardian, and have the opportunity to sightsee some of New York's great landmarks, mingle with students from other countries socially, and compete in this historic initial event.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

WHAT IS SEETA?

The SEETA project was initiated by TESOL Macedonia-Thrace Northern Greece and is seed funded by the British Council Greece. INGED is a member of SEETA as of 1 June 2008. The other members are: LTA Albania, ELTAM Montenegro, BETA Bulgaria, IATEFL Poland, TESOL Macedonia Thrace Northern Greece, ELTAM Former Yugoslav Republic of Macedonia, RATE Romania, ETAI Israel, ELTA Serbia, IATEFL Slovenia.

WHAT ARE THE OBJECTIVES?

The overall objective of SEETA is that this networking community will provide an ongoing and structured means of communication which can be developed by future associations and their members for their mutual benefit.

HOW DO INGED MEMBERS BENEFIT?

All INGED members can participate in the online discussions and mini courses on the SEETA moodle platform. INGED members receive email messages about these online interactive opportunities and all that they have to do is follow the instructions in the message.

WHAT'S ON?

Have a look at the following page for the upcoming activities...

SEETA

South Eastern Europe Teachers' Association

online community

SEETA World

Conference Report

7th IATEFL ELTA Serbia International Annual Conference 22nd – 24th May 2009
Devise, wit; write, pen... and gather the harvest of knowledge
Available from Monday 8th June.

SEETA Music

DJ Philip shares with us his favourite music

SEETA Games

15th – 30th June
Networking games on the SEETA platform.

SEETA articles bank

Ivanichka Nestorova & Zarina Markova
Look at words, look at sentences, read real books; a variety of techniques to match various learner's intelligences.

SEETA Week: 31st August - 6th September

In SEETA weeks, TA members hold informal discussions on a topic of their choice and share problems and solutions with the community.

31st August – 6th September
The assessment of speaking skills
Discussion led by Sotiria Koui.

Upcoming forum

14th - 20th September 2009
Scott Thornbury
Teaching WITHOUT technology

........and much more at http://www.seeta.eu

THE 11TH INGED DRAMA FESTIVAL

THE 11ᵀᴴ INGED DRAMA FESTIVAL

31 May 2009

hosted by

Private ATEK Primary School

This year's participating schools were:

Gazi Universitesi Vakfı İlköğretim Okulu
Maya Koleji
Nesibe Aydın Okullari
Özel Antakya Ata İlköğretim Okulu
Özel Atek İlköğretim Okulu
Özel Erken Basarı İlköğretim Okulu
Özel Yüce Okulları

The 11th INGED Drama Festival was held on 31 May, 2009 at ATEK College. Six schools participated in the Drama Festival this year with 6 plays - each lasting

25 minutes - and 2 story telling – each lasting 10 minutes. The audience and the jury were highly impressed by the performance of the students, which was undoubtedly the product of long and tiring work. The immense effort put in both by the students and coaching teachers was immediately noticed.

The schools participating in the PLAY category are
(in order of stage appearance):

ÖZEL ATEK İLKÖĞRETİM OKULU
Play: *Beauty is a Beast*
Cast: 18 students
Coaching Teachers: Rüya Ayden, Şeyda Gölbaşı, Dilek Büyükburç,
                   Mary Lisa McMullan, Derya Özdemir

ÖZEL YÜCE OKULLARI
Play: *Rumplestiltskin*
Cast: 7 students
Coaching Teacher: Ekin Başaklar

GAZİ ÜNİVERSİTESİ VAKFI İLKÖĞRETİM OKULU
Musical: *Sound of Music*
Cast: 17 students
Coaching Teachers: Şerife Demircioğlu, Müge Apaydın, Ceyda O'Keefe,
                   Burçin Sezer

NESİBE AYDIN OKULLARI
Play: *Asterix and Obelix: Mission Cleopatra*
Cast: 32 students
Coaching Teachers: Esra Kaynak, Samer Seed

ÖZEL ANTAKYA ATA İLKÖĞRETİM OKULU
Play: *The Camping Trip*
Cast: 13 students
Coaching Teachers: Arzu Küçükoğlu, Bozena Chilton, William Chilton,
                   Gökhan Gültek.

MAYA KOLEJİ
Musical: *Grease*
Cast: 21 students
Coaching Teachers: Afife Dağcı, Asiye Aksulu, Gülsüm Şıvgın,
                   Özdağ Dağlıoğlu

Two schools participated in STORY TELLING in this year's Drama Festival

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ÖZEL ANTAKYA ATA İLKÖĞRETİM OKULU
   Story: *Newton's Apple Tree*
   Coaching Teachers: Arzu Küçükoğlu, Bozena Chilton, William Chilton,
                        Gökhan Gültek
ÖZEL MAYA KOLEJİ
   Story: *Hats for Sale*
   Coaching Teacher: Seda Sönmez

The 11th INGED Drama Festival has been special in the sense that we had visiting students and teachers from Azerbaijan who came to Ankara to be with us at this event. Four Azerbaijanee students sang a beautiful song and performed, which was warmly welcomed by everyone.

A total of 38 awards have been given in this year's festival. INGED appreciates the support of publishers, namely, AnkaraELT-MacMillan, Nüans, Oxford University Press, Palme Kitabevi, Pearson-Longman, who have given books and gifts to winners. Last, but not least, the warm welcoming and perfect organization of the host school, ATEK College, has made the 11th INGED Drama Festival a success.

INGED would like to thank all students and coaching teachers for their wonderful work and enthusiasm and hopes to have contributed to all students' enjoyment of English language learning with this unforgettable experience.

Fatma Ataman
INGED Board Member

AND HERE ARE THE RESULTS!

BEST STORY MAKE-UP: Defne Cereb; "Newton's Apple Tree"
                        (Antakya Ata Private Primay School)
BEST STORY TELLER: Deniz Saraç; "Hats for Sale"
                        (Ankara Maya Private Primary School)
BEST STORY: "Hats for Sale" as told by Deniz Saraç & Side
                        roles: Mert Çiftçi, Alper Genç, Utku Selçuk
                        (Ankara Maya Private Primary School)

2nd BEST MUSICAL:	"Grease" (Ankara Maya Private Primary School)
BEST MUSICAL:	"Sound of Music"(Gazi University Foundation Private Primary School)
BEST COMEDY:	"Asterix and Obelix: Mission Cleopatra" (Nesibe Aydın Schools)
3rd BEST COSTUME:	"Grease" (Ankara Maya Private Primary School)
2nd BEST COSTUME:	"Beauty is a Beast" (ATEK Private Primary School)
BEST COSTUME:	"Asterix and Obelix: Mission Cleopatra" (Nesibe Aydın Schools)
2nd BEST MAKE-UP:	"The Camping Trip" (Private Antakya Ata Primary School)
BEST MAKE-UP:	"Asterix and Obelix: Mission Cleopatra" (Nesibe Aydın Schools)
3rd BEST SET:	"Sound of Music" (Gazi University Foundation Private Primary School)
2nd BEST SET:	"Beauty is a Beast" (ATEK Private Primary School)
BEST SET:	"Rumpletiltskin" (Private Yüce Schools)
3rd BEST STAGE MANAGEMET:	"Beauty is a Beast" (ATEK Private Primary School)
2nd BEST STAGE MANAGEMET:	"Rumpletiltskin" (Private Yüce Schools)
BEST STAGE MANAGEMET:	"The Camping Trip" (Private Antakya Ata Primary School)
2nd BEST SOUND EFFECT:	"The Camping Trip" (Private Antakya Ata Primary School)
BEST SOUND EFFECT:	"Sound of Music" (Gazi University Foundation Private Primary School)
3rd BEST LIGHTING:	"Asterix and Obelix: Mission Cleopatra" (Nesibe Aydın Schools)
2nd BEST LIGHTING:	"Rumpletiltskin" (Private Yüce Schools)
BEST LIGHTING:	"Beauty is a Beast" (ATEK Private Primary School)

BEST MUSIC	"Sound of Music" (Gazi University Foundation Private Primary School)
BEST SINGER	Su Özkek in "Sound of Music" (Gazi University Foundation Private Primary School)
BEST PRONUNCIATION	Deniz Saraç in "Hats for Sale" (Ankara Maya Private Primary School)
BEST SHINING STARE (FEMALE):	Serra Kıcıroğlu in "Beauty is a Beast" (ATEK Private Primary School)
BEST SHINING STAR (MALE):	Sarper Çiftçi in "Asterix and Obelix: Mission Cleopatra" (Nesibe Aydın Schools)
BEST SUPPORTING ACTRESS:	İlayda Mina Yılmaz in "Beauty is a Beast" (ATEK Private Primary School)
BEST SUPPORTING ACTOR:	Oğul Kaplan in "The Camping Trip" (Private Antakya Ata Primay School)
BEST LEADING ACTRESS:	Yaren Kocaaslan in "Rumpletiltskin" (Private Yüce Schools)
BEST LEADING ACTOR:	Doruk Aral in "Grease" (Ankara Maya Private Primary School)
BEST COACHING:	"Sound of Music" (Gazi University Foundation Private Primary School)
3rd BEST PLAY:	"Sound of Music" (Gazi University Foundation Private Primary School)
2nd BEST PLAY:	"Beauty is a Beast" (ATEK Private Primary School)
BEST PLAY:	"The Camping Trip" (Private Antakya Ata Primary School)

Impressions from the 11TH ANNUAL INGED DRAMA FESTIVAL 2009
by
Defne Akıncı Midas
INGED Board Member

Yet another rich and moving drama festival has taken place, all made possible with the help of participating schools, students, teachers, and parents. As a member of the jury, I felt I was lucky to be among the audience to see the elegantly prepared and staged plays on the 31st of May. With the talent of the actors, actresses and story tellers, I was taken from one journey to another, experiencing emotions through action, colorful sets, matching background music, and use of English.

The play "Beauty is a Beast" reminded us of the value of virtue and modesty over vanity through the eyes of a fairy with a sense of humor. The story in "Rumplestiltskin" moved our hearts when we saw that not all help offered by strangers is well-intended, and we learned how using the mind can overcome difficulty. We enjoyed the "Sound of Music" through the songs performed live on stage and felt the joy that music brings to not only children but grownups as well. We felt the heat of the deserts of Egypt in "Asterix and Obelix: Mission Cleopatra", and learned how people may hold power but still be fair and funny at the same time. We joined a family on "The Camping Trip" that they took and felt pleasantly surprised when their lives were saved with the unexpected help of a new friend. In "Grease", we felt the energy of youth and saw how true feelings can win over the drive to gain popularity.

Following the plays during the day, two stories took us on journeys in our minds through the skilful narration of the story tellers. In "Newton's Apple Tree", the story teller was the talking tree who elegantly told us her side of the story on stage. We were reminded of the role of the tree in helping us enjoy and find out the wonders of the world. In the final show of the day, "Hats for Sale", we were amazed at how wisdom is gained by experience in surprising ways.

Above all, through the experience of the day of the drama festival, I watched and learned once again the value of collaborative work, diligence, creativity and talent as the students performed on stage using English to play their role in the best way. I am looking forward to future festivals to watch such beautifully performed plays.

INGED & MARMARA SCHOOLS
2009 Istanbul Drama Festival Results

On 3 April 2009
the following schools took part in the Istanbul Drama Festival:

Özel Çevre İlköğretim Okulu: Fiddler on the Roof
Özel Eyüboğlu Çamlıca İlköğretim Okulu: Fiddler on the Roof
V.K.V. Koç Özel İlköğretim Okulu: Half a King is Better than None
Özel Üsküdar SEV İlköğretim Okulu: A Garden in China
Özel Marmara İlköğretim Okulu: Sibling Switch

They were awarded in the following categories:
The best leading actor
The best leading actress
The most supporting actor
The most supporting actress
The best play
The best staging
The best costume
Special Jury Award

The jury consisted of:
Gülfem Kutlu (Instructor at Maltepe University)
Nazan Özçınar (INGED board member from Özyeğin University)
Sedef Hiçdurmaz (Instructor at Maltepe University)

Here are the results of the jury:

1. **The best leading actor award:**
   First Place: Emre Günsal (Özel Çevre İÖO)
   Second Place: Berkay Soykan (Özel Eyüboğlu Çamlıca İÖO)
   Third Place: Umurcan Levent (V.K.V. Koç Özel İÖO)

2. **The best leading actress award:**
   First Place: Sena Yayla (Özel Marmara İÖO)
   Second Place: Oya Abdullahoğlu (Özel Çevre İÖO)
   Third Place: Alara Morova (Özel Üsküdar SEV İÖO)

3. **The most supporting actor award:**
   First Place: Oğuzhan Özfiliz (Özel Çevre İÖO)
   Second Place: Serra Havuz (Özel Marmara İÖO)
   Third Place: Atahan Aktürk (Özel Üsküdar SEV İÖO)

4. **The most supporting actress award:**
   First Place: Eylül Aksekili (Özel Eyüboğlu Çamlıca İÖO)
   Second Place: Suyum Tilkici (Özel Çevre İÖO)
   Third Place: Irmak Demir (Özel Marmara İÖO)

5. **The best play award:**
   First Place: Fiddler on the Roof (Özel Eyüboğlu Çamlıca İÖO)
   Second Place: A Garden in China (Özel Üsküdar SEV İÖO)
   Third Place: Fiddler on the Roof (Özel Çevre İÖO)

6. **The best staging award:**
   First Place: There's a Boy in the Girl's Bathroom (Özel Eyüboğlu Çamlıca İÖO)
   Second Place: High School Musical (Özel Anabilim İÖO)
   Third Place: The Emperor's New Clothes (Özel Edirne İÖO)

7. **The best costume award:**
   First Place: Garden in China (Özel Üsküdar SEV İÖO)
   Second Place: Half a King is Better than None (V.K.V. Koç Özel İÖO)
   Third Place: Fiddler on the Roof (Özel Eyüboğlu Çamlıca İÖO)

8. **Special Jury Award:** Emir Arditi & Kerem Oktar (V.K.V. Koç Özel İÖO)

I would like to thank everybody for organizing such an event.

Nazan Özçınar

Özyeğin University & INGED member

TECHNOLOGY IN TEACHING:

PHOTO STORY 3

by
A. Suzan Oniz,
METU, Ankara

One feature that many teachers use in their classes, whether they teach young or adult learners, is stories. Here is a 5 MB software, Photostory 3 by Microsoft, that you can download for free to create stories using your own or other downloaded photos. The steps are as follows:

To download Photo Story 3:
Go to: http://download.cnet.com/Photo-Story-3-for-Windows/3000-12511_4-10339154.html

Preparation for the story:
Decide what theme you want to focus on.
Pick pictures that fit the theme from your own collection.
Select additional pictures or drawings or clipart.
Sequence the pictures in the order you want them to appear in the story.

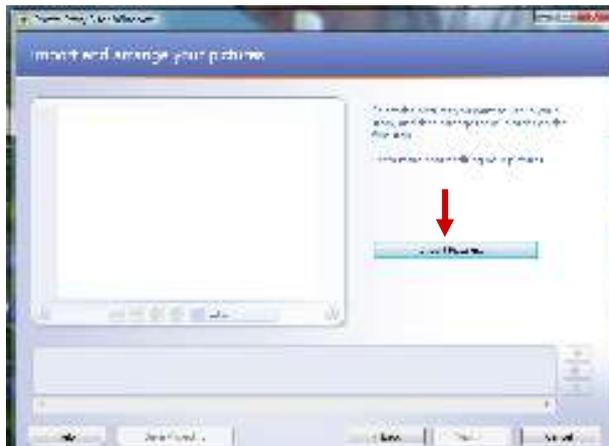**Creating the slide show of photos:**
1. Open Photo Story 3 (Start – All Programs – Photo Story 3 for Windows)
Choose: Begin a new story & then Next.

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2. To get the pictures:

Click on Import Pictures and go to the folder where you placed your pictures.

Click twice on a picture that you want and it will appear in the Photo Story window.

To add more than one picture at a time, press and hold the CTRL key and click on the pictures you want to add, and then click OK.

All of your pictures should now be present in the filmstrip at the bottom left.

3. To change the order of the pictures: Drag a picture in the filmstrip to change the sequence

4. To edit a picture: Click a picture in the filmstrip and click Edit (under the big picture) to change the appearance of the picture by rotating it, adjusting the color, fixing red eye or adding

effects. Click Close when you are done with the editing.
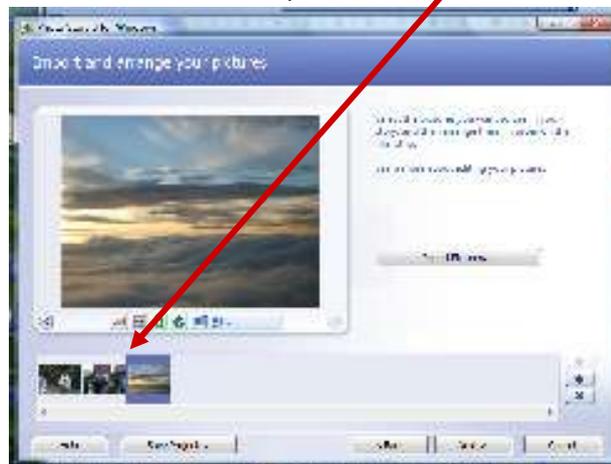
5. To add texts or a title next to each picture: Click Next after Step 5 and
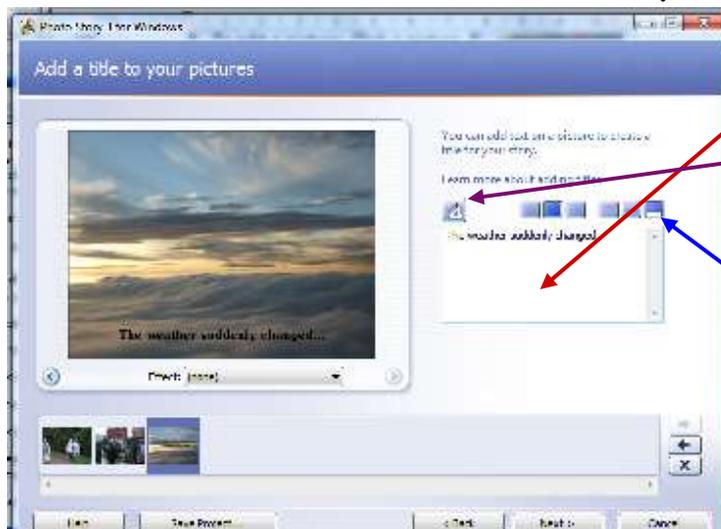

a text box will open to allow you to enter a title or text. You can change the font and color as well as the position of the text: it can appear at the top, in the middle or at the bottom of the picture. When you are finished click Next.

6. To add sound/narration: Add narration and custom pan and zoom effects to your photo story to make it more unique and personal. To add narration to your story you need to have a working microphone attached to your computer and set up correctly. Click the microphone and a wizard will help you set up your microphone to record narration. There is also a text input area to create cue cards which can be a helpful memory aid when narrating your pictures.

Click the red record button and speak into the microphone (maximum 5 minutes). Click the Stop button when you are finished. To see and hear a preview, click Preview. Click Next when you are finished with this stage.
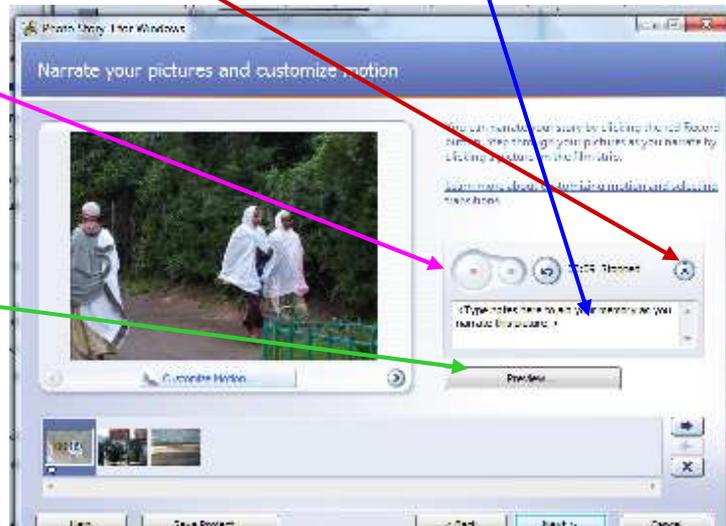
7. Adding background music: You can add pre-recorded music ready as part of the software: Click Create Music and make your choices or Click Select Music to choose music from your own collection of Windows Media Audio (WMA), MP3, or WAV files. Click Next to move to the next stage.
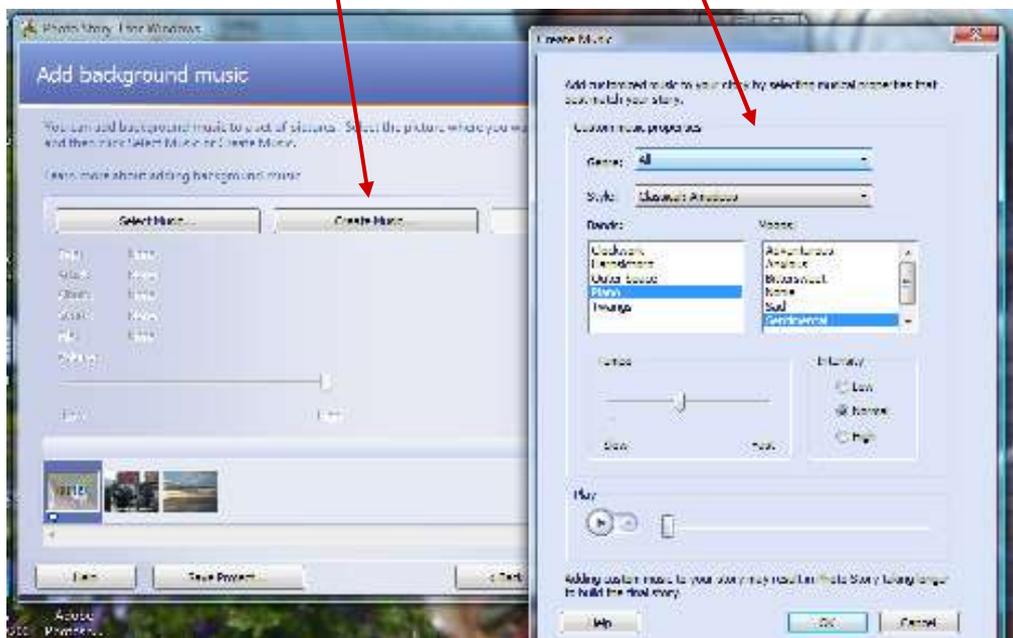
8. To save the photo story: Save your story in one of the ways suggested and in a folder of your choice. When you save your photo story, all the pictures, narrations, and music are compiled into a video file that you can view in Windows Media Player later on.
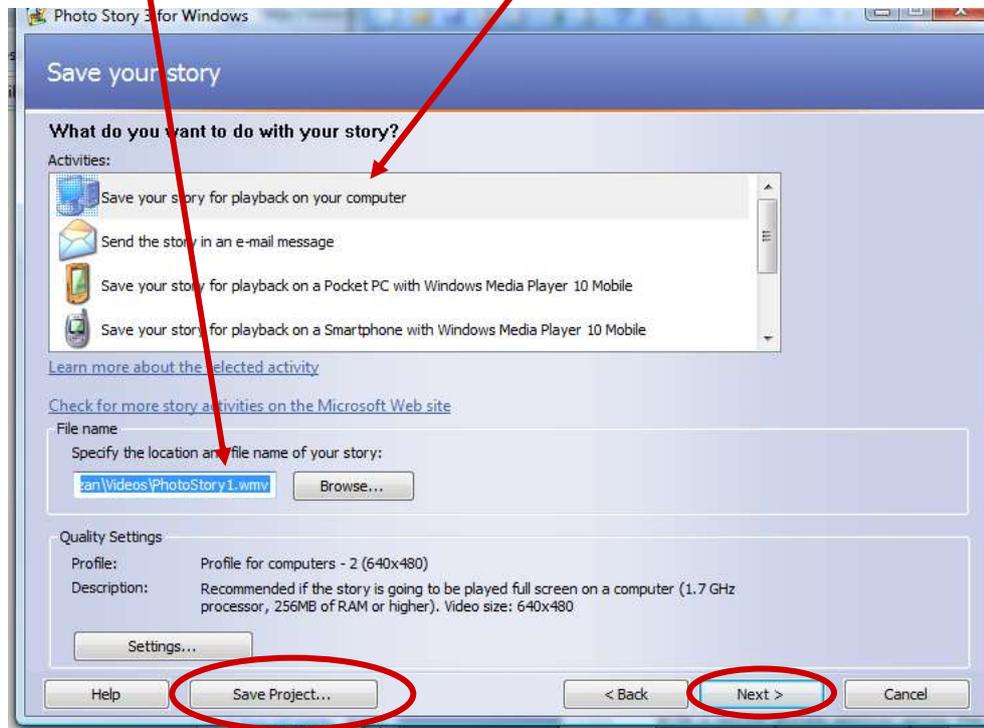
In class:

<u>With fixed picture order</u>: You could sequence the pictures prior to class and ask pairs or small groups to create and then record their own stories around these pictures.

<u>With a limited picture addition option</u>: You could ask groups to add a maximum of say 4 pictures of their own choice, move them around if they wish, create and record their own stories.

<u>With only a time limit</u>: Groups find their own pictures and prepare the slide show & narration within a given time limit.

Feedback: Groups could then exchange stories to watch and listen to what others have created.
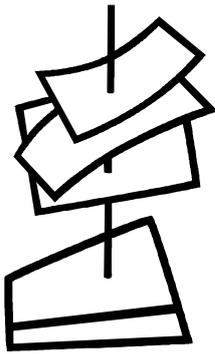
NOTES FROM
TESOL 2009:
"UNCHARTED MOUNTAINS, FORGING NEW PATHS"

Summarized by

Cem Balçıkanlı
INGED Member

The 43rd Annual TESOL Convention and Exhibition was held in Denver, CO, US. This three day convention began on Thursday March 26, 2009 and ran through Saturday March 28, 2009. Along with six state-of-art plenaries, 45 featured sessions, and more than 50 regular concurrent sessions as well as interest section meetings, it is one of the biggest language learning/teaching conferences in the world. As the conference theme suggests, each and every language person (teacher, educator, trainer, administrative, and others) was in Denver to forge their new paths so as to get the utmost benefit from this outstanding experience. As cold as it was, all delegates were just up and running from one session to another. As a young language teacher and, hopefully, a future academician, I was trying to do the same, like wishing that a day were longer than 24 hours, jogging like an athlete from one room to another, and of course ending up exclusively some parts of each session. Excited about meeting people whose books I have memorized (let me accept that this is an exaggeration), exhausted by trying and dreaming of becoming in five different times at the same time, and surprised and fascinated by the prolific atmosphere of the convention.

When you open the convention gate, like Alice gets into wonderland, you find yourself in a language learning/teaching wonderland, where delegates sit on the ground to be able to determine what sessions to attend with something to bite, exhibitors display their recent publications, a late teacher does her/his best to

catch her/his favorite session, and old friends just wave each other as they walk down, and new friends are formed. Besides, you can possibly a scene where certain professors share their experiences with their young and curious colleagues. It was very possible to see tired people all over the place of taking notes of the sessions they attended, of having a very quick conversation with their colleagues and friends. Yet, they did not seem to be very unhappy. Conversely, they were very into forging their new pathways. This, at least for me, was inspiring enough as this was first time I had been a part of this magic.

What was happening in this photo was that two drummers were walking all the way down to the Wells Fargo Theater, where Presidential Plenary was held by Shelley Wong, president of TESOL. The most intriguing part of this was that, as you may recognize in this photo, they were trying to attract the attention of the delegates sitting and chatting. Whomever they saw on the way to the Theater, they were simply encouraging people to attend the plenary session. Did they make it? Absolutely. The title of the plenary session was "Sustainability in TESOL: Voices from ESOL classrooms". Dr. Wong started her plenary speech with around 2000 delegates in the theatre. On the whole, her speech looked more like a political one rather than merely language learning/teaching. Over her speech, she made several possible connections between language and its myriad power. Above all, she touched down the presidential award, which is given only to one person each year, and added that there are two awards this year. California State Senator Gilbert Cedillo for his service to bilingual education and Ignacia Rodriguez and Marilyn Corrales, who are the co-chairs of UCLA (University of California) IDEAS (Improving Dreams, Equality, Access and Success) for their contributions to immigration studies. She sincerely thanked her family, specifically her husband and brother. Afterwards, she put three following questions up on the screen.

a)   What is it?
b)   What does it have to do with teaching English?
c)   What can TESOL do to protect the planet and sustain life for future generations?

Upon providing the definition of sustainability with the audience, she gave a little history of how her family migrated to the US, from Hong Kong to California, in the 1850s. At this point, her slide -second class treatment, her family had to face the challenges, was striking enough for the audience. What was striking was that Chinese immigrants could not become citizens, that Chinese could not own property, that they could not testify in court and that

there were miscegenation laws emerged. Related to family histories, again, she brought up four issues, refugee, immigrant, diaspora and transnational. In addition to this, she employed the theme of the conference, "Uncharted Mountains" by referring to ongoing economic recession, War in Iraq and Afghanistan, nationalism and nativisim. Here, she added that she is proud to be a part of TESOL since one of the former president of TESOL wrote a letter to the former President George Bush, stating that "We, as TESOL, are strongly opposed to war in Iraq". The next thing she did was to refer to the second question she had posed earlier her speech. TESOL's values including professionalism in language education, individual language rights, accessible high quality education, collaboration in global community, and respect for diversity and multiculturalism are inevitably affected by the fact that there are democratic and human rights for education and that there are contributions of immigrant students and families to improving life for all. The last section of her speech was that Senator Cedillo gave a thanking speech for the award and that Ignacia Rodriguez and Marilyn Corrales gave a short speech on undocumented students in higher education, which is all about the issues pertaining to those students, including California's AB540 law, and the immigrant student movement advocating for the California Dream Act and the Federal Dream Act. She concluded her speech with a quote from Eleanor Roosevelt. "The future is literally in our hands to mold as we like but we cannot wait until tomorrow. Tomorrow is NOW.

TWO INGED DAYS WITH
Prof. Dr. Aydan Ersöz
at
KARAELMAS UNIVERSITY, ZONGULDAK

by
Prof. Dr. Aydan Ersöz

The School of Foreign Languages, Karaelmas University invited me for a daily event for the staff to give them a chance to brush up their teaching skills. On March 31, I held the session with the instructors at Çaycuma Campus; and, on April 1, I held the same sessions for the instructors at the main campus. Pearson Education Ltd. sponsored this event. You can find a brief summary of one of the sessions below.

Together with the instructors at Çaycuma Campus.

Together with the instructors
at the Main Campus,
Karaelmas University.

It was a pleasure
to work
with such enthusiastic and
dedicated instructors.

CONSTRUCTIVISM
by Prof. Dr. Aydan Ersöz

Constructivism is a psychological theory of knowledge which argues that humans construct knowledge and meaning from their experiences. It emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn.
Constructivism asserts that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

Overall Principles:
- Learning is an active process.
- Learning is a social activity; hence, learners learn best when they cooperate and collaborate.
- Learner autonomy is crucial.
- The focus is on learning rather than teaching.
- The focus is on the learner rather than the teacher.

If we combine the principles of <u>constructivism</u> and <u>brain-based learning</u>, we can draw the following conclusions:
- The brain is a parallel processor, in other words it can perform several activities at once.
- The brain processes wholes and parts simultaneously.
- The search for meaning is innate.
- Learning involves both focused attention and peripheral perception.
- Learning involves both conscious and unconscious processes.
- Learning is enhanced by challenge and inhibited by threat.
- Learning involves analysis, synthesis, and evaluation of the concepts.
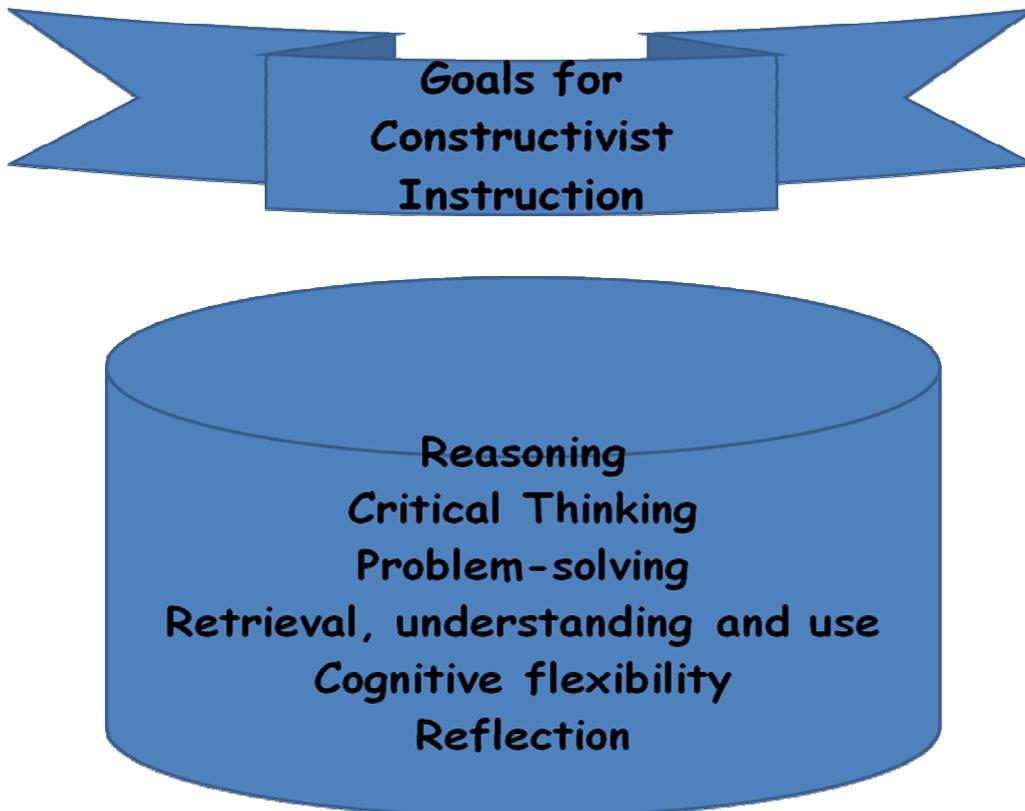- Learning takes place only if an individual wants to learn.

Motivation is the key to learning so we should encourage
- learner inquiry;
- learner curiosity;
- learner initiative.

Humans have a cognitive pre-disposition to
- Select and transform information
- Construct hypotheses
- Make choices based on their beliefs, attitudes and knowledge.

Learning takes time. It requires reflection, and maturing.

Goals for Constructivist Instruction

Reasoning
Critical Thinking
Problem-solving
Retrieval, understanding and use
Cognitive flexibility
Reflection

The teacher acts as facilitator; they plan and organize learning units. They function as a guide; as they show the right "direction". They offer counseling. They are open-minded. They learn together with the learners.

The teacher offers cognitive support (makes suggestions; gives advice; challenges creativity; encourages independent thinking). The teacher assesses learners as individuals. They are aware of the strengths, needs and feelings of the learners.

Before we finished, we also talked about the 5E Model and covered a sample lesson.

AN INGED AFTERNOON WITH
Prof. Dr. Aydan Ersöz
at
KARABÜK UNIVERSITY

by
Prof. Dr. Aydan Ersöz

Being a fairly new university, Karabük University is still tying to form its faculties and other institutes. The School of Foreign Languages is also having its baby steps. They invited me for a session for the instructors who are all extremely eager to follow professional activities. On March 31, we had an afternoon session with them. Pearson Education Ltd. sponsored this event. You can find a brief summary of the session below.

THE 5E MODEL
by Prof. Dr. Aydan Ersöz

Before we started talking about the 5E model, we covered the principles of constructivism. Then we talked about how constructivism gave birth to the 5E Model. Constructivism is not a new philosophy; in fact, the concept of constructivism has roots in classical antiquity, going back to Socrates' dialogues with his followers, in which he asked directed questions that led his students to realize for themselves the weaknesses in their thinking.

Later Jean Piaget and John Dewey developed theories of childhood development and education that led to the evolution of constructivism. Piaget believed that humans learn through the construction of one logical structure after another. He also concluded that the logic of children and their modes of thinking are initially entirely different from those of adults. The implications of this theory and how he applied them have shaped the foundation for constructivist education.

Dewey called for education to be grounded in real experience. He wrote, "If you have doubts about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence." Inquiry is a key part of constructivist learning.

Following that, Lev Vygotsky, Jerome Bruner and David Ausubel have added new perspectives to constructivist learning theory and practice.

The 5E Model reflects the principles of constructivism in the actual teaching/learning process. The steps can be summarized as:

• **Engage:**
Use pre-activities to grab the learners' attention, to help them recall what they already know about the topic (to activate their schemata), to prepare them linguistically, cognitively and mentally (emotionally) for the main learning aim.

• **Explore:**
Learners have the opportunity to get directly involved with phenomena and materials. The teacher acts as a facilitator, providing materials and guiding the students' focus by giving them reasons to perform a language task.

• **Elicit or Explain:**
Learners begin to put the abstract experience into a concrete form. They explain the use and usage of a certain language focus. The teacher asks questions to elicit this information. If s/he feels that learners have difficulty in understanding, s/he may contribute to the learning process by helping them to explain.

• **Elaborate (Expand):**
Learners expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them by the help of post- activities.

• **Evaluate:**
Evaluation is an on-going diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. Evaluation and assessment can occur at all points along the continuum of the instructional process. The learner is also encouraged to evaluate himself/herself.

We also covered a sample lesson plan together to see how these principles are reflected in a lesson.

AN INGED AFTERNOON WITH
Prof. Dr. Aydan Ersöz
at
ERCİYES UNIVERSITY, KAYSERİ

by
Prof. Dr. Aydan Ersöz

The School of Foreign Languages, Erciyes University invited me for a session with the instructors.   On April 6, we had an afternoon session with them. Pearson Education Ltd. sponsored this event. You can find a brief summary of the session below.

CONSTRUCTIVISM IN THE CLASSROOM

by
Prof. Dr. Aydan Ersöz

As E. Von Glasersfeld (1995) asserts, constructivism does not claim to have made earth-shaking inventions in the area of education; it merely claims to provide a solid conceptual basis for some of the things that, until now, inspired teachers had to do without theoretical foundation.

Most of the teachers are probably already using the constructivist approach to some degree. Constructivist teachers pose questions and problems, then guide students to help them find their own answers. They use many techniques in the teaching process. For example, they may:

- prompt students to formulate their own questions (inquiry)
- allow multiple interpretations and expressions of learning (multiple intelligences)
- encourage group work and the use of peers as resources (collaborative learning)

In a constructivist classroom, learning is **constructed**. Students come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create.

In a constructivist classroom, learning is **active**. The student is the person who creates new understanding for him/herself. The teacher coaches, moderates, suggests, but allows the students some room to experiment, ask questions, try things that don't work. Learning activities require the students' full participation (like hands-on experiments). An important part of the learning process is that students reflect on, and talk about, their activities. Students also help set their own goals and means of assessment.

In a constructivist classroom, learning is **reflective**. Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his or her prior knowledge

and experiences. Talking about what was learned and how it was learned is really important.

In a constructivist classroom, learning is **collaborative**. The constructivist classroom relies heavily on collaboration among students because students learn about learning not only from themselves, but also from their peers. When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

In a constructivist classroom, learning is **inquiry-based**. The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

In a constructivist classroom, learning is **evolving**. Students have ideas that they may later see were invalid, incorrect, or insufficient to explain new experiences. These ideas are temporary steps in the integration of knowledge. For instance, a child may believe that all trees lose their leaves in the fall, until she visits an evergreen forest. Constructivist teaching takes into account students' current conceptions and builds from there.

What happens when a student gets a new piece of information? The constructivist model says that the student compares the information to the knowledge and understanding he/she already has, and one of three things can occur:

- The new information matches up with his previous knowledge pretty well (it's **consonant** with the previous knowledge), so the student adds it to his understanding. It may take some work, but it's just a matter of finding the right fit, as with a puzzle piece.

- The information doesn't match previous knowledge (it's **dissonant**). The student has to change her previous understanding to find a fit for the information. This can be harder work.

- The information doesn't match previous knowledge, and it is **ignored**. Rejected bits of information may just not be absorbed by the student. Or they may float around, waiting for the day when the student's understanding has developed and permits a fit.

The Benefits of Constructivism:

- Students learn more, and enjoy learning more when they are actively involved, rather than being passive listeners.

- Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.

- Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.

- Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

- By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.

- Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as

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to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

"... if we teach today as we taught yesterday, we rob our children of tomorrow ..."

– John Dewey
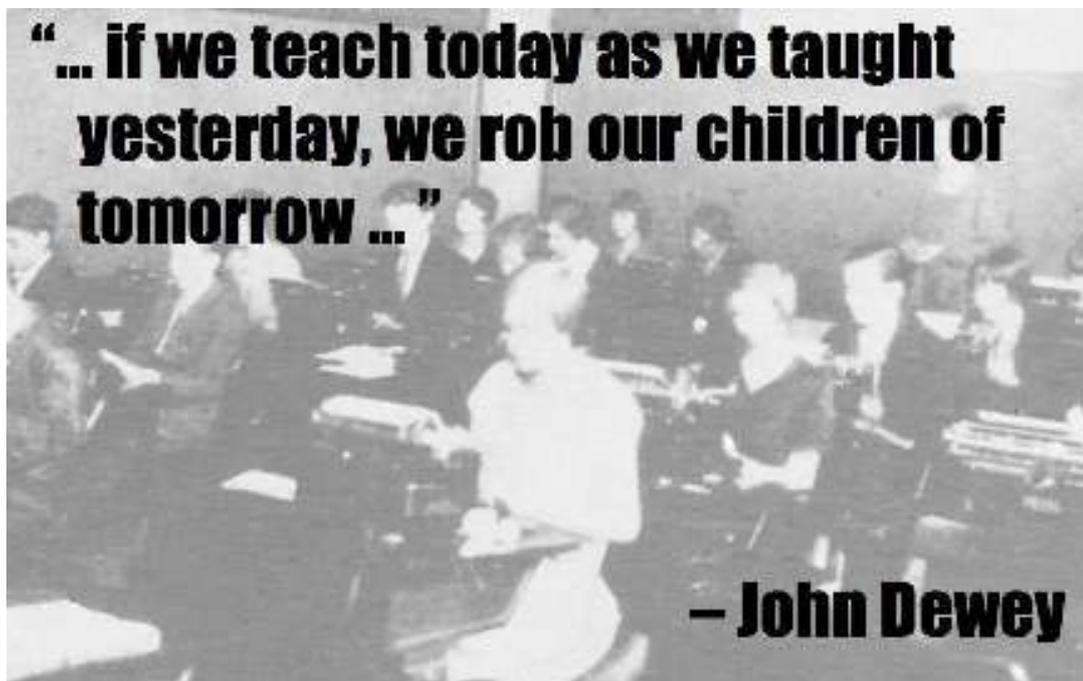
AN INGED AFTERNOON WITH
Prof. Dr. Aydan Ersöz
at
SELÇUK UNIVERSITY, KONYA

by
Prof. Dr. Aydan Ersöz

The School of Foreign Languages, Selçuk University invited me for a session with the instructors. On April 7, we had a morning session with them. Pearson Education Ltd. sponsored this event. You can find a brief summary of the session below.

IS CONSTRUCTIVISM A SOLUTION TO OUR PROBLEMS?

by Prof. Dr. Aydan Ersöz

Even students who score well on standardized tests often are unable to successfully integrate or contrast memorized facts and formulae with real-life applications outside the classroom. Many students see little connection between what they learn in the classroom with real life.

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Additionally, the traditional teaching method of teacher as sole information-giver to passive students appears outdated. The curriculum that most universities have is overloaded and undernourished. The present teaching situations emphasize the learning of answers more than the exploration of questions, memory at the expense of critical thought, bits and pieces of information instead of understanding in context, recitation over argument, reading about something instead of doing it. They fail to encourage students to work together, to share ideas and information freely with each other, or to use modern instruments to extend their intellectual capabilities.

One proposed solution for this problem is to prepare students to become good adaptive and autonomous learners who can think critically. In other words, students should be able to apply what they learn in school to the various and unpredictable real life situations, and they should be engaged in life-long learning. Obviously, the traditional classroom setting where the teacher is the information-giver and which is textbook-guided has failed to bring about the desired outcome of producing thinking students. A possible solution to this problem is to change the focus of the classroom to learning-centered using a constructivist approach.

In constructivism, meaning is intimately connected with experience. Students come into a classroom with their own experiences and a cognitive structure based on those experiences. These preconceived structures are either valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in memory. Inferences, elaborations and relationships between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. Memorized facts or information that has not been connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information onto his/her existing mental framework for meaningful learning to occur.

It is not easy for a traditional teacher to become constructivist and to use methodologies for creating a constructivist classroom. It requires willingness to change the old and familiar practices to adopt new ones. Unless a teacher is ready to change his/her beliefs, attitudes and values, this cannot happen. Below you can see some suggested characteristics of a constructivist teacher:

1. Become one of many resources that the student may learn from, not the primary source of information. Encourage the use of alternative sources for information both from written materials and experts.

2. Engage students in experiences that challenge previous conceptions of their existing knowledge. Seek out student ideas before presenting teacher ideas or before studying ideas from textbooks or other sources. Use student thinking, experiences and interests to drive lessons.

3. Allow student responses to drive lessons and seek elaboration of students' initial responses. Seek out and use student questions and ideas to guide lessons and whole instructional units. Give students some thinking time after posing questions. Increase teacher-waiting-time. Accept and encourage student initiation of ideas.

4. Encourage the spirit of questioning by asking thoughtful, open-ended questions. Encourage thoughtful discussion among students. Promote student leadership, collaboration, location of information and taking actions as a result of the learning process.

5. Use cognitive terminology such as "classify," "analyze", and "create" when designing tasks. Encourage students to suggest causes for event and situations and encourage them to predict consequences. Encourage students to challenge each other's conceptualizations and ideas.

6. Encourage self-analysis, collection of real evidence to support ideas and reformulation of ideas in light of new knowledge. Encourage and accept student autonomy and initiative. Be willing to let go of classroom control.

7. Extend learning beyond the class period, classroom and the school. Refrain from viewing content as something that merely exists for students to master on tests.

8. Don't separate knowing from the process of finding out. Involve students in seeking information that can be applied in solving real-life problems.

9. Encourage adequate time for reflection and analysis; respect and use all ideas that students generate. Insist on clear expression from students. When students can communicate their understanding, then they have truly learned.

10. Remember that evaluation should serve as a self-analysis tool. Use assessment techniques which are authentic and interwoven with teaching. Use errors to gain insight into students' previous knowledge constructions.
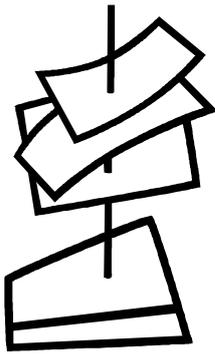
NOTES FROM THE 43rd ANNUAL INTERNATIONAL IATEFL CONFERENCE & EXHIBITION, CARDIFF 2009: "Managing Conflict in Language Teaching Organizations" by Andy Hockley (2 April 2009)

Summarized by
Başak Dutan
METU, Department of Modern Languages
dbasak@metu.edu.tr

What is conflict?

"Conflict is present where there is an incompatibility of goals arising from opposing behaviours. Particularly, conflict is behaviour intended to obstruct the achievement of some other person's goals." (Mullins 2002:900)

"Conflict is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, values or needs." (Robbins 2005:422)

Advantages and disadvantages of conflict

Although the world conflict may sound negative, conflicts do not always come with negative outcomes. They may also bring advantages such as identification of issues of importance to others, resolution of underlying problems, enhancement of group development, increasing the internal cohesion of groups, facilitation of needed organizational change, learning about self and others, and avoidance of groupthink. Along with these advantages, conflict may also have some drawbacks such as decreased performance, dissatisfaction, aggression,

anxiety, wasted time and energy, and reduced efficiency. Considering the advantages and disadvantages it brings, conflict may have positive and negative outcomes for the organizations. The positive outcomes of conflicts can be producing better ideas, forcing people to search for new approaches, bringing longstanding problems to the surface and resolving them, clarifying the individual views, stimulating interests and creativity, and providing people with a chance to test their capacities. On the other hand there are also inevitable negative outcomes caused by conflict, which are some people's feeling cheated, increased distances between people, developing a climate of mistrust and suspicion, individuals' concentration on their own narrow interests, resistance rather than teamwork, an increase in employee turnover (Mullins, 2002: 814).

Sources of Conflict

In order to resolve and manage conflict effectively, one should be aware of the possible sources of it. According to Bryans and Cronin (as cited in Mullin, 2002, p.817), sources of conflict can be listed as follows:

- Differences between corporate and individual goals
- Conflicts between departments or groups in the organisation
- Conflict between the formal and informal organisation
- Conflict between the managers and the managed
- Conflict between individual and the job
- Conflict between individuals

Causes of conflict:

After determining the sources of conflict, it is necessary to identify the reasons for conflict in these sources. Leadership is the one of the causes of conflict as poor communication, inconsistency and inequitable treatment are the factors causing conflict due to ineffective leadership. Limited resources are another factor causing conflicts as they may cause frustration and fight. Another factor that may lead to conflict is the structure of the organization since the differing tasks and roles may cause problems among people. Environmental change including increased competition or new technologies can be another reason for conflict. Finally, personal variables such as differences in perception, different values, personality types and relationships may stand as a factor that may cause conflict.

Conflict management styles

There are five main styles of managing conflict and these styles can change depending on the personality, culture or the conflict itself.

Intention:	Concern for own interests	Concern for others' interests	Outcome
• Compromise	Moderate	Moderate	Equal wi&lose
• Competition	High	Low	Win-lose
• Collaboration	High	High	Win-win
• Avoidance	Low	Low	Lose-lose
• Accommodation	Low	High	Lose-win

Negotiation Skills

The managers especially should have the negotiation skills to resolve the conflicts. According to Fisher and Ury (1991), in order to be better at negotiating:

- Separate the people – their emotions, values, perceptions- from the problem (the personal vs the professional)
- Focus on interests not positions.
- Explore all the options to enable mutual gain (seek win-win solutions)

A procedure for negotiating can be as follows:

1. know yourself
2. manage your emotions (like anger management)
3. give the person time to let off steam
4. listen actively, request clarification, pay attention, hear
5. focus on the issue, not the person
6. identify actions for both parties
7. identify actions for both parties
8. Thank the person for working with you
9. Monitor results

Arbitration

Arbitration takes place if negotiation does not help. The key in arbitration process is to act fairly and without prejudice, and be seen to do so. The arbitrator should hear both sides of the argument, act in the best interest of the organisation and communicate clearly why s/he acted the way s/he did, and why s/he took the decision s/he did.

To sum up, it can be said that conflict is everywhere. What to be done in conflicting situations is first to realize that conflict may have advantages. Then especially the managers should be aware of the sources and causes of conflict along with the styles of conflict management. In order to resolve and manage conflict effectively, negation and arbitration should be fair and non-judgmental processes.
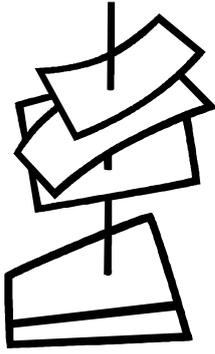
NOTES FROM
IATEFL CARDIFF 2009:
Reflections on
Teacher Training & Education
Special Interest Group
Pre-conference Event

Summarized by
Burcu Akyol
TED Istanbul College

My name is Burcu Akyol. I have been teaching English for nine years. I work at TED Istanbul Koleji. I teach 5th grade students. Two years ago I started blogging with my students and I thought the results were worth sharing with colleagues. I gave a number of presentations in Turkey and then I thought it would be great if I could share my experiences with teachers from different countries as well. So I sent a proposal for being a speaker at the 43rd IATEFL Annual Conference. I also applied for a scholarship for my travel expenses. I got good news in November. My speaker proposal was accepted and I was also awarded a scholarship.

Attending the 43rd IATEFL Annual Conference as a speaker certainly was a challenge worth all my effort and a professionally rewarding experience for me. I enjoyed meeting the leaders of my profession, socializing with teachers from different countries and listening to great presentations.

My talk was called "ELT Meets the Blogosphere". If you are interested in blogging, you can visit my blog at http://burcuakyol.edublogs.org and download the handout of my session.

I listened to great presentations and came back to Turkey full of great ideas. I would like to share with you two sessions that I liked.

Marc Prensky was the first pleanary speaker. He is an internationally acclaimed speaker, writer, consultant, and designer in the critical areas of education and learning. His talk was called "Engage me or Enrage me". He talked about the profile of today's students (he calls them "Digital Natives") and the urgent need to reevaluate our teaching methods and techniques in order to engage our students. His talk was quite thought-provoking and inspiring. I would recommend that you read his articles on his web site (www.marcprensky.com).

Another session that I found useful was "The English Teacher's Guide to Computer Games and Learning" by Kyle Mawer. He talked about the importance of using computer games sensibly and gave great ideas. If you are interested in using computer games in your lessons, I would recommend that you visit his Wiki. (http://kylemawer.wikispaces.com)

You can find the online coverage of the 43rd IATEFL Annual Conference at Cardiff Online (http://iatefl.britishcouncil.org/2009/) The site provides discussion forums for you to share ideas with teachers all over the world. You can also watch keynote sessions and video presentations there.
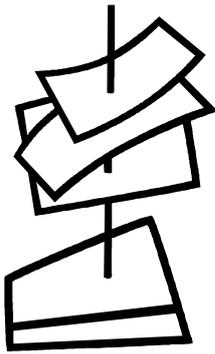
NOTES FROM
IATEFL CARDIFF 2009:
Reflections on
Teacher Training & Education
Special Interest Group
Pre-conference Event

Summarized by
Briony Beaven

This article first appeared in the ELTECS List on 21 May 2009.

Beril Yücel, the Coordinator of TTEd SIG, welcomed participants and introduced the three speakers Rod Bolitho, Margit Szesztay and Franz Mittendorfer. In Rod's session we were invited to remember our routes into teacher training and our reasons for becoming teacher trainers or educators. We considered the knowledge and skills that teacher educators need to acquire in addition to their expertise as teachers. For many of those present a key issue was the need to work with 'the whole person' in teacher training since teacher identity is so closely linked to personal identity; both teachers' and teacher educators' effectiveness is influenced not only by 'knowing' and 'doing' but also by their particular kind of 'being'. This interweaving of the personal and professional was viewed by attendees as presenting both a considerable challenge and a fascinating area of our work.

Margit's talk considered two approaches to professional discourse. She reviewed de Bono's six-hat metaphor both for positioning speaker attitude and as a strategy for discussion or dialogue. The 'hats' were: seeking information, thinking creatively, approaching a discussion primarily through emotion, critical thinking, the positive approach and the 'blue-sky' or meta-level of looking at a puzzle or problem. Margit suggested that awareness of the particular 'hat' being worn by speakers, or conscious adoption of the same 'hat' in a discussion group could enable better understanding. She proceeded to introduce

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participants to Bohm's model of exploratory dialogue and asked us for our reactions to the model.

Franz looked at continuing professional development as realised in his own institution in Austria, a department of vocationally oriented language education, where he is responsible for in-service teacher education, for managing a course portfolio and also for the development of the teacher educators themselves. Franz explained that his staff development group encourages risk-taking, collaborative learning and mutual support. He outlined difficulties that face the members of his group and suggested that one common problem for teacher educators is being torn in different directions, perhaps by different groups of stakeholders, for example, or by conflicts between old and new systems.

Throughout the day the speakers related their input to the participants' experiences, setting tasks within their sessions that raised awareness of our values and assumptions and invited us to reflect on our professional development. With Rod we produced maps or drawings of our professional journeys and noticed significant milestones. Margit asked us to remember a book that influenced each of us and our work, while Franz encouraged us to think of a person who had had an important effect on our working lives. Towards the end of the day we worked in small groups to identify the beliefs, values, principles and theories of the three speakers as manifested in their contributions to the event. This exercise underlined the relationship between teacher trainers' principles and their practice. Feedback demonstrated a fair degree of consensus as to the speakers' interior teacher training 'territory' and illustrated graphically the 'wholeness' and 'oneness' of a teacher educator's training with their knowledge, skills, attitudes and experience.

The day was both stimulating and interesting owing to the variety of content and processes. The speakers incorporated many types of activity into their sessions, for example drawing personal timelines, creating figurative representations of areas of work, group discussion and completion of questionnaires. We worked in plenary, in pairs and in groups. Input modes included telling, questioning, hard copy visual aids and PowerPoint.

Near the end of the day participants had an opportunity to look to the future, filling in an action plan sheet with personal development targets and useful books and articles for further professional reading.

My strongest memories are of: seeing and hearing colleagues seem to make steps in their learning through the professional dialogues that were taking place, being struck anew by the significance of stories as a way of learning.

Successful training days need to be followed up by reflection and action if their effect is not to be negated by 'post-seminar syndrome', in which enthusiastic participants return to their workplace with many good intentions, only to come up against a 'wall of inaction' as a result of their own inertia or their inability to bring vital others on board in order to implement change, growth or innovation.
I hope that one function of this brief summary will be to act as a timely reminder to all of us of what we decided to do at the TTEd PCE 2009!
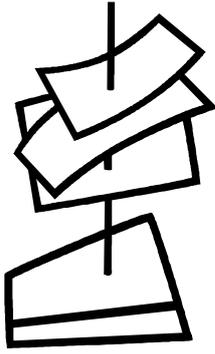
Briony Beaven

THE 13th INTERNATIONAL
INGED
ELT CONFERENCE

on
23-25 October

Hosted by
Gazi Faculty of Education,
Gazi University,
Ankara, Turkey.

Have you sent in your proposal yet?

NOTES FROM
THE AYDIN SYMPOSIUM:
"TEACHING & EVALUATION"

Summarized by
Prof. Dr. Birsen Tütüniş

Malcolm Mann and Chris Taylor contributed to the "Teaching and Evaluation" Symposium which was arranged with the support of Macmillan Macenta as speakers in Istanbul Aydın University Bahçelievler Campus on April 18, 2009. Malcolm M ann, a specialist in his field and an author, gave his presentation "Dos and Don'ts of Testing: A Practical Approach" about what teachers should and should not do while evaluating their students. Moving from the Monty Hall Problem theory he expressed and exemplified how we as teachers may act unfairly towards students if we are not careful in preparing multiple choice questions. He also emphasized that tests should have a "Monkey Mark" limit and keep in mind that even though some students may give random answers, they might get that score so teachers should check the validity and reliability of the exams. Malcolm Mann also gave a workshop after his speech and had teachers study the ten rules he gave.

Chris Taylor is specialist in pre and post service training of teachers. In her speech "Evaluating English Language Skills" she mentioned that teachers are trying very hard to teach English and make students speak; yet we sometimes fail to evaluate their speaking skills. She lectured about the importance of speaking skills, the teachers' role in developing the skill, how we could evaluate the skill and how the existing speaking tests were created. Chris Taylor flavored her speech with class work and later gave a workshop and had the attending English teachers study different class work and tests.

AN INGED AFTERNOON WITH
Prof. Dr. Aydan Ersöz
at
UFUK UNIVERSITY,
ANKARA

by
Prof. Dr. Aydan Ersöz

The English Language Teaching Department, Faculty of Education, Ufuk University invited me for a session with the 3rd and 4th year students who are prospective English teachers. On April 21, we had an afternoon session with them. First I talked about INGED, its vision and mission, and its activities. Then we had the session on teaching English to young learners. You can find a brief summary of the session below.

Working with Children in an Activity-Based Environment
by Prof. Dr. Aydan Ersöz

1. Establish a class behavior code. Remember that interest and involvement are the best forms of motivation.

2. A good teacher knows that learning takes place during quiet times (drawing, cutting, pasting). Chatting to children while they work is part of teaching.

3. The priority must be the working relationship with children, taking the role of teacher, parent, friend and organizer.

4. Children learn best when they can experience and experiment for themselves by doing. This means child-centered activities.

5. Children need to use their hands and bodies to express and experience language. The teacher should focus on physical responses rather than just speaking correctly. Appropriate body language sends messages, too.

6. The pacing of a children's class must be based on experience and intuition. Be sure not to work too fast through the material. Slow down and exploit each experience for the benefit of the children.

Priorities

1. Build confidence through a supportive environment (called "scaffolding"); give children a sense of security to take risks. They learn best in a classroom atmosphere which is supportive and motivating.

2. Children should experience English. For them, learning is a matter of experiencing rather than storing information to memory. They want to actually use the language, not to learn about it.

3. Teach children to communicate with what vocabulary and structures they have; use language as a tool for real communication. They don't like activities that are mechanical and meaningless.

4. Show that learning English is fun. Children love to play and learn best when they have fun. Any syllabus for young learners should include contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, and the like.

5. Establish trusting relationship between yourself and the children (and also between children).

6. Give children the experience of a wide range of language functions and experiences in a non-threatening environment.

7. Avoid correcting children in class. Keep modelling correct/accurate language.

8. Give correct language examples to a group of bright students and let them teach the others/each other.

9. Accept good tries. Don't insist on perfection. Mistake-making is an important part of language learning.

10. Decrease TTT and increase STT. Children don't like long and detailed explanations. They easily get bored. Give them activities that allow them to use their imagination and creativity in the classroom.
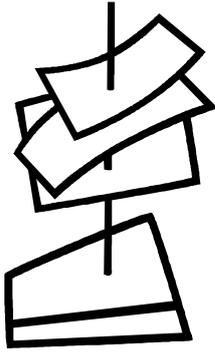
NOTES FROM
PELLTA

Summarized by
Aybike Oğuz & Nazan Özçınar
Özyeğin University, Istanbul

Hello everyone,
We, my friend Aybike Oğuz and I joined the International English Language Teaching Conference entitled 'Language Matters: New Ways of Looking at English Language Teaching & Learning' organized by PELLTA (Penang English Language Teacher Association) in Malaysia between 22-24 April 2009. We would like to share our notes with you hoping that you will find them as interesting as we do.

As you can see, the topic of the conference was pretty broad but plenary speakers mostly focused on Leaner Autonomy and Self Directed Learning. Workshops of course were about more specific issues and practices.

Notes about Malaysia

- To have an idea of the diversity of cultures, languages and religion in Malaysia, you might want to have a look at the following web site:
  http://travel.nationalgeographic.com/places/countries/country_malaysia.html
- People living in Penang are called 'Penangites'. Our assumption was 'Penangese' ☺
- In terms of language education, our general feeling was appreciation comparing the resources available in Malaysia and in our context (probably Turkey in general is a different story).

Notes about the conference

The two plenary speakers we really enjoyed were Prof. Tony Wright (*University College Plymouth St Mark & St John, Plymouth,UK*) and Prof. Andy Curtis (*Chinese University of Hong Kong).*

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Tony Wright's plenary was on how to use minimal resources in the classrooms. The session was focused on his own experiences in Vietnam.

Prof. Andy Curtis was entitled "Leading and Managing Change in ELT".

Our Notes of Prof. Tony Wright's Plenary and Workshop:

- One of the things that we found very thought provoking was Tony's comment about Gardner's Multiple Intelligences. He said that there isn't enough empirical data to prove that there are multiple intelligences. All of us encourage self directed learning in our classes using different methods and techniques so it may be interesting to look at this issue more closely.

- One activity Tony shared with us in his workshop about teaching using minimal resources was the following:

  He wrote all the names he has been called so far on the board and asked us to guess who calls him using these names and why.

  E.g. Dr. Wright, Anthony, Tone, Prof. Wright, Wright, Tony, etc.

It turned into an interesting discussion about high power, low power distance in different cultures etc. I thought of using it as a getting to know activity in the first days of my classes.

- Another activity he shared with us was the letter "G" activity. He asked everyone individually to write down 5 country names that start with the letter "G" and 5 "food items". It was not an easy task to do since there aren't many so he asked us to compare our notes with the person next to us.

- The last activity was very challenging and interesting. He showed us the headline: "Dog Shoots Man". After everyone had made their guesses, he asked everyone to come up with very creative questions about the article.

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Our Notes of Prof. Andy Curtis's Plenary and Workshop:

- One comment we really liked was Andy's interpretation of the success of a lesson. He said that if the students are still on task when the teacher leaves the classroom then it is a successful lesson as it shows full engagement of the students. He realized this when he was called from class for an urgent matter one day and found the students on task when he came back.

- He also emphasized the fact that being a teacher is a very valuable job since it has the following meanings: In Malay the word for teacher means "guru" and in Sankrit it means "the one to be honoured".

- He discussed the idea of teachers making themselves redundant in their classes. Food for thought: The word 'redundant' in English comes from the word 'redundare' in Latin meaning *coming back and contribute.*

- He criticized fixed structures imposed on English teachers in teacher training courses and argued about the idea of 'unpredictability'. Food for thought: When Picasso was asked what makes art art, his answer was 'unpredictability' linking this into teaching being an art.

- For more information: www.andycurtis.org

- One name he suggested to be read about Leaner Autonomy and Self Directed Learning was 'Paulo Freire'.

- Some quotes that we found interesting during the session were:

"The more things change, the more they stay the same" by Alphonse Karr (1808-1890)

"Teachers from countries where English is not the native tongue may also find it difficult to get a work permit" by Emile Alexander Dodds.

"Teaching at its core is a moral profession" by Michael Fullon.

AN INGED PLENARY SESSION
at
BÜYÜK KOLEJ, ANKARA

by
Prof. Dr. Aydan Ersöz

Büyük Kolej held its 7th ELT Conference on 2 May 2009. There were about 100 participants, all primary and secondary school teachers from both state and private schools. I was invited to give a plenary speech on "Motivating Teenagers". After the opening ceremony and welcoming speeches, Nicky Salmon gave the first plenary "The Writing Process". Then, Patrick Shortt gave his speech entitled "Task-based Learning". Before lunch, Büyük Kolej students had a wonderful dance performance. In the afternoon, Guy Elders presented "Before and After the Lesson!" My speech was the last just before the raffle and the closing ceremony. The sessions mostly focused on practical ideas and activities that teachers can take back to their schools. You can find some photos of this event below. You can also read a brief summary of my session.

The Audience

Patrick Shortt:
"Task-Based Learning"

A Traditional Scottish Folk Dance
by Büyük Kolej Students

Motivating Teenagers
Prof. Dr. Aydan Ersöz

Often our students are frustrated and de-motivated because they are in an exam-oriented education system. This system is associated with:
* control,
* dominance,
* rigidity,
* strictness,
* formality,
* memorization,
* student inactivity,
* and, passiveness.

Teaching can be a frustrating and stressful experience if students are not motivated. Students who have low motivation tend to cause more problems than the others. Such students 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.

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How to increase motivation:

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

WHY LEARN ENGLISH?

Personal Development - Research and evidence show that people who speak foreign languages are more open-minded and have a deeper understanding of and respect to their own and other cultures.

Students who receive foreign language instruction are more creative and better at solving complex problems. They also display improved overall school performance and superior problem-solving skills.

Social Prestige - People respect and look up to those who can speak foreign languages as it is generally associated with the level and quality of education and the socio-economical background of the individual.

Successful Communication - People who speak foreign languages develop a lifelong ability to communicate with more people.

Job Hunting - Knowing a foreign language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in our students' future. They will have access to a greater number of career possibilities. They are one step ahead of the others.

• Another way to motivate our students is to run motivating and fun lessons, and to address the students' needs and interests. If we can arouse curiosity

and use activities that they can relate to, students can find the learning experience intrinsically pleasant and memorable.

- Providing the right level of challenge is another way of increasing motivation. Human beings love challenge; however, if they cannot succeed they may lose their motivation. Success is the best motivator. Hence, we should give them challenging but achievable tasks to give them a taste of success.

- Yet another way of increasing student motivation is displaying appropriate teacher behavior; listening to our students; building empathy; establishing rapport and respectful, trusting relationships with our students. Students don't like patronizing, labeling, and intimidation.

As teachers, we should be competent in the language we teach and in the methodology we use. We should keep in mind that motivating students begins with a motivated teacher. If the teacher is motivated and enthusiastic about what he/she is doing, then there is a greater probability that students will be motivated as well.
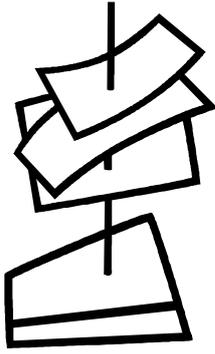
NOTES FROM
THE TOBB ETU
TEACHER TRAINING
CONFERENCE:
"Reaching our Horizons"

Summarized by
Özge Alpaslan
METU, DBE, Ankara

TOBB ETU hosted a conference on teacher training titled 'Reaching our Horizons' on 8 - 9 May 2009. The plenary speakers at the conference were Gülfem Aslan, Aydan Ersöz, Deniz Kurtoğlu Eken, and Kristina Smith. I was able to attend three sessions on the first day and this is briefly what the speakers talked about in those three sessions.

In the first plenary session, Deniz Kurtoğlu Eken focused on the elements of inspiration in people's lives. She explained that reading and people, her students, her son and his drawings, actors and their movies, were the main inspirations in her life. She said, as students, teachers, or teacher trainers, people all need to find the sources of inspiration in their lives to keep them going. In order to discover these sources of inspiration, she added, all these parties need to reflect on their lives and question how they are living their lives. Dr. Eken explained that they use many tasks at Sabancı University to enable students and teachers to reflect effectively and she exemplified these tasks.

The second plenary session was delivered by Kristina Smith. The presenter focused on e-training. She explained what some possible contexts for e-training were (possible combinations of face-to-face and on-line contexts) and some constraints such as number of participants, time available per week, tutor time commitment and technical skills of participants. She also mentioned Gilly Salmon's five-step model and explained how to carry out the steps and shared her own experience of using the model.

One of the concurrent sessions that I attended was delivered by Aydan Ersöz. Prof. Ersöz did a demo listening lesson in which she asked the audience to be her learners. She asked a group of participants to observe her and to give her feedback following the demo. In the demo lesson, which was full of laughter, the speaker depicted many features that deserved to be discussed during a post-observation conference. As for giving feedback to observees, she emphasized that the language used by observers at post-observation conferences played a significant role in the effectiveness of feedback. She gave tips regarding how to involve the observees in the process and how to encourage them to take responsibility.

Have you renewed your INGED membership?

If so, thank you! Together we stand strong!

**If not, please go to *Members* on our webpage,
fill in the membership form,
send us the documents.
We need your support to stand strong!**
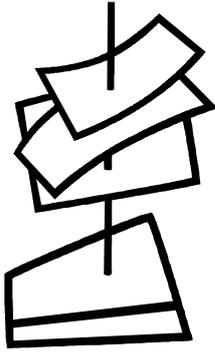
NOTES FROM THE 10TH METU INTERNATIONAL ELT CONVENTION

**A brief overview of the workshop
"Creativity for Teachers"
by Chaz Pugliese**

**Summarized by
Nazan Özçınar
Özyeğin University, Istanbul**

The conference at METU was one of the most professional, enlightening and inspiring conferences I have been to in the last few years. I would like to share what I have gained from Chaz's workshop because I found the activities he presented very practical for teachers to implement into their classes.

He started his workshop with a few quotes of his own:

"Creativity CAN and MUST be learned"
"Creativity CAN and MUST be taught"
"Simplicity is the key to the materials"

Even with very simple materials done in class, students can come up with wonderful skills productions. If teachers can motivate their students, then they will produce excellent pieces of speaking and writing tasks. The activities he shared with us could all be presented with minimal preparation. The only thing that teachers need to focus on is to create materials that involve the I statements, in other words, they should be personalized.

Here are the 5 activities he presented at the workshop:

ACTIVITY 1:
Write down 3 things you are good at. E.g., cooking , singing and sewing
Now look what your partner has written. Now ask the following questions:

1. How do you know you do it so well?

2. Whose feedback do you need?

3. What special skills are required?

4. When is the last time you did it?

5. Who or what can stop you from doing this?

6. What advice or tips would you give to a beginner?

All these questions are open-ended so they lend itself to discussion.
As a follow up to this, may be students can come up with 3 more questions to be asked to their partners.

ACTIVITY 2:

1. Pair up with someone and count to 3 but in turns. So, 1 (said by pair A), 2 (said by pair B), 3 (said by pair A). And continue counting.
2. Now say 1, clap,3,clap, 2,clap etc
3. Now say 1, show the sign of 2, 3 , show the sign of 1 etc
4. Now whisper 1,2,3
5. Now with irregular verbs: take –took-taken
6. Now with 3 word partners: catch – up – with
7. Now with a short dialogue: Last night – I – went – to – a .....

If you start with something linguistically, then students will have difficulty because they are not ready for that yet. We need to help our students to get ready for any task you do in class. Start with something not challenging and move on to a more challenging ones.

ACTIVITY 3:

1. To _____ or not to.(be)
2. Have a _____ day.(nice)
3. Two letter preposition that sounds like a two (to)
4. What is _____name? (your)
5. Opposite of enemy (friend)
   Etc. Students try to find the saying: **Be nice to your friend.**

ACTIVITY 4:
Divide the class into pairs. Pair A's have to ask any questions to their partners but the questions need to be YES / NO questions. But B's have to answer with "NO"

Now B's ask any YES/NO questions to their partners but this time pairs answer with YES enthusiastically.
This can continue with answers like: No, but guess what. / Yes, and on top of that I like singing too.

This was the last activity we did in the session. Everybody had great fun and found that the activities were practical and easily adaptable.

If you wish to learn more activities, then you can go online: www.hltmag.com
Or www.pilgrims.co.uk

Your board members were there, too...

The INGED Desk was busy, busy...

WHAT IS EAQUALS?

by Oya Başaran
Bilgi University, Istanbul

Founded in 1991, EAQUALS is a European association of language training providers and aims to promote and guarantee quality in language institutions offering foreign language courses. To achieve these aims it has established and published a demanding set of criteria for accreditation. These are laid out in the form of the EAQUALS General Charter and Course Participants', Staff and Information Charters, and are backed up by a rigorous inspection scheme. EAQUALS also provides important opportunities for its members and other stakeholders to share best practice and to co-operate in projects of mutual interest, and participates in international working groups with other organisations, such as the Council of Europe, with which EAQUALS has Participatory Status, the European Centre for Modern Languages, the International Standards Organisation and the Association of Language Testers in Europe.

MEMBERSHIP

Membership is open to private or state institutions which are involved in the delivery of quality language services or are in some other way committed to the achievement of excellence in this area. There are different categories of membership:

Founder Members:

These are the 7 institutions and organisations, which were jointly responsible for establishing the Association and developing its structure and principles.

Accredited Members:

To become an Accredited Member, language training institutions must prove their full adherence to the EAQUALS Charters by submitting themselves to an inspection, which is repeated every three years, or more frequently if deemed to be necessary. It follows that only institutions that have been successfully inspected can be Accredited Members and display the Accredited Members' logo. .Accredited members of EAQUALS are required to post the Charters in relevant visible locations on their premises and follow the rules for the use of the EAQUALS logo and name.

See website: http://www.eaquals.org/page.asp?p=2571

Associate Members:

This category of membership is for organisations with considerable involvement or interests in language teaching. Associate membership is by invitation only and

the essential criterion is a commitment to the achievement of quality. Typically they will be national associations, cultural bodies, examination boards or other similar organisations.

See website: http://www.eaquals.org/page.asp?p=2551

Inspector Members:

This membership category is for appointed EAQUALS inspectors who are not affiliated to an EAQUALS member institution. With the payment of a nominal annual membership fee Inspector Members have access to the members' area of the EAQUALS website. Inspector Members are not entitled to vote, to stand for election to the EAQUALS Board, or to use any EAQUALS logo, but may attend internal meetings

All members of EAQUALS endorse and uphold the EAQUALS Charters. The basic principles underlying the EAQUALS Charters are:

- respect for the legal constitution of EAQUALS;
- an aim to deliver good quality and effective language services
- fair dealing with clients, students and staff;
- truthful advertising and information to members of the public.

Project partners**:**

EAQUALS has a category of relationship for institutions which are not eligible to become Accredited or Associate Members but which wish a form of affiliation with EAQUALS in order to enable them to:
- participate in the EAQUALS network;
- co-operate with EAQUALS and its Members in the development of language teaching and learning in Europe and beyond;
- share project-specific, networking and research expertise.

WHAT ARE THE ADVANTAGES OF EAQUALS MEMBERSHIP?

- Participation in a process of quality assurance which helps schools to develop.
- Permission to use a name and logo which are a credible guarantee of quality for clients and students.
- Presence on the EAQUALS website and in the 'Coursefinder' section .
- Access to information on leading-edge developments in language education, especially in relation to European developments in the field.
- Belonging to an international network of excellent language schools, and attending regular meetings and conferences.
- Recognition of EAQUALS certificates in certain countries.

- The opportunity to use EAQUALS English Campus blended learning software under preferential terms and conditions.

How do institutions become members of EAQUALS?

All language teaching organisations applying for accredited membership are required to undergo an EAQUALS inspection. Prior to inspection, you need to contact info@eaquals.org and submit an application for EAQUALS membership using the Membership Application Form on the website. On the form you are asked to specify a date when an inspection by EAQUALS would be convenient. Inspections normally take two or three months to organise.

The inspection relates closely to the EAQUALS Charters, and aims to verify that the school is able to comply fully with these. It is therefore important to look carefully at these documents before deciding whether to apply for membership.

Organisations interested in Associate Membership or Project Partnership should contact info@eaquals.org .

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A Paper from a reader

Developing a Systematic Approach to Vocabulary Instruction

Gerry Luton
gerry@cpr4esl.com

As an ESL instructor, I long grappled with the challenge of teaching vocabulary to my students in a meaningful manner. I was aware that certain things were not working for me. I did not want to simply give students lists of words. From my own experience with learning French, I knew that memorizing a list does not help me to truly learn and be able to use the vocabulary. In addition, it was obvious that the memorization of definitions is of limited value. We have all encountered students who are "walking dictionaries" - they can define almost any word given, but they are not actually able to use these words in a sentence. What I wanted was a systematic approach to teaching vocabulary that would enable the students to remember the vocabulary, and more importantly, to make use of that vocabulary.

As a consequence, I have developed a system for vocabulary instruction in an attempt to address this need. This system consists of continually recycling and reinforcing target vocabulary in a variety of ways. In fact, I presently employ about 30 different activities to review vocabulary both in class and as homework and the students seem to respond well to this approach.

Of course, a good approach requires a sound pedagogical basis, and the development of my philosophy towards vocabulary instruction has been guided by extensive reading on the topic of vocabulary acquisition, primarily of books and articles written by Paul Nation, Norbert Schmitt and Keith Folse. The key features of this approach are as follows:
  a) Adherence to what Pimsleur (1967) and Baddeley (1990) describe as the 'principle of expanded rehearsal.'
  b) Adherence to what Nation describes as 'a cost/benefit viewpoint' towards selection of vocabulary for study,
  c) Activities which offer the students the opportunity to use the vocabulary "in speaking and writing where their major focus is on communicating message" (Nation 2001),
  d) Activities which allow the students "to relate the vocabulary to current events, providing experiences with the words, comparing them to real life, or better yet, having students create these images and relate the words to their own lives" (Sökmon 1998),
  e) A variety of techniques to maintain student interest and to meet with the various learning styles of a diverse student population, and finally,
  f) Exposure to multiple contexts for each word under study to help students develop an understanding of the core meaning and the range of usage of vocabulary, including different derivations.

In concrete terms, what the principle of expanded rehearsal means for my students is that the vocabulary which is introduced for study in the first week of class reappears in various exercises and activities throughout the entire term. Each week, our vocabulary list grows, but nothing is left behind.

Another important issue relates to the selection of vocabulary for study. The English language has an enormous vocabulary, so which words should be studied? Paul Nation is very clear on

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this point. The cost/benefit viewpoint states that before introducing a word for study, one should assess whether it is useful spending the time and energy necessary to teach that particular vocabulary. One key consideration is frequency. Vocabulary taught should be of sufficient frequency to warrant the time and energy required to teach it thoroughly. As my guide, I currently refer to the Collins Cobuild English Learners' Dictionary. This dictionary features 'diamonds of frequency,' and for my upper intermediate / low advanced classes, we generally work with words of 2 or 3 diamond frequency.

Nation further notes that students who hope to pursue academic studies at an English-speaking post-secondary institute must learn the vocabulary contained within the Academic Word List (AWL). The AWL consists of 570 words which occur with high frequency in academic texts across a range of subjects, including the Arts, Law, Commerce, and the Sciences.

These two principles are considered when selecting vocabulary for instruction in my classes. As noted above, this vocabulary study takes the form of a great variety of exercises and activities. My students use the vocabulary to write stories and dialogues. They use it in discussions, with attention paid to proper pronunciation. They draw pictures to explain it, and they act it out. They look at the various forms (noun, verb, adverb and adjective) of the word and they encounter it in readings and in listening exercises.

However, perhaps the most important feature of this systematic study of vocabulary is exposure to multiple contexts for each word introduced. Nation notes that "Multiple contexts provide rich information on a variety of aspects of knowing a word including collocates, grammatical patterns, word family members, related meanings, and homonyms." (p. 111).

This principle of exposure to multiple contexts became the source of a 10-year project in which I and a colleague developed a software program to create gap-fill exercises to review vocabulary in context.

The impetus for the program was simply to make my life easier as a teacher. I was constantly generating contexts to be used in various activities in class, and I began collecting these contexts in order to have a storehouse of material to use and reuse. When I had reached several hundred contexts, I approached Martin Holmes, a colleague at the University of Victoria, and the co-creator of Hot Potatoes, about creating a software program which would allow me to choose some words, select a given context for each word, and with a simple click of a computer mouse, generate a gap-fill exercise for my students. I was soon using the program 2-3 times a week to create the various exercises required to systematically review vocabulary in my language classes.

Over the years, my spare hours were filled by a sort of obsessive-compulsive urge as I built up a database of over 2,600 words, including the entire AWL, and words of 2 and 3 diamond frequency, as identified in the Collins Cobuild, with the accompanying tens of thousands of contexts. At this point, Martin suggested we had a program which could be of use to other teachers. The result is Gerry's Vocabulary Teacher.

What is Gerry's Vocabulary Teacher? It is an educational tool, designed to make life easier, and instruction more efficient, for those who teach English as a Second or Foreign Language. In a matter of minutes, and with a few mouse-clicks, teachers can create gap-fill exercises to introduce, review, reinforce, and test vocabulary.

The program allows teachers to:
- Create gap-fill exercises as hard-copy documents,
- Create interactive web-based exercises, using Hot Potatoes,
- Create gap-fill exercises using American, British or Canadian English,
- Import a new gap-fill exercise into an existing document
- Generate exercises tailor-made to specific students' needs for vocabulary instruction and/or review,
- Focus separately on each of the 10 sublists of the Academic Word List, and
- Provide opportunities for students to practise target vocabulary in discussion activities.

The keywords show a minimum of 15 contexts each, including where possible:
- Different derivations
- Proverbs from different cultures
- Quotations from the famous and the not-so-famous
- Facts about countries around the world
- Interesting trivia
- Facts about the world's animals,
- General history facts,
- Facts and quotes from the world's major religions
- Discussion questions, and
- 'Find someone who' questions...all featuring the word under study.

In my class, students encounter these gap-fill sentences in context in a variety of forms. In addition to the standard gap-fill exercise, these gap-fills appear as clues for crossword puzzles, as online exercises, and as language lab listening exercises. Using the program, we can also have short discussions which require the students to use the target vocabulary, and Find someone who... questions allow the students to relate the vocabulary to their own lives and experiences.

The program is now available as a commercial download from my website, www.cpr4esl.com . Recently, the program was reviewed by Ferit Kiliçkaya in the journal Teaching English with Technology (Vol. 7, Issue 2 – June 2007). In his review, Kiliçkaya suggested that "for any EFL/ESL learner and teacher of English, this software is a must-have application that deserves to be considered as the most useful vocabulary software."

Visit the website cpr4esl.com to see the program and its features. The website also includes a number of ideas for recycling vocabulary both inside and outside the ESL classroom using Gerry's Vocabulary Teacher.

Summary
In his book Vocabulary Myths: Applying second language research to classroom teaching, (2004), Keith Folse laments that ESL students "see acquisition of vocabulary as their greatest source of problems...[However], vocabulary is not dealt with sufficiently...some teachers cover some vocabulary, but this is hardly ever done very systematically. Vocabulary is something that everyone assumes that learners will somehow pick up, much the same way everyone assumes that students will just pick up good pronunciation." (pp. 130-131).

In fact, vocabulary instruction can be systematic, and by following certain principles, principles which are based on research, this instruction can help students to bring new vocabulary into their personal repertoire.

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Software
Gerry's Vocabulary Teacher (Version 2 Release 4 Build 1)
Website: http://www.cpr4esl.com
Platform: Windows 98, ME NT4, 2000, XP, Vista
Price: Single-user US $50

NEWS FROM AN inged MEMBER

Dear Colleagues,
Hilal Onat from Hacettepe University sent us the following news: Our last conference was mentioned in the newsletter of TESOL Arabia, January 2009 issue.

Networking

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The experiment in changing the character of the conference was an unqualified success, with many participants praising the opportunity to network with all parts of the service industry catering for international students. From anecdotal evidence at the event, this cross-industry precedent may well be repeated by English Australia at their future conferences. I am grateful to Australian Education International and English Australia for the invitation and funding that enabled me to take part as the representative of TESOL Arabia in this very significant conference.

The 12th International INGED ELT Conference

Putting the Best Foot Forward
Anadolu Üniversitesi, Eskişehir, Turkey. October 23-25, 2008

Peter B. McLaren
Al Ain Women's College
Higher Colleges of Technology

The 12th International INGED (English Language Education Association of Turkey) Conference took place from October 23rd to October 25th, 2008 at Anadolu Üniversitesi, Eskişehir, and featured speakers from as far afield as Canada, the U.K. and Spain, as well as a large local representation (Turkish and non-Turkish) and a small smattering of speakers/presenters from the Gulf and wider Middle East region.

The conference theme incorporated anything from practical hands-on sessions relative to the "nuts and bolts" of the EFL/ESL teachers craft to more theoretical papers. There was a considerable emphasis placed on the use of "new" media (such as email, chat, etc.) to encourage and enhance our students' access to, and creative use of, English.

The main plenary sessions featured a) Dr. Michael Berman of Oxford House College on the topic of emotional intelligence in the English language classroom, b) Dr. Aydın Uysal (the current chair of INGED) demonstrating the practical and versatile nature of personality test style quizzes and surveys

for generating language and intrinsic motivational interest, and c) Dr. Craig Dicker (the U.S. Embassy's English Language Officer in Turkey). Dr. Dicker's amusing and upbeat closing plenary served to lighten the mood and send the delegates home energised after a long weekend in which, inevitably, the constraints placed upon language (and other) teachers by national education systems, a lack of suitable resources and other outside concerns, was a recurrent theme. It was a well-judged end to the conference, reminding those in the field of the value, creativity and intrinsic rewards of the language teaching profession.

Middle-Eastern representation was provided by Dr. Phyllis Wachob of the American University in Cairo, who demonstrated the dual use of simple feedback techniques - dual in that they give students feedback to the teacher, but also provide opportunities to practice writing about your opinions in the L2 (English). Azzam Premji of Dubai Women's College (Higher Colleges of Technology), on presented joint research with a Turkish colleague, and Peter B. McLaren (now teaching in the UAE) presented research on the Native Speaker (NS) – Non-Native Speaker debate (NNS), initially carried out two years ago in Saudi Arabia (KSA).

The INGED Conference also reserves several slots for first time English presenters, in order to encourage their members to get involved (often very early in their teaching careers) with the concept and protocol of such conferences, and to see how we can

Networking

help advance the field both professionally and theoretically by sharing ideas, theories and best practice.

Like many such conferences and gatherings, the opportunity for professional colleagues from many parts of the region and beyond to get together and share ideas, best practice and their particular views vis-à-vis theoretical developments and their respective applications, was appreciated by all at this well-attended conference.

Peter R. McLaren, has been a member of TESOL Arabia for three years, has presented at the annual TESOL Arabia conference twice and at other international conferences. He received a TESOL Arabia travel grant to help offset the travel costs incurred in travelling to İzmir, this Turkey.

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*Would you like your summary
to appear in this newsletter?*

**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...

NEWS FROM AN inged PARENT

Here's a letter from Özge Alpaslan, a colleague who is sharing her observations and feelings about YL portfolios at her son's primary school.

Dear Suzan,

I visited my son at his school, METU Development Foundation Primary School, last Friday to attend the 'Portfolio Sharing Day' held by the fifth graders. At METU Primary School, portfolios are widely used in Turkish and English classes and my son has been involved in portfolio work since he was a third grader, and so it was the third time I was at a portfolio sharing session. Yet, I was once more amazed and delighted to see what these little kids with endless creativity and imagination have produced. Absolutely wonderful!

I talked to the kids, their parents and teachers about the portfolios, and asked them what they thought about portfolio work. First, the kids. All of the kids I talked to, except for two, I talked to eleven kids by the way, were very positive about portfolio work. They said it was fun and contributed to their development, they enjoyed the drawing component and they could be creative. They also said they enjoyed displaying their work at the end of the year and sharing their portfolios with the parents. At this point, let me explain what the

Portfolio Sharing Day involves. The kids, having prepared their two portfolios, sit at their desks ready to inform the parents and answer their questions. And you can see the message in their eyes: See me, come to me, talk to me! How about the two kids who were not so happy with the procedure? Well, they said it was difficult to organize their portfolios at the end of the year. They said sometimes they lose their materials and it involves hard work and it is tiring.

Next, the parents. The parents were positive about portfolio work, too.

Feeling so proud, they wrote down their comments on the blue sheets of paper they were given to be attached to the portfolios. The parents said portfolio work teaches their kids to work carefully and neatly, it promotes research, and it enables them to use their creativity and to express their enthusiasm. They said it is possible to see all the effort that has gone into the portfolios.

Finally, the teacher. I was able to talk to the Turkish teacher only. She told me the kids had to choose what they would like to put in their portfolio and for each product they had to justify their choice. They had to complete the sentence "I like this product because …" on little slips of paper attached to the product. The Turkish teacher said she was in favor of portfolio work because as a teacher she could tangibly see the improvement throughout the year and it enabled her to monitor her learners' work effectively.

Well, all the parties seem to be benefiting from portfolio work. Hope it is used effectively in other institutions too. And, this brings met to the end. I was so impressed with what I saw that I wanted to share it with you in the hope that more kids will benefit from portfolio work. Oh, I forgot to thank the teachers and / or the institutional policy. If it weren't for them,

these kids wouldn't have benefited from the opportunity.

Best wishes,

Özge Alpaslan
METU

ACTIVITIES FROM AN inged

PLENARY SPEAKER

Here are two activities that Michael Berman has sent us.

What kind of job are you cut out for?
by Michael Berman

Choose the best answer from each pair of alternatives. In most cases, only one of the answers is correct, but sometimes they both might be suitable. So be careful!

To 1. say / tell you 2. a / the truth, I would not 3. want / wish to be in your 4. boots / shoes for all the tea in 5. China / India. In 6. first place / In the first place, I am just not cut 7. out / up for a managerial role. I wouldn't be able to 8. cope / face with all the responsibilities such a position 9. involves / entails. 10. What is more / Moreover, I am sure I would 11. do / make a complete mess of it. So appointing me would just be asking for 12. trouble / troubles, and nobody in their right 13. brain / mind would even consider 14. doing / to do so. You'd be much better off 15. giving / to give the job to someone else and 16. allowing / letting me to concentrate instead on what I do best, 17. that / which is 18. dealing / managing with 19. a/the general public. After all, I've been doing it for years and, as you should know by now, you can be sure I won't 20. get/let you down.

What kind of job would suit you - one that involves a lot of overseas travel, one in which you can use your language skills, one which offers the prospect of promotion, one that requires good interpersonal skills, one that would enable you to work in a caring profession, one that would enable you to use your initiative, one that would provide you with security for life, one in which you can be your own boss, one you can do from home, one which involves taking risks, one that would provide you with a regular income, one in which all you have to do is follow

orders, one that would provide you with plenty of variety, or one that would give you more free time?

Select three of the options or, if none of them suit you, produce three of your own. Then be prepared to justify the choices you make to the person sitting next to you. After that you will have the opportunity to tell the rest of the class what you found out.

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ANSWERS:

1. tell	6. In the first place	11. make	16. allowing
2. the	7. out	12. trouble	17. which
3. want/wish	8. cope with	13. mind	18. dealing
4. shoes	9. involves/entails	14. doing	19. the
5. China.	10. What is more/ Moreover	15. giving	20. let

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**English through Personal Development
by Michael Berman**

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Mike Solly in the April 2008 edition of the EL Gazette wrote "It is my belief that global issues and questions of identity start from "I" and "who I am", and what I have called English through Personal Development or ETPD is very much about these questions - making them the starting point of our approach to teaching rather than something that might get dealt with by accident in class.

For many of us life is spent searching for something that we never seem able to find. The reason for this can perhaps be found in the following Sufi tale. It can be used for teaching ETPD with a pre-intermediate level class:

The Key

A drunk is searching for something on the ground under a street lamp. A friend sees him there and asks him what he is doing. "I'm looking for my key," the drunk says. The friend helps him search but half an hour later they still have not found the key. The friend asks, "Are you sure you lost it here?" "No," replies the drunk, "I lost it inside my house." "Then why are you looking here?" - "Because the light is here" was his answer.

Choose a suitable moral for the tale. If none of the suggestions below appeal to you, then find one of your own:

1. Many hands make light work (English)
2. One dog barks because it sees something; a hundred dogs bark because they heard the first dog bark. (Chinese)
3. Eyes can see everything except themselves. (Serbo-Croatian)
4. A candle lights others but consumes itself. (English)
5. Do not look for apples under a poplar tree. (Slovakian)
6. A needle wrapped in a rag will be found in the end. (Vietnamese)

Now work with a partner and tell each other what you are looking for in life and what you are doing to make sure you find it:

***

"The ultimate goal of the educational process is to give learners autonomy and help the become independent and creative while using their second language, by improving and bettering themselves and thus adding value to the communities they live in. Therefore, striking a balance between the business-oriented approach and the humane one is essential, to my mind, in our knowledge driven society in the twenty-first century" Pascariu, R. (2009) 'Personalisation in teaching – from think big to think small'. In *IATEFL Voices* January-February 2009 Issue 206

What Roxana does here is to help to explain just why it is that ETPD is so important. For by working on improving and bettering ourselves, we not only add value to the communities we live in, but also to society as a whole.

Michael Berman BA, MPhil, PhD, works as a teacher and a writer. Publications include *A Multiple Intelligences Road to an ELT Classroom* and *The Power of Metaphor* for Crown House, and *The Nature of Shamanism and the Shamanic Story* for Cambridge Scholars Publishing. *Shamanic Journeys through Daghestan* and *Shamanic Journeys through the Caucasus* are both due to be published in paperback by O-Books in 2009. A long-awaited resource book for teachers on storytelling, *In a Faraway Land*, will be coming out in 2010. Michael has been involved in teaching and teacher training for over thirty years, has given presentations at Conferences in more than twenty countries, and hopes to have the opportunity to visit many more yet. For more information please visit www.Thestoryteller.org.uk

News from iatefl

IATEFL IN BRIEF

The 43rd Annual International IATEFL Conference and Exhibition was held in Cardiff between 31 March and 4 April 2009. To watch keynote sessions and video presentations and to share ideas with teachers from all over the world, visit the website Cardiff Online available at http://iatefl.britishcouncil.org/2009.

The 44th Conference will be held in Harrogate between 7 and 11 April 2010. Details regarding the event will be posted at the IATEFL website soon but general details of scholarships to attend the conference are already available on the webpage.

Two IATEFL SIG events will take place soon. The first of these is the IATEFL YLT SIG Systemic Conference: CLIL for Young Learners-breaking through traditional boundaries. The event will be held between 8 and 10 July 2009 in Maceio, Brazil and is free of charge. The second event, the IATEFL TEA SIG Conference, will focus on "Recent Approaches to Teaching and Assessing Speaking" with the purpose of looking at different contexts of teaching and assessing speaking and exploring related issues. The deadline for proposals is June 26, 2009 and the conference will take place on October 23 and 24 in Famagusta, Cyprus.

And finally, the May-June issue of the IATEFL Newsletter includes some very interesting articles, one being Mario Rinvolucri's "Restrictions: one key to student creativity". In this article, Mario shares with his readers four activities that might be used to bring out learners' creativity by restricting the language that they are allowed to use in the process.

In the first activity, which Mario calls "a six word story", after the teacher models the activity on the board, learners are asked to write a story using six words only. They may use these words as often as they like and in whatever

combination they like. The aim is to get learners to rely on pitch, rhythm, pausing, and movement rather than grammar to convey meaning. The second activity called "write a letter without verbs" aims primarily to draw learners' attention to the importance of verb phrases and to get them to practice noun phrases, "the largest neglected area in the teaching of English syntax" as Mario puts it. Here, there students are asked to write a letter to a classmate and later to respond to a letter written by a classmate without making use of verbs. The use of all verbs, including modal verbs, is strictly prohibited. In the third activity, "expanding a three-word sentence", as the name suggests, learners are asked to expand a three-word sentence by adding two words anywhere they like. The activity provides students with the opportunity to see how a sentence can carry various meanings. The final activity Mario Rinvolucri shares is called "lipogram". The teacher gives students a sample text and asks students in pairs to rewrite with one restriction. This could be to avoid the use of the letter 'a', or to avoid the use of statements making use of interrogative forms only or even to avoid multi-syllable words by asking learners to use one-syllable words only. This activity aims to provide practice in paraphrasing.

The editor of IATEFL Newsletter, like our editor, invites teachers to contribute to *Voices* by sending in articles. She especially welcomes articles from practioners who are new to the profession.

FOR MORE INFO ON THE NEXT CONFERENCE:
http://www.iatefl.org/content/conferences/index.php

News from **TESOL**

The 44th
Annual TESOL Convention & Exhibit:
Re-imagining TESOL

in
Boston, Massachusetts
on
24 -27 March 2010.

Deadline for all proposals: 2 June 2009

Details:
http://www.tesol.org

From Affiliate Newsletters

This article first appeared in the *TNTESOLNewsletter*, Spring 2009, Volume 30, Issue 2.

SMART WORKSHOPS FOR LEARNERS AT METU

A.. Suzan Oniz
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For the past two years, I have been organizing and running SMART Workshops for Learners for the students of the Department of Basic English at the Middle East Technical University. METU is an English-medium university and so students who score high enough on the national-university entrance exam and who are accepted to our university but who are unable to pass the English-language proficiency exam study English for one year in our department. Although they follow a rigorous program, some of the students wish to do additional work especially in academic writing. That is how the SMART Workshops for Learners came about.

The SMART Workshops are 50 minutes long because students are either on their lunch break or have completed repeat the same workshop four times to accommodate the students' differing free hours. These sessions involve short input on the topic of the day, usually followed by students working in pairs or small groups on tasks. I try to make the sessions as interactive as the attending students help me make it. When lower-level students are attending, they feel shy about their spoken language, and so I need to be more encouraging to show, in this short time, that it is perfectly acceptable to make mistakes and that I am only interested in what they have to say. I make use of the novelty effect of the interactive white board (IWB) and invite students to try it. This activity usually motivates most learners who want to write on the board or switch screens by touching the board in one Smart Class or by using the E-Beam pen in the other class.

The topics of the SMART Workshops depend on what each group is doing in this span. There are three mid-terms per semester and each involves writing a paragraph in a particular genre. The workshop topics are generally based on the writing activities assigned for the span and aim to supplement what is covered in class.

I notify both instructors and learners of these workshops through email and posters put in every class and staff room as well as posting the dates on the Student Port. I attach the materials to the email to the instructors so that they can come to the Smart Class and do the activities themselves if they wish. Learners have to sign up because places are limited and I need to know the number so that I can prepare enough materials for pairs or individuals. After the workshops are over, I post the same materials online on the Student Port so that learners can look at some parts of the presentation in greater detail and can concentrate on the presentation during the workshop and not scribble madly.

In the first semester, as soon as the semester has started, I conduct a series of Learner Awareness workshops. Because language learning demands different study skills from studying math or history, and because these students have freshly arrived from a background of working with formulas and memorizing data for the entrance exam possibly for the past two years, it is helpful to make students aware that language learning in a communicative classroom is very different from what they are used to. The topics of the Learner Awareness workshops include "Discovering your Learning Style", which involves giving them short tests or materials through which they become aware of their individual learning styles and how best to study English this year, "How to Study Vocabulary", which aims to show them the use of collocations and how they can check collocations using Lextutor, and "How to Study Grammar". I did only the first workshops about Learner Awareness in Then in English with the Intermediate and Upper-intermediate groups; the rest of the workshops were all done in English. I usually break up the workshop content into two parts for our lowest group because they often need a little more time and more examples.

The SMART Workshops on writing usually start with some topic-sentence formats and go on to focus on how to make smooth transitions from one part of the paragraph to the other, how to formulate sentences so that the whole paragraph has one focus, how to write mini-conclusions within the paragraph, and the ending of the paragraph. Sometimes students are asked to analyze sample student paragraphs that I have collected from my previous classes and whose language mistakes I have corrected, but not the organization or focus and rewrite portions. Sometimes I cut up a paragraph, and pairs have to sequence the sentences; then they get a copy of the paragraph from which they check their sentence order and then fill in connectors or phrases to make the transitions smooth. Usually they have to write a conclusion or add a topic sentence. In other words, because I spend only limited time with them, I ask them to write small parts that I can check and give feedback on during the workshop. They do quite a lot of actual paragraph writing in their regular classes.

Next year I aim to add sessions on how to give effective presentations and conversation practice. Some students respond well to additional language practice with a different teacher, and that is what I am counting on. ◄

From Affiliate Newsletters

Academic Language: The Junction of Forms and Function

Dana Siegel,
Shelby County Schools

As an ESL teacher, how often have you encountered this scenario: You go to pick up a student for ESL and the teacher responds, "THAT student? She is doing just fine. I cannot imagine that you would need to see her for ESL!"

Fast forward six months... when you are stopped in the hall and that very same teacher tells you that very student is now struggling. As you take a moment to talk with the teacher and assess the situation, you hear, "If only she spoke more English at home, she would be fine."

While this statement seems unfair and overly simplistic on the surface, the classroom teacher is correct. That student does need more English – but unfortunately, not the kind of English most students would speak at home. This student does not need to learn more social English. She now needs to learn academic English, or the English of the classroom. Study after study has identified the importance of teaching academic language if we want to eliminate the achievement gap and boost academic performance for ELLs, and all our students.

Academic language is used in school to learn new concepts and content, complex thinking processes, and abstract concepts. It differs from everyday speech and writing in that it is much more formal and complex: full of specific content vocabulary, figurative expressions, complex sentence structure, and varying verb tenses. Academic language is the language of text, tests, and learning. Teaching and understanding the meaning of an everyday word like *pencil* is easy, but teaching the meaning of words like *democracy*, *addend*, and *interpretation* is much more challenging – and even harder to understand. But for students to be successful, teachers must model, explicitly teach, and scaffold the use of the language of school in order to build academic success.

So, for ELLs, the key to academic success is learning, recognizing, and using academic language. But where does one start? Because there is so much to teach, first decide what it is that you want students to do in a given task. Will students need to persuade, compare/contrast, or analyze? The purpose of the task is called the function. Students need to be explicitly taught these various purposes, or functions, for using academic language so that they know what they are doing and how to think. Once students begin to understand the purpose of language such as comparing, describing, and analyzing, they can begin to learn the concepts, thinking processes, and specific language that are needed to carry out or do that function. If a student needs to analyze, he must first know what the word analyze means and the purpose of that task.

Academic Language, from p. 6

Some of the most common functions are persuasion, compare/contrast, synthesis, explaining, inferring, evaluating, drawing conclusions, and analyzing. Students need to learn what is meant by each of these tasks. What exactly does it mean to infer or compare and contrast? Because these are such difficult mental processes, all students need much modeling and many examples in order to understand what the cognitive task is and how to do it. It is only after students understand just what these tasks mean that they can begin to apply this thinking to new learning.

Believe it or not, explicitly modeling and teaching students functions and what they mean needs to begin in kindergarten. This fact should not be surprising as these cognitive tasks are intrinsic to our everyday lives. For instance, when a toddler sees his mother grabbing her purse and car keys, he learns to infer that she is going out. What is important is that we teach students to become *metacognitive*, or aware, of these tasks, learn how to think for each task, and recognize when they are doing it.

While many language functions are used for both everyday and academic purposes, these functions are also embedded in the content standards for all grades. A quick perusal of the new 2009-10 science standards shows that functions such as describe, compare and contrast, evaluate, and explain are found in each standard. It is not enough for students simply to know a fact or idea. To demonstrate mastery of new material, students must work with facts for a specific purpose or cognitive task.

Now that you have a clear understanding of the definition and importance of functions in academic learning, it is important to identify the forms, or grammatical tools, that are needed for functions. What grammar (verb tense, conjunctions, pronouns), sentence structure, word usage, and vocabulary are needed to do a particular function? For instance, if you are teaching the function of compare and contrast, then words such as *same, similar, both, alike, comparatives* (-er), and *superlatives* (-est) need to be taught. But teaching these words and grammar in isolation is not enough. It is important to teach students how to put these words correctly with specific content words. In a math class, an example of teaching the language of compare/contrast and specific content vocabulary might look like this:

- *Both* the rectangle and the square *are* polygons.
- The rectangle and the square *are similar because both have* four sides and four right angles.

These two examples not only show a correct knowledge of math-content vocabulary but how these terms relate to each other and why. The forms are the grammatical features, sentence complexity, and vocabulary that bring the function, or purpose, to life.

Learning these forms is critical for comprehension of higher-level-thinking discussions and text. Without forms,

students do not know how to put words together to express their thinking and learning. Explicit teaching and practice of the forms is necessary so that students can comprehend a message (input) or express what they have learned (output). Teachers need to ensure fluency, or the internalization of the new form, by providing multiple meaningful, engaging opportunities to learn new language structures and vocabulary. Students are more likely to remember and use forms if they see the utility of them. Practice opportunities should not be limited to locating the form or vocabulary in the textbook or worksheet. If students have many opportunities to use targeted forms with a partner or in small groups in a variety of ways (sorting activities, think-pair-share, charts, and other guided or independent practice activities), they will internalize them.

If students are at different language-proficiency levels, several forms of different complexity should be introduced and practiced. Going back to our math example of comparing, beginning students might work with a frame like this: A square *is* a polygon. A rectangle *is* a polygon.

For students at the intermediate proficiency levels, a target form may look like this: Squares and rectangles *both have* four sides, *but only the* square has four equal sides. These same sentence frames can be used for other content vocabulary at a later time, so put these frames on sentence strips and post them on the wall. This way, you can refer back or review to further build fluency. Starting a sentence wall near your content-word wall is a simple way to keep these frames in sight and might look something like this:

Content Vocabulary	Compare/Contrast Sentence Frames
Polygon square angle Right angle sides pentagon	The _____ is/has _____. Both the _____ and the _____ are/have _____. _____ and _____ are similar because they both _____.

So, how does a teacher determine which functions and forms to teach? The best place to start is with the content standards at your grade level. Look closely at the wording and ask yourself the following questions as you plan the content-lesson objectives:

- What language function is needed to access this content?
  - -analyze   -describe   -evaluate
  - -sequence   -summarize -infer
- In order to use this function, what language do I need to teach?
  - -vocabulary
  - -grammatical structures (If... then, verb tenses, complex sentences)
  - -cohesive devices or connectors (instead, yet, although)

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• Which sentence frames need to be modeled and taught?
• How can I provide multiple opportunities to listen, read, write and
  speak the new language?
• How can I check for understanding and assess the new learning of the
  different language abilities?

After identifying the necessary language, decide how you will teach it as you teach the content. Would it be helpful to introduce the content vocabulary with pictures and examples before encountering it in the text, lecture, or class discussion? How and when should the target language structure (s) be introduced and practiced? Pre-teaching vocabulary and language structures will give your students background knowledge and foundation for new learning. How and when will review occur?

Surprisingly, after you have planned to include how to teach the thinking and the necessary language to do the thinking a few times, it will become second nature to you. What will be even more surprising is the greater level of student achievement. When students understand the language of the teacher (listening), express their thinking and conceptual knowledge (speaking and writing), and better comprehend the text (reading), they will experience academic success.

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Mini-conference, continued from p. 10

thank the participants – seven graduate students, more than 30 K-12 teachers, three adult-education teachers, and seven TNTESOL board members for attending this mini-conference. With our growing ELL population, it is an exciting time for TNTESOL professionals to welcome fresh ideas in our journey to enhance student learning. ◄

TESOL Denver 2009
March 25-28

TNTESOLers in attendance:

• Tracy Bullard, Franklin
• Teresa Dalle, Memphis
• Todd Goforth, Memphis
• Beverly Hearn, Jackson
• Jean McMahan, Columbia
• Deborah Sams, Sevierville
• Emily Thrush, Memphis

Deborah Sams (right) about to present "Forging New Pathways: Alternative Ideas for Scheduling K-5 ESL Classes." Left to right: Jean McMahan, Tracy Biullard, Todd Goforth.

It snowed!

ENGLISH SPELLING OF POTATO
by
Aydan Ersöz

Nobody knows the correct spelling of POTATO
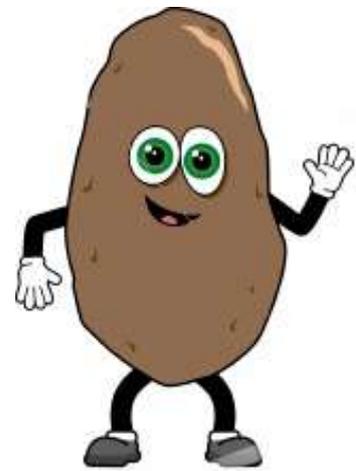
If GH can stand for P as in HICCOUGH

If OUGH can stand for O as in DOUGH

If PHTH can stand for T as in PHTHISIS

If EIGH can stand for A as in NEIGHBOR

If TTE can stand for T as in GAZETTE

If EAU can stand for O as in PLATEAU

Then the correct spelling of 'potato' is
GHOUGHPHTHEIGHTTEEAU