THE INGED NEWSLETTER

NEWS ON-LINE

Issue 2
June 2010

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From the President

Dear members,

The school year is over and I know that most of you are in pursuit of new materials for the next school year. In this new issue, I want to share some ideas on choosing a course book.

First, we should accept the fact that the perfect course book for every teacher and every class does not exist. When selecting a course book we always need to make a compromise.

There will be things which we don't like about any course book. How important are those things? Can we create materials to substitute those aspects? Has the course book got something missing? Can we find or create materials to fill that gap? Remember that we work in partnership with our course book.
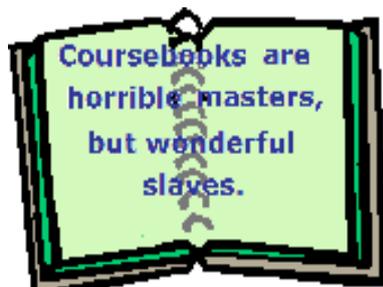
Never should we expect the course book to do everything for us. We will always need to personalise our teaching with our own personality.

Course books are usually selected as a result of an evaluation process which has three stages:

1. initial evaluation (evaluation at first sight or after scanning its preface, back cover, contents and abstract);
2. detailed evaluation (evaluation forms and checklists can be used);
3. in-use evaluation (constant evaluation of the material to see how it works in the actual classroom situation).

Using evaluation forms and checklists is a common practice to evaluate the course books before using them in the actual classroom settings as they provide systematic criteria for assessment. However, there are some serious issues that should be considered while using them.

1. Such lists do not have universal applicability. They require adaptation before being used in particular circumstances as the core of evaluation is the parallelism between the curriculum, syllabus and course book.

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2. The criteria presented in these lists and forms change according to the theory of language and learning. A checklist that was developed in the past cannot be used in evaluating a recent course book that has been prepared under the light of new approaches and methods.
3. Although such lists and forms claim to be objective, they usually reflect the scholar's priorities. In other words, the criteria presented in the list are usually the reflection of the scholar's understanding of the nature of language and the nature of learning. Therefore, when teachers use these, they are applying someone else's criteria to evaluate their course books.

Hence, we should use these forms and lists cautiously. The best thing to do for us is to prepare our own checklist. We can take the curriculum as the starting point, and write questions based on the goals of the curriculum and objectives of the syllabus. Prior to selecting a textbook, we should thoroughly examine the curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious. For example, if one of the goals of the program is to give students an opportunity to interact with authentic texts, then books that use articles written for native English speakers would be appropriate. While evaluating the book, we should question the skills, functions, activity and task types, text types, and visuals. The next question to consider is how well the objectives of the textbook match the objectives of the course. The textbook needs to address a reasonable number of course objectives to make it a worthwhile purchase for both teacher and students. A book that addresses at least half of the course objectives is a good option. While every instructor should supplement the textbook with self-created materials or materials from other sources that reflect the unique needs of the class, a textbook that can be used consistently within that classroom seems more likely to be useful to both the instructor and students.

All of the evaluation forms and lists have internal criteria which are language-related (such as pronunciation, grammar, vocabulary, language skills, etc.) and external criteria which give a broader view of the book (such as durability, price, appearance, etc.). When we prepare our own checklist we may want to include these criteria. The following are the common features that can be found in most of the forms and lists (Ansary & Babai, 2002):

Approach

*Dissemination of a vision (theory or approach) about
- the nature of language
- the nature of learning
- how the theory can be put to applied use

Content Presentation

*Stating purpose(s) and objective(s)
- For the total course
- For individual units

*Selection and its rationale
- Coverage
- Grading
- Organization
- Sequencing

*Satisfaction of the syllabus

To the teacher
- Providing a guide book
- Giving advice on the methodology
- Giving theoretical orientations
- Key to the exercises
- Supplementary materials

To the student
- Piecemeal, unit-by-unit instruction
- Graphics (relevant, free from unnecessary details, colorful, etc.)
- Periodic revisions
- Workbook
- Exercise and activities
- In the classroom
- Homework
- Sample exercises with clear instructions
- Varied and copious
- Periodic test sections
- Accompanying audio-visual aids

Physical Make-up
- Appropriate Size & weight
- Attractive layout
- Durability

- ▶ High quality of editing and publishing
- ▶ Appropriate title

Administrative Concerns
- ▶ Macro-state policies
- ▶ Appropriate for local situation
  - ▪ Culture
  - ▪ Religion
  - ▪ Gender
- ▶ Appropriate Price

I wish you all a wonderful summer holiday. Remember our motto wherever you go: "Together we stand!"

Prof. Dr. Aydan Ersöz

> The best of a book is not the
> thought which it contains,
> but the thought which it suggests;
> just as the charm of music
> dwells not in the tones
> but in the echoes of our hearts.
>
> Oliver Wendell Holmes
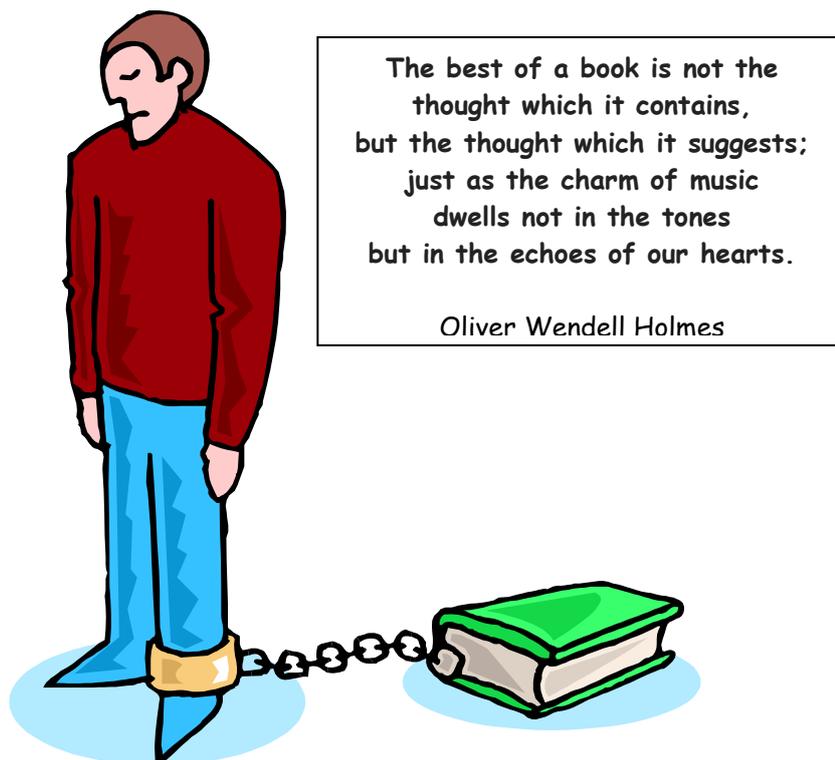
From the Editor

Dear Readers,

Here is another issue ready for you to read... In this issue you will find reflections on IATEFL and TESOL presentations as well as summaries of many sessions at national conferences and seminars. These summaries are full of ideas that you can adapt to your own teaching conditions and theory that will make you think...

We would like to remind you that our conference this year will be held in Isparta at the School of Foreign Languages, Süleyman Demirel University. The importance of this conference lies with the wonderful venue and we have added a new type of workshop: e-sessions! These will be of two kinds: e-sharing (30 minutes) and hands-on (60 minutes). The presenters in these sessions will share with you IT ideas they have learned and used in their classes. You will have the opportunity to sit down at a computer and try out what the presenter is explaining in the hands-on sessions. Excellent for kinesthetic learners among you. These will be wonderful opportunities for those of you who are already IT savy and also for those teachers who are IT shy! We encourage you to make plans to attend these sessions because there will be a lot of help and encouragement for teachers who may feel a little unsure about using technology.

We wish you a happy summer time with energy to read and relax.

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.**

THE 14TH INGED
INTERNATIONAL ELTCONFERENCE:
"Piecing it Together"

22 – 23 October 2010
at
Süleyman Demirel University,
Isparta, Turkey.

The proposals are being evaluated now.
Thank you for sending us your proposal.

The 2nd INGED SpellEvent

DATE: 17 April 2010   **VENUE: Atek Koleji**

1. Ahmet Oğuz Atlı   **2. Öykü Deniz Bozkurt**
   TED Ankara Koleji   **ODTÜ Koleji**

ALTERNATES:
Ege Aydın (Nesibe Aydın Okulları)
Alper Tanrısever (ODTÜ Koleji)

**Both winners will compete in New York, NY, USA
in August 2010.
We wish you both a safe journey
and
good luck in representing Turkey…**

Here are the impressions of the winners of this year:

The SpellEvent

I heard about the spell Event last year. One of my friends was studying for it, he was a very good speller actually, but he was a citizen of USA, so he couldn't participate. Anyway, when our teacher announced that there was an exam to select participants to the SpellEvent competition, I became very excited and decided to take the exam. In a week, I learnt that I was going to compete in the contest. After that, we started practising the word list twice a week at school. I liked our afternoon studies, because they were never hard and they passed really quickly with jokes.

Then, the context day came. I don't know why, I was very calm during the competition, I wasn't excited although I thought I was going to be so and I was expecting to make simple mistakes, which I always do, and be disqualified in the first round. However, in the final rounds, when we were 9 people competing, I started being nervous because of the hard words that were being asked to the other competitors even though I knew them. Despite my bad feelings, I tried to stay calm again when I went to the stage. That's what helped me. At last, I won the contest. I phoned everybody after I've learned the result because I wanted it very much. I haven't been any happier ever in my life.

Ahmet Oğuz Atlı
Winner of the 2nd INGED SpellEvent
TED Ankara Koleji

The SpellEvent

In a state of shock, all I remember hearing was "You did it! You got the 2nd place in the local event of the Spelling Bee Competition! And now you're going to New York."

I was so happy and astonished. In fact, before hearing these words, I hadn't understood that I was in 2nd place. But before all of this happiness, there was a lot of work and it was not only me who tried hard. There were 6 students chosen for the Spelling Bee Competition. We all gave up our club hours to practice. We needed to learn approximately 50 words a week. Sometimes we came across words we had never seen before, and some words were very hard to pronounce as well. From the very beginning our teachers helped us a lot by showing us how to look at the words in a different way so that we could learn them easily.

The days passed so quickly and soon it was the competition day. I've never thought that I would win, but my goal was to be ready for the competition, and I was determined to be the best I could be. Because I wasn't too concerned with winning I didn't get very nervous. The whole time I was thinking that, "even though I won't win, I learned a lot and had the chance to experience this."

In the end I felt that I had achieved what I wanted. Because of this experience I learned to love words.

Öykü Deniz Bozkurt
2nd INGED SpellEvent Winner, 2nd place
ODTÜ Geliştirme Vakfı Özel İlköğretim Okulu
7. Sınıf Öğrencisi

SEETA
SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

INGED - MARMARA SCHOOLS
12th DRAMA FESTIVAL
2 APRIL 2010

The 12th INGED and Marmara Schools Drama Festival was held on 2 April 2010 at Marmara Eğitim Köyü. This year four schools participated in the event. TED Bursa College Elementary School, Eyüboğlu Çamlıca Private Elementary School, Marmara Private Elementary School and Üsküdar SEV Private Elementary School. The audience, parents and the jury were impressed with the outstanding performance of all schools.

Fatma Ataman

THE AWARDS
THE BEST LEADING ACTOR AWARD

FIRST PLACE : Deniz Kaya (Özel Marmara İ.Ö.O.)
SECOND PLACE : Demir Güzel (Özel Ted Bursa İ.Ö.O.)
THIRD PLACE : Deniz Çağlarca (Özel TED Bursa İ.Ö.O.)

THE BEST LEADING ACTRESS AWARD

FIRST PLACE : Begüm Sipahi (Özel Üsküdar Sev İ.Ö. O)
SECOND PLACE : Pırıl Tuncalı (Özel Eyüboğlu Çamlıca İ.Ö.O.)
THIRD PLACE : Hece Elif Canku (Özel Marmara İ.Ö.O.)

THE BEST SUPPORTING ACTOR AWARD

FIRST PLACE : Engin Deniz (Özel Marmara İ.Ö.O.)
SECOND PLACE : Berk Yenici Ted Bursa / Kaan Özcan (Özel TED Bursa İ.Ö.O.)
THIRD PLACE : Berke Birben (Özel Marmara İ.Ö.O.)

THE BEST SUPPORTING ACTRESS AWARD

FIRST PLACE : Çağla Akbal (Özel Marmara İ.Ö.O.)
SECOND PLACE : Aslıhan Yılmaz (Özel Eyüboğlu Çamlıca İ.Ö.O.)
THIRD PLACE : Ezgi Banaz (Özel Üsküdar Sev İ.Ö.O.)

THE BEST PLAY AWARD
FIRST PLACE   : Snowwhite (Özel Üsküdar Sev İ.Ö.O.)
SECOND PLACE   : The Perry Family (Özel Marmara İ.Ö.O.)
THIRD PLACE   : Mean Girls (Özel Eyüboğlu Çamlıca İ.Ö.O.)

THE BEST STAGING AWARD
FIRST PLACE   : Grease (Özel TED Bursa İ.Ö.O.)
SECOND PLACE   : Snow White & The Seven Jokeys (Özel Üsküdar Sev İ.Ö.O.)
THIRD PLACE   : The Perry Family Travelling Show (Özel Marmara İ.Ö.O.)

THE BEST COSTUME AWARD
FIRST PLACE   : Snow White & The Seven Jokeys (Özel Üsküdar Sev İ.Ö.O.)
SECOND PLACE   : Grease (Özel TED Bursa İ.Ö.O.)
THIRD PLACE   : Mean Girls (Özel Eyüboğlu Çamlıca İ.Ö.O.)

JURY SPECIAL AWARD
Doğa Irmak Hakkı (Özel TED Bursa İ.Ö.O.)

THE 12TH INGED DRAMA FESTIVAL IN ANKARA

29 May 2010

Hosted by Başkent University, Ayşe Abla Elementary School

Participating schools:

Başkent Üniversitesi, Ayşeabla İ.Ö.O.
Bilkent İlköğretim Okulu
Atek Koleji
Evrensel Okulları
Gazi Üniversitesi İ.Ö.O.
TED Ankara Koleji İ.Ö.O.
Doktorlar İ.Ö.O.
Maya Koleji
Nesibe Aydin Okulları
Tekden İ.Ö.O.
Yüce Koleji
ODTÜ Koleji

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THE BEST PLAY AWARD
FIRST PLACE: "Treasure Island" (TED Ankara Koleji İ.Ö.O.)
SECOND PLACE: "Holka Polka" (Maya Koleji)
THIRD PLACE: "Why are we here?" (ODTÜ Koleji)

THE BEST COMEDY AWARD
"Treasure Island" (TED Ankara Koleji İ.Ö.O.)

THE BEST MUSICAL AWARD
"The Sound of Music" (Başkent Üniversitesi, Ayşeabla İ.Ö.O.)

THE BEST SOUND EFFECTS
"Mrs. Frankenstein" (Gazi Üniversitesi İ.Ö.O.)

THE BEST COACHING
Naile Özlem Çelen, Pınar Şirin, Begüm Başar, Ebru Gümüş Uğun, İlker Semerci (Doktorlar İ.Ö.O.)

THE BEST PRONUNCIATION
Irmak Bayur (Başkent Üniversitesi, Ayşeabla İ.Ö.O.)

THE BEST SET
"The Tempest" (Nesibe Aydın Okulları)

THE BEST SHINING STAR (FEMALE)
Seda Doğan (Evrensel Okulları)

THE BEST SHINING STAR (MALE)
Alper Genç (Maya Koleji)

THE BEST SINGER
Irmak Bayur (Başkent Üniversitesi, Ayşeabla İ.Ö.O.)

THE BEST MAKE-UP
"Mrs. Frankenstein" (Gazi Üniversitesi İ.Ö.O.)

THE BEST COSTUME
"The Tempest" (Nesibe Aydın Okulları)

THE BEST LEADING ACTOR
Emir Gün Bingöl (TED Ankara Koleji İ.Ö.O.)

THE BEST LEADING ACTRESS
Zeynep Atan (Gazi Üniversitesi İ.Ö.O.)

THE BEST LIGHTING
"Mrs. Frankenstein" (Gazi Üniversitesi İ.Ö.O.)

THE BEST MUSIC
"The Sound of Music" (Başkent Üniversitesi, Ayşeabla İ.Ö.O.)

THE BEST STAGE MANAGEMENT
"Mama Mia" (Tekden İ.Ö.O.)

THE BEST SUPPORTING ACTOR
 Atahan Ünal (Maya Koleji)

THE BEST SUPPORTING ACTRESS
Mina Çobanoğlu (TED Ankara Koleji İ.Ö.O.)

THE MOST ENTHUSIASTIC GROUP
"Lizard the Wizard" (Evrensel Okulları)

THE BEST VISUAL EFFECTS
"Beauty and the Beast" (Bilkent İlköğretim Okulu)

THE MOST EFFECTIVE ENGLISH USE
Ece Bahar Yıldırım (ODTÜ Koleji)

THE BEST PLOT
"Why are we here?" (ODTÜ Koleji)

THE BEST STORY
"The Giving Tree" by Ceren Erken (Maya Koleji)

THE BEST STORY DRAMATIZATION
"Alice in Wonderland" told by Şebnem Yaren Kocaaslan (Yüce Koleji)

THE BEST STORY-TELLER
Ece Cicioğlu with the story "Notre Dame de Paris" (Başkent Üniversitesi, Ayşeabla İ.Ö.O.)

Impressions from the Drama Festival
by Hilal Onat

As INGED we had a great day on 29 May 2010 at Ayşe Abla Kolej during the 12th INGED Drama Festival. All participants and the host school created a colourful day for all of us. The students who acted in the plays, told us stories, their trainers and the families were very excited although we reminded them that it was just a festival to enjoy. Yet this atmosphere continued till the end of the day. Students were very successful and well prepared so they did their performances very well.

When I think about the effect of drama activities on students' language learning abilities, I can clearly state that students, this year as in the years before, got a great benefit from this event both as participants and as members of the audience. At the end of the event, the jury had difficulty in delivering the awards as all of the participants acted very well.

During the award ceremony, the President of INGED, Prof. Dr. Aydan Ersöz, created an atmosphere comparable only to the Oscar Ceremony with her positive energy. After the event, we received numerous positive comments from the families and teachers that the day was great fun and they were looking forward to joining next year's event.

DISCUSSION IDEAS

by Suzan Öniz

Starting with the first issue in 2010, here is a new section for teachers looking for practical ideas that they can adapt to their own teaching environments.

In this issue, the topic is copying and pasting mainly pictures and then what? The following is a summary of the IATEFL 2010 presentation that Suzan Öniz gave this year in Harrogate, UK. Once teachers have found interesting pictures, here are some practical ideas that they can use to recycle grammar structures and vocabulary items with their classes.

USING FREE RESOURCES

A Workshop presented at the 44th IATEFL Conference in Harrogate, UK
by
A. Suzan Öniz, PhD
Middle East Technical University
Department of Basic English
Ankara, Turkey.
suzanoni@metu.edu.tr

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WHAT ARE SOME FREE RESOURCES?

1. THE INTERNET
Here is a list of sites that are useful for teachers. There are more on the INGED web site at
　　　http://www.inged.org.tr

2. ALL AROUND YOU
Free posters & brochures in English
Place mats at restaurants
Newspaper and magazine pictures & article ...

SOME IDEAS ABOUT HOW TO USE PICTURES
Whole Class (Warm up, filler, ending) or as **Pair Work** (language practice)

1. **Label the picture** (whole class)
   Bring a large picture to class; provide either post-its with vocabulary that you have chosen or blank post-its for students to write words on and then invite the class to stick these on the picture. Just before a break, you may wish to remove all labels and invite the class to re-label the picture.
2. **Show a large picture only partly** (whole class)
   Place the picture in an envelope or cover with an A4 and slowly reveal small parts inviting students to guess what the picture is all about.
3. **Cut out a part; students guess** (pair/group work or a mini contest)
   Pick one picture per pair; cut out a section; attach it on the back (not visible to the partner); write the pair work language on the board (e.g. A: What do you think is missing? B: Oh I think it's a fish! A: Noooo sorry, try again. /That's right! You got it! or similar expressions); give each pair a picture to do the activity; give pairs a different picture when they have done one.
4. **Cover part of the picture; students guess** (pair/group work)
   Pick a picture and cover it with a sheet of paper. Cut little flaps like little windows over parts of the picture. Write words difficult for your students to pronounce on each flap (3, tree, 13, 30, determine, blood, cook, basic and so forth). Students have to pronounce the word correctly for you to open that part of the picture. They then try to guess what the rest of the picture contains. This can be teacher to whole class or pair work.
5. **Jigsaw: This is my piece! (Adapted from A. Wright)**

Aims:
To form groups while reviewing vocabulary

Preparation:
One picture per group. The number of pieces for each picture = the number of students in the group.

If you want small groups, cut up pictures into 3-4. When you cut up the picture into pieces, make sure each piece consists of a distinct object or part so that students can name these. Students will then be able to say, for example, "I have a red flower/rose." "I have the left back leg of a cat."

<u>To make it easy and a short activity</u>: Use very different pictures such as one of a winter scene, one an indoor scene, one with children playing in the playground and cut up the pictures in crazy shapes that are easy to locate.

<u>To make it challenging and a longer activity</u>: Use 4-5 pictures all showing similar scenes; for instance, use 5 pictures all showing a winter scene. If you cut the pieces in only squares and rectangles, that also makes it more challenging.

In class:

*Each student gets one piece, doesn't show it to anyone in the class, studies the picture carefully within the time limit that you set and asks the teacher for help with vocabulary if necessary, puts the picture face down on the table, gets up without the picture and walks around describing the part s/he has, aiming to find the rest of the group. While giving the instructions, you may want to tell students that there are in total 6 different pictures each consisting of 4 pieces. <u>More challenging</u>: if students don't know! But it also may take longer...

*When students find someone from the same picture, they either walk around together or go separately. If you turn this activity into a contest with strict rules and with the early finishers as winners (who naturally also get rewards), students may want to go hunting separately in order to gain time and win. Students can quickly go to their desks only once to peak a look at their picture if they can't remember a detail but forbid this in a contest; they need to study the picture during the time given!

*If you use this activity as a grouping activity, students now sit together with new partners in new places in the class.

6. Numbered Jigsaw (Adapted from A. Wright)

Aims:

To revise vocabulary and the language of guessing and possibility ("I think this belongs in number 4." "This may/could be ..." "I'm sure this is ...") and to practise turn taking, dis/agreeing, suggesting.

Preparation:

1 picture per group (of 6 or 9 students) cut up into equal-size 6 or 9 pieces

1 piece of paper the same size as the picture with squares numbered 1-6 or 1-9 to place the cut up pictures on

1	2	3
4	5	6
7	8	9

In class:

*Elicit from the class the language they will need to do this activity in English.

*Give each group the numbered sheet and cut up pictures asking each group member to take one piece and not to show it to anyone.

*Each student looks at their piece and takes turns describing the piece. If they think they know where in the picture the piece might go, they suggest this: "I have a man's head. It probably goes somewhere at the top of the picture."

*After all group members have described their pictures without showing their pictures to anyone, collectively they decide how to put the jigsaw together: "I think this is the picture of a couple and ..." "I agree because I have ..." "The head probably goes in number 2."

7. The Picture Grid
Aims:
To recycle vocabulary or grammatical structures by responding to cues, the correct answers of which allow students to piece together a puzzle

Preparation:
Select enough pictures (1 picture per group of 3-4 students).
Mount each picture on plain colored paper.
Cut the picture into 6 or 9 or 12 squares. The more the pieces, the longer the activity will take
   and the more challenging it will be for students to put the puzzle together.
Prepare a Task Card for each picture on a separate piece of paper with the cues.
On the back of each square (of the cut-up picture), write the answer to the cues.

The cues on the Task Cards:
The cues will depend on the type of task, or your needs. If you want the class to revise adjectives, one way is through opposites. Write 6 or 9 or 12 adjectives all over the Task Card. You could write more adjectives than needed to make the activity more challenging. Write the opposites of these adjectives on the squares (i.e. the back of each cut up piece of the picture); students have to find the opposite of the adjective they have chosen.

If you wish to revise vocabulary in general, write a 3-word or 4-word collocation set on the square leaving one word out; students have to fill in this blank with a suitable collocation selected from the Task Card. E.g. "take a _____ to the seaside" (trip) "take a _____ to school" (bus, taxi, sandwich, toy, etc.)

If you like, you can cut up the picture so that each square shows one distinct part of the picture. On the back of each square, write what the back shows and on the Task Card, write a

short definition of what this part/object is. Students have to come up with the object defined on their Task Card and find the square with this word. In brief, the cues will depend on what you aim to revise.

In class:
Form small groups of 3-4 students and give each group one cut up picture with the words or written side of the squares facing up and the Task Card for that picture. Give the class the instructions. The following are sample instructions for opposite adjectives:

"In each group, the student whose first name starts with the letter closest to the beginning of the alphabet is first. Choose an adjective from the Task Card and find the opposite. Now find this word on the squares. If your answer is correct, turn over the square, look at the picture and decide where it may go in the finished picture. If your answer is wrong, the student on your right has to name the opposite. If you have any questions or disagreement, put up your hand for the teacher to help you."

8. Odd One Out (Adapted from A. Wright)
Aims:
To practise vocabulary and the language of justification (e.g. "I think the X is the odd one out because it ...") and dis/agreement ("Oh really? I think ..." "Yes I agree X is the odd picture.")

Preparation:
For the whole class: 4-6 large pictures suitable for the activity
For small groups: 4 small pictures per group + 1 extra set for early finishers
Find pictures and group them if possible so that more than one picture in each set could be an 'odd' picture
In class:
Revise the language of justification, explanation, agreement and (kind) disagreement.
For group work: Form the groups, give them a set and tell them to find the picture that doesn't fit into the series in some way.
Tell them that there may be different ways of categorising the pictures and that there may be more than one 'odd' pictures. Do one all together as an example.
Give each group a set of pictures and time the activity.
Feedback: Ask one person per group to report to the class which picture in their series they decided was 'odd' and why.

THE 1st ENGLISH STORY WRITING CONTEST

INGED is proud to announce the results of the 1st English Story Writing Contest. This annual competition is a joint venture by Nüans Publishing and http://www.yabancidilkitap.com with the co-operation of INGED.

There were two age categories in this contest: adults and juniors. After this event was announced in schools, 196 stories were submitted for the jury to evaluate. 29 of these were written by adults and 167 were written by juniors.

The Jury:

Prof. Dr. Aydan ERSÖZ   INGED: President of the INGED Board
Sibel TÜZEL KANDİLLER   INGED: Vice-President of the INGED Board
Arzu Sunu GÖK   English teacher
Sevilay ÖZKAN   Nüans Publishing Representative
E. Çağatay TAŞCI   www.yabancidilkitap.com Representative

Here are the results of the *1st English Story Writing Contest*:

IN THE JUNIOR CATEGORY
1st Place:
Nickname: Little Tree
Story: Product of mind
Contestant: Merve ACAR (Darüşşafaka Lisesi – İstanbul)
Award: A two-week English language course in the island of Malta (includes accommodation, the course fee, visa expenses; excludes the flight fee)

2nd Place:
Nickname: Happiness
Story: A light for lost hopes
Contestant: Elif KUZAN (Etlik – Ankara)
Award: 20 English story books

3rd Place:
Nickname: Exchange
Story: Love is blind
Contestant: Zeynep KUTLU (Darüşşafaka Lisesi – İstanbul)
Award: 10 English story books

The www.yabancidilkitap.com Special Award:
Nickname: Boo Katherine McAudrey
Story: Tough Decision
Contestant: Gönül Buse ÇAĞLAYAN (Özel Gelişim Koleji – İzmir)
Award: A gift check for 100 TL for purchases from the site:
www.yabancidilkitap.com

The Nüans Publishing Special Award:
Nickname: Wassimo
Story: The life of a wall
Contestant: M. Yusuf KANDUR (Üsküdar – İstanbul)
Award: 5 English story books

IN THE ADULT CATEGORY
1st Place:
Nickname: Lal
Story: Madness
Contestant: Seda PEKŞEN YANIKOĞLU (Y. Ayrancı – Ankara)
Award: 100 English story books

2nd Place:
Nickname: Flower98
Story: Gone
Contestant: Çiçek KIRAL (Eskişehir)
Award: 20 English story books

3rd Place:

Nickname: Decemberbee
Story: The sofa
Contestant: Esranur EFEOĞLU (Erzurum)
Award: 10 English story books

The www.yabancidilkitap.com Special Award:

Nickname: Art of Ink
Story: A stroll in the zoo
Contestant: Gürkan TURHAN (Yenişehir - Denizli)
Award: A gift check for 100 TL for purchases from the site:
www.yabancidilkitap.com

The Nüans Publishing Special Award 1:

Nickname: Lizbon
Story: The next book
Contestant: Dilek KARAKOÇ (Çaycuma – Zonguldak)
Award: 5 English story books

The Nüans Publishing Special Award 2:

Nickname: Zahra
Story: The stone & the sunflower
Contestant: Zahra DEMİRCİ (Nilüfer – Bursa)
Award: 5 English story books

Note: The reason for two Nüans Publishing Special Awards is because contestants Zahra and Lizbon received the same score at the end of the evaluation.

The awards and certificates will be sent to the winners by 15 June 2010; the Certificates of Participation for contestants and the Certificates of Gratitude for teachers who encouraged their students to participate in the contest will be mailed by 20 June 2010.

All award-winning stories will be published at http://www.yabancidilkitap.com and other related websites. Nüans Publishing may publish the stories in a book at any time.

All teachers are hereby encouraged to start planning for next year's contest and to get their students ready to participate in 2011, in the 2nd English Story Writing Contest.
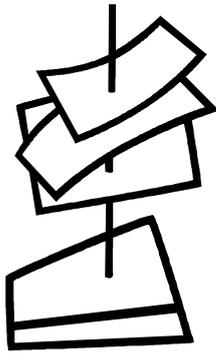
REFLECTIONS FROM
THE 5TH YÜCE COLLEGE ELT SEMINAR
20 March 2010

"Recycling Ourselves – and the ELT Profession"
by
Tony Gurr

There was a time, in the late-80s and early-90s, that I felt really blessed to be part of the growing tide of "ELT professionalism". Communicative language teaching was making serious inroads across the landscapes of EFL and ESL, practice was being informed by a growing body of research into second language learning, and many of us were toying with DOS on our IBM machines to create the beginnings of technologically-enabled environments for our learners.

I loved the learning we were all experiencing, the fact that the notion of "service" meant so much and also being involved in helping to create a "breed" of professional language teacher.

What a great time that was – however, even then, I had nagging doubts about where the "profession" was heading. Managerialism had begun to creep into our schools and colleges and was forcing teachers to pay more attention to administration and teaching (rather than learning), publishers (perhaps through no fault of their own) had started to gain growing control of a textbook market that was a little inward-looking and armies of newer teachers (being created by factory-type training programmes) appeared more interested in passing certification programmes and filling their bag of "quick tricks and techniques" – rather than focusing on helping students do something with what they were learning.

As my career developed, I was fortunate enough to take on roles in ELT teacher training and management and then had the opportunity to work on a wider range of interdisciplinary (dare I say trans-disciplinary) curriculum renewal initiatives and faculty development programmes. I also worked on a range of start-up operations

and capacity-building projects in schools, colleges and universities. I gained more experience of how other educators (in engineering, business, and even health sciences and primary teaching) thought, acted and developed themselves. My own learning shot through the roof during these years – but as I became more acquainted with the "bigger picture view" of education, my nagging doubts grew.

What struck me was that both language and a wide range of academic and vocational "disciplines" had simply got it "wrong". We had developed a wide range of programmes, courses and "learning" opportunities for our students – but we had done so while being somewhat confused as to the "means" and the "ends" in learning.

For one thing, the vast majority of us had grown up in institutions engineered for "teaching" and the socialisation processes of these institutions were often so powerful that we had difficulty seeing further than our own experience. Although many of us were "schooled" in change and innovation, the initiatives we produced often had more value for marketing purposes – than helping the profession "walk the talk" of learner-centeredness.

The experience many of us have gained has been all too defined by the "teaching paradigm" – a way of seeing the world of learning through the eyes of a teacher whose job it is to "deliver" content and role-model "skills". What the world of education really needs is for **institutions and teachers to "take a learning perspective"** and to engineer learning opportunities that both meet the needs of our learners and shape the decision-making processes in the institutions in which we work.

Basically, what we need to do is see that **student learning is THE "end"** and that teaching is ONE of a range of "means".

This was the core message of a recent presentation I made at the **5th Yüce College ELT Seminar**. The seminar was held on 20th March 2010 at Ankara Yüce College. The seminar theme, "Recycling", was ideal for this type of message and I presented a paper entitled **"Recycling OURSELVES - as teachers and learners"**.

Initially, I was unsure how these ideas might go down with the participants – I had been informed that many teachers attending these sessions simply wanted more quick "tricks and hints" and be "entertained" for an afternoon. Forever the optimist, I disagreed with this assessment and maintained that, at heart, **all**

teachers are "thinking doers" who want to find more links between ways of thinking and doing.

We began the session with a look at why do so few of us actually take time to RECYCLE our glass, plastic, and cans (this was the main theme of the seminar, after all) and noted that the most likely reasons were:

1. Most people **have a perspective on** the environment and recycling, but
2. Too few people **"take an environmental and recycling perspective"**.

This distinction is important because it highlights the difference between simply having an opinion and **doing something meaningful with the positions we take**. In a nutshell, lots of us "talk-the-talk" about protecting the environment but fail to walk-that-same-talk – sadly, many of our institutions do the same with learning and education.

In linking this to a discussion of teaching and learning, we explored many of the questions we often ask as teachers:

- What are we teaching? What topics, themes and content are we covering?
- How are we teaching? What tasks, activities and exercises are we using?
- When are we teaching? Where are we teaching? Who are we teaching?

We also explored many of the questions we often do not have the time to explore:

- What is learning? What can be learned? What ought to be learned?
- Who is learning? Who is learning for?
- When and where does learning happen? How and why does learning happen?
- What is the role of practice, performance, assessment, and reflection in learning?
- Does teaching lead to learning and what do we know about the learning-to-teaching connection?
- Does learning last, and if so, what kind of learning lasts?

HOW DO WE KNOW?

Most participants quickly discovered that the "teaching" questions are relatively easy to deal with. However, the questions that relate to "learning" are a totally different kettle of fish – **much more complex and multi-dimensional**.

But isn't that just what learning is – complex and multi-dimensional? Isn't it the case that that most of our "meetings" at schools, colleges and universities are about the "details of teaching administration" instead of learning? Shouldn't we, as professionals, be encouraged and supported in answering the more complex questions that relate to the learning of our students? And, shouldn't we be able to do more (for our students) with what we learn from the discussions we have with our colleagues?

The answers to these questions have to be YES!

The most important question for our schools and colleges is centred on the very nature of learning itself. In the session we looked at Watkin's (2003) notion that learning can be seen in terms of **three core definitions**:

LEARNING is

…being taught
…individual sense-making
…building knowledge as a part of doing things with others

Anyone who has ever been at the front of a classroom (or worked with small teams of students during group work) knows that teaching can never "equal" learning. If we accept Watkin's third definition (as most of our participants at the seminar did), it becomes clear that **we have to "do business differently"** – in fact, we should have been doing business very differently since the early-90s.

The issue here is that **our schools and colleges will never change on their own** (and school boards and ministries have failed to lead the charge in this area – across the world). **It is teachers that will usher in the type of changes we need to see**. However, we also need more of the type of teachers that have been able to realise the type of change we were looking at.

At this point in the seminar, we looked at some of the research findings relating to **"highly effective teachers"**. What this research suggests is that the best

(or most effective) teachers have certain ways of thinking, doing and improving – as illustrated in the focus questions we often see:

- What are the **characteristics**, **dispositions** and **traits** of great teachers?
- What do great teachers **do**?

and

- What do they **know** and **understand** about **teaching**?
- What do they **do with** what they know and understand about **teaching**?
- What do they **do to improve what they do with** what they know and understand about **teaching**?

The challenge with many of these questions, however, is that they are still asked from a "teaching perspective". In all major studies of teaching effectiveness, we find that teachers who have an unshakeable belief in learning, a sound understanding of what learning means (to them and their students), and breathe life into their "living educational philosophy" – can realise the most learning and change.

As such, uncovering the type of teachers that will best be able to place learning at the heart of what schools and colleges do requires that we ask some modified questions:

- What do they **know** and **understand** about **teaching and learning**?
- What do they **do with** what they know and understand about **teaching and learning**?
- What do they **do to improve what they do with** what they know and understand about **teaching and learning**?

The research base we have as language teachers in this area is quite limited (as it is across most other disciplines in education). However, this should not mean we do nothing and accept things the way they are. As ever in education, the starting point is the teacher and the learning they co-create with their colleagues.

The questions we ask about learning need to come from a "learning perspective" and need to come from teachers who **TAKE A LEARNING PERSPECTIVE** (not simply those that think learning is "a good idea").
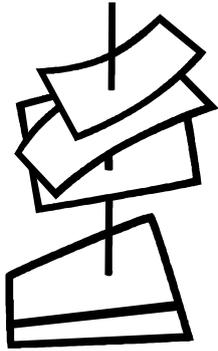
REFLECTIONS ON
THE 1ˢᵗ ISTEK ELT CONFERENCE

27 – 28 March 2010

Summarized by
Nazlı Güzin Özdil
Gazi University, ELT Department,
Junior Student

On 27 - 28 March, ISTEK Schools, First International ELT Conference was held in Yeditepe University with the participation of approximately 900 people, 6 plenary speeches and 44 concurrent sessions. One thing that I really appreciated was that the conference was free of charge for ELT students. That was a great opportunity for us as teacher trainees to develop ourselves.

The first plenary speaker was Andrew Wright with his speech titled "Stories in Times of Change". The most important point that attracted my attention during this presentation was that stories don't have to be literary; even our personal experiences can be used in our lessons as stories. At the end of this session, I realized that stories can form a bridge between students and their teacher, which makes the language teaching process more effective.

Lindsay Clandfield was one of the other plenary speakers. His presentation, "Ease up on the Slap," mainly focused on English as a lingua franca. He stated that there are differences between learning through English, learning about English and learning English. Learning about English is to learn how to get information about English in today's global world. Social networks, computer games, world famous celebrities and so forth obviously make learners aware of what is going on "in English". He also stated that our rapidly changing world may create some problems about text books with announcing some black days for text book writers and English teachers. In Straightforward, Clandfield's text book, the present perfect tense is explained with a text about Michael Jackson. However on 25th June of 2009, with his death all the things have changed ☺

In her workshop, "Totally Pleasing Reactions," Red Yıldırım showed the audience some interesting activities which can be used in very young learner classes. She

emphasised the use of unusual and "cool" songs that keep our young learners' attention alive. The "Boom Chicka Boom" song was a perfect example.

As a story telling activity, she used "Peace at Last" from Jill Murphy. It was a repetitive story and during the activity she used some actions even for echoic words such as "Drip, drip water! Drip, drip water!" There was a guest in the workshop: Mr. Naughty Bag. She explained that these kinds of little stimuli can be used both for teaching and rewarding. Mr. Naughty Bag may bring chocolate or some funny games to the classroom. This kind of unusual activities will attract very young learners' attention and build positive attitudes towards learning a new language. The last thing I would like to say is that Red Yıldırım really emphasized that we as teachers of young learners shouldn't fear being silly. Laughter facilitates learning :)

During the conference, I discovered many interesting ideas about becoming a more effective English teacher. Again I express my gratitude towards the organizing committee on behalf of all ELT students who attended this conference.

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Totally Pleasing Responses:
Practical Techniques for the Preschool Classroom

RED YILDIRIM
Eyüboğlu Education Foundation
red.yildirim@eyuboglu.com

The theory...
1. TPR (Total Physical Response)
2. NLP (Neuro-linguistic Programming)
3. Multiple Intelligence Theory

TPR asks for a silent period to be given until students feel comfortable to participate or speak. Actions give students a way to participate while silent and involve more of the body's senses in learning. By 'doing' actions, we live them and the memory is deeper and more genuine. Small children may be initially shy or unwilling to speak. Actions and sounds give them a way into participation which will turn into English at their own pace.

NLP suggests that we have many different brains (left = logic; right = artistic; reflex creates alertness in an active body by pumping more oxygen; new brain builds new information into the brain; limbic systems the link between our memories and emotions). By stimulating students using visual, aural and physical activities, all the areas of their brains work together, creating deeper learning and better retention of information. NLP supports learning language as a whole, for communication and comprehension, rather than for grammatical perfection. It recognises that each language creates a new identity for the speaker and to understand a new language, students should step into the shoes of speakers of that language.

Multiple Intelligence has identified 7-8 distinct learning methods and students have instinctive preferences for which they use most effectively: words – numbers/logic – pictures – body – music – social – self – nature. It seems logical to include as many methods of communicating information as possible. Use of action songs or musical movement includes words, body, music, groupwork, individual action and creates a visual and aural effect.

So, we know why we should do it, but how??

- Inclusive storytelling
- Body percussion
- Rhythmic chanting
- Musical movement
- Drama
- Realia
- Magic
- Stand-up Comedy
- Wonder: imagination always needs a first spark to ignite
- Games
- Dictation (assessment)
- Songs, songs, songs – preferably MP4s
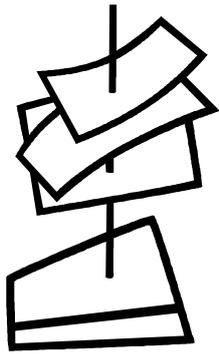
REFLECTIONS ON CATESOL:

CATESOL Goes Global!

by Dr. Lynne Diaz-Rico
President,
California Teachers of English to Speakers of Other Languages (CATESOL)
Coordinator, M. A. in Education, TESOL Option
College of Education, CSU, San Bernardino, CA. USA.

California TESOL's annual conference was in an apt location for its theme "Teaching & Learning in a Global Community" at the Santa Clara Convention Center in the heart of California's Silicon Valley, hotbed of technology. Across the street were huge Yahoo business offices, with the Yahoo home campus nearby in Sunnyvale, just down the road from Google's complex in Mountain View. Nearby San José, the second largest city in California is home to people from all over the world who are drawn to its sunny climate and high-tech jobs. And almost all immigrants have benefited from English teaching—in fact the Sikh cab driver who took us to the airport had spent 25 years in India as an English teacher. Small world indeed!

Of course one does not have to be in Silicon Valley to experience a technology-enhanced TESOL conference. CALL is everywhere, all the time! Using Prezi, the dizzying "three-dimensional" presentation software (http://prezi.com), Antoaneta Bonev (a graduate of Cal State University, San Bernardino's MA-TESOL program), offered a symposium on "Mobile Devices in Language Learning." Antoaneta, born in Bulgaria and an English learner for six years, is now an adjunct lecturer in CSUSB's online master's program involving Korean teachers. She is also coordinator of the new Inland Empire (San Bernardino/Riverside) chapter of CATESOL (write her at antoanet_2000@yahoo.com for the Prezi demonstration!)

The Intercultural Communication Interest Group (ICIG) members made a series of presentations including "Plumbing Your Own Depths as an Intercultural

Educator; an Affair of the Heart." In this 45-minute workshop, the panel presented research on Intercultural Communication and the stages along the continuum of ethnocentrism towards ethnorelativism, sharing personal anecdotes of their experiences as they have moved through the various stages themselves or have witnessed their students move through the stages.

Antoaneta Bonev and Margaret Lynn Rueda rejoice after their presentation at CATESOL 2010: "Mobile Devices for Language Learning."

As participants, we worked in talk circles of 8 people, using the Instructional Conversation discourse format to work through short vignettes of intercultural situations. The conversational "prompt" that our group worked through was "To Mentor or Not to Mentor," the story of a high school journalism teacher whose star pupil was being pressured by her parents to marry after high school graduation instead of going to college. This was a poignant anecdote that caused our group deep concern and generated complex problem-solving strategies from the group.

As incoming president, my agenda for CATESOL is clear: to remake the organization into one in which members can enjoy fellowship with one another during the long weeks between fall and spring conferences. I often use as an example the warm companionship I witnessed while visiting Ankara, when English

teachers gathered for tea or coffee after work before going home to have dinner or to grade papers. Unfortunately, the long commutes between home and work often make it difficult for Americans to relax in one another's company and share professional tips. Something is gained and something is lost when colleagues live so far apart.

Because California is so vast, many of us must fly to the north for such a conference (a seven-hour drive just to the San Francisco Bay area from Southern California!); so like me, many of us are just now arriving home to unwind, unpack, and get ready for Monday morning. As always, we unpack a set of conference notes and handouts to ponder, a handful of new books from the publishers expo, and a heart full of memories of the warm collegial exchanges that we experience once or twice a year. Let's hope that those exchanges can happen more often, and more locally. This shall be the year of honoring the colleague next door!

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

Try the *Useful Links* ...

Also take a look at
the *Calendar of Events*
to find out about what is going on
in other parts of the world...
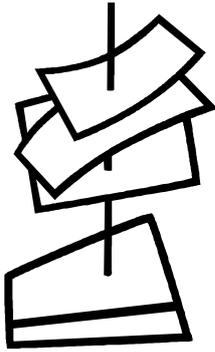
REFLECTIONS ON TESOL 2010
March 24 - 27

It Was All I Could Have Imagined!

by
Lynne Díaz-Rico
President, California TESOL

"Re-Imagining TESOL" was the theme of the 2010 Teachers of English to Speakers of Other Languages annual conference in Boston, Massachusetts, March 24-27. The spring weather in New England indeed passed through every phase imaginable, from sunny to rainy to actually freezing, but spirits were high inside the huge Boston Convention Center. Judging from the behavior of the local TESOL educators, the key to survival in early spring is to drink lots of coffee and eat Dunkin' Donuts, the local delicacy.

The biggest attraction of the conference was the kick-off plenary speaker Howard Gardner, who spoke about Five Minds for the Future. (This is not to be confused with his theory of eight intelligences.) The five minds are the Disciplined Mind, the Synthesizing Mind, the Creative Mind, the Respectful Mind, and the Ethical Mind (read all about it at
http://www.howardgardner.com/Papers/documents/ibo%204%2013%2008%2 02.doc. Dr. Gardner has spent over 50 years at Harvard. That's one lo-o-o-ng academic career!

I preferred Dr. Maryanne Wolf's plenary entitled "The Implications of the Evolving Reading Brain for Cognitive and Linguistic Development and Our Teaching." Dr. Wolf's life work—much of it also at Harvard-- has been to understand how the brain reads, and how different languages use different parts of the brain. I was impressed by her enthusiasm and energy as well as her obvious mastery of the topic. At the end of the speech she observed that today's overdose of stimuli does not afford children time to reflect on what they read or see and thus bring their own meaning to text. One can only worry what will happen when we raise a whole generation of young people who have no time to make their own meaning for their own lives. Danger: they are ripe for brainwashing!

Because of the pressure of the computer age, one can spend the entire TESOL conference in the Electronic Village just learning new technologies: "Re-Imagining CALL."   I acquired a passing knowledge of Elluminate, Etherpad, Seesmic, GoogleApps, Voiceboards, Diigo-ing, Learnerweb, iDictionary, you name it. My favorite session was offered by Aylin Tekiner Tolu, who just graduated with a doctorate from the University of South Florida.   (And yes, she is Turkish).   She took us through a session on "Transforming Online Teaching and Learning with Elluminate Live." She is a graduate of the METU in Ankara and had my friend Dr. Nurdan Gurbuz as a professor. Small world!

Finally on Saturday at 1:00 I presented my session, together with a group of colleagues at University of Massachusetts, Columbia University, and Georgia State University, comparing the services for language-minority students on our various campuses and in our various states. At that session one of the audience members was Dr. Sultan Turkan, an associate senior researcher at the Educational Testing Service in Princeton. She is putting together an Expert Panel on Teachers of Content to English Language Learners, and invited me to a meeting in Princeton in July. So that was an interesting networking opportunity (and yes, she is Turkish!).

I actually was able to slip away from the conference and visit some famous sights in Boston, which is a small walking-friendly city at its heart. I saw the site of the Boston Massacre, an event that started the U. S. War for Independence, and also the town hall where John Kennedy spoke the day before he went to Washington for his inauguration in 1961. I bought an American flag to fly at my house on the Fourth of July. That was my first time to see Old Boston and relive some of the events of the founding of America.

The annual TESOL convention is always the high point of my professional year, and this was no exception. In my dreams I cannot imagine a better way to pass three days than in the company of my peers and colleagues from all over the world. I attended multiple sessions daily on every topic from academic writing to social justice to podcasts, until on Saturday night I had to admit that I was all-conferenced-out. The idiom is to cry "Uncle'"--meaning, "OK, Ok, I give up!"

So... two plenary speeches from Harvard scholars, more new technology than ever, two new Turkish colleagues, and one new flag... Boston ...TESOL... 2010.
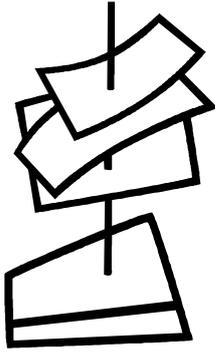
REFLECTIONS ON
TESOL'S 44th Annual Convention, Boston, Massachusetts

March 24 – 27, 2010

by
Zeynep Ürkün

The 44th Annual Convention of TESOL, *Re-Imagining TESOL*, took place in Boston, Massachusetts. The conference was the second biggest TESOL conference ever; it was most certainly the biggest conference I've ever attended, with over 7000 delegates where, over the course of 4 days, hundreds of sessions were presented. The number of concurrent sessions at one time ranged between 23 and 25.

The Opening plenary

The opening plenary, titled "Five Minds for the Future", was given by Howard Gardner from Harvard University, Graduate School of Education. Gardner stated that in the future it will be important to develop five kinds of minds and that these five minds may conflict with or complement one another:

1. The Disciplined Mind
2. The Synthesizing Mind
3. The Creating Mind
4. The Respectful Mind
5. The Ethical Mind

He started by saying that the five minds that he will propose will not be equal to the 8, 8,5 or 9 intelligences that he had published about previously, that the focus of his talk would be the recent research he and his research group had been carrying out at Harvard University. He also stated that the first three minds are related to intellect, while the last two emphasize character.

According to the findings of this research group, the future of learning will be closely linked to following factors:
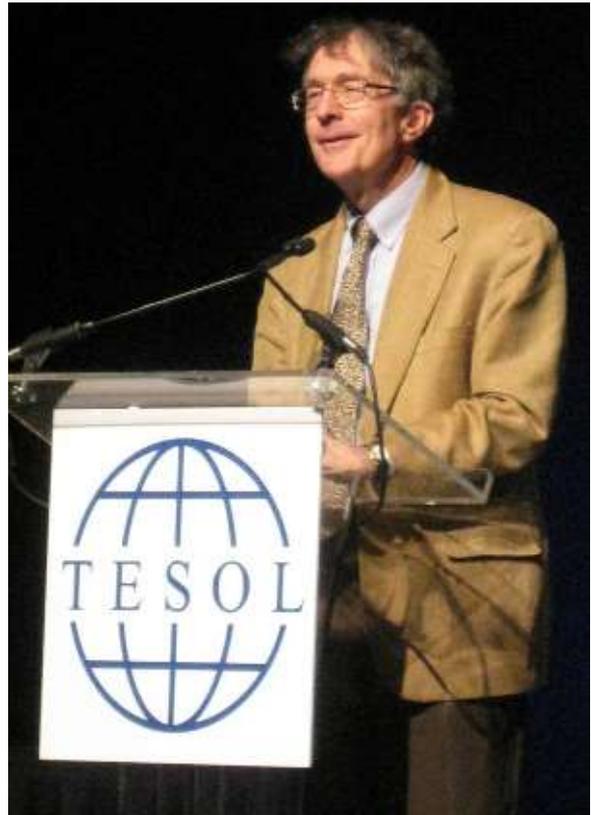
- **Globalization:** Globalization, according to Gardner, is the movement of ideas, money, customs and human beings. Everywhere around the world, people are moving to the cities and there's also a vast movement of money that is being moved around. All this movement requires new approaches to teaching and learning.

- **The Biological Revolution:** People know much more about the brain and genes than ever. All this new knowledge about the brain and genes will make many differences to the ways we teach and learn.

- **The Digital Revolution:** Our children were born into a digital world, as digital natives; this makes them educators of their parents in the digital world, which makes the older generation "digital immigrants". Because of this role reversal, we need to consider to what extent education needs to be different.

- **Life-long Learning:** Demands of the digital age and the results of globalization and biological revolution necessitate learning that is continuous during one's lifetime.

He then expanded on these and stated that the future of learning had to take the following into consideration in order to be able to meet the demands of what is to come:

- Out-of-the-box thinking
- Flexibility, "just-in-time" responses
- Going beyond the disciplines
- Problem-centered teams
- Complex "Hollywood-style" projects and productions
- Forms of non-linear, systemic thinking
- Beyond Power Point, to Second Life, IM (Instant Messenger), Facebook, Youtube, Twitter, etc.

In the future, workers and citizens will have to develop "out-of the box" and non-linear thinking to solve increasingly complex challenges. In order to be able to understand and solve these problems of the "real-world", having mastered only one "discipline" will not be sufficient.

The Disciplined Mind

When Gardner uses the word 'discipline' what he means is focusing particularly on the major disciplines which we handle before we go to college. He claims that the "disciplines" that one should focus on are history, math, science, and one or more art form, and that we should be mastering these disciplines in school. He also believes that a disciplined mind works and improves steadily as long as one lives. Future learners will have to develop disciplined minds and become an expert in a profession, craft or art; otherwise, if one doesn't become an expert on something, they would end up being unemployed or work for someone who is an expert in a discipline.

He also clarified the difference between "disciplines" and "subject matter" which are often confused. He said subject matter was the facts, the factual information that one learns, calling it "discipline neutral". Disciplines, on the other hand, are distinctive ways of thinking. For example, the "discipline" of history tries to put us in to the minds of people from the past and understand what happened in the past and why people did what they did. In this way, it takes a long time for one to develop in history as a discipline. In contrast, he said, science requires creating/hypothesizing certain models of the world and then trialing those models through systematic observations and experiments.
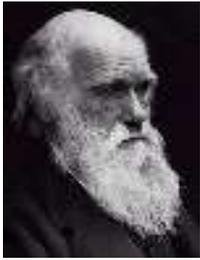
The Synthesizing Mind

Gardner started explaining the Synthesizing Mind by giving Darwin as an example. Darwin spent years collecting masses of information which he then synthesized. He collected a huge amount of data, then evaluated it and reduced it to a number of powerful laws natural selection, survival and reproduction.

Gardner said that in the future, the synthesizing mind would be the most valuable mind because we were inundated with information, especially on the web, that we had to deal with on a daily basis. Most of this information remains undigested and unevaluated which makes synthesizing an imperative. The synthesizing mind says, what should I pay attention to? What should I ignore? What are the criteria for that? How do I put it together? What methods and strategies do I use so that it makes sense to me and I can retain it? Because if I can't retain it, the synthesis is worthless.

Another point to remember is that synthesizing information could be categorized into good, bad and "so-so" synthesizing. In order to make teachers and students "literate" in synthesizing, it was essential to develop "Synthesizing 101" courses both for teachers and for learners, concentrating on the creation of mind maps, narratives, schemes, equations, etc. He stated that the need to synthesize information was not a new thing but this was more essential now than ever, and that the people who are unable to do this would be at an enormous disadvantage in the future.

The Creating Mind
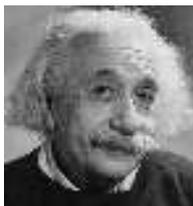
The creating mind is all about asking new questions, going beyond the known (which was an imperative in the computer/algorithmic age), thinking outside the box. However, a person can't think outside the box if he doesn't have a box to begin with. The 'box' is the disciplined mind and the syntheses that have already been carried out. This required mastering one or more disciplines, taking into account the "10-year rule" as cognitive psychology claims that this is how long is takes to master a discipline. If one would like to synthesize across disciplines, one has to develop mastery in more than one "box"

The examples Gardner gave of this type of mind were Albert Einstein and Virginia Woolf. Those with a creating mind ask good and new questions, they have a robust and iconoclastic temperament and they develop the ultimate judgment of a field.

Gardner then said that these three minds for the future can be categorized as depth (disciplined mind), breadth (synthesizing mind) and stretch (creating mind), in this order. However, the motivation to be creative comes before depth and breadth so the crucial message here is "don't kill the creativity in young children"!

The Respectful Mind
Gardner started this part by saying that diversity had become a very important fact of everyone's lives, both at home and abroad. This requires a certain perspective of looking at all this diversity which meant more than just mere tolerance.   This meant a need to understand the perspectives and the motivation of others which requires utilizing one's emotional and interpersonal intelligences. All of this meant that the corporate "top-down" models for schools would be inappropriate; that this model would be inappropriate even in the corporate world.

Therefore, the respectful mind, according to Gardner, would be one that appreciates this diversity, that not everyone will think the way "we" do, and tries to make an effort to understand and work with people regardless of whether those people are from the same "group" as ourselves or not. The development of this type of mind needs to start shortly after birth and that especially at school this had to become part of the curriculum.

He emphasized that this type of respect was more than just mere tolerance; it meant that this couldn't be respect with too many conditions. Gardner felt hopeful that examples reflecting this approach were happening around the world, for example:

- **Commissions on peace and reconciliation** had been set up in more than 20 countries around the world
- the **Barenboim-Said orchestra**, based in Seville, Spain, consisting of musicians from countries in the Middle East which was set up with the aim of promoting understanding between the Israelis and the Palestinians and help come up with a peaceful solution to their problems;
- the **Silk Road Project of musician Yo-Yo Ma** to promote collaboration among artists and institutions from a variety of settings to promote multicultural artistic exchange of ideas, for intercultural penetration, transmission and syncretism

All of these projects, Gardner said were examples showing different ways of showing respect.

The Ethical Mind

Gardner's example for the ethical mind was Gandhi. He said although the ethical mind had elements of the respectful mind, it was different in that this required a higher level of abstraction than the respectful mind. This meant conceptualizing oneself as a (good) worker, conceptualizing oneself as a (good) citizen, acting appropriately in both roles and observing how this plays out in a community like the schools.

Good workers and citizens are those who live in ethical ways. This requires the person to ask themselves questions such as: what are my responsibilities as a worker, what makes me a good worker and what actions would make me a bad worker? Similarly, as citizens we need to ask ourselves similar questions such as; what are my responsibilities as a citizen of X, what should I do because it's the right thing to do although I will personally not profit from it, even when sometimes it may go against my personal interest.

Gardner emphasized that we were citizens of an increasingly connected planet which required us to look at ethical ways to fulfill our roles. It would be easy to be ethical as long as those ethics didn't clash with our own self-interests. It would be much more challenging to act ethically in a situation that doesn't benefit you primarily but instead benefits others. We, as educators, have to think of our roles as teachers in this context.

He then moved on to outline the **Three E's of Good Work**

- **E**xcellent, expert, high quality
- **E**thical, socially responsible, moral
- **E**ngaging – meaningful and intrinsically motivated
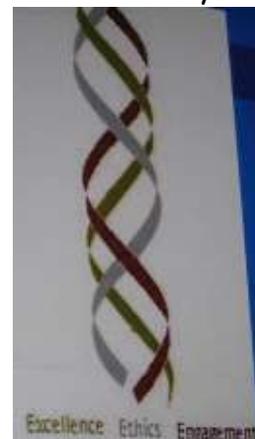
A study of "good work among young people" that he and his colleagues (Fischman, Solomon & Schutte) carried out into how young people coped with moral dilemmas unfortunately showed some disturbing results. These were some of the findings:

- students / young workers know the right thing to do
- some do it

- but too many deceive others and themselves – why should I be more ethical than my peers seem to be?
- most young people were concerned with wanting to be successful, well-known and well-off

He then posed the question: is it enough to "intend" to use proper means in the future? He believed that in the future, in developed and privileged societies the challenge would be ethics and amongst the deprived society the challenge would be excellence. Between these two extremes was the challenge of "engagement". For instance, a statement like "school is boring" was an engagement issue.

He then concluded this part of his talk by saying that this finding of the ethical mind had changed his life and the lives of those that he worked with. In general, he said, we respected people who behaved ethically.

Gardner then moved onto the last part of his talk which was about the **Five Minds in the Digital Era**.

He said on the issue of discipline, depth loses out to breath. The synthesizing mind becomes of crucial importance here in order to be able to organize the deluge of information available. The creative mind would also be essential but this would be often restricted because most young people are risk averse and careerist. And as far as the respectful and ethical minds are concerned, at the moment these were mainly directed to the inner circle rather than to the wider community, but these were essential in order to become "cyber citizens". This is an important area where the young people and older generation can work together effectively – young people know the digital arena well while the older generation understands the ethics.

But what would be the **role of formal and informal education in nurturing these five minds**?
- awareness of these five minds essential;
- examples from history and current events need to be analyzed;
- positive examples need to be modeled and extricated:;
- need to call attention to negative examples, with appropriate consequences;
- all of these need to become part of school and college curricula;
- the ultimate challenge would be putting these five minds together, a challenge of personal synthesis, especially for leaders/teachers.

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Gardner then stated the **important points to keep in mind for teachers**:

- keep in mind the world in which your students will be living – global, connected, digital, continual learning "learning how to learn";
- explore the assumptions regarding the five minds in the countries of origin of your students – and have them share their views of creativity, respect, ethics, etc;
- use the web to provide examples from different societies;
- model the kinds of minds that you admire and that you hope your students will one day exhibit;
- provide guidance on better and worse deployments of the five minds;
- remain flexible, but not too flexible; tempered or grounded flexibility is the key.

And he concluded with two quotes:

> **"Intelligence plus character – that is the goal of a true education"**
> Martin Luther King, Jr.

> **"Character is more important than intellect"**
> Ralph Waldo Emerson

For more information:

www.howardgardner.com, www.goodworkproject.org, www.pzweb.harvard.edu, www.goodworktoolkit.org
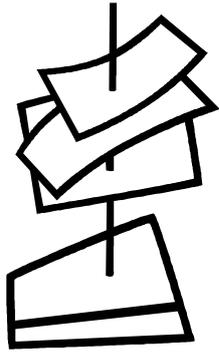
REFLECTIONS ON IATEFL 2010
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THE ASSOCIATES' DAY

summarized by
A. Suzan Öniz
INGED Editor

INGED was represented at IATEFL this year, at the IATEFL Associates' Day and also through a brief interview on Harrogate Online as well as through a workshop presentation and at the General Annual Assembly on the final day.

Each year at the IATEFL Conference, representatives of IATEFL Associates gather for a whole day's meeting to discuss issues related to how to increase and retain membership in local associates, how to liase better with members and IATEFL, how to improve the newsletters, and topics like this pertaining to practical association issues.
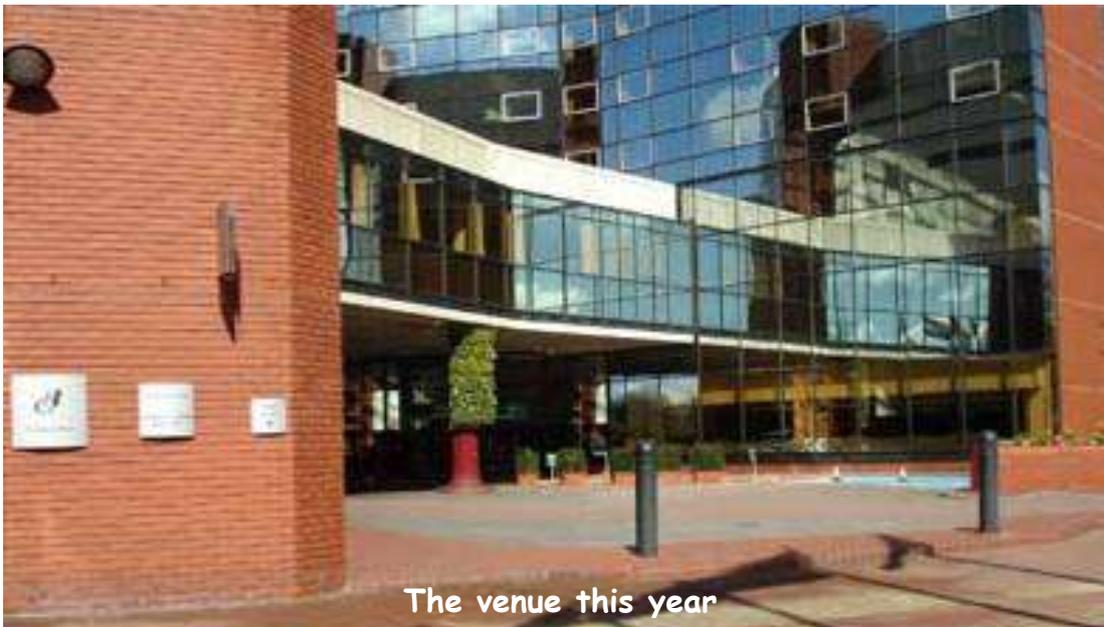
The venue this year

The day started off with Les Kirkham, the Associates' representative, welcoming everyone and explaining how the day would go.

The president of IATEFL, Herbert Puchta, also gave us a warm welcome, informing us of the importance of coordinating efforts and bringing associations closer together.

This year's main topic at Associates' Day was fund-raising and financial issues.

To explain this issue, IATEFL had kindly invited Richard John, not an ELTer but an expert in business and marketing, to show English language teachers how to run their associations on a more formal and business-like manner. It was amazing to discover with what type of amateur approach most of us present embrace the jobs of association building and maintaining! Richard first asked us to fill in a 40-question questionnaire during the process of which I thoroughly became aware of how non-business-like our approach was. Should we all run our associations like a business? Well yes, I guess, if we want to retain our members and also be able to have some kind of budget to be independent. At first, as I was working through the answers to the questionnaire, I was thinking that this whole thing was much too business-like because, after all, we are all volunteers for our teachers' associations! Yet, at the end of the session, I started to see Richard's point... He gave us numerous tips on how to set up meetings with and how to actually approach potential sponsors so that they will donate money to the association. I believe all

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representatives at this meeting returned to their associations with many ideas and are now hard at work implementing Richard's tips...

This whole-day meeting turned out to be very fruitful in that I managed to gather all association representatives' contact info which I later sent to everyone so that editors of associations have a better chance to share conference information and notify others when their newsletters come out. In this way, different editors may borrow and reprint articles from other organizations to broaden their own readers' horizons. While compiling the lists, I had the opportunity to

Farangiz Shokirova from UZTEA, The Uzbek teachers' association and Suzan Öniz at Associates' Day

meet many editors, presidents, and representatives from associations and formed new friendships with some ...

One of the most exciting events for me was the Conference Dinner, where I was able to enjoy listening to a witty talk by David Crystal, the Patron of IATEFL, and sit together with Keith Morrow, a good friend of INGED...

After doing my workshop, something exciting happened: I was invited to take part in a brief interview to be broadcast live on Harrogate Online. But you can

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imagine how stressed out I was when I discovered that the guest before me was David Crystal!!! I felt total panic because how could I follow such an act!!! I did my best and even received greetings from friends who were unable to attend but were following the conference via Harrogate Online... Technology is wonderful! This is what the Harrogate Online page for the interview looked like:

On the final day, the IATEFL Annual General Meeting took place. Various reports were read and voted on; the AGM flowed easily and that brought us to the end, well almost the end of the conference. There was an activity called Pecha Kucha! Had you heard of it before? I hadn't... And, by the way, it is NOT pronounced like Machu Picchu! The correct way of saying it is something like 'pechachka' and please don't ask me to explain why or how! What is it? According to http://www.pecha-kucha.org/ it is this:

> PechaKucha Night was devised in Tokyo in February 2003 as an event for young designers to meet, network, and show their work in public. It has turned into a massive celebration, with events happening in hundreds of cities around the world, inspiring creatives worldwide. Drawing its name from the Japanese term for the sound of "chit chat", it rests on a presentation format that is based on a simple idea: 20 images x 20 seconds. It's a format that makes presentations concise, and keeps things moving at a rapid pace.

That was exactly what it was. Presenters who had volunteered for this activity, the 2nd time at IATEFL, had picked a topic about which they talked by showing 20 slides that stayed on the screen for 20 seconds! It was great fun... A memorable one was by Burcu Akyol, from Istanbul, who did a marvelous one on Tweeting!

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Here is Burcu Akyol talking very quickly through her Pecha Kucha!

The huge area for the Publishers' stands

The Who Dunnit Mystery: Anonymous artists from among the presenters, made greeting cards that were auctioned to raise funds for membership schemes.

Harrogate is a famous spa resort and naturally there was a Turkish Bath. Many other baths had been converted to beautiful restaurants...
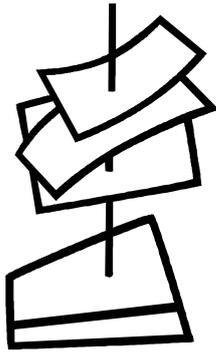
REFLECTIONS ON IATEFL 2010
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by
Zeynep Ürkün

The 44th annual convention of IATEFLL, took place in Harrogate and was well-attended by around 2500 delegates.

Of the sessions I attended, one that left an impression on me was Penny Ur's session titled "Teaching Grammar: Research, theory and practice"

Ur started her talk by surveying the approaches to teaching grammar in ELT and went on to talk about how far the theoretical proposals could or should be implemented in the various contexts of classroom practice. She pointed out the perceived difference between "correct" and "acceptable" grammar, saying that "correct" was associated with "prescriptive" while "accurate" was associated with "descriptive", but that, in practice, these terms were very similar, as long as native-speaker-based corpora were used as data for description.

She also said that there was evidence based on the VOICE corpus that certain errors are very common but did not interfere with communication. For example:

- omission of present simple third person –s
- use of "which" to refer to a person
- present progressive instead of present perfect progressive with "since/for"

The question that she and most ELT teachers had was: should these errors be accepted or corrected? She went on to say that a popular approach was the one which saw the forms such as "she go" as legitimate variants among ELF speakers, not as "incorrect", as stated by Jenkins in 2006. Therefore the term "correct" had become politically "incorrect"!

As a solution to this, Ur suggested continuing to teach the conventional forms because:
- though widespread, there was no evidence that usages such as "she *go*" were actually predominant in the speech of English speakers
- learners preferred to use the conventional forms
- teachers preferred to teach the conventional forms

She went on to state that this was a question of priorities and that teachers syllabuses and materials should prioritize those grammatical features whose misuse might produce misunderstanding. Learners had to be aware of other variants that they might encounter, but not encouraged to use them in their own production. As a result, in general "correct" grammar remains a valid concept and a legitimate objective of teaching. However, there has to be a higher awareness of priorities and a higher awareness of grammatical differences between discourse varieties.

Ur then moved onto the idea of implicit and explicit teaching of grammar, saying that the goal was to develop implicit knowledge of grammar, posing the question whether this meant that grammar had to be taught implicitly, as well. She quoted the following pieces of research concentrating on the implicit teaching of grammar:
- Krashen (1981): "input hypothesis"
- Long (1985): "interaction hypothesis"
- Swain (1995): "output hypothesis"
- Exemplar-based theories of grammar acquisition: Ellis (N.) (2002): frequency; Nattinger and DeCarrico (1992), Wray (2002): formulaic sentences

And those concentrating on the explicit teaching of grammar, saying that this appears to be helpful: Spada (1997) and Norris and Ortega (2001)

Another approach to the teaching of grammar was put forward by Schmidt (1986), saying the following:
- There's no such thing as unconscious acquisition of a second language
- Noticing in SLA is necessary for learning
- Intake is that part of the input which has been noticed
- Incidental learning is possible, provided that noticing takes place

According to the "teachability hypothesis" of grammar, Ur stated, there is a natural development sequence of acquisition of morpho-syntactical features,

impervious to teaching. This means teaching of a grammar rule will only be effective if the learner is developmentally ready to acquire it. Therefore, teaching of a feature when a learner is not ready will have a detrimental effect.

She then moved on to talk about some practical methodological models of grammar teaching and covered the following:

1. **Traditional "PPP"**: This is generally condemned, as stated by Skehan (1997) " a discredited, meaning-impoverished methodology" but it's still predominant in course books and classrooms (Nitta & Gardner, 2005)

2. **Communicative: input-based**: This derives from the natural approach and has often been used in the immersion content-based programs. Otherwise, it hasn't been widely used.

3. **Communicative: task-based**: According to Skehan again (1997), this is "instruction in which learners are given tasks to complete in the classroom, on the assumption that transacting tasks in this way will engage naturalistic acquisitional mechanisms, causing the underlying interlanguage system to be stretched and driving development forward. However, Seedhouse (1999) states that there is some evidence that small-group tasks may not always work like this and that this approach ignores the research evidence that explicit grammar teaching is useful.

4. **Task-based: focus on form**: This is a basically a communicative task, with incidental focus on form. Long (1991) says "focus on form overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on the meaning or communication. Therefore, grammar teaching based on this approach might be using activities like error-correction, notices salient forms in texts and attention to a feature of grammar could be teacher-oriented or student-oriented. These activities might be originally unplanned and brief (Long, 1991) but later largely planned and extended (Ellis, 2001 and Shak and Gardner, 2008)

5. **Task-based: consciousness raising**: This approach states that practice of grammar is not that helpful, based on some research experience and the teachability hypotheses, but awareness of grammatical rules, forms and meanings may facilitate later acquisition. Therefore, there needs to be occasional lessons where learners' attention to forms, often in the shape of an explicit rule. There also needs to be some discussion of examples and some intellectual effort put in by the learners.

6. **Practice-based instruction**: Dekeyser (2007) defines this approach as the transformation of declarative knowledge into procedural knowledge by the process of automatization through practice. This approach has its underpinning in the skills theory of cognitive psychology and there is

research evidence that this helps language development (Van Patten and Cadierno, 1993 and Muranoi, 2007)

She then shared the chart below to show us the relationships between these 6 approaches, before moving onto the implications of all these approaches for classroom teaching of grammar:
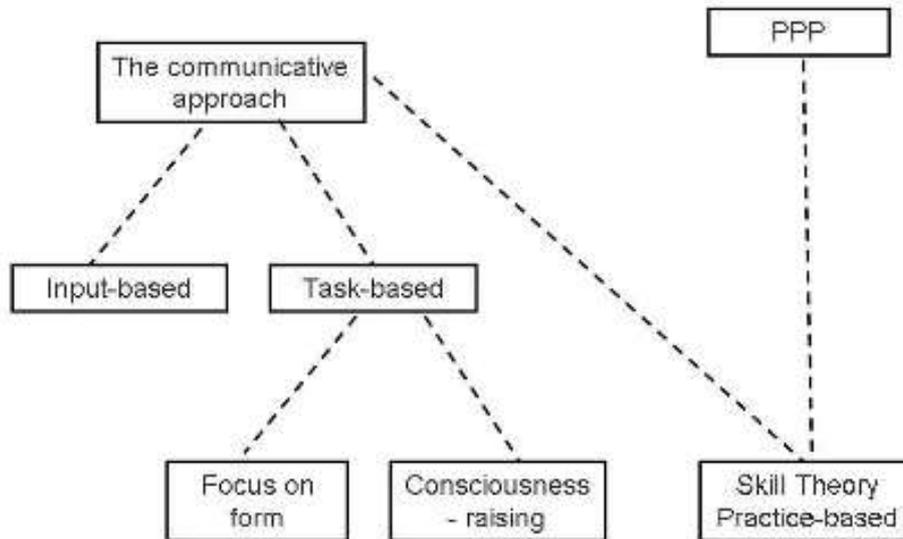
Problems arise when one tries to implement research-based theory in practice as the conclusions are varied and often incompatible, as well as the fact that little attention is paid in research to purely pedagogical factors. Ultimately, it is the teacher who decides because, as Widdowson points out, teaching is informed but not determined by research-based theory. Methodological decisions are taken by the teacher within particular situations which are determined by pedagogical constraints and professional judgment.

Ur then proposed her suggestion of the **five basic components of grammar teaching** to be the following:
1. task-based + focus on form
2. presentation and practice-based
3. communication only
4. focus on form only
5. examplar-based

And gave the following tasks as examples:

1. Task-based + focus on form:
Discuss how far you agree with the following statements.

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

Meaning-focused
   – pair/group work
   – Full class summary & discussion

Form-focused:
   – Modal should
   – Object / reflexive pronouns (correct me/myself)

Mainly form-focused
A. Discrete Items
   1. A car is .... than a bicycle (fast)
   2. Chinese is .... than English (difficult)
   3. A lion is .... than a dog (big)

B. Full text
   Glenda: I don't know which dress to buy, the red or the green
   Sally: Well, the red one is ... (expensive), the green one is much ... (cheap)
   Glenda: Yes, but the red one is much ... (pretty). Which do you think suits me ... (well)?

Form and meaning
   Compare the people in this family. Use the adjectives *big, fat, thin, small, tall, short, old, young.*

   1. Alex is taller than Jill
   2. Karen is ……………………… Ben
   3. Jill is …………………………….
   4. Ben …………………………………

5. ……………………………………
6. ……………………………………

Focus on meaning

Choose one of these pairs of items. How many different ways can you think of comparing them? Use the comparative form of the adjective.
1. A radio and a computer
2. A rabbit and a snake
3. Playing football and reading a book
4. Harry Potter and Professor Dumbledore
5. ………

Focus on communication

A. Performance Task

You have enough money to go on holiday abroad. You might:
a. go skiing in Switzerland
b. go on a safari in Kenya

Prepare a (written or spoken) presentation comparing them. Present the arguments for and against each, decide which you'd prefer and why.

B. Discussion

Debate on comparison, e.g. "computers are better than books", "it's better to live in a town than in the country"

3. Communication only

Receptive:
o listening to recorded or improvised speech
o extensive reading
o watching movies, TV

Productive:
o talking, communication games
o exchanging information
o creative or transactional writing

4. Form-focus only

o discussion of grammatical items or rules
o analysis of formulaic sequences
o comparison with L1

5. Exemplar-based

Familiarization and learning by heart of:

- chants
- poems
- proverbs
- dialogues
- songs
- performances: sketches or plays

Ur then gave examples of the different uses of these approaches to the teaching of grammar in two different settings, stating that grammar teaching procedures might differ depending on the context.

A. ELF at elementary level in a state school
Predominantly:
- Presentation and practice
- Exemplar-based learning
- Focus on communication

Occasionally
- Form-focus only
- Task-based group work

B. Young adults in a university EAP course
Predominantly:
- Task-based + reactive form focus
- Form focus only
- Communication only

Occasionally
- Presentation + practice

Very Occasionally
- Exemplar-based

She concluded her talk by saying that research and practice haven't produced a consensus on the best way to teach grammar although they have produced many interesting and suggestive insights. The practical five-component she proposed was one possible basis for decisions about grammar teaching in specific contexts. However, the decision as to how to teach grammar in any specific context had to be taken by the teacher.
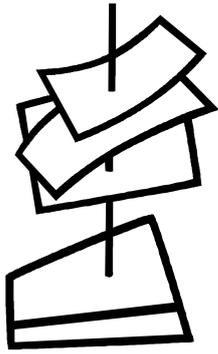
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THE IATEFL TEA SIG PRE CONFERENCE
by Hilal Onat

The IATEFL TEA SIG pre conference event took place in Harrogate on 7 April 2010. This year the main theme was "Assessing Reading: Can we really do it?" Neil Anderson, Neus Figueras, Keith Morrow, Christine Coombe, Hanan Khalifa were the key note speakers of this whole-day event. During the event, it was stated that we as teachers of ESL/ EFL all know what reading is but we also find it difficult to define what constitutes reading comprehension. As we know, there are numerous strategies employed by EFL/ESL readers when they are reading a text. Not only does this sheer variety impose a great challenge to the language testers, but they are also be puzzled by the variety of factors that determine reading comprehension such as the type of text, topic familiarity, the purpose for reading, the level of linguistic competence that the reader has to name a few. Clearly, assessing reading is a more complicated issue than knowing what reading is. The reason why the IATEFL TEA SIG decided to explore issues related with assessing reading was to question the following:

* Can we really assess reading comprehension in ESL/EFL?
* How can test designers best approach testing different levels of reading comprehension?
* Should reading assessment focus on the process or the product?
* Can reading be broken down to easily assessable skills?
* What is the influence of background knowledge in the assessment of reading?
* How does one go about creating test specifications for reading assessment?
* What are some of the "ideal" task types?
* How does one give feedback to test-takers on their performance?

The Opening Plenary Speaker was by Keith Morrow, who talked on "Testing reading - what's the problem?" He stated that actually there are two problems: what do we mean by "reading" and how do we test it? These reflect the

fundamental concerns of all testing with validity (what) and reliability (how). During his talk, Keith Morrow examined the design of some current EFL reading tests and explored what emerges in terms of content and format. After that, he explored the extent to which the demands of reliability may hamper our attempts to "really" test reading and he discussed whether alternative approaches to assessment actually be better.

Dr. Christine Coombe's topic was "A step by step approach to reading assessment". She pointed out that reading is a crucial language skill for language learners, especially for those who are studying in an academic setting. Because reading is regarded as such an important skill, it is often given considerable weighting when it comes to student assessment. It is for this reason that it is essential that reading tests are a valid and reliable measure of the students' reading ability. Dr. Coombe stated that teachers are more often than not given the responsibility of writing reading tests for their students; therefore, during her presentation she provided teachers with practical guidelines which they can use to help them write better reading tests. She outlined important steps that need to be followed in order to develop reading tests that accurately measure students' general reading comprehension and determine students' competency regarding specific reading sub-skills

Prof. Neil Anderson discussed "Self-assessment strategies of reading performance to keep the flame of motivation burning". He said that when students enroll in a language program, they demonstrate the initial motivation to learn a language. Because we know that teacher's motivational practice in the classroom matters, it is imperative that we as language teachers take appropriate steps to keep the flame of motivation burning. Some learners feel discouraged when they make errors on reading performance tests. They do not see that these errors are "not a failure, but a moment of learning". During his presentation, Prof. Anderson focused on how to combine teacher assessment feedback with learner self- assessment to strengthen teaching and learning.

REFLECTIONS FROM THE BILGI UNIVERSITY ELT CONFERENCE: "Learning From Our Learners' Grammar"

A presentation by Anne O'KEEFE

15 May 2010

Summarized by
Gülsüm Şıvgın

Istanbul Bilgi University held an ELT Conference on 15 May 2010, titled 'An open invitation to collaboration in ELT: Joint forces for Joint goals; a common platform for high school and prep departments'. The presenter I would like to summarize is Anne O'Keefe, who talked about how we can learn from our students' grammar. She gave a demonstration to show the audience how to use the Cambridge Learner Corpus for examining what the students 'can' do about grammar.

In the Cambridge Learner Corpus there are written works of students from all over the world. When you hit a word in the corpus, it brings up usage errors about the hit and gives information on that particular student's 1st language, nationality, language level, and educational level. This provides us with the opportunity to find out the common language mistakes made in a particular culture, particular language origin and language level.

During her session, Anne O'Keefe searched the hit 'make/do' in the Cambridge Learner Corpus. From the findings, she observed that many people mix up these two words and use one in place of the other. The most common usage mistake was 'to make a product presentation'. Since the corpus gives information about the user's age and language level, she was able to find out that this mistake was commonly made among business people. Upon this, Anne mentioned how useful it

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would be to use the corpus while writing a language book for business people and if the author already knew the common mistakes users made so that the writer could put in many exercises to correct these mistakes.

Other common mistakes Anne shown the participants included 'looking forward for' instead of 'looking forward to' and using 'under/on my opinion' instead of 'in my opinion'. She also mentioned discovering that most students used the phrase 'in my opinion' in the wrong place in a sentence. She explained that if you say 'in my opinion' at the beginning of a sentence, this makes your idea about the subject much stronger, as if you are not giving the other person a chance to say anything. However, if you use the phrase in the middle the sentence, it does not come across as such a strong idea but gives the sense that you are being humble and just talking about your feelings about the subject.

Overall Anne O'Keefe gave a very useful speech that was equally fun to listen to about how we can use the Cambridge Learner Corpus.
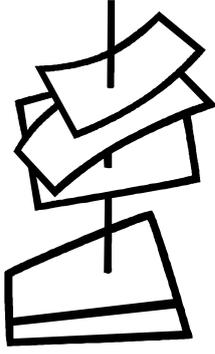
REFLECTIONS ON
the Teacher Training Course
held by the Board of Education
in Kızılcahamam

May 22, 2010

by
Prof. Dr. Aydan Ersöz

The Board of Education held another teacher training course in Kızılcahamam in April. Working with the teacher trainers certificated as a result of the previous four courses, several distinguished academics joined the program to train about 600 new teacher trainers. The major aim was to increase the number of trainers so that they could run their regional training programs all over Turkey to help about 45.000 English teachers understand the new curriculum and how it should be implemented in the classroom.

Kızılcahamam;
cold and rainy but beautiful.

I took part in this project on behalf of INGED and ran the same 2 sessions every week for a month. Each group had about 150 teachers, and the courses were offered in the form of two parallel sessions. Participants took an exam at the end of the program. The ones who passed the exam and are willing to work as trainers will be invited to the second half of the program which will be held in Antalya in June.

Below you can find the summaries of two different sessions.

INTEGRATED APPROACHES
Prof. Dr. Aydan Ersöz

Language is the most important means of communication. All main language skills (reading, listening, speaking, and writing) and sub-skills (grammar, vocabulary, and pronunciation/spelling) exist to serve communication.

People do NOT communicate with each other for the sake of using the sub-skills; they use the sub-skills for the sake of communication.

In actual communication, "*language users employ a combination of skills at the same time*" (Harmer, 1991).

When we use a segrated approach (also known as language-based approach), "*the language itself [becomes] the focus of instruction (language for language's sake) … the emphasis is not on learning for authentic communication*" (Oxford, 2008).

In segrated approach, language classes are grammar-based. Teachers present the grammar point, then give lots of mechanical exercises which focus on the usage but not use (i.e., meaning and function) of a structure. Teacher talk time (TTT) is incredibly long. Students usually sit passively or give only short answers when necessary.

Trying to teach grammar, vocabulary and/or pronunciation in isolation is difficult and useless. People learn a language best when they use it to do things rather than through studying how language works and practicing rules. Long and detailed explanations do not mean much to learners. Such explanations are bound to result in bored, disaffected students who can produce correct forms on mechanical exercises and tests, but constantly fail when they try to use the language in context.

Grammar is far too complicated, intriguing, complex, and mysterious to be adequately explained by brief definitions.

When we teach language integratedly, we teach all main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication. Learners are exposed to authentic language and challenged to interact naturally in the language.

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

Two types of integrated-skill instruction are task-based instruction and content-based language instruction.

Task-based instruction
Tasks are activities that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

Tasks can be both linguistic and non-linguistic. In non-linguistic tasks (changing a diaper, cooking a meal, etc.) the result is clear, and the language training happens along the way.

In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work

together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks.

Some of the main features of Task-Based Instruction:

- meaning is primary
- there is some communication problem to solve
- there is some sort of relationship to comparable real world activities
- task completion has some priority
- the assessment is done in terms of outcomes

Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels.

Differences between an exercise and a task:

ASPECT	EXERCISE	TASK
Skills	Usually one	Multiple
Context	Isolated sentences	Real context
Communicative	No	Yes
Authentic	Usually no	Usually yes
Focus	Form	Content
Aim	Product	Both product and process
Correction	Immediate	Delayed (first observed, corrected later)
Control	Strict	Mostly free

Steps:
pre-task - preparation by the teacher and students
the task cycle - student work, planning, reporting
the language focus - analysis, practice

Content-based language instruction (can also be referred to as CLIL: Content and Language Integrated Learning)

In Content and Language Integrated Learning (CLIL), students are expected to learn a subject through the medium of a foreign language. The aim is to learn both the language and the content. A successful CLIL lesson should combine elements of Content + Communication + Cognition + Culture.

CONTENT: Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

COMMUNICATION: Using language to learn while learning to use language.

COGNITION: Developing thinking skills which link concept formation (abstract and concrete), understanding and language.

CULTURE: Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined:
Listening is a normal input activity, vital for language learning
Reading, using meaningful material, is the major source of input
Speaking focuses on fluency. Accuracy is seen as subordinate
Writing is a series of activities through which language is recycled.

The language focus in a lesson does not consider structural grading; because language is functional and dictated by the context of the subject. Language is approached lexically (because of the subject matter) rather than grammatically.

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

Processing the text
The texts are chosen in a cross-curricular manner. They should be accompanied by a number of illustrations, pictures, graphs, etc. so that learners can visualise what they are reading. It is not easy to work on a new content in a foreign language so learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organisation of the text can be analysed.

Identification and organisation of knowledge

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

Language identification

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

Tasks for students

Taking the learning purpose and learner styles and preferences into account, a variety of tasks should be provided. Receptive skill activities are of the 'read/listen and do' genre. A menu of listening activities might be:

   * Listen and label a diagram/picture/map/graph/chart
   * Listen and fill in a table
   * Listen and make notes on specific information (dates, figures, times)
   * Listen and reorder information
   * Listen and identify location/speakers/places
   * Listen and label the stages of a process/instructions/sequences of a text
   * Listen and fill in the gaps in a text

Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on, more language support than usual in an ELT lesson may be required.

Typical speaking activities include:

   * Question loops - questions and answers, terms and definitions, halves of sentences

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* Information gap activities with a question sheet to support
* Trivia search - 'things you know' and 'things you want to know'
* Word guessing games
* Class surveys using questionnaires
* 20 Questions - provide language support frame for questions
* Students present information from a visual using a language support handout.

"Tell us more".
It's the end of the session,
but there's no end in learning.

Classroom Management
Presenter: Raymond Kerr, British Council
Summary by Aydan Ersöz

Classroom management refers to the decisions a teacher makes regarding the physical environment and resources available to them, including furniture, resources, learners and themselves. These decisions are made to support the aims of the class. For example, the decision to put individual tables together into one big circle for an open class discussion supports the aim of involving all learners in the activity.

Different classroom activities require very different management and an essential part of planning is to make decisions about areas such as learner groupings, teacher involvement, positioning of furniture where possible, instruction giving and timing.

Classroom layout

When you're planning your lessons you should think about the layout of the classroom. Here are some questions to consider:

- Can I see the faces of every single student and can they see me?
- Can everyone see the board (if you're planning on using it)?
- Can the students see one another?
- Can I move around the room so that I can monitor effectively?

Classroom layouts

- The horseshoe

Tables in a horseshoe or three sided square shape. This is great if you're doing board work and speaking activities. All the students will be able to see you, the board and each other and you will have a lovely space in the middle of the horse shoe and around the outside to monitor. If you have a very large class you can get a similar effect by having one horseshoe inside another and using double rows.

- Chairs in a circle

Tables pushed to the walls and just the chairs in a circle. You can sit in the circle with your students. If they need to write at certain times of the lesson they can either go to work at the tables facing the walls around the outside or they can rest a folder on their knees and stay in the circle. The circle formation is great for many games, group discussions, welcoming your students at the beginning of the class, doing the register and really talking to your students.

- Traditional rows

Although many schools still use traditional rows, as you can pack in lots of people in a small space, there are very few advantages for a language teacher. If students are sitting in twos you have immediate pairs made for pair work but as you will probably want to change the pairs at some point this is only a limited advantage. If you can't get around behind the students to look at their work it can be really difficult to monitor. If you have to work in this layout think about the spaces at the front of the class and the aisles between the rows. For mingle tasks make use of these. Look for alternative spaces for certain group tasks, such as the corridors, playground or halls.

- Nested tables in groups

Nested tables are obviously great for small group work and project work. It can be difficult to start classes when students are already sitting on small tables as some students will have their backs to you. If possible have the students sit so they're side on to you and remember to move around the classroom when you need to give instructions or change activities. Surprise your class by popping up at different places around the class.

Teacher positioning in the classroom

Where we decide to position ourselves at various stages of the lesson is important if we take into account the effect it has on our learners. Whether we are standing, seated or crouching in front of, to the side of or behind learners sends out a message with regard to what we want them to do. Our choice will depend on the aim of the activity in progress. There are times when we will want to be the focus of all of our students' attention, others when we will want to be addressing groups, pairs or individuals in the class and also times when we will want to be entirely unobtrusive. We will adopt different positions accordingly.

Discipline problems

One of the most widespread reasons for bad discipline is usually a student's inability to cope with the tasks. The noisiest students will demonstrate their frustration by loud outbursts,

No discipline problems with this group!

disruptive behaviour, while the rest of the class may remain passive. It may be a good idea to vary traditional tasks. Bring in some fun and interesting activities. This will definitely attract their attention and increase their motivation.

Watch your class carefully each time a disruption occurs to see if indeed you are dealing with the same student(s) every time. Start your lesson as usual, follow your general plan. At the same time, be ready with an extra task or two for your ringleader. If you can identify the ringleader(s), you can be prepared to deal with them.

The session is over. It's time to have some fun.

**The best way of getting rid of a trainer:
feeding her and offering drinks!**

Oh, no! Aydan hoca is holding a discussion session.

... and music, of course!
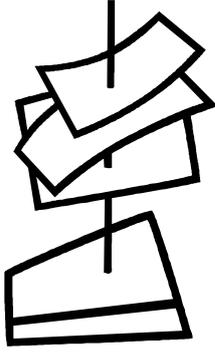
REFLECTIONS ON the English Language Teaching Conference at Selçuk University: "Voices of Experience"

May 22, 2010

by
Prof. Dr. Aydan Ersöz

On behalf of INGED, I joined the English Language Teaching Conference held by Education Faculty, Selçuk University on May 22, 2010. This international conference was sponsored by the Embassy of the United States in Ankara. The organization committee (Hasan Çakır, Frances LeGrand, Galip Kartal, Ece Sarıgül, and Harun Şimşek) did a marvellous job in putting this conference together. I was the only keynote speaker, and after my speech there were 4 concurrent sessions for 12 different presentations.

Summary of a session:
"Teaching English to Young Learners: Storytelling"
Presented and summarized by Prof. Dr. Aydan Ersöz

Stories for children exist in every country and every culture. Children love stories and are captivated by them. In our fast-paced, media-driven world,

storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art.

Stories will lead us to 'indirect learning' which is the subconscious learning we achieve by playing, exploring and making discoveries. Stories contain authentic language and they encourage learners to tolerate the unknown structures that they contain. When listening to a story, learners pay attention to the content rather than the language in it and can internalise language.

Using stories to teach language is highly motivating and fun. It may get even more motivating depending on how good the story is, how interesting and colourful the illustrations are, and how you tell it.

Effective storytelling performance/delivery skills:
- Create the Right Atmosphere
- Use visuals to make meaning clear
- Tell the story with sincerity, enthusiasm and whole heartedness
- Maintain eye-contact
- Make sure your voice is audible and clear
- Alter pace for effect (don't be afraid to STOP or speed up)
- DRAMATIZE: Tell the story in a fun way, using different voices and playing different roles; use exaggerated intonation and gestures/body movements/facial expressions to help them understand what is happening
- Have sufficient time
- Have listeners seated comfortably in front of you (semi-circle)
- Use children-friendly techniques as pre and post activities

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- ▶ Tell the story with expression. Use your voice to create the atmosphere or tension as the story progresses.
- ▶ Don't allow questions or interruptions during the story. Use eye-contact and body language to avoid interruption.

SAMPLE STORY LESSON

Pre-activity 1: Connect the dots. What can you see in the picture?
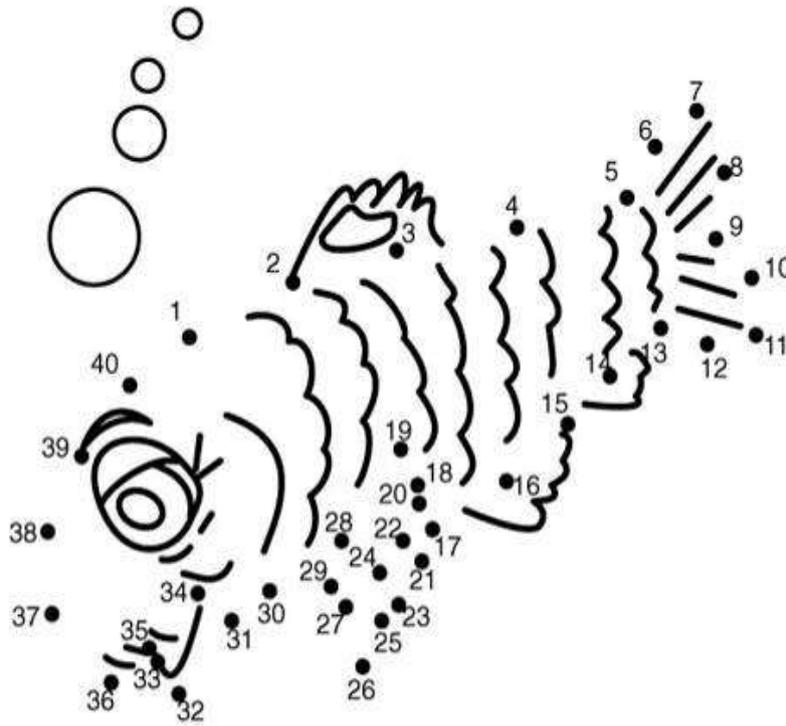
Pre-activity 2:
Now, find the fish and color them.
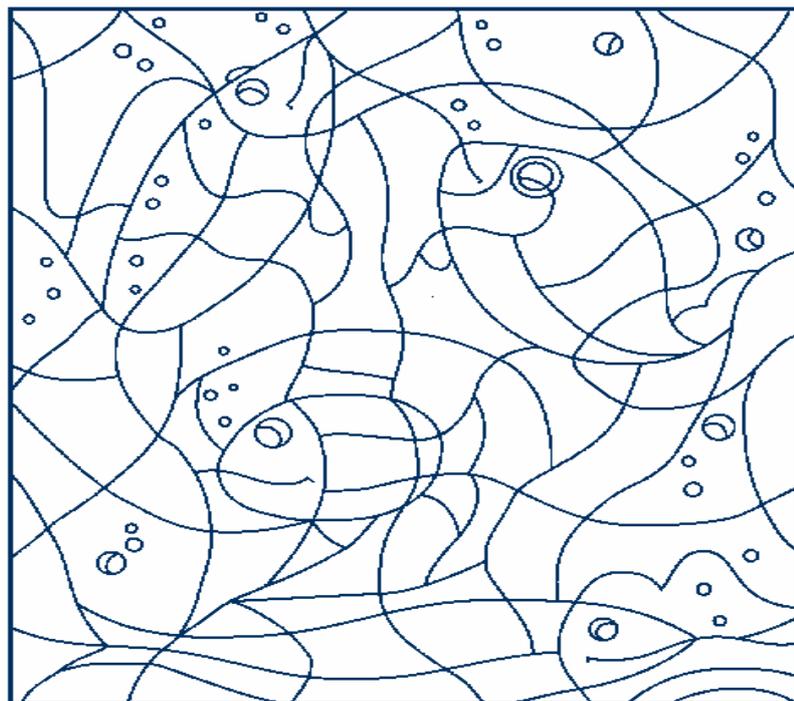
Pre-activity 3: Match the words and pictures.
WORDS: Fish, shell, sea weeds, boot, rock.
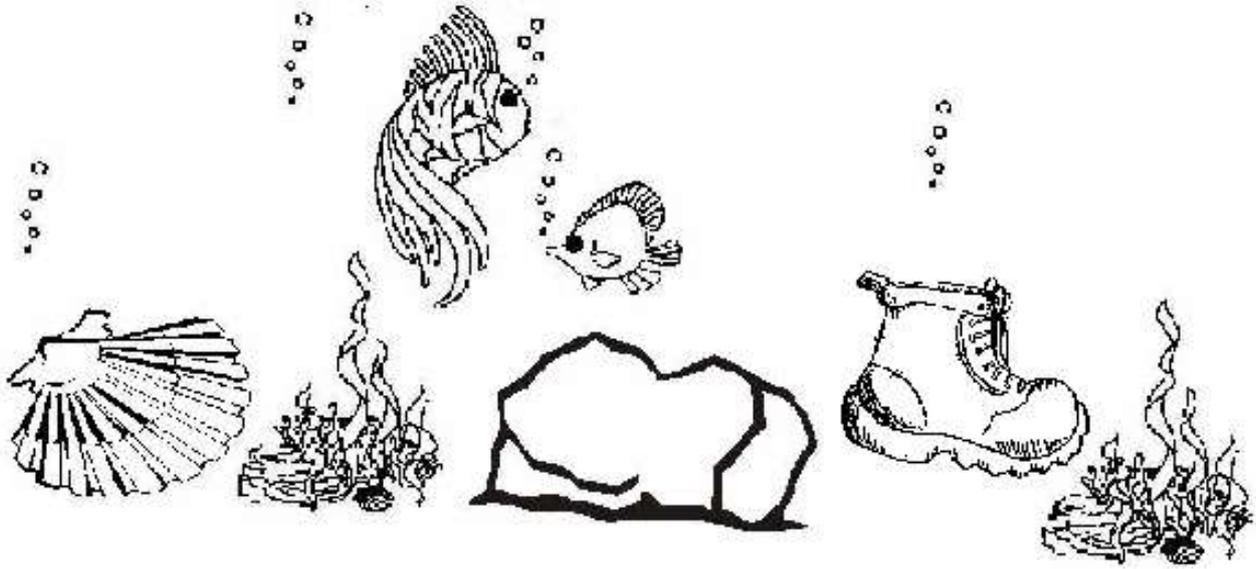
STORY TIME! "BIG BLUE FISH AND SMALL RED FISH"

Post-activity 1: Look at the pictures. Answer the question.
WHERE'S THE FISH?

Post-activity 2: Trace the lines. Who gets the fish? Who gets the boot? Who gets the see-weed?
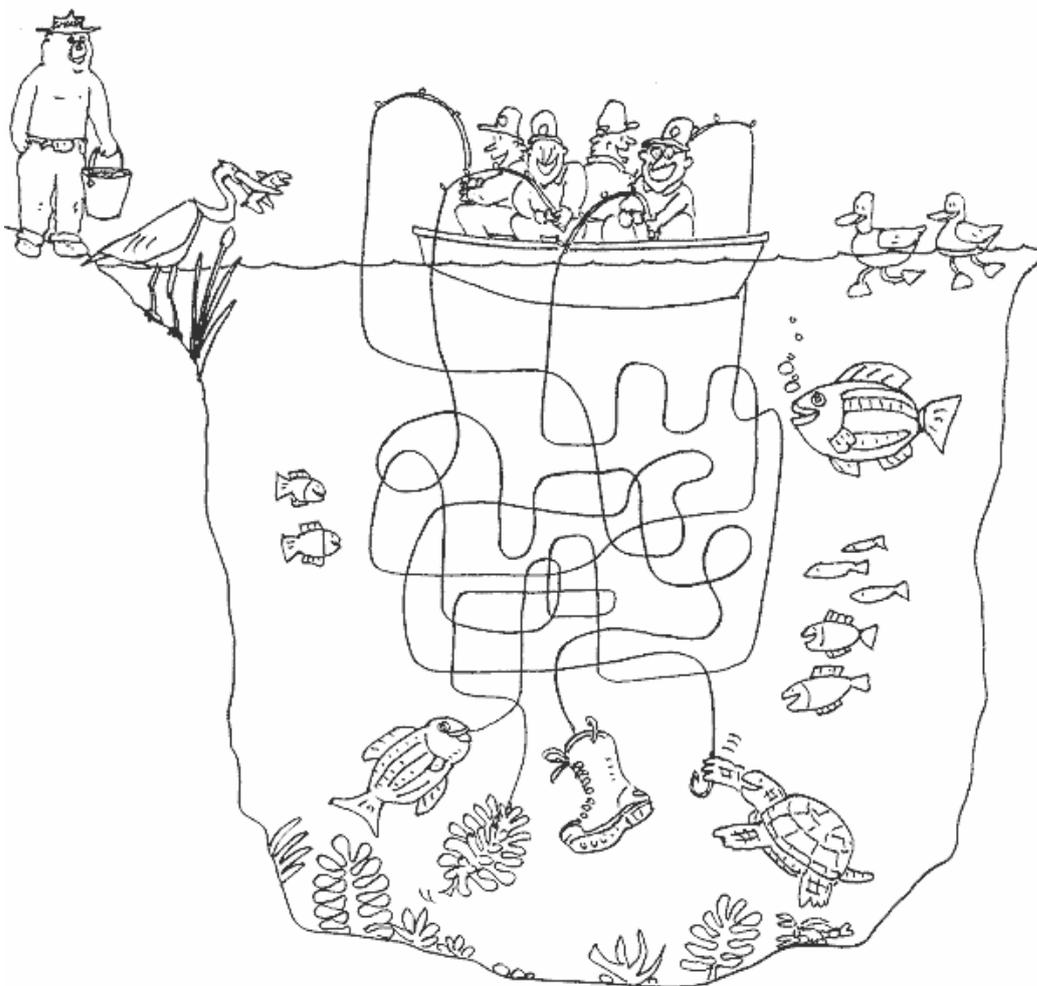
Post-activity 3: Let's make fish masks. Read the instructions and make the mask.

1) Color the mask.
2) Cut along the lines.
3) Cut out the eyes.
4) Cut out the circles on both sides.
5) Tie ribbons to these holes.
6) Put the mask on your face.
7) Tie the ribbons around your head.

Cut-Out   Cut-Out
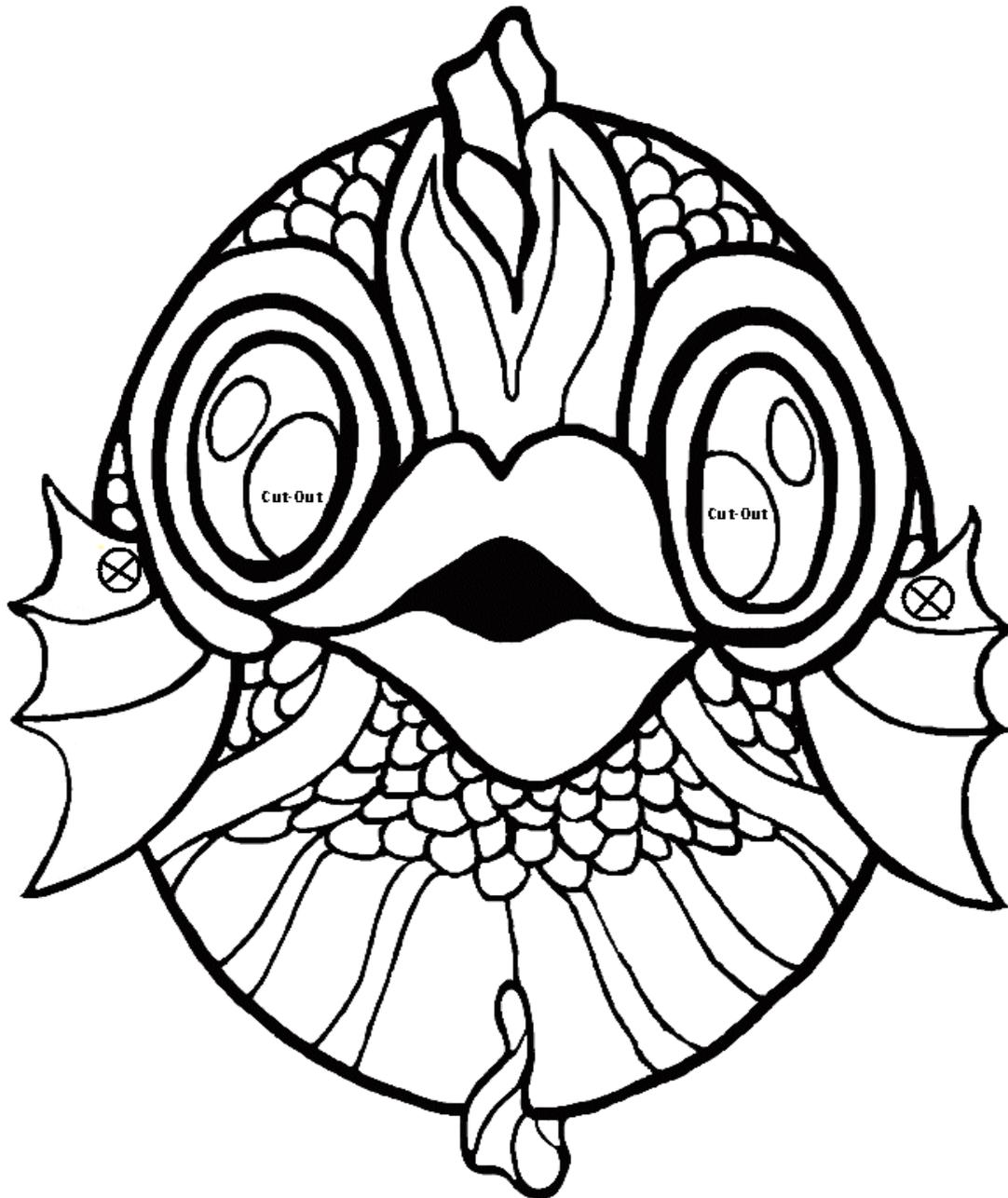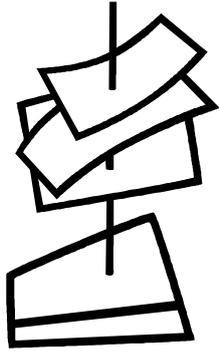
REFLECTIONS ON
the 1st Foreign Language Teaching Symposium on Secondary Education: "Evaluation and Development of Foreign Language Teaching Programs in Secondary Education"

May 29, 2010
by

Prof. Dr. Aydan Ersöz

The 1st Foreign Language Teaching Symposium on Secondary Education, "EVALUATION AND DEVELOPMENT OF FOREIGN LANGUAGE TEACHING PROGRAMS IN SECONDARY EDUCATION"

May 29, 2010

09.00-09.30	Registration/Kayıt	12.15-13.45	Lunch/Öğle Yemeği
09.30-09.45	Opening Remarks/Açılış	13.45-14.25	Alev YEMENİCİ
09.45-10.25	Aydan ERSÖZ		Her öğrenci bir Einstein olabilir mi?
	Are we for constructivism or	14.25-14.40	Coffee Break/Ara
	destructivism?	14.40-15.20	Hanna KRYSZEWSKA
10.25-10.40	Coffee Break/Ara		Multiple intelligences revisited
10.40-11.20	Kristina SMITH	15.20-15.50	Closing Remarks & Raffle &
	"I have a dream"		Certificate Distribution/
11.20-11.35	Coffee Break/Ara		Kapanış & Sertifika Dağıtımı
11.35-12.15	Gürkan DOĞAN	16.00-17.00	Coctail/Kokteyl
	Çıkarımsal farkındalık		

http://cups10.cankaya.edu.tr

On behalf of INGED, I joined the 1st Foreign Language Teaching Symposium on Secondary Education held by Çankaya University on May 29, 2010. The symposium started with the opening remarks of Prof. Dr. Ziya Burhanettin Güvenç, the President of Çankaya University. He stated that 60 or 70% of the students who come to their university fail the preparatory school exam, and have to study English for at least one year. He claimed that these students can produce correct forms on mechanical exercises and tests, but constantly fail when they try to use the language in context. He asserted that the language education at the secondary level has to change. He added that as we advance toward the future, our entire society is changing in a changing global context. Education is often pointed to as the key sector of our society that can prepare us for this new world and ensure our success. Unless we change, there will not be any room for growth. Foreign language education has failed in our country because of poor methods, poor attitudes, and poor materials. Language teaching should not be treated as an academic subject, but as a skill that should be gained and improved.

Summary of a session:
"Are we for constructivism or destructivism?"
Presented and summarized by Prof. Dr. Aydan Ersöz

MY PROFESSIONAL CONFESSIONS
For years, I have blamed
- The Ministry of Education
- The administration
- Fellow teachers
- Physical conditions
- Crowded classrooms
- Parents
- Students
- Exams

Never once in my life has it occurred to me that I was only blaming my tools like a bad craftsman.

I have forgotten the fact that teaching is a cooperative, not a productive, art. I am not like artists or carpenters. I do NOT shape or transform raw materials into the desired objects. I haven't thought that I am more like midwives. Children can be born without midwives. The midwife merely cooperates with the process, helping the mother in her efforts, and making childbirth a little easier and a little more hygienic.

(The metaphor is taken from Mortimer J. Adler, http://www.cooperativeindividualism.org/adler_on_learning.html)

I have forgotten the fact that I do not merely transmit knowledge and information. If I did, I would only be in pursuit of memorization. Memory is a by-product of sense-perception; understanding, an act of the intellect.

I haven't realized that students are NOT passive recipients of knowledge or information. Genuine learning cannot occur simply by instruction, without acts of thinking and understanding. The acts of thinking and understanding involve discovery by the minds of students.

I have thought I can teach English by teaching grammar as a fixed set of word forms and rules of usage. I have tried to teach grammar by explaining the forms and rules. I haven't realized that long and detailed explanations satisfy only me as the teacher; however, they do not mean much to learners. My explanations have resulted in bored, disaffected students who can produce correct forms on exercises and tests, but consistently fail when they try to use the language in context.

I have treated English like history, geography or maths where it is common to listen to lectures about information and theory. I haven't realized that learning English is like learning how to play the piano where it is common to practice and be active. It is a long and slow process; and, it requires a lot of practice. First it will be full of mistakes, but gradually people will get better and better as a result of practice. People learn a language best when they use it to do things rather than through studying how language works and practicing rules.,

I have never looked at what I do in the classroom, thought about why I do it, and thought about if it works. Most of the time, when teaching, I have been guided largely by impulse, intuition, or routine. I haven't critically questioned my methods and techniques, what alternatives are available and what limitations there are. I have found myself trapped in traditional approaches and methods. I have never questioned them. I have felt attached to them like a custom, an entrenched habit and a long-time tradition.

I have forgotten the fact that English is a language, and it is used for communication. People do NOT communicate with each other for the sake of using grammar; they use grammar for the sake of communication.

I have forgotten the fact that grammar is far too complicated, intriguing, complex, and mysterious to be adequately explained by brief definitions.

I have thought that language learning takes a lot of time. It is a cumulative process consisting of a very long series of very small, often unnoticeable steps, creating the discouraging impression that "nothing's happening." I have turned to grammar, thinking that it can create a miracle. I have hoped that the impossible can happen if only I teach and learners learn the correct rules.

I have felt upset because of the lack of a subject matter in language. Grammar is the only solid subject matter within the extremely wide framework of language use that can be described and studied thoroughly and accurately.

I have tried to show how knowledgeable I am because of the traditional role of the teacher. Teachers are expected to know their subject area and teach the facts about it. Hence, I have tried to meet the expectations by explaining each and every detail of grammar on the board, forming formulas, using mechanical drills, giving long assignments, and testing students' accuracy.

I have thought that it is important to cover the syllabus and finish the book. I haven't realized that I am the ONLY person who covers the syllabus and finishes the book; my students get lost in this fast pace.

I have thought that if I explained everything in Turkish, my students would understand more easily. Heavy reliance on Turkish has given them the wrong impression that translation is a natural language skill. I haven't realized that when I do that the real communicative value of English is lost, and there is no challenge for learners. I have underestimated the cognitive abilities of my students. I have explained everything in Turkish because otherwise they wouldn't be able to understand what I teach.

I have forgotten that teaching is causing someone to learn by providing example or experience, facilitating learning, and setting the conditions for learning. My main responsibility is to increase my students' motivation. Motivating students begins with a motivated teacher. If I am motivated and enthusiastic about what I am doing, then there is a greater probability that my students will be motivated as well. I need to run motivating and fun lessons, and address the students' needs and interests. I should use lessons that are intrinsically pleasant and memorable. I should give them challenging but achievable tasks to give them a taste of success.

I have always used "exams" as an excuse for my rush. I have failed to realize that when people learn they can pass the exams. I have forgotten the fact that exams are there to test the goals of the curriculum; hence, exams change when the curriculum changes.

I AM SORRY!
I promise I will do my best to change.
I am ready to critically question my attitudes, beliefs, behaviors, and perceptions.
I am eager to be open to new ideas and practices.
I am aware of the fact that no one can change me BUT ME!
I don't want to be a destructivist any more. I am for constructivism.

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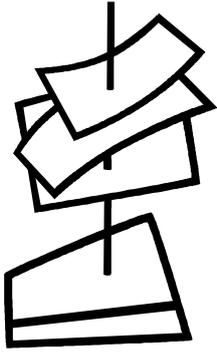
REFLECTIONS ON
the 6th ELT Conference,
"Accelerating Language Learning"

5 June 2010

by
Prof. Dr. Aydan Ersöz
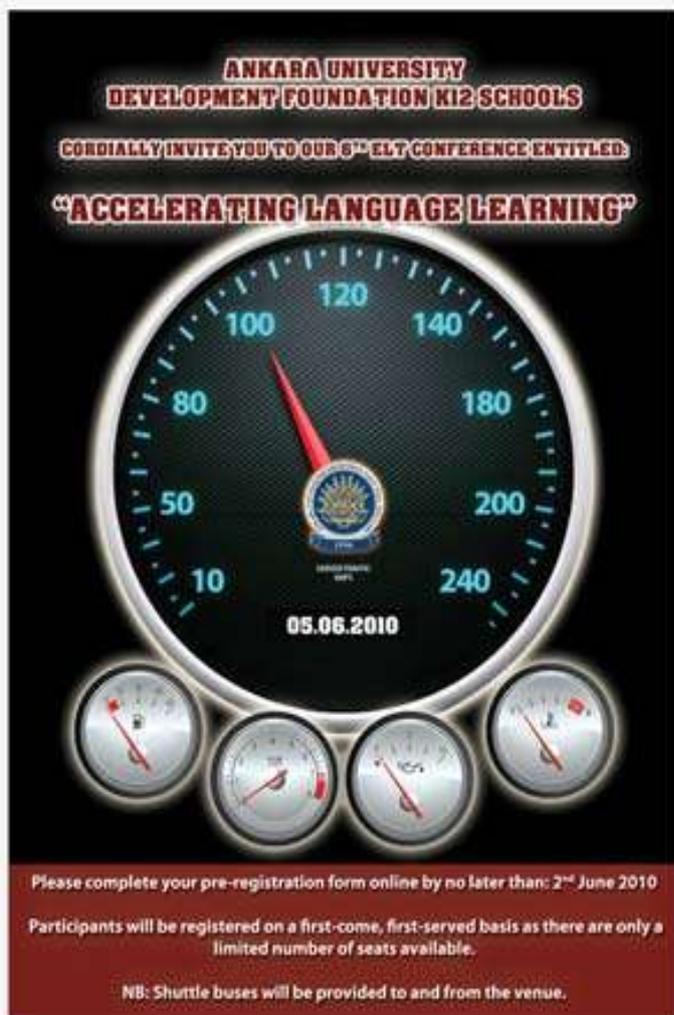
On behalf of INGED, I joined the 6th ELT Conference held by Ankara University Development Foundation Schools on June 5, 2010. After a wonderful 3-song concert by the students, the conference started with the opening remarks of Ms Ruhiser Mergenci, the General Director of Ankara University Development Foundation Schools. She stated the importance of learning foreign languages and gave a brief summary of language teaching history in our country.

09:30 – 10:00 Registration
10:00 – 10:15 Opening Remarks
10:15 – 11:05 Prof. Dr. Aydan ERSÖZ
11:05 – 11:20 Coffee Break
11:20 – 12:10 Gülfem ASLAN
12:10 – 13:00 Lunch(BBQ under pine trees)*
13:00 – 13:50 Joseph MALLOY
13:50 – 14:00 Coffee Break
14:00 – 14:50 Sam SEED & Henry FADL
14:50 – 15:30 Farewell*(Cocktail, Closing Speech & Raffle & Certificates)

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* ANKU-KOLEJ will be hosting the lunch & the farewell cocktail in the garden.

Gülfem Aslan gave a speech entitled "Divorcing Grammar". She used the marriage and divorce metaphor to remind the audience how we, teachers, fell in love with grammar when we first met it, and how happily we started our marriage just to find out that we weren't made for each other. The divorce is not an easy process, she said, but we have to go through the pain to start our new life without

grammar. Like a good ex-spouse, grammar will always be there to support us, but we won't be dependent on it any more.

As usual, her speech turned out to be highly informative and entertaining at the same time.

Summary of a session:

"ACCELERATING OR DECELERATING LEARNING?"

Presented and summarized by Prof. Dr. Aydan Ersöz

WHO IS THE DRIVER? Is it the Ministry of Education, the school administration, parents, the teacher, or the learner?

As teachers, we are always in a hurry, because we have to cover the syllabus, or we have to catch up with the other teachers, or we have to finish the book, or we have to go faster because the exam is approaching. So we go fast. But we forget the fact that we are the ONLY ones who accelerate. The real target group, learners, get lost in this fast pace or left behind.

We know that language learning is a long and slow process, very much like a narrow, curvy and rough road. Language learning is a cumulative process consisting of a very long series of very small, often unnoticeable steps, creating the discouraging impression that "nothing's happening." So we turn to grammar, thinking that it can create a miracle. We hope that the impossible can happen if only we teach and learners learn the correct rules. We think we can teach English by teaching grammar as a fixed set of word forms and rules of usage. However, long and detailed explanations are only to satisfy us, as teachers. They do not mean much to learners. Such explanations are bound to result in bored, disaffected students who can produce correct forms on mechanical exercises and tests, but constantly fail when they try to use the language in context.

Why do we treat English like history, geography or maths where it is common to listen to lectures about information and theory? Learning English is like learning how to play the piano where it is common to practice and be active. It requires a lot of practice. First it will be full of mistakes, but gradually learners will get better and better as a result of practice. Roger Schank stated: "To learn it, do it!" People learn a language best when they use it to do things rather than through studying how language works and practicing rules.

We shouldn't turn to traditional grammar teaching because:
a) of the lack of a subject matter in language. Grammar may seem to be the only solid subject matter that can be described and studied thoroughly and accurately within the extremely wide framework of language use.

b) of the traditional role of the teacher. Traditionally, teachers are expected to know their subject area and teach the facts about it. Hence, we may try to meet the expectations by explaining each and every detail of grammar on the board and forming formulas.

We shouldn't underestimate the cognitive abilities of our students. Explaining everything in Turkish (because otherwise they won't be able to understand what we teach) in fact decelerates learning. Heavy reliance on Turkish may give learners the wrong impression that translation is a natural language skill, and that each and everything in one language can be translated into another word for word. The real communicative value of English is lost, and there is no challenge for learners.

All these practices done to accelerate learning has in fact decelerated if not STOPPED it. These traditional methods and techniques do not work. Here, I want to refer to an NLP Assertion: "If what you're doing isn't working, try something else!"

So, what can we offer as a remedy? There is only one answer: We should put the learner back to the driver seat. Mark Van Doren claimed: "The art of teaching is the art of assisting discovery".

1) Teaching is not a productive but a cooperative art. We merely cooperate with the process, helping the learner in their efforts, and making learning a little easier and a little less painful.

2) Learners are NOT passive recipients of knowledge or information. Genuine learning cannot occur simply by

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instruction, without acts of thinking and understanding. The acts of thinking and understanding involve discovery by the minds of students.

3) Learners should take their own responsibility for learning. As humans, we learn as a result of our own initiative; not because someone else wants us to learn. We are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. Learning involves analysis, synthesis, and evaluation of the concepts. And, without learner inquiry, learner curiosity, and learner initiative, learning can't be realized. As Clay P. Bedford asserted "You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives".

If learning is mainly the learner's responsibility, what is the teacher's responsibility then? Teaching is causing someone to learn by providing example or experience, facilitating learning, and setting the conditions for learning. The teacher's main responsibility is to increase learner motivation and teaching learners how to learn.

Remember what Tony Stockwell said "To learn anything fast and effectively, you have to see it, hear it and feel it; in short, DO IT!"

A Paper from a colleague

The 6 T Approach to Materials Design

by
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Language learning theory suggests that learning takes place most effectively when the target language is embedded in meaningful content and when the primary focus of the teaching process is on **meaning and communicative intent** rather than form. Focusing on meaning creates helps learners gain insight into the discourse function of language, thus creating opportunity for them to understand how the choice of structure and lexis contributes to communicative intent. It also helps learners gain awareness of pragmatics, which in turn plays a role in enhancing their critical thinking skills. In short, focusing on meaning and communicative intent enables learners to view language as a means to create or extract meaning rather than an end in itself. Theory also implies that learning takes place best when the language skills are practiced for a realistic purpose in an *integrated* manner as opposed to discrete with grammar and vocabulary input provided as a tool rather than an end in itself.

The 6 T approach to materials design (Stoller & Grabe 1997) is based on the above theory. In this approach, the *text*, either in written or spoken form, forms the core of the teaching/learning process. The texts used should reflect the ones that learners will encounter in terms of genre and language. They serve three major purposes: a realistic and authentic source to extract meaning, a means to raise language awareness and a vehicle for building language skills. Thus, exposure to each text means the practice of several skills, varying from reading or listening skills practice to language practice. Language practice is provided through the use of *tasks*. These tasks are designed with the aim of providing a realistic purpose for learners to complete them. To illustrate, a reading task often involves the preparation of a graphic organizer, or outline, to enable learners to see the framework of the text, the discourse pattern used and to discover the writer's communicative intent through choice of language and lexis. This organizer also serves as the summary of the text, is often revisited during another task involving written or spoken production. Both the

outlining of the text and the revisiting serve as a means to simulate the requirements of their first year courses and at the same time give them a realistic purpose for completing the task, in this case the graphic organizer. The overall aim is to create a "means for organizing and presenting information so that it can be understood, remembered, and applied" (Crandall 1992).The tasks, which aim to get students to practice specific language skills and sub-skills as well as raise language awareness, are designed according to the nature of the text and the writer's communicative intent.

The tasks and the texts are tied together with *transitions* that make the move from one task or text to another or from one skill to the other smooth and meaningful. These transitions are designed so that the learners are either expected to practice the same skill in a different mode, discover the use of a certain framework in a different mode or move on to a new task by looking at the same topic from a different angle. For example, the transition from a reading task to a listening task could involve asking students to practice the same sub-skill, for instance extracting main ideas; or the transition from the same reading task to a writing task could involve the highlighting of the discourse pattern within the text to move on to the practice of that particular discourse pattern; or still the transition from the reading task to another reading task could be made through the use of another text tackling at the same issue from the completely opposite point of view. In short, the transition could be either via skill or content. The aim of designing smooth transitions is to raise learners' awareness that most sub-skills exist across the four skills and that in academic life the shift between the skills are made with a realistic purpose. In addition, through the use of transitions, students receive the opportunity to become aware of the language around them and thus be encouraged to continue to look for similar patterns throughout their academic studies.

The texts and the relevant tasks are related to a *topic* under a specific *theme*. To exemplify, under the broad theme of 'Technology', there could exist topics such as 'Technology in Medicine', 'Robotics' and 'Computer Technology' or under the theme 'Ecology', there could be topics like 'Marine Ecology' and 'Urban Ecology'. The rationale behind using various texts on the same topic and theme is to create ample opportunity for students to use the lexis specific to that theme as well as the language commonly used within that framework. Finally, the themes are tied together with a *thread*, i.e. an umbrella concept to which learners are asked to relate the knowledge they have obtained from the themes. To illustrate, the thread to bind together 'Technology' and 'Ecology' could be 'Ethics'.

In brief, the 6 T approach to materials design aims at building language competence in learners through the use of realistic classroom tasks, which reflect the ones they would encounter in their future endeavors. To this end, it aims to highlight meaning and prioritize the integration of academic language skills. Finally, it focuses on the process learning and promotes learner autonomy by aiming at language awareness and skills training, both crucial elements in language learning.

In conclusion, the 6 T approach seems to have emerged based on the belief that language can no longer be treated as a mere set of fixed rules whose instruction is possible by creating a context and providing a number of sample sentences designed to fit the given rules in terms of form and function, but as a flexible system in which certain choices are made to create the desired meaning and effect. In other words, the aim of the approach requires learners to view language at a deeper level and thus comprehend that the writer's use of, say, the present perfect in "Never in history has humanity faced such shame and embarrassment" is more than a simple account of a an experience or a lack of one at that, but rather a choice made to convey criticism towards an event and to establish his stance towards the occurrence of the event in question. Similarly, they would need to understand that the use of the present continuous in "You are now flying over the green mountains of Virginia" is not a description of a temporary event in practice at the moment of speaking but a language choice on the part of the writer to enhance the vividness of a description so that the reader almost experiences the flight over the mountains. In brief, the students would need to view language as a means to create or extract further meaning, not just a set of pre-fixed rules.

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NEWS FROM AN inged PLENARY SPEAKER

The wonderful story teller Michael Berman has remembered us one more time. Here are tales based on the number 7...

Enjoy...

Tales built around the number SEVEN

The Heptad, a group or series consisting of seven items, has long been of significance for all sorts of reasons. First of all, let us consider the human body:—

The body has seven obvious parts, the head, chest, abdomen, two legs and two arms; There are seven internal organs, stomach, liver, heart, lungs, spleen and two kidneys; The ruling part, the head, has seven parts for external use, two eyes, two ears, two nostrils and a mouth; There are seven inflections of the voice, the acute, grave, circumflex, rough, smooth, the long and the short sounds; The hand makes seven motions; up and down, to the right and left, before and behind, and circular; There are seven evacuations;—tears from the eyes, mucus of the nostrils, the saliva, the semen, two excretions and the perspiration. (We could also add that it is in the seventh month the human offspring becomes viable and that menstruation tends to occur in series of four times seven days).

As to the sacredness of the number 7, among the Hebrews oaths were confirmed by seven witnesses or by seven victims offered in sacrifice (cf. the covenant between Abraham and Abimelech with seven lambs, Genesis, chap. xxi. vv. 28, 21–28). The Persian Sun God, Mithras, had the number 7 sacred to him too.

The highest beings in Zoroastrianism, the Amshaspands, are also seven in number; Ormuzd, source of life; Bahman, the king of this world; Ardibehest, fire producer; Shahrivar, the former of metals; Spandarmat, queen of the earth (the Gnostic Sophia); Khordad, the ruler of times and seasons; and Amerdad, ruling over the vegetable world.

Sanskrit lore has very frequent reference to the number seven too:— Sapta Rishi, seven sages; Sapta Kula, 7 castes; Sapta Loka, seven worlds; Sapta Para, 7

cities; Sapta Dwipa, seven holy islands; Sapta Arania, 7 deserts; Sapta Parna, 7 human principles; Sapta Samudra, seven holy seas; Sapta Vruksha, 7 holy trees. The Assyrian Tablets also teem with groups of sevens:— 7 gods of sky; 7 gods of earth; 7 gods of fiery spheres: seven gods maleficent; seven phantoms; spirits of seven heavens; spirits of seven earths.

The Moon passes through stages of 7 days in increase, full, decrease, and renewal, and in addition to the seven stars in the head of Taurus called the Pleiades, there are the seven stars which guided the sailors.

The Kabalists describe Seven classes of Angels: Ishim, Arelim, Chashmalim, Melakim, Auphanim, Seraphim and Kerubim. The Judaic Hell was given seven names by the Kabalists too; Sheol, Abaddon, Tihahion, Bar Shacheth, Tzelmuth, Shaari Muth, and Gehinnom.

Other heptads can be added to those above too:— The seven prophetesses in the Old Testament are Sarah, Miriam, Deborah, Hannah, Abigail, Huldah and Esther; The 7 Catholic Deadly Sins are Pride, covetousness, lust, anger, gluttony, envy and sloth; The 7 Gifts of the Holy Spirit (Isaiah xi. v. 2) are Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety and Fear of the Lord; The 7 Champions of Christendom were St. George for England, St. Denis of France, St. James of Spain, St. Andrew of Scotland, St. David of Wales, St. Patrick of Ireland, and St. Antonio of Italy.

We can also add the historic city of Rome to the list, which was built upon Seven Hills; the Palatine, Cœlian, Aventine, Viminal, Quirinal, Esquiline, and the Capitol (adapted from 'The Heptad'. In Westcott, 1911, pp. 72-84).

Last but not least, mention should be made of what have been described as the seven basic plots (see Booker, 2004), and the suggestion that all the stories that have ever been written are based on these. The seven basic plot types Christopher Booker identifies are Overcoming the monster, Rags to riches, The quest, Voyage and return, Comedy, Tragedy, and Rebirth.

Now for some examples of stories built around the number seven. The first is a German tale, the second from Norway, and the third from the Philippines:

The Seven Steps
On the main road from Nenndorf to Hannover in the vicinity of the village of Eberloh, right next to the road, there can be seen seven upright stones spaced

like footsteps. They have been carefully preserved even to this day. They are called the seven steps, and the following legend is associated with them:

Many years ago two peasants came into conflict about the boundary between their adjoining fields. The one accused the other of plowing away some of his land. The accused man swore with an oath that he was innocent. Later the accuser wanted to prove that his neighbor had perjured himself, and invited the court to see the fields for themselves.

The person who had sworn the oath appeared as well, and said, "If I have sworn falsely then may God grant that I take no more than seven steps." With his seventh step he disappeared, and was never seen again.

The Seventh Father of the House

Once upon a time there was a man who was traveling about, and he came at length to a big and fine farm. There was such a fine manor house there that it might well have been a little castle. "It would be a nice thing to get a night's rest here," said the man to himself, upon entering the gate. Close by stood an old man with gray hair and beard, chopping wood.

"Good evening, father," said the traveler. "Can I get lodgings here tonight?"

"I am not the father of the house," said the old man. "Go into the kitchen and speak to my father!" The traveler went into the kitchen. There he met a man who was still older, and he was lying on his knees in front of the hearth, blowing into the fire.

"Good evening, father. Can I get lodgings here tonight?" asked the traveler.

"I am not the father of the house," said the old man. "But go in and speak to my father. He is sitting at the table in the parlor."

So the traveler went into the parlor and spoke to him who was sitting at the table. He was much older than the other two, and he sat there with chattering teeth, shaking, and reading in a big book, almost like a little child.

"Good evening, father. Can you give me lodgings here tonight?" said the man.

"I am not the father of the house. But speak to my father over there. He is sitting on the bench," said the man who was sitting at the table with chattering teeth, and shaking and shivering. So the traveler went to him who was sitting on the bench. He was getting a pipe of tobacco ready, but he was so bent with age, and his hands shook so much, that he was scarcely able to hold the pipe.

"Good evening, father," said the traveler again. "Can I get lodgings here tonight?"

"I am not the father of the house," said the old, bent-over man. "But speak to my father, who is in the bed over yonder."

The traveler went to the bed, and there lay an old, old man, and the only thing about him that seemed to be alive was a pair of big eyes.

"Good evening, father. Can I get lodgings here tonight?" said the traveler.

"I am not the father of the house. But speak to my father, who lies in the cradle yonder," said the man with the big eyes. Yes, the traveler went to the cradle. There was a very old man lying, so shriveled up, that he was not larger than a baby, and one could not have told that there was life in him if it had not been for a sound in his throat now and then.

"Good evening, father. Can I get lodgings here tonight?" said the man. It took some time before he got an answer, and still longer before he had finished it. He said, like the others, that he was not the father of the house. "But speak to my father. He is hanging up in the horn on the wall there."

The traveler stared around the walls, and at last he caught sight of the horn. But when he looked for him who hung in it, there was scarcely anything to be seen but a lump of white ashes, which had the appearance of a man's face. Then he was so frightened, that he cried aloud, "Good evening, father. Will you give me lodgings here tonight?"

There was a sound like a little tomtit's chirping, and he was barely able to understand that it meant, "Yes, my child."

And now a table came in which was covered with the costliest dishes, with ale and brandy. And when he had eaten and drunk, in came a good bed with reindeer skins, and the traveler was very glad indeed that he at last had found the true father of the house.

The Seven Crazy Fellows

Once there were living in the country in the northern part of Luzon seven crazy fellows, named Juan, Felipe, Mateo, Pedro, Francisco, Eulalio, and Jacinto. They were happy all the day long.

One morning Felipe asked his friends to go fishing. They stayed at the Cagayan River a long time. About two o'clock in the afternoon Mateo said to his companions, "We are hungry; let us go home!"

"Before we go," said Juan, "let us count ourselves, to see that we are all here!"
He counted; but because he forgot to count himself, he found that they were only six, and said that one of them had been drowned. Thereupon they all dived into the river to look for their lost companion; and when they came out, Francisco counted to see if he had been found; but he, too, left himself out, so in they dived again.

Jacinto said that they should not go home until they had found the one who was lost. While they were diving, an old man passed by. He asked the fools what they were diving for. They said that one of them had been drowned.

"How many were you at first?" said the old man.
They said that they were seven.
"All right," said the old man. "Dive in, and I will count you."

They dived, and he found that they were seven. Since he had found their lost companion, he asked them to come with him.

When they reached the old man's house, he selected Mateo and Francisco to look after his old wife; Eulalio he chose to be water carrier; Pedro, cook; Jacinto, wood carrier; and Juan and Felipe, his companions in hunting.

When the next day came, the old man said that he was going hunting, and he told Juan and Felipe to bring along rice with them. In a little while they reached the mountains, and he told the two fools to cook the rice at ten o'clock. He then went up the mountain with his dogs to catch a deer. Now, his two companions, who had been left at the foot of the mountain, had never seen a deer. When Felipe saw a deer standing under a tree, he thought that the antlers of the deer were the branches of a small tree without leaves: so he hung his hat and bag of rice on them, but the deer immediately ran away.

When the old man came back, he asked if the rice was ready. Felipe told him that he had hung his hat and the rice on a tree that ran away.

The old man was angry, and said, "That tree you saw was the antlers of a deer. We'll have to go home now, for we have nothing to eat."

Meanwhile the five crazy fellows who had been left at home were not idle. Eulalio went to get a pail of water. When he reached the well and saw his image in the water, he nodded, and the reflection nodded back at him. He did this over and over again; until finally, becoming tired, he jumped into the water, and was drowned.

Jacinto was sent to gather small sticks, but he only destroyed the fence around the garden.

Pedro cooked a chicken without removing the feathers. He also let the chicken burn until it was as black as coal.

Mateo and Francisco tried to keep the flies off the face of their old mistress. They soon became tired, because the flies kept coming back; so they took big sticks to kill them with. When a fly lighted on the nose of the old woman, they struck at it so hard that they killed her. She died with seemingly a smile on her face. The two fools said to each other that the old woman was very much pleased that they had killed the fly.

When the old man and his two companions reached home, the old man asked Pedro if there was any food to eat. Pedro said that it was in the pot. The old man looked in and saw the charred chicken and feathers. He was very angry at the cook.

Then he went in to see his wife, and found her dead. He asked Mateo and Francisco what they had done to the old woman. They said that they had only been killing flies that tried to trouble her, and that she was very much pleased by their work.

The next thing the crazy fellows had to do was to make a coffin for the dead woman; but they made it flat, and in such a way that there was nothing to prevent the corpse from falling off. The old man told them to carry the body to the church; but on their way they ran, and the body rolled off the flat coffin. They said to each other that running was a good thing, for it made their burden lighter.

When the priest found that the corpse was missing, he told the six crazy fellows to go back and get the body. While they were walking toward the house, they saw an old woman picking up sticks by the roadside.

"Old woman, what are you doing here?" they said. "The priest wants to see you." While they were binding her, she cried out to her husband, "Ah! here are some bad boys trying to take me to the church."

But her husband said that the crazy fellows were only trying to tease her. When they reached the church with this old woman, the priest, who was also crazy, performed the burial ceremony over her. She cried out that she was alive; but the priest answered that since he had her burial fee, he did not care whether she was alive or not. So they buried this old woman in the ground.

When they were returning home, they saw the corpse that had fallen from the coffin on their way to the church. Francisco cried that it was the ghost of the old woman. Terribly frightened, they ran away in different directions, and became scattered all over Luzon.

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Michael Berman BA, MPhil, PhD, works as a teacher and a writer. Publications include 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 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.

Although Michael originally trained as a Core Shamanic Counsellor with the Scandinavian Centre for Shamanic Studies under Jonathan Horwitz, these days his focus is more on the academic side of shamanism, with a particular interest in the folktales with shamanic themes told by and collected from the peoples of the Caucasus. For more information please visit www.Thestoryteller.org.uk

News from iatefl

The 45th IATEFL Annual International Conference and Exhibition
Brighton, UK.
15 - 19 April 2011

The 45th IATEFL Annual International Conference and Exhibition
will be
held in Brighton between 15 and 19 April 2011.

Plenary speakers at this
year's event are:

Thomas Farrell
Peter Grundy
Brian Patten
Sue Palmer
Catherine Walter

Registration fees have remained the same as last year. The fee is £125 for IATEFL members and £175 for non-members on condition that the registration and full payment is received on or before 28th January 2011. Following this date the fee is £160 for IATEFL members and £210 for non-members.

Please note that speaker proposal deadline is 17 September 2010 and that you must have your current membership details before you register as non-members or lapsed members are not able to submit a speaker proposal.
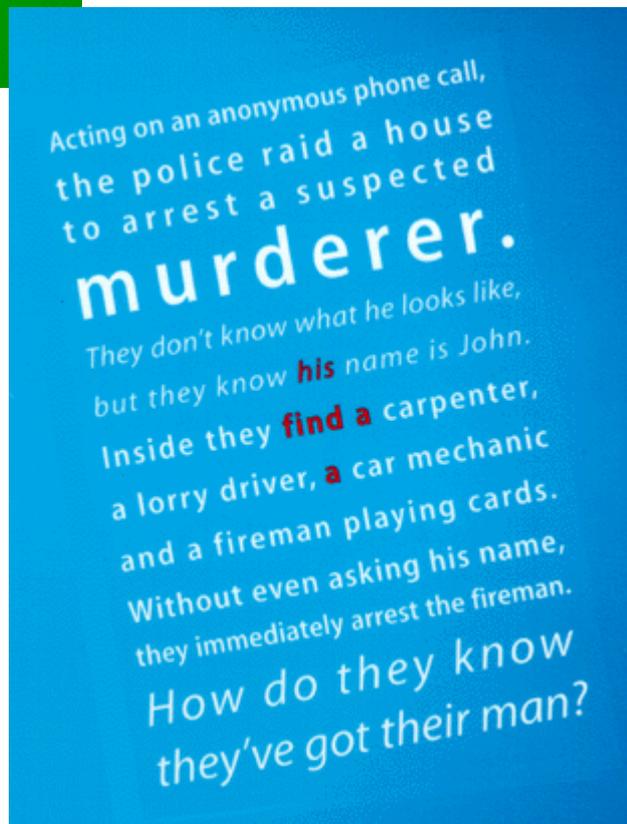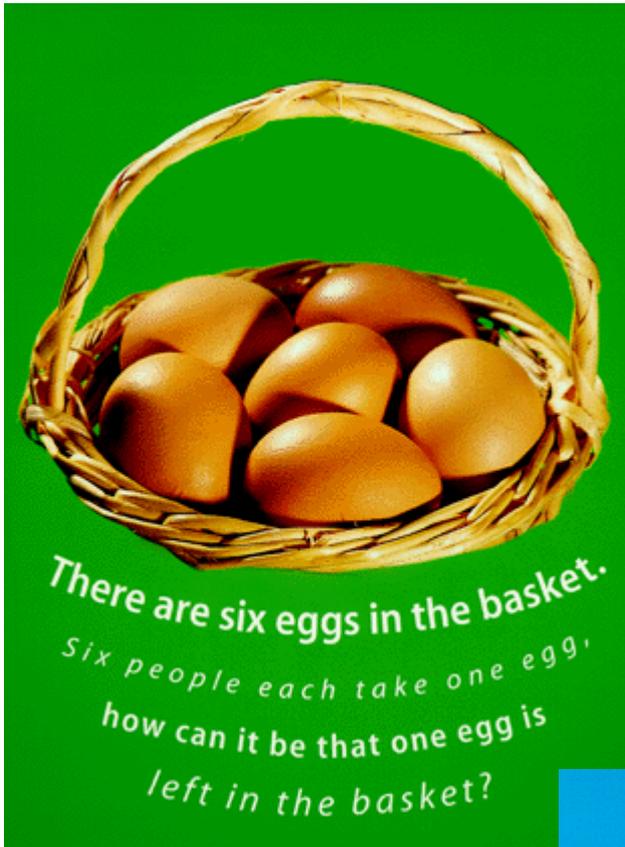
News from **TESOL**

The 45th Annual TESOL

Convention & Exhibit:

in
New Orleans, Louisiana, USA
on
17 - 19 March 2011

Details at:
http://www.tesolmedia.com/docs/convention2011/
TESOL2011CallforProposalsnew.pdf

LATERAL THINKING

There are six eggs in the basket.

Six people each take one egg,

how can it be that one egg is

left in the basket?

Acting on an anonymous phone call, the police raid a house to arrest a suspected

murderer.

They don't know what he looks like, but they know **his** name is John. Inside they **find a** carpenter, a lorry driver, **a** car mechanic and a fireman playing cards. Without even asking his name, they immediately arrest the fireman.

How do they know they've got their man?

Three of the glasses are filled with orange juice; the other three are empty. By moving only one glass, can you arrange them so the full and empty glasses alternate?

There was once a recluse who never left his home. The only time anyone ever visited him was when his food and supplies were delivered, but they never came inside. Then, one stormy winter night when an icy gale was blowing, he had a nervous breakdown. He went upstairs, turned off all the lights and went to bed. Next morning, he had caused the deaths of several hundred people. How?

ANSWERS
On the next page!

* The last one took the basket with the egg in it.

* The rest were women

* Pour the second into the fifth

* He lived in a lighthouse