THE INGED NEWSLETTER
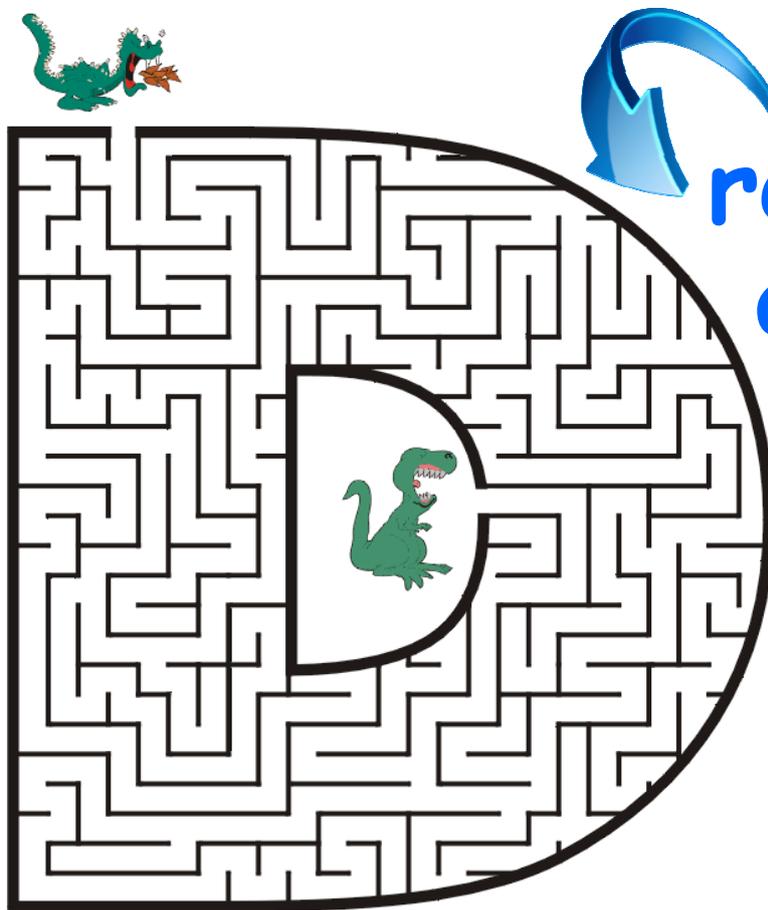
NEWS ON-LINE

Together we stand!

recycle
activities

Issue 2
June 2011

TABLE OF CONTENTS

From the President

Dear members,

In this issue, I want to draw your attention to the popular concept "teaching English to young learners". A number of studies in linguistics and education have suggested that foreign languages should be taught to children as early as possible. Exposing children to a foreign language at an early age allows them to optimize their learning potential, helping to shape the brain at its most flexible stage. Children learn foreign languages more easily than adults as the young brain is inherently flexible and uniquely structured to acquire language naturally. They can learn naturally, absorbing the sounds, structures, intonation patterns and rules of a second language intuitively, as they did their mother tongue.

The benefits of learning a foreign language early are both **social** and **personal**. **Socially** the benefits are many. Our citizens who are fluent in other languages can enhance our economic competitiveness abroad, improve global communication, and maintain our political and security interests.

Personally children will develop a lifelong ability to communicate with more people and a deeper understanding of their own and other cultures. Knowing a foreign language will enrich their lives and open up doors to their future by gaining a widened world view and greater intercultural appreciation and sensitivity. They will develop a tolerance of different lifestyles and customs. Moreover, children will be much better equipped to adapt and cope in a fast-changing world. They will also learn to effectively handle new situations. Furthermore, they will be ready to learn more foreign languages more easily than those who are monolingual.

Furthermore, knowing a foreign language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in our children's future. They will have access to a greater number of career possibilities, future markets and global marketplace.

In addition to that, children may derive other benefits, especially cognitive benefits, from early language instruction, including improved overall school performance and superior problem-solving skills. Some evidence suggests that children who receive second language instruction are more creative and better

at solving complex problems. The research results reveal that people who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning. Additionally, research shows that multilinguals have enhanced memory, planning, and multi-tasking skills. In the process of learning a foreign language as a child, the brain is trained to attend to important information and to disregard irrelevant information, a skill that later supports better focus, memory, planning and multitasking abilities. Moreover, research shows that multilinguals use more of their brains than monolinguals and outperform monolinguals on creativity tests.

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

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

'Young learners' is a broad term that covers children from 3 to 12 years old. In some cases language teaching/learning may take place at a younger age, at kindergarten or pre-school year (from 3 to 6 years old). **'Very young learners'** is the term that is commonly used for these children. On the other hand, **'young learners'** refers to children from the first year of formal schooling (7 years old, in our case) to 12 years of age.

Although these age groups are seen as representing one group, there are in fact distinctive differences between what children of 3 years old can do and what children of 6 can do; and between what children of 7 years old can do and what children of 12 can do. The underlying reason is that when we consider children, we need to consider four related but separate developmental areas- *physical, cognitive, socio-emotional*, and *communicative* growth.

Physical development refers to physical growth and motor control. As a child matures, the higher portions of the brain develop, and the child attains increased control over finer and finer muscle movement.

Cognitive development is intellectual growth. As a child matures, the methods he uses to organize, store and retrieve information for problem solving and generalization also improve. Each child perceives the world differently as he interprets incoming stimuli in the light of his past experiences.

Socio-emotional development is closely related to the other areas of development. As a child matures, he becomes less egocentric and more social. Each and every day he learns more about the social behaviors, social rules and customs of his society.

Finally, **communicative development** is also closely related to other areas of development. In order to understand the abstract nature of language, the child has to develop cognitively. In order to be able to produce speech, he has to develop physically. In order to use language and communication appropriately, he has to develop socio-emotionally.

Remember that our children are our future, and we should educate them in the best way possible. As our motto says: "Together we stand!" to fulfill this responsibility.

Prof. Dr. Aydan Ersöz

From the Editor

Dear Readers,

Your summer issue is ready and we at the INGED Board would like to take this opportunity to wish those of you who are going on holidays a relaxing and happy summer and those of you who are still working hard preparing materials, programs and syllabi, teaching classes or training teachers all the best and a wonderful holiday later on...

In this issue, you can find the results and read about the impressions of the winners of our annual SpellEvent. You will also find the results of the Drama Festivals in Istanbul and in Ankara and see some photos of the excited children. The results of the 2nd Story Writing Contest are also ready. We strongly urge you to start thinking about participating next year.

We continue with sharing with you ideas from past issues. In this issue, the ideas are from the INGED Newsletter, News In-Brief, 1998. You will find one way to practise making predictions and a photocopiable bingo game to recycle jobs along with suggestions to help students learn vocabulary more efficiently, ideas for grammar practice, and reasons and possible remedies for weak student motivation in this issue.

We would like to remind you that our conference will take place at Hacettepe University, Ankara this year. The proposal submission deadline is over and the jury has made their selection, notifying all proposal writers of the results. Please mark your calendars for 20 - 22 October this year and come to the 15th INGED International ELT Conference.

Warm regards,

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.**

15th International ELT Conference

taking it to the limits

hosted by
School of Foreign Languages
Hacettepe University
Ankara / Turkey
October 20 - 22, 2011
http://inged.org.tr

OUR PLENARY SPEAKERS & THEIR TOPICS

JOHN BROWN

Dr Brown has worked in over 30 countries. He is a teacher trainer, teacher and lecturer. He has been a deputy head in Tanzania, a head of English and Drama departments, a school director and lecturer at universities in both the UK and abroad. He at present delivers teacher training courses around the world. He is also an associate lecturer at the Open University, a TESOL Moderator & GESE examiner for Trinity College and an ABLS school inspector. His most recent training programmes are with training teachers in CLIL in both primary and secondary schools.

Plenary Talk: "Beyond the Limits"
The presentation will be a collection of ideas, activities and movement from old comfort zones and dispelling old limits to new ones.

We will look at what formulates our inner ideas in preparing lessons, making assumptions, doing activities and working within limits which we can bend, change, challenge or ignore.

At the basis of this is not that my students learn the English they are supposed to but that they come to know more about themselves through the English I offer them and by this the English they need. Education is about changing both my and my students' limits cooperatively.

Workshop: "Story Telling and the Art of the Imagination"
Using our imagination to create stories from words, life situations or almost anything we can enhance our learners motivation and in all four skills with little preparation but with a little razzmatazz. We will create, adopt and enhange stories using English creatively.

MARIE DELANEY

Marie Delaney is an Educational Psychotherapist, MFL / EFL Teacher and Teacher Trainer and NLP Master Practitioner. She has extensive experience of working with challenging behaviour – both staff and pupils! She has worked on outside school projects – at DYP a Mentoring and Education programme in Hackney, London - as well as in schools as a Learning Support Unit manager for pupils at risk of exclusion and as Learning Mentor /LSU co-ordinator for primary and secondary schools in the London Borough of Havering. She was also a trainer and moderator on the National Training for Learning Mentors and worked as Emotional Literacy Consultant in a challenging secondary school in Essex. She is currently working in a school for children with social, emotional and behavioural difficulties in Cork as well as offering training and consultancy.

She has been Director of Studies for International House in Poland and Course Director for Teacher Training at Pilgrims, Canterbury, UK. She has trained teachers worldwide. Her main interests are introducing therapeutic approaches into mainstream schools to develop realistic strategies for challenging behaviour. She is the author of 'Teaching the Unteachable' 2008 Worth Publishing, UK and 'What can I do with the kid who...' 2010 Worth Publishing UK.

Plenary Talk: "Teaching the Unteachable – Why do Some Pupils Make us Feel They are Unteachable?"
Why do we feel that some pupils seem unteachable? Why do tried and trusted behaviour management strategies and plans not work with some pupils? What happens on those days when we feel incompetent and de-skilled? What is going on with us – the adults – and them – the young people? This presentation will address these questions with a view to developing a therapeutic thinking framework and a broader range of strategies to support these pupils in school.

Workshop: "The effects of trauma, loss and neglect on learning"
This workshop will continue the themes from the plenary speech and consider how traumatic events in a child's early years can affect their ability to make use of learning in the classroom. It will suggest an alternative way of looking at some challenging behaviours and help participants to develop their teaching skills with these pupils.

HUGH DELLAR

Hugh Dellar is a teacher and teacher trainer at the University of Westminster, London. He is also the co-author of two five-level General English coursebook series, **Outcomes** and **Innovations**, both of which are published by Heinle Cengage. He has been teaching for almost twenty years and has given papers, workshops and teacher training courses all over the world.

Plenary Talk: "Bridging the Culture Gap in the Classroom"
The traditional concept of culture in English language teaching far too frequently involved facts and figures about Britain – though in reality this usually meant England, and a rarified upper-middle class slice of English cultural life at that! Students were sold visions of Windsor Castle and Bath, Stratford-upon-Avon and Stonehenge and perhaps given the occasional extract from Dickens or Shakespeare. The world has moved on!

The notion of culture as being a fixed, easily definable monolith is dated, and the belief that language is inextricably linked to one particular kind of culture has also started being called into question. At the same time, English has become a global language used increasingly by non-natives talking to other non-natives.

What, then, in the midst of all of this change and confusion, is the role of culture in the classroom lie today? What does intercultural competence really mean? How can we bring culture into the classroom? And how we help unlock and exploit our own students' cultural identities in mainly monolingual contexts? In this lively, challenging talk, I aim to answer all of these questions and more.

I will begin by exploring a dynamic fluid model of what culture actually is – and will then suggest some basic classroom implications of this. I will then move on to consider what aspects of culture are – and aren't – worth focusing on in the classroom and show a couple of different classroom lessons that bring global cultural content into class – and yet that have local cultural outcomes.

Workshop: "Does the CEF require different materials and teaching?"
Attitudes towards the Common European Framework (CEFR) seem to range from ignorance, annoyance or paranoia through to blind worship, with complacency perhaps being the dominant response.

The CEFR itself has perhaps been guilty of exacerbating the situation by consistently fudging, and refusing to be drawn on methods or approaches. Clearly, the CEFR does not DEMAND different material or approaches.

However, by raising such questions as which theory of grammar teaching is based on, what assumptions about learning teachers make and what language learners will need to be equipped with, it does demand we consider some potentially very interesting debates.

When one examines in more detail the underlying political goals stated in the CEFR, it seems to me that there is a requirement – if not a demand – for a rethinking of current practice and course content.

In this session, we will be exploring our own theories of grammar and language learning, as well as considering what kind of theories seem to underpin mass-market classroom materials. I will then move on to outline one possible alternative approach to meeting CEFR goals before finally asking the audience to consider the implications for their own classrooms of nine core supposedly non-prescriptive words that recur regularly within the CEFR.

DAVID A. HILL

David A. Hill has been working in education for over 40 years, as teacher,

teacher trainer, British Council manager and materials writer. Since 1998 he has been a freelance consultant for English language and literature, working out of Budapest. He divides his time between travelling to around 10 countries a year to work with students, teachers and publishers, and writing different types of educational materials for all situations, ages and levels. For Helbling Languages, he is the co-author of *Top Grammar* - a grammar practice book for students, the co-author of *Writing Stories* – a teachers' resource book; he has adapted 6 classic novels as readers (e.g. *The*

Canterville Ghost, Dracula) and written two original stories: *Operation Osprey* and *The Boy Who Could Fly*. David is currently the Coordinator of the IATEFL Literature, Media & Cultural Studies SIG.

Plenary Talk: "Language Play and Creative Language Learning"
The ability to play with language is one of the fundamental competences of the native speaker, and yet it is sadly neglected in mainstream language teaching and learning. This talk will rehearse the background to language play, and then work through a range of activities which can be used in the classroom to include language play as a regular part of classes.

Workshop: "Why Extensive Reading is Essential"
In this workshop we will look briefly at the background to and research into extensive reading to see why it should be an essential component of all language courses. We will then examine ways in which an extensive reading programme can be set up in a class and a school. Finally, we will experience a number of activities which indicate the kind of appropriate things we can do with students involved in such a programme.

David A. Hill is sponsored by Helbling Languages.

PENNY UR
Penny Ur was educated at Oxford, where she read Hebrew and Arabic, and at Cambridge (PGCE). She completed her MA TEFL at Reading University in 1987.

Penny Ur has thirty-five years' experience as an English teacher in elementary, middle and high schools in Israel. From 1980 she has also been teaching pre-service and in-service courses at Oranim Academic College of Education and Haifa University, at BA and MA level. She has presented papers at TESOL, IATEFL and various other English teachers' conferences worldwide.

She has published a number of articles, and was for ten years the editor of the *Cambridge Handbooks for Language Teachers* series. Her books include *Discussions that Work* (1981), *Five Minute Activities* (co-authored with Andrew Wright) (1992), *A Course in Language Teaching* (1996), *Grammar Practice Activities* (2nd Edition) (2009), *Vocabulary activities* (forthcoming), *A Course in*

English Language Teaching (forthcoming), all published by Cambridge University Press. She is also the editor of *Active Grammar* (2011).

Plenary Talk: "Grammar teaching: research, theory and practice"
The first part of this talk will provide a critical overview of current research and theory on the grammar in second-language courses. The second part will consist of some suggestions how insights from the research literature may be combined with teachers' professional expertise and intuitions to produce optimal outcomes in terms of student learning, illustrated by some practical examples.

Workshop: "Teaching grammar: both accuracy and fluency"
Many of us have had the experience of seeing our students perform well on grammar exercises and tests in particular grammatical structures – but then produce mistakes in the same structures when they communicate on their own through speech or writing! In this talk I shall discuss why this might be so, and suggest a practical model of grammar teaching that is likely to enable students to use the grammar acceptably in their own production. Participants will have opportunities to experience and discuss some sample procedures.

The 3rd INGED SpellEvent

SpellEvent Winners

1st Place: Ayşegül Barlas, METU College
2nd Place: Oğul Kaplan, Antakya Private Ata College
3rd Place: Dilşad Ergun, Ankara Doğa College
4th Place: Çağla Yüksel, Ankara Doğa College

Prizes:

1st Place: Trophy, Franklin Merriam-Webster Collegiate Dictionary product, and all-expenses paid trip to New York City for 3 nights in August 2011 for Participant one parent or legal guardian

2nd Place: Plaque, Franklin Merriam-Webster Collegiate Dictionary

3rd and 4th Places: Plaque, Franklin Merriam-Webster Dictionary and Reference Set product

Team:

Franklin Representative: Anja Heinig, Marketing Manager, Franklin Germany Office

INGED Affiliate: Hilal Onat, INGED SpellEvent Coordinator

TESOL Board Member Judge: Valerie Jakar

TESOL Board Member Judge: Dudley Reynolds

Host/Emcee: Hilal Onat

Pronouncer: Sibel Tuzel Kandiller

Scorekeeper: Mustafa Akın Güngör

My Impressions
by
Ayşegül Barlas
METU College
Winner of the 3rd INGED National SpellEvent

How did this adventure START? Well, I know where it all began. I can still remember the first few minutes while we were standing in front of our English teacher. She started talking about a new club on spelling and the importance of getting prepared for a competition at the end of the year. She also said something about a trip to New York. When we learned this, all of us wanted to learn more about the club.

During the month I kept asking Mrs. Karabulut, our spelling teacher in the club, the things that I was curious about, and finally the chosen spellers came together in a classroom to learn more about the club; Spelling Bee. I think, that scene in the classroom describes the first day of the club. There was a student from the 8th grade and she was a very EXPERIENCED speller since she had gone to NY as a competitor in the previous SpellEvent. She made a presentation about the local and final SpellEvent. That's about the time the adventure started.

I was very enthusiastic about the competition. We were practising the official wordlist every week, which was prepared for 2010 and 2011 SpellEvent. We were just learning the spelling of the words in the list WITHOUT actually 'memorizing' the definitions. We also learned how to use the phonetic alphabet that helped us a lot. After learning a really big bunch of new spelling words, we started having competitions among the ten spellers. We watched the movie *Akeelah and the Bee* which was about an eleven-year-old African-American girl getting prepared for the national Spelling Bee. It helped us understand how the

event worked. We had to learn approximately 25 words a week. We also practised in our lunch breaks.

As I said before, I was really enthusiastic about it and felt great whenever I said to myself 'I'm a speller and I'm going to do my best in the local SpellEvent. Who knows? Maybe I will be the winner.' I started to search the words in texts if there were difficult ones that could be asked in the competition and it became an automatic reaction. My spelling passion started to get stronger in every spelled word, even with the words I MISSPELLED.

On the day of the competition, we were all ready in the conference hall in our school. We were practising the words AGAIN and AGAIN although we were already prepared. I felt anxious when it was about to start so I ran towards one of my spelling coaches, and said 'I don't feel ready at all!'. She calmed me down saying 'Don't be afraid, everything's going to be all right!'.

As the rounds went on, the number of eliminated spellers increased and finally only me and the other competitor were left on the stage alone. After I spelled the word 'liverwurst' correctly, the pronouncer asked the word 'urbane' to the

remaining competitor. When I heard the bell ring which meant that the word had been misspelled, I couldn't say a word and all I could do was smile at the crowd who were watching us.

My teammates came and congratulated me. We were all happy because our school had won first place. I was also thinking about the FREE trip to New York:) . I was very excited (I am STILL excited!) and I'm looking forward to seeing Times Square, the heart of Manhattan and also the Statue of Liberty!

My SpellEvent Story
by
Oğul Kaplan
Antakya Private Ata College
2nd Place in the 3rd INGED National SpellEvent

This story started two years ago. It was a sunny day of October. Our English teacher, Arzu Bakır, came to me and said that a new competition was going to start. It was called 'SpellEvent' and it was going to happen in Ankara. I thought I could join, because I used to attend the English Theatre Group for the theatre competition of INGED. I mean I was familiar with these kinds of competitions. Anyway, I said I would like to join.

That year, I worked very hard on the lists but my own vocabulary wasn't good enough. When the competition day arrived, I wasn't feeling that ready. And I saw that I WASN'T ready that year. I felt very bad about it. But I didn't let that stop me. I shouldn't.

Anyway, I asked Ms. Bakır if I could attend next year. She approved. I worked harder that year. I memorized all the lists, but that year, the lists weren't going to be that necessary. Those words would be asked in just two rounds. That year, I couldn't get a good place again. I was getting hopeless.
This year, I didn't work too hard, but I realized how much I was representing. Myself, my school, my city… And if I could win, everybody would say even if you're from a small city, you can do something. You can win.

That gave me the courage. I felt that every step I was taking had a meaning for my parents, my teacher, my friends, and the ones who live in the same city as me, in Antakya.

At the end of this story, I feel like I won. Even if I won't be able to go to USA, I still feel that I represented all the things I thought really well.

What was I trying to tell? Well, you shouldn't stop working harder and harder. Let nothing stop you. That's the key to success.

My Impressions
by
Dilşad Ergün
Ankara Doğa College
3rd Place in the 3rd INGED National SpellEvent

At first, I didn't want to join the spelling club, but after I joined I found out that I really liked spelling. I worked on spelling for three years. My teachers helped me in those three years and I also had my parents' help. Another thing that helped me for spelling was my phone. I had applications on my i-phone that helped me practice spelling. With those applications I could work everywhere and anywhere I wanted. I worked in my free time like when I was listening to music or when I was on the road. I worked hard. I came in third place at the competition in Ankara, Turkey.

In the competition I was really nervous but I realized that if I'm relaxed I can spell the words easily. I was really happy at the end of the competition. Due to this competition I learned a lot of new words, my vocabulary got bigger and better. Of course, my pronunciation got better, too. I had a chance to meet new people with this competition. My teachers helped me a lot in this competition. I want to thank them again and again. I wish I could join the competition again.

Dilşad ERGÜN
3rd Place in SpellEvent
Doğa Koleji

THE 2nd ENGLISH STORY WRITING CONTEST

We thank ALL contestants for taking the time to share with us their work. It has been a great pleasure to receive and read these creative and colorful descriptions and to meet the story characters as a result.

Here are some statistics: The **2nd Story Writing Contest**, organized by Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED received a total of 1314 stories with 665 stories in the Primary category, 582 in the High School category, and 67 in the Adult category. After a carefully selection of submissions that qualified according to the 2nd Story Writing Contest conditions, in the Primary category 82, in the High School category 195, and in the Adult category 20 stories were evaluated by the jury members. And here are the results:

RESULTS

Primary School Age: Juniors
1. Deren Demirel: "Winning Back the Stolen Future"
   (Teacher: Didem Atsan; Private Arı College – Ankara)
2. Gökçen Burgu: "Just Like Strawberries"
   (Teacher: Renin Öktem; Bodrum Marmara Colege – Muğla)
3. Beril Çetin: "What I Lost in the War"
   (Teacher: Özlem Bora; FMV Private Ayazağa Işık College – Istanbul)

High School Age: Seniors
1. Umman Türkoğlu: "The Empty Cart"
   (Teacher: Sedef Kocaoğlu; Büyük College – Ankara)
2. Cemra Karaoğlan: "Cold Metal"
   (Teacher: Alper Etyemez; Darüşşafaka High School – Istanbul)
3. Yağmur Kızıltuğ: "The Gleaner"
   (Teacher: Nurhayat Filiz Kaptan; Güzelkent Anatolian High School – Ankara)

Adults
1. Gürkan Turhan: "Goliath" (Denizli)
2. Derya Ceylan: "Miriam" (Malatya)
3. Çiçek Kıral: "Chipped" (Eskişehir)

SEETA
SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

SEETA Music

July 2011
Andy McCallum Crawford
Wee fictions   The Soundtrack

Andy McCallum Crawford - Wee Fictions

Our regular monthly guest blog

20 - 24 June 2011
Azhar Youssef
My working week
Teaching English to secondary students: Success Not Expected

This month's blogger, Azhar Youssef, gives us her insights, thoughts and reflections.
Read about her week and add your comments.

Azhar Youssef: My Working Week

Hosted Discussion

12-16 June 2011
Mary Spratt
Making The Most of Teacher Talk :
When, what, why, how, why, alternatives

In class teachers talk to give explanations, instructions, feedback, to ask questions and encourage student talk and positive classroom dynamics. This SEETA workshop will try to identify key features of the teacher talk needed to carry out these functions in ways that best promote engagement and learning.

Conference Reports

19th - 20th March 2011 - 18th Annual International TESOL M.Th N.Greece Conference:
Education : light My Fire !
Videos from plenary sessions ,the PECHA KUCHA event, interviews and powerpoint presentations .

Click HERE to access the TESOL Mac.Th.Northern Greece area

On-going SEETA forums

Philip Kerr

What I wanna know is...
Everything you always wanted to know about ...
... ELT, but never found the opportunity to ask.

At conferences and training events, we often want to ask a specific question to the trainer or ELT writer, but, for a variety of reasons, never get the opportunity. So, here's what we'll do! Send in your question and the person you want to address it to. Philip will find a way of getting it to the person in question. And get their response, of course...

What I wanna know is...

Catalina Leaterina Burlacu

SEETA Projects Corner

SEETA Projects Corner is the place where teachers can exchange ideas on projects to use with their classes or to share. Either you want to find partners for a project, take part in a project or simply share your own school experience, SEETA Projects Corner is the right place to start with. Upload your ideas for projects onto the SEETA Projects Corner and you will find other peoplewith the same interests as yours, wiling to give you a helping hand and get involved in the project.

INGED - MARMARA SCHOOLS
13th DRAMA FESTIVAL
13 MAY 2011

at Marmara Primary School, Istanbul.

The participating schools were as follows:

Özel Marmara İlköğretim Okulu
Özel Eyüpoğlu Çamlıca İlköğretim Okulu
Özel Ayazağa Işık İlköğretim Okulu
VKV Koç Özel İlköğretim Okulu
MEV Koleji Özel Büyükçekmece İlköğretim Okulu
Özel Üsküdar SEV İlköğretim Okulu

Here are the results:

Best leading Actor
1. Can Uzman   (Özel Üsküdar SEV İlköğretim Okulu)
2. Emrehan Parlak   (Özel Eyüpoğlu Çamlıca İlköğretim Okulu)
3. Engin Deniz   (Özel Marmara İlköğretim Okulu)

Best Leading Actress
1. Eda Yılmabaşar   (Özel Eyüpoğlu Çamlıca İlköğretim Okulu)
2. Rakel Saranga   (VKV Koç Özel İlköğretim Okulu)
3. İpek Beşik   (Özel Ayazağa Işık İlköğretim Okulu)

Best Supporting Actor
1. Ceyhun Fırat   (VKV Koç Özel İlköğretim Okulu)
2. Kubat Değerli   (MEV Koleji Özel Büyükçekmece İlköğretim Okulu)
3. Kaan Arıbal   (Özel Üsküdar SEV İlköğretim Okulu)

Best Supporting Actress
1. Öykü Şar   (Özel Marmara İlköğretim Okulu)
2. İzel Güzel   (Özel Ayazağa Işık İlköğretim Okulu)
3. Destina Bilimli   (Özel Eyüpoğlu Çamlıca İlköğretim Okulu)

Best Play
1. Özel Üsküdar SEV İlköğretim Okulu
2. VKV Koç Özel İlköğretim Okulu
3. Özel Marmara İlköğretim Okulu

The best staging:
1. Özel Üsküdar SEV İlköğretim Okulu
2. VKV Koç Özel İlköğretim Okulu
3. Özel Marmara İlköğretim Okulu

Best Costume:
1. VKV Koç Özel İlköğretim Okulu
2. Özel Üsküdar SEV İlköğretim Okulu
3. Özel Eyüpoğlu Çamlıca İlköğretim Okulu

Jury Special Award:
Tuana Çömlekçi   (MEV Koleji Özel Büyükçekmece İlköğretim Okulu)

THE 13TH INGED DRAMA FESTIVAL IN ANKARA

The 13th INGED DRAMA FESTIVAL was held at Nesibe Aydın Schools in Ankara on 28th May 2011. There were 14 schools with their enthusiastic students, motivating teachers and excellent performances lasting for a whole day. These schools were: Arı Private Schools, Başkent University Ayşe Abla Private Schools, Beytepe Primary School, Bilkent College, DOKTORLAR Private School, DOĞA Private Schools, Gazi University Foundation Gazi Private Schools, Maya Private School, Nesibe Aydın Private Schools, ODTU College, TED Ankara College, TEKDEN Private School, YÜCE Private Schools, and YÜKSELEN Private School.

Various plays were performed by skillful junior actors and actresses during the day. The types of these plays ranged from comedy and drama to horror and musicals. Colorful costumes, realistic settings and carefully planned stage management were outstanding features of these plays. The students performed well and were appreciated through the various awards given by the jury.

The performance hall was crowded with parents, teachers and school managers. At the end of each play, the audience gave a big round of applause for their children and students, which made the hall alive, active and energetic. Stage decorations were worth seeing as there were real smells, materials and make up. Schools and students competed against each other with respect but firmly. After each school completed its play, four schools performed individual story telling events. Then, a cocktail party was arranged by the hosting school for an hour. At the end of the festival, awards were given to schools and students individually in accordance with certain criteria. The results are below.
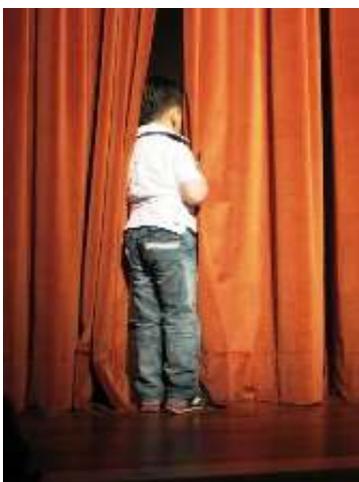
In a nutshell, this year's INGED Drama Festival attracted the attention and interest of a lot of schools, parents and students; therefore, they enjoyed the festival and competed against each other enthusiastically and fairly.

The Best Play Award:
1. TED Ankara Koleji
2. Arı Koleji
3. Nesibe Aydın Koleji

The Best Comedy Award
TED Ankara Koleji

The Best Musical Award
B.Ü. Ayşe Abla Okulları

The Best Coaching
Sibel Serim (Beytepe İlköğretim Okulu)

The Best Leading Actor
1. Batuhan Yavuz (Beytepe İlköğretim Okulu)
2. Emir Gün Bingöl (TED Ankara Koleji)
3. Berkay Belli Fidan (Doğa Koleji)

The Best Leading Actress
1. Gül Neslihan Altinel (Maya Koleji)
2. Mina Çobanoğlu (TEDAnkara Koleji)
3. Elif Gökçe Algül (Doğa Koleji)

The Best Supporting Actor
Mert Arda Hamzaoğlu (Beytepe İlköğretim Okulu)

The Best Supporting Actress
İrem Naz Korkut (Yükselen Koleji)

The Best Singer
Selen Gültekin (Nesibe Aydın Koleji)

The Best Shining Star (Female)
Melisa Uzulu (Arı Koleji)

The Best Shining Star (Male)
Tolga Fırat Anas (Arı Koleji)

The Best Enthusiastic Group
Yüce Okulları

The Best Stage Management
Nesibe Aydın Okulları

The Best Pronunciation
Maya Koleji

The Most Effective Use of English
ODTÜ Koleji

The Best Sound Effect
Doktorlar Private School

The Best Lighting
B. Ü. Ayşe Abla Okulları

The Best Set
Yüce Koleji

The Best Make Up
Gazi Koleji

The Best Costume
Gazi Koleji

The Best Music
Nesibe Aydın Okulları

The Best Visual Effects
Ari Koleji

The Best Plot
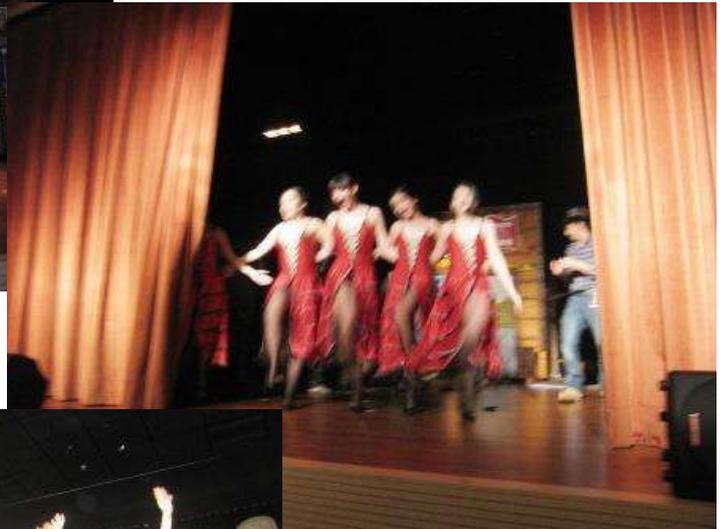"A peace of cake" (Bilkent Koleji)

The Best Story
"The Little Match Girl" (Gazi Koleji)

The Best Story Dramatization
Şimal Naz Köse (Arı Koleji)

The Best Storyteller
Ayşe Doğa Ören
(Nesibe Aydın Koleji)

Jury Support Award
Tekden Koleji

Jury Special Award
Oğuz Tolga Çelik (TED Ankara Koleji)

TECHNOLOGY IN TEACHING:

10 TOOLS FOR
DIGITAL STORYTELLING IN CLASS

by
Danny Nicholson

This article originally appeared at:
http://www.whiteboardblog.co.uk/2011/06/10-tools-for-digital-storytelling-in-class/

The Whiteboard Blog
Supporting Technology in the Classroom

10 Tools for Digital Storytelling in Class

Posted on Jun 17, 2011 in Activity Ideas, Digital Media, Literacy Resources, Web Tools | 0 comments

Digital storytelling is simply using computer-based tools to tell stories. There are many different ways to do this – from making movies, recording voices, creating animations or electronic books. In schools they can help to take a task that might be seen as mundane – write a report, write a story, explain a process, describe an experiment – and turn it into something a whole lot more interesting.

There are a great many tools out there that could be used for digital storytelling. I am going to give you just a few:

1. Storybird - http://www.storybird.com
Storybirds are short, art-inspired stories that are curiously fun to make, share, and read. Choose from hundreds of fabulous drawings and images and then write a story to go with them. Free to sign up and class accounts possible. Finished story books can be embedded into blogs/VLE or read via the website – a great way to share with parents. A really cute site, do take a look!

The three little pigs decided to get away from it all
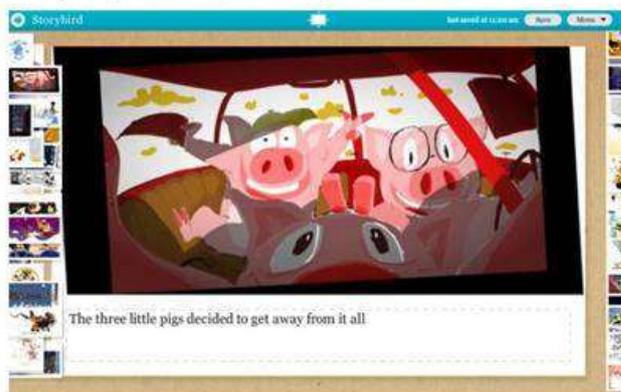
Translate this site

Select Language

About Me

Danny Nicholson :
Educator, Science teacher,
ICT Consultant, PGCE
lecturer, Author and
Web2.0 / SMART Masters/ Interactive
Whiteboard Trainer. Contact me for any
training requests.

Follow @dannynic

Categories
* Activity Ideas
* Conferences
* Digital Media
* Games and interactives
* Hardware
  * Visualisers
  * Voting Kits

2. Lego Comic Builder : http://city.lego.com/en-us/comicbuilder/intro.aspx

Create a comic using lego characters to tell your story.

3. Storyjumper - http://www.storyjumper.com

StoryJumper teaches children to write a story in just 7 steps using their StoryStarter process. Finished books can be read on-screen or bought as a hardback. Free signup, class setup available.

4. Make Beliefs Comix : http://www.makebeliefscomix.com/

This is a very simple tool for making 3 frame comic strips. Free.

5. My Story Maker : http://www.carnegielibrary.org/kids/storymaker/embed.cfm

Suitable for younger writers, this lets you create a story using a selection of characters and props. Free.

6. Tikatok: http://www.tikatok.com/classroom

Tikatok allows teachers to set up a space for their class to create their own storybooks. Books can be shared online for free as clickable books. Or they can be downloaded or printed as proper hardback books for a fee. Interesting idea. (Printing aimed at US market. They will ship overseas, but it's expensive – check out Lulu as an alternative to making printed class books)

7. ToonDoo : http://www.toondo.com

Toondo is another simple comic strip creation tool with a wealth of different options available. Sign up needed, but it's free.

**8. Kerpoof** : http://www.kerpoof.com/

Now owned by Disney, Kerpoof lets students create stories or animations to tell their story. The site is mostly free with a few premium features.

9. Go Animate 4 Schools : http://goanimate4schools.com/public_index

GoAnimate, is a free tool to let students make their own animations. They can make their own animated characters, direct their own cartoons, and watch others' creations. They can customize their animations with a large number of tools and features. Free for 100 accounts (a non-school version also available: http://goanimate.com)

10. Zooburst : http://www.zooburst.com/

ZooBurst is a digital storytelling tool that lets anyone easily create his or her own 3D pop-up books using augmented reality technology. Once constructed, books can be inspected from any angle from within a 3D space, and rotating around a book is as easy as dragging and dropping a mouse. In addition, authors can choose to make items "clickable," allowing readers to learn more about individual characters within a story. Each character can have its own "chat bubble" that pops up when that character is clicked. In addition, authors can also record their own voices using the ZooBurst audio recorder to have their characters really "speak" when clicked! Basic version free, some premium features and educational licence coming soon.
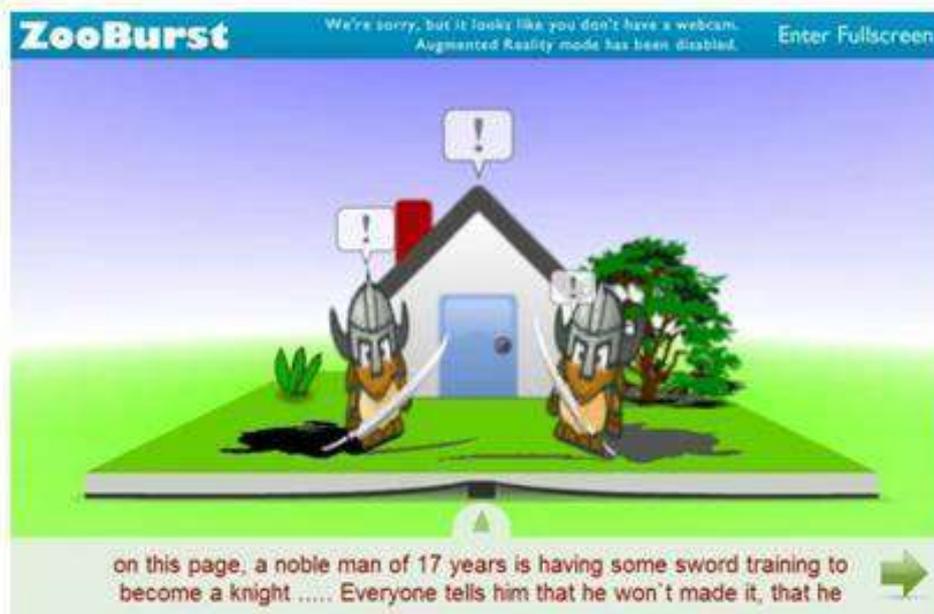
For more help and information on Digital Storytelling, take a look at this site from the University of Houston and for more tools you really need to take a look at Alan Levine (CogDogRoo) 50 web2.0 Ways to tell a Story wiki.

Got any favourites? Add them to the comments below!

LET'S RECYCLE
OLD ACTIVITIES

Compiled by
A. Suzan Öniz

Starting with our last issue, we are revisiting old issues of *INGED News in Brief*, the paper based newsletter published by INGED when our association was first established. A variety of practical ideas from the *INGED News in Brief*, 1998 issues have been selected.

From *INGED News in Brief*,
March 1998

❀ Actual Ideas from ACT-U-AL Teachers

With this issue, we will start to publish ideas from real teachers. These are YOUR ideas that YOU ALL ACTed out in your own classes and found they work. Please send us your ideas so that INGED members from all over Turkey can share them. Don't be modest and don't look for fancy ideas. Simple activities often work the best. SO DON'T WAIT TOO LONG! MAIL YOUR ACTIVITIES TODAY!

☛ **The Fortune Teller**
by Bige Gür'eş
ODTÜ Koleji
Elementary Teacher

Aim: To practise making predictions about the future using 'will'
Age: Primary-adult
Aids: A big ball (football or volley ball) on which you will paste long slips of paper with possible predictions about your life. To make the ss read the slips for meaning and pick the appropriate one, include 'good' and 'bad' predictions (and ask them to make only pleasant predictions) or 'things that may happen to you' and 'things that have already happened' ('buy

a car" is an example of the latter if the ss know that the T already has a car). The slips may contain the whole prediction "You'll find money on the street" or just part of it so that ss have to think about forming a correct and appropriate sentence.

Procedure: First do a short warm up (hangman with the words 'Fortune Teller') and present the language in the fortune telling context (e.g. what a fortune teller predicts for the year 2222).

Practice: Tell the ss you have a crystal ball from which they will predict their T's future. Take out the ball and let a student hold it, find the appropriate prediction and say it out loud. Make sure the ball goes to the other side of the room, too. Involve the whole class in deciding whether the prediction is applicable/possible/pleasant/ etc. A variation could be for ss to write similar predictions on blank slips that the teacher checks for accuracy before attaching them on the ball for ss to make predictions about each other this time.

• *İNGED News in brief* • Page 10 • *İNGED News in brief* •

THE JOB BINGO

Level : Beginners

Materials: One bingo card per learner or per pair; little cards each with a job written on it; a small prize
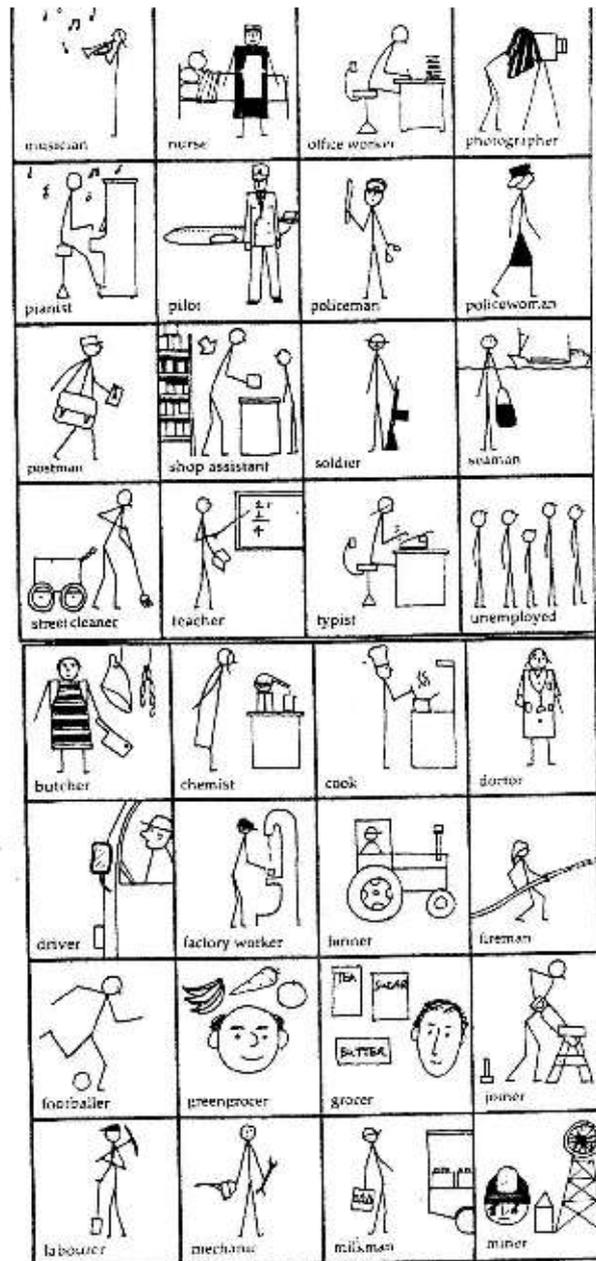
The bingo cards:

Cut up / copy the drawings & make cards containing 2 rows of 3 pictures (a small card — to finish faster) or 3 rows of 4 pictures (a big card). Make sure that each card is different & there are enough cards for each student / for each pair. ! You may include the job titles or not.

The little cards:

Cut up paper into small (4 x 2 cm) rectangles & write a job on each one.

Procedure:

1. Review the names of jobs.
2. Give out the bingo cards.
3. Ask each learner / pair to tear up bits of paper to make squares to cover each bingo square.
4. Ask a learner to draw a little card & read it out; the class looks at their cards & cover thes picture if they have it.
5. WINNER: First one / pair to cover all pictures on bingo card. (or all in one row only — depends...)
6. Keep all drawn job cards handy for checking the Winner's card.

musician	nurse	office worker	photographer
pianist	pilot	policeman	policewoman
postman	shop assistant	soldier	seaman
street cleaner	teacher	typist	unemployed
butcher	chemist	cook	doctor
driver	factory worker	farmer	fireman
footballer	greengrocer	grocer	joiner
labourer	mechanic	milkman	miner

Pictures taken from:

Wright, Andrew. 1984. 1000 Pictures for Teachers to Copy. Collins.

? QUESTION BOX ?

QUESTION: WHAT CAN I DO TO GET MY STUDENTS TO LEARN VOCABULARY MORE EFFICIENTLY?

There are various things that seem to be effective in vocabulary learning if focused on by both the teacher and the learners. Here is what some teachers do to ensure learning on the part of students.

Presenting collocations: When introducing the new words, teachers can write up the new words and their collocations on a separate section of the blackboard that will not be erased until the end of the day/that teacher's lesson. Introducing new words with the other words that they most commonly occur together with helps learners understand a lot about this new word. For instance, instead of writing 'stick' or even 'stick (v)' or 'to stick' on the blackboard, the teacher writes up the following collocations of 'stick':

a	paragraph	under the picture
stick the	picture	on the wall
	the slips	next to the words

These extra bits of language help learners first of all remember words in some kind of context. Collocations also serve as signs for students: a student who looks at the above item will notice that the pattern is 'stick something somewhere' with actual examples. Substituting any noun for 'something' or any adverbial for 'somewhere' may not always produce acceptable language; this new collocation may sound translated. At the cost of sounding like I'm advertising, I would like to suggest the use of the *Collins Cobuild English Language Dictionary* because it contains REAL language samples that have been collected from a large variety of native English users. Presenting collocations should not be done intuitively; i.e., teachers need to prepare what they will present in advance by looking up the collocations for the words in question.

How far to go in presenting collocations? Well, that probably depends on the teacher, the context of the word as well as on the needs and capacity of the students. If I'm not mistaken, Michael Lewis believes that the whole language can be taught through collocations.

QUESTION: WHAT ACTIVITIES CAN I DO FOR GRAMMAR PRACTICE IN GROUPS?

The following is a 15 minute activity for revising and/or practising any grammar point/s that the teacher wants to focus on.

Materials: The teacher writes 10-15 sentences, some of which contain errors and some which contain no errors at all, each on a separate, large slip of paper, if possible on colored paper. The exact number of slips depends on how many students there are in the class and how many groups of threes or fours the teacher wants to form. The teacher also brings scissors to class, or the day before, asks several students to do so.

Procedure: The teacher forms groups of threes or fours giving each group a slip of paper. The teacher then tells the class that some of the sentences on the slips contain errors and some do not and then asks the groups to read their sentence and to cut out the wrong part/s (using the waste paper basket) if they think their sentence contains a mistake.

Feedback: Each group blutacs their sentence on the blackboard filling in the cut out section with the correct form with the other groups reading these and discussing why or why not their classmates have cut out a part and corrected a section.

QUESTION: WHY AREN'T MY STUDENTS MOTIVATED ALTHOUGH I BRING LOTS OF EXTRA ACTIVITIES TO CLASS?

Students welcome extra activities that teachers bring to class because through these activities, they get to practise language outside the context of the coursebook and generally have fun in the meantime. When students do not display the enthusiasm expected, this could be due to the following reasons among many others:

Difficulty in relating to the topic of the activity

Students may find it difficult to relate to the topics that they have no background knowledge of. To illustrate, if the activity involves the elicitation of language related to airports and most of the students have never been to an airport, they will not be able to participate in the activity and will eventually lose interest. Likewise, asking the students to role play a conversation between characters whom they probably never encountered the likes of or a situation that they were never in will bring about the same effect. Therefore, when choosing/designing an activity, teachers should ensure that the topic is one which the students know something about and can relate to. Not all activities that look interesting in print will apply to all teaching situations and may thus need to be adapted.

No apparent purpose for completing the task

The purpose for completing a task should be explicit to the students. The students should not feel that their only reason for completing the task is to please the teacher. The purpose could be to accomplish a task that is preliminary to another, to compare one's own outcomes with those of others and so on. For example, if the teacher asks the students to brainstorm and make a list of all the words they expect to find in a reading text and then does not ask the students to refer back to their list of words to confirm/ disconfirm their predictions, the purpose of the brainstorming activity is lost to the students. On the other hand, if the teacher does follow-up the task, the students will see that the purpose behind such activities is to prepare them for the text and thus facilitate comprehension. It is at times even useful to discuss the rationale behind an activity to get the students to see the purpose.

Difficulty in producing the language required to complete the task

Students might have problems with the language required by the activity. It could be that they do not know WHAT language they are expected to use in order to complete the task even if they do know the grammar and vocabulary necessary or they may not know HOW to use the language. In the first case, it would help

to elicit the language required so as to give the students an idea of what is expected of them. Modelling the activity and putting the model on the board will help those who are struggling with the language. However, if the language is above the level of the students, then the activity is not appropriate for the students and should not have been used in the first place.

Poor instructions

When students do not understand what is expected of them, they tend to lose interest. Therefore, instructions should be brief and to the point. The wordier the instructions get, the harder they will become for the students to understand. Checking understanding of instructions by asking students to repeat/reword the steps of the activity will save the teacher time in that s/he will not have to give the instructions to individual students/groups again. If the activity involves several steps, it would make it easier for the students if the teacher made short notes of the steps on the board as a reminder to the students. Breaking up lengthy procedures during instruction giving and checking students' comprehension of each substage may also prove helpful.

Bad timing

It is not a good idea to bring extra activities to class during an exam week since students will much rather revise the course content than do an activity which they feel will not help them much on the exam.

QUESTION: HOW CAN I DEAL WITH EARLY FINISHERS DURING GROUP OR PAIR WORK?

When designing the group/pair work activity, keep this issue on your mind and try to think up a way you can involve the early finishers without making them feel penalized for their efficiency. One way is to get them to do work on the blackboard so that, during the next step - the feedback, the blackboard is ready for each pair/group to come and write or stick their work on. This means the teacher needs to plan the activity to end with the pairs/groups producing something which will later be displayed for the others to respond to. Another way of being prepared for early finishers in an activity where students work from pictures or tasks on slips etc. is for the teacher to have a few more pictures or tasks ready so that early finishers hand in their picture or slip and get a new one.
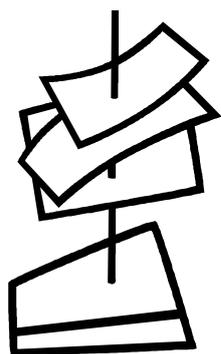
REFLECTIONS ON THE INSERVICE TRAINING SEMINAR "ENGLISH LANGUAGE TEACHING CURRICULUM, METHODOLOGY AND TECHNIQUES" HELD BY THE MINISTRY OF EDUCATION IN AĞRI

28 MARCH AND 1 APRIL 2010

by **Prof. Dr. Aydan Ersöz**

You are now all familiar with the in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques" all over the country held by the Ministry of Education holds. The major aim is to inform English teachers about the innovations in the curriculum and the teaching materials. I take part in this project on behalf of INGED, and joined the MEB trainers between 28 March and 1 April 2010 for the seminar in Ağrı. There were about 8 trainers and 200 participants. The participants attended

concurrent sessions held by different trainers. The courses were all day long. The titles of the courses are given below:

Ice-breakers and warmers
Introducing the new Curriculum, Samples from the new coursebooks
Integrated Language Teaching
Classroom Management
Teaching Vocabulary and Grammar in Context
Developing Listening Strategies
Developing Speaking Strategies
Developing Writing Strategies
Developing Reading Strategies
Materials Adaptation and Development
Testing and assessment

In this particular seminar, I ran two courses for 6 different groups: Integrated Language Teaching, and Teaching Vocabulary and Grammar in Context. You can find the summary of the second session below.

Teaching Vocabulary and Grammar in Context
Prof. Dr. Aydan Ersöz

There has been quite a bit of debate about how to best teach students grammar and have them be the best users of language that they can be. Traditionally grammar is taught in isolation (worksheets where students are asked to pick out nouns and verbs, having no actual connection to real communication). Paradowski (2007) says that this technique simply means providing learners with the ready grammar rule, describing (in detail) how the new structure is formed, what its components are, and in what type of context it can be used. All the information is given in the form of a mini-lecture, during which the teacher usually employs grammatical terminology. After the explanation, the learners are provided with examples illustrating the new structure, which they analyse, and are subsequently asked to apply the rule to new sentences. They are typically expected to memorise the rule (and relevant 'exceptions').

Thornbury (1999) claims that this form of teaching has been very popular because

- it offers a clear clarification of new language items, which makes the learning task easier and less intimidating,
- it is time-effective, leaving more time for practising the new structures,
- it gets straight to the point, and therefore can be time-saving,
- it confirms many students' expectations about classroom learning.

Evidence from fifty years of research seems to point to the fact that this traditional way of teaching grammar and vocabulary has very little effect on students' communication skills and learning; in fact it may be harmful. Patterson (2001) asserts that the results of a number of research show that traditional grammar study has had little or no impact on language growth. Emig (cited in Patterson, 2001) calls the teaching of grammar a prime example of the kind of "magical thinking" that teachers engage in when they believe students will learn only what they teach and only because they teach it. However, this is NOT the case. Ellis claims that students often don't learn the grammar they are taught. Learners only internalize those grammar features that they are ready to learn and they learn each feature very gradually, passing through a series of transitional stages.

Nunan (1998) asserts that rather than being isolated bricks, the various elements of language interact with, and are affected by, other elements to which they are closely related in a functional sense. Traditional grammar teaching techniques assume that we can teach one thing at a time, and students master that one thing perfectly well. However, recent findings in psychology show that learners do not learn one thing perfectly, one item at a time, but numerous things simultaneously (and imperfectly).

Nunan (1998) says that learners are usually given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task

of developing procedural skill—being able to use the language for communication—more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use.

Unless learners are given opportunities to explore grammar in context, it will be hard for them to see how and why alternative forms exist to express different communicative meanings. As teachers, we cannot feel satisfied when learners are taught about the forms, but not how to use them to communicate meaning.

Glover and Stay (cited in Patterson, 2001) state that grammar should be a means through which students learn more about themselves, their texts, and the world around them. Paradowski (2007) claims that discovery learning raises language awareness in the learners and contributes to their better understanding of grammar. In this technique, rather than explicitly telling learners what the rule is, the teacher supplies them with carefully selected intelligible linguistic data in context, usually in the form of a text illustrating the use of the particular grammatical structure. The learners' mission in this guided discovery technique with properly devised questions is to try, on the basis of the *model*, to arrive at some generalisation that accounts for the underlying regularities in the data and to formulate their own explanation of the rules governing the material presented. In the process of *experiential* learning (learning-and-doing) they feel more important, are less passive, and do not get bored so easily during the lesson.

Nunan (1998) also believes the effectiveness of this technique. He asserts that grammar instruction will be more effective in classrooms where:

- learners are exposed to authentic samples of language so that the grammatical features being taught are encountered in a range of different linguistic and experiential contexts;
- it is not assumed that once learners have been drilled in a particular form they have acquired it, and drilling is seen only as a first step towards eventual mastery;
- there are opportunities for recycling of language forms, and learners are engaged in tasks designed to make transparent the links between form, meaning, and use;
- learners are given opportunities to develop their own understandings of the grammatical principles of English by progressively structuring and

restructuring the language through inductive learning experiences which encourage them to explore the functioning of grammar in context;

- over time, learners encounter target language items in an increasingly diverse and complex range of linguistic and experiential environments.

Ellis also believes in the superiority of the grammar-discovery technique. He claims that

- it is likely to be more motivating and more interesting as learners will discover something for themselves, not be told about it;
- it turns grammar into a 'content' that the learners can communicate about;
- it develops the analytical skills learners need to dissect language for themselves. In this way, they can become autonomous and continue to discover how the grammar of the language works on their own when they are outside the classroom;
- it can capture and hold students' attention because of its puzzle-like quality (or "mystery-solving" quality);
- it demonstrates that learning grammar doesn't have to be abstract, boring, or dull;
- it makes learning more memorable because of learners' personal involvement in exploratory tasks;
- it increases learner autonomy and independence as it actually shows students ways to approach other, unfamiliar grammatical structures. In this way, they can recognize a rule by themselves, and that they can be active "explorers" of the language even outside the classroom.

Participants following the instructions in the session

Storytelling as a vocabulary and grammar teaching technique. We did the "Farm" unit in *Time for English, Grade 5* together as an example.

Identifying the steps in the lesson after the storytelling

Together with the MEB trainers we had a nice trip to the İshak Pasha Palace after one of the long and tiring training days. It was a wonderful break for all of us. Ishak Pasha Palace is a semi-ruined palace and administrative complex located in the Doğubeyazıt district of Ağrı province. The palace is built on a hill at the side of a mountain 5 km east of Doğubeyazıt. It is one of the most distinguished and magnificent examples of the 18th century Ottoman architecture and is very valuable in terms of art history. The İshak Pasha Palace is a rare example of the historical Turkish palaces.
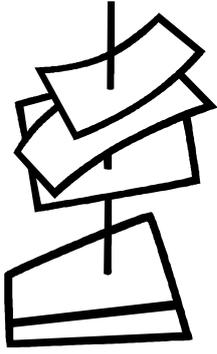
REFLECTIONS ON THE INSERVICE TRAINING SEMINAR "ENGLISH LANGUAGE TEACHING CURRICULUM, METHODOLOGY AND TECHNIQUES" HELD BY THE MINISTRY OF EDUCATION IN NEVŞEHIR 11 -15 April 2011

by Prof. Dr. Aydan Ersöz

The Ministry of Education's in-service training seminars on "English Language Teaching Curriculum, Methodology and Techniques" continues all over the country. The English teachers in Nevşehir were all called to the seminar between 11 April and 15 April 2011. As usual, I took part in this seminar on behalf of INGED and gave 3 different sessions to 6 groups. The courses were all day long. There were about 10 trainers and 300 participants. The participants attended concurrent sessions held by different trainers. The titles of the courses are given below:

Ice-breakers and warmers
Introducing the new Curriculum, Samples from the new coursebooks
Integrated Language Teaching
Classroom Management
Teaching Vocabulary and Grammar in Context
Developing Listening Strategies
Developing Speaking Strategies
Developing Writing Strategies
Developing Reading Strategies
Materials Adaptation and Development
Testing and assessment

In this particular seminar, I ran the usual sessions: Integrated Language Teaching, and Teaching Vocabulary and Grammar in Context. I was amazed to see the negative attitude toward the new curriculum and the principles underlining it. I have been a part of these seminars since 2010 and visited several cities, but Nevşehir struck me as the most resistant city. Not all but some teachers were very happy with the old grammar-translation method, and did not want to even try the new techniques. Some were highly fanatical about it, and they could be aggressive when they were opposed. The conservative idea is that "that's how we've done it all these years". Douglas Bower says that tradition and blind allegiance is a woeful combination. Today, teachers need to relate teaching grammar and pattern drills to meaning and use, otherwise the communicative value of the language will be lost. Instead of being the dominating authority in the classroom, the teacher should facilitate the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary. Moreover, for the students who are learning English in a non- English-speaking country, there is little chance for them to learn an acceptable form of English outside the classroom. So, in order to achieve accuracy and fluency, classes should be conducted exclusively in the target language.

Why Should We Teach Vocabulary and Grammar in Context?
Prof. Dr. Aydan Ersöz

Teachers who use the grammar-translation method tend to present grammar out of context. Learners are given isolated sentences. By studying these isolated sentences, they are expected to internalize grammar rules. Then through exercises involving repetition, manipulation, and grammatical transformation, they will master correct grammar usage. According to Prator and Celce-Murcia (Prator, Clifford H. & Celce-Murcia, Marianne, 1979: "An outline of language teaching approaches." In Celce-Murcia, Marianne & McIntosh, Lois (Ed.), "*Teaching English as a Second or Foreign Language*," Newbury House), the most important features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
6. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

David Nunan (April 1997) stated that if learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. This method can be effective in exam-oriented classes or advanced level classes, but for those who learn English for communicative purposes, it is only unfair to put them into the grammar-translation cage.

Patricia Byrd (http://www.nclrc.org/essentials/grammar/grindex.htm) asserts that language teachers who adopt this method focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

On a web site (*brusov.arminco.com/docs/2Grammar-Translation-Method.doc),* it is stated that although the Grammar-Translation Method often creates frustration for students, it makes few demands on teachers. The teacher is the authority in the classroom. The students do as he says so they can learn what he knows. Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored.

Furthermore, Dennis Newson ("*Translation and Language Teaching. Language Teaching and Translation*" (Malkmjaer, 1998:63-67) reveals the following limitations about using L1 in an English classroom:

1. Encourages thinking in one language and transference into another with interference.
2. Deprives from learning within only one language.
3. Gives false credence of word-to-word equivalence.
4. Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
5. Does not provide the learners with the necessary exposure to the target language which may be the only chance that they may have in a non-English environment.

Showing the participants how teachers can use
their body, gestures, hand movements,
and the like to clarify meaning

Being students
again was not easy
for the teachers,
but they enjoyed it
very much when
they got used to it.
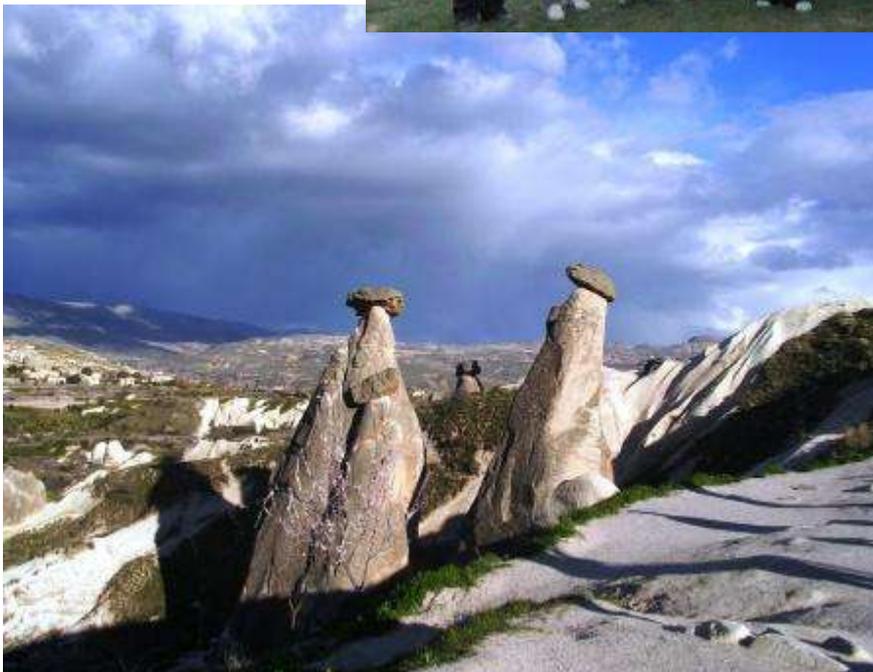
I would never miss
the chance of
having a
sightseeing tour
together with my
fellow MEB
trainers in this
wonderful city.
Avanos, Ürgüp,
Göreme, and many
other spectacular
places.
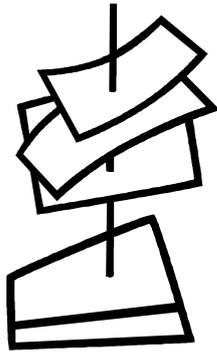
IMPRESSIONS FROM THE 45ᵗʰ IATEFL CONFERENCE IN BRIGHTON: 15 -19 April 2011

by Nazlı Demirbaş

INGED Board Representative at IATEFL

The 45th IATEFL Conference held in Brighton on 15 – 19 April 2011 attracted over 2000 delegates from all around the world. The conference program was quite extensive with five plenary speakers and over five hundred talks, workshops, debates, symposiums, poster presentations, pre-conference events

and discussion groups on a variety of topics which ranged from literature to assessment in every field of foreign and second language teaching. Colleagues from all parts of the world came together and shared, discussed and reviewed what they had done in their own classroom environments with their students via these sessions. For those who were looking for jobs in various areas, the Jobs

Market was organized to provide the potential employees with a chance to meet employers.

In addition, there were day time excursions around Brighton and its wonderful sights and evening events like the Welcome Reception, Regency Riots, Tales, Comedy Night with Mrs Hoover, The IATEFL Quiz Evening, Pecha Kucha, A Thousand Years of Words on Words, all of which attracted many participants.

During the conference days, participants and colleagues were provided with a wide range of high quality publishers' exhibition of all the latest in teaching materials and equipment in the exhibition hall by numerous exhibitors and publishing houses. Teacher trainers, teacher trainees, teachers and students had a chance to look through the latest materials and news, organizations and opportunities in this exhibition hall. Sample copies of some fresh materials were handed out and raffles were organized by nearly each publishing house. People spent their time enjoying themselves, learning and discussing.

In terms of sessions, there were five well-known plenary speakers: Peter Grundy on Literal Meaning and Language Teaching, Sue Palmer on Toxic Childhood, Tom Farrell on Reflective Practice for Language Teachers, Catherine Walter on Teaching Grammar and Brian Patten on Use of Poetry in *ELT*, whose sessions started at 9.00 am and finished at 10.25 am.

As for Special Interest Groups (SIGs), its aim is to extend the work of IATEFL in special areas by providing professionals with national, international and new developments in the fields of Young Learners & Teenagers, Business English, Global Issues, English for Specific Purposes, English for Academic Purposes, Leadership & Management, ESOL, Learner Autonomy, Pronunciation, Teacher Training & Education, Teacher Development, Testing, Evaluation & Assessment, Research, Learning Technologies, Literature, Media & Cultural studies. There were selections of workshops and talks with crowded interested

participants from the different parts of the world on the aforementioned areas.

The IATEFL Interactive Language Fair (ILF), called the conference format of the future, focused on a wide range of issues including CLIL, assessment and feedback, CMC tools, CALL, creative writing, digital technology, multilingualism; 21 presenters raced to attract the audiences to explore their studies and workshops with them in two hours. ILF was full of fun, creativity, curiosity, innovation and practicality.

There also was a full day allocated to teachers' associations where representatives described what they have been doing, their publications and conferences. This was a vital meeting because it offered associations to network and co-operate. There were practical and theoretical presentations to help associations meet their needs. INGED was represented on this day via a poster presentation of what we do and our events.

Past IATEFL President Herbert Puchta starting the Associations' Day

Association representatives from a large variety of countries

Les Kirkham, IATEFL Associate Representative, and Nazlı Demirbaş

A series of practical presentations were also very popular: The 'How to ...' track interested and addressed many of us because these were a useful and necessary part of the conference since there were a lot of new and young academicians in the conference. The 'How to ...' speakers supplied us with practical ideas and correct information on research, publishing issues, giving talks in conferences, so forth. You will find a summary of one such presentation below.

Those who joined the conference events gained a lot in their fields and returned with fantastic and wonderful ideas, applications and materials to their classes. However, those who could not be there caught most of the conference sessions through Brighton Online thanks to British Council. They could watch live and recorded sessions on British Council website http://iatefl.britishcouncil.org/2011. This website is still active if you wish to listen to some of the recorded talks. In addition, participant interviews, a photo gallery and dedicated forum were broadcast online. Some speakers sent their materials and session outlines to members and non-members of IATEFL via the Brighton Online website.

Finally, I was there on behalf of INGED to introduce our organization and its events to other IATEFL delegates and participants from all around the world through posters and brochures and small souvenirs such as mouse pads with the INGED logo and 'lokum'. I attended presentations as much as I could so that our organization can share the practical ideas and sessions with you, INGED members via our INGED newsletter. It was an honour for me to be involved in such an enlightening and professional organization, so many thanks go to the INGED BOARD.

Key to get published in *ELT Journal*
Presented by Keith Morrow
Summarized by Nazlı Demirbaş

Getting published in a prestigious journal is a must for professionals in *ELT* academia. Most of us are looking for international and highly valued journals for professional development. Here is a chance for us to be informed on how to get published in an academic journal. You will find the pinpoints of the requirements so as to be published and will gain a clear understanding of the process of publishing.

Keith Morrow, the editor of *ELT Journal*, offered some practical tips for those who want to get published in *ELT J* or one of the other academic journals. His session was held at the IATEFL Conference in Brighton as one of the 'how to …' tracks. At the beginning of the session, Keith Morrow discussed the aims of getting published in an academic journal (for professional development or the development of the profession) by focusing on the role of the editor and the peer review. Then he described the process of getting published as:

article reviewed and acknowledged $\Longrightarrow$ initial decision: immediate reject? $\Longrightarrow$ Batch of articles sent for peer review $\Longrightarrow$ reviews returned to editor $\Longrightarrow$ reviews considered by editor $\Longrightarrow$ follow up from editor to contributor

In case of a rejection, the options are either a revision request in which the re-submitted article goes for further peer review or a conditional accept in which the re-submitted article is reviewed by the editor. Morrow states that contributors should be patient with the process as it may take at least 3 months to send back feedback on their studies. Moreover, the studies that are sent should be basically methodological and adaptable for various situations as well as being organized, structured, humble and strategic.

The required features for a study are:
- Relevant and interesting to the readers of *ELT J*
- Clearly and coherently written
- Internally consistent and accessible
- Appropriately balanced between theory and practise
- Practise relates to theoretical principles and concepts clarified by reference to their practical applications
- Accounts of specific contexts have clear implications for other contexts
- Awareness of recent / other work in the field

In addition, if the content of your study includes the below mentioned points, it will not be welcomed:
- Too theoretical; not sufficiently related to practise
- To general; no focus on real contexts
- Too academic or research oriented
- Too little underpinning to justify the work reported
- Lack of other work in the field; reinventing the wheel
- Too much concerned with the specifics of a local situation
- Interesting idea but not developed sufficiently for suitable publication
- Strains on use of English

- Inappropriate style
- Causing ethnical problems

Last but not least, there are also some points worthwhile to consider in terms of the format of your study. Be sure that
- Your study is not lack of methodological transparency
- It has justified claims
- Your literature review and data analysis are complete, without causing problems or inadequacies
- Your study does not lead to conceptual confusion
- Sufficient clarity is focused
- You have linked your study to the research literature
- Enough critical reflection on implicit assumptions is provided

---

From Les Kirkham - the Associates' Representative

To quote one correspondent, **Associates' Day** at Brighton proved "a roaring success". Many thanks to everyone who attended and contributed, and special thanks to Cambridge ESOL for sponsoring the day and for providing the main speaker, Richard John.

Please remember to sign up for the IATEFL-PAL internet list as we agreed – all committee members of all our Associates are welcome, so pass the word along. You can join here, or by typing 'Yahoogroups' into any search engine and then searching on the *Yahoo Groups* page for 'IATEFL-PAL'. When you get to the IATEFL-PAL page follow the instructions.

The latest handbook for Associates – *Running an Association for Language Teachers: Directions and Opportunities* – was launched at Associates Day and is available as an automatic download here. You can also find the handbook on the Associates' page on the main IATEFL website, where we have uploaded some other material from Associates Day, including Richard John's *PowerPoint* slides.
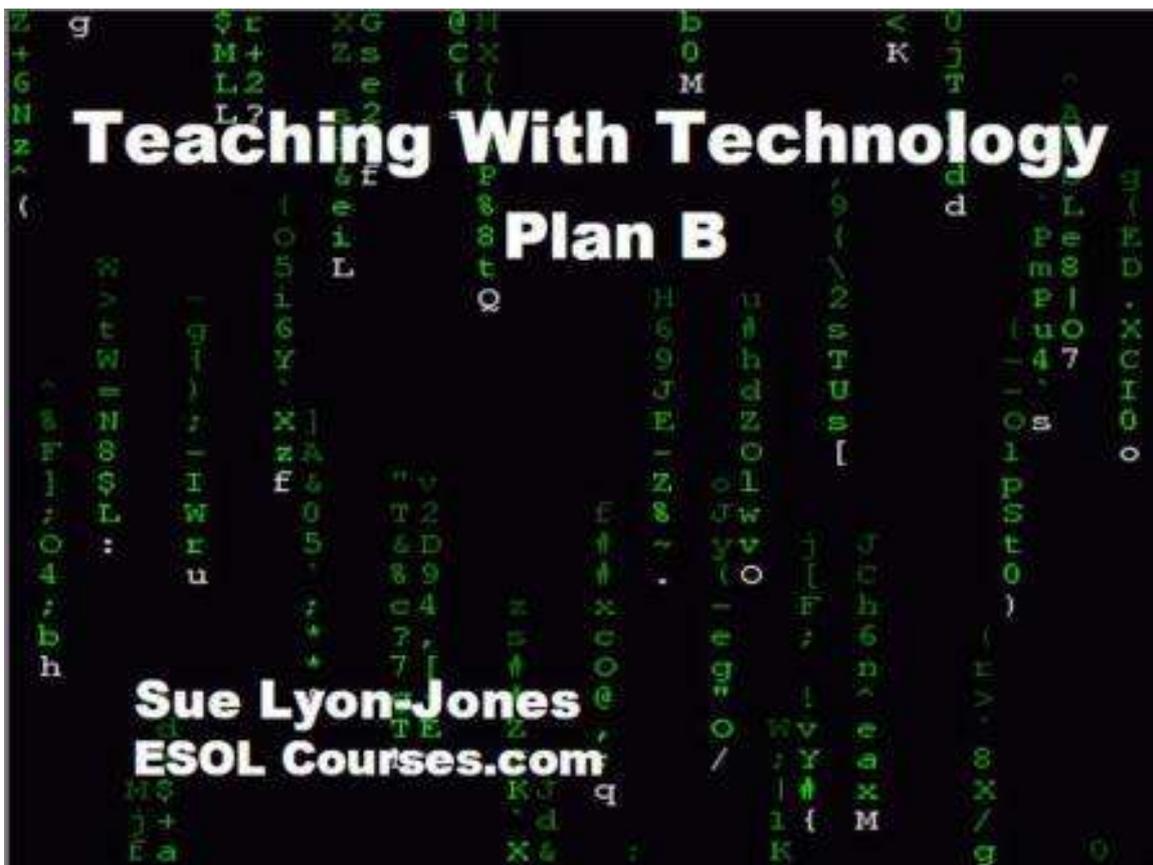
Les Kirkham
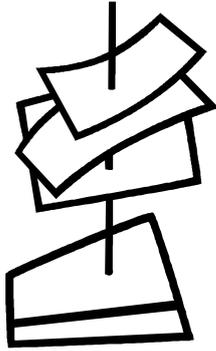
A SESSION FROM
THE 45th IATEFL CONFERENCE
IN BRIGHTON:
15 -19 April 2011
"Teaching with Technology: Plan B

by Sue Lyon-Jones

The following slides have been reprinted with the kind permission of the presenter.

Teaching With Technology...

What's **The Big Deal?**

Why is it that some teachers are reluctant to use technology in their lessons?

All technology breaks down

... sometimes

You would never hear a teacher saying "I'm never going to use a photocopier again. They're unreliable!"

"As teachers, we need basic troubleshooting skills"

Nicky Hockly, IATEFL 2011

You don't need to be an expert in using technology; you only need to understand the basics of the technology you plan to use, and have a back up plan for if things go wrong.

If we are promoting learner autonomy...

Then we should be practicing **teacher autonomy**

As teachers, we need to stop waiting for people to fix things for us and get proactive!

Effective Preparation

- Check out the equipment in your classroom
- Make sure you understand the basics of how it works
- Check any equipment/software you plan to use before your lesson, to make sure it's working

- Prepare a cheat sheet – print it out laminate it, and have it handy
- Make sure you know who to call if the tech breaks down
- Establish a good relationship with your tech support people

Common issues:

No Internet

Possible solutions ...

Pre-load any media you plan to use in your browser, before the lesson

Use your phone to connect to the Internet...

...or buy a dongle

DOGME 2: "ICT"

Image credit: Graham Stanley

ICT Unplugged

Involve learners and use their expertise

Use tech fails as an opportunity to exploit language that emerges

For example: to learn parts of computer, related grammar, etc

Or stick to the well trodden path...

and prepare activities to use if things don't go as planned

Faff Fillers

Find someone who...

Has a smart phone

and...

ask them to show you what it can do.

Badly Behaved Browsers

Internet Explorer
useful to download Firefox or Chrome

Common issues:

"I sometimes have problems playing files due to missing plug-ins"

Common issues:

"I share a classroom, and other people keep changing the browser settings"

(how very dare they!)

One way around this...

use portable applications

Mozilla Firefox Portable...

Install onto a USB memory stick and take your browser settings and plugins with you, wherever you go!

Video Download Helper

Mozilla Firefox plug-in which enables you to download videos and save them as .flv files (though be mindful of copyright issues!)

Free FLV Player

Install onto a USB memory stick, launch FLV player, and then drag .flv files into the player window to watch the video

Replay Converter

Another useful free tool, for converting between different audio & video file formats

Common issues:

Blocked Sites

Your network administrator has blocked this site on the grounds that it's fun, and it may cause students to forget they are working and become engrossed in tasks they are doing.

One solution... use proxy servers

Example: use Jogtheweb.com to bookmark sites you plan to use in lessons – gets around site blocking in some situations

Free Offline Tools: Blogging

Thingamablog can be used to create offline blog pages which can be saved and uploaded later, if required

Full-on Tech Fail?

Don't sweat it! Give into the inevitable and either go with the flow, or switch to using an offline Plan B.

Thank you for listening!

Sue Lyon-Jones

Website
Esol Courses - Free English Lessons Online

Blogs
Free English Lessons Online – Blog
Teaching Blog
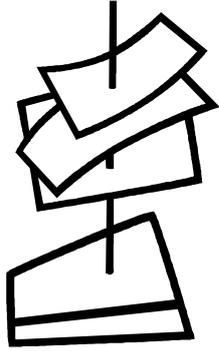Teaching With Technology Blog

Facebook
Esol Courses

Twitter
Teachers
Students

Image Credits

Snake TMB

ar.go.naut

Morguefile

Graham Stanley

Simonsbath

CHEEZburger

REFLECTIONS ON
THE ÇANKAYA UNIVERSITY
PREPARATORY SCHOOL
2nd ELT SYMPOSIUM:
E-LEARNING PRACTICES
IN SECONDARY EDUCATION:
HOW TO COPE WITH DIGITAL BEES

16 APRIL 2011

by Suzan Öniz

The second ELT Symposium on e-learning organized by Cankaya University took place on 16 April 2011. Nearly 300 English teachers from various institutions, mainly secondary schools, from all over Turkey attended this one-day event. The 4 plenary talks were delivered by Brendan Wightman, Assoc. Prof. Dr. Gölge Seferoğlu & Assist. Prof. Dr. Murat San, Steve Neufeld, and Shaun Wilden & Naomi Moir.

Brendan Wightman's talk was about "Bees, honey and educational multimedia - They're all sweeter than you think." In his presentation he reviewed the history of media starting with speaking as the very first medium and moving on to Kindle and ipad. He also talked about Roger's diffusion of innovation model:

Innovators: 2%
Early adopters: 14%
Early majority: 34%
Late majority: 34%
Laggards: 16%

Teachers are worried about what students will say or do while the teacher is using technology and especially when technology fails. Brendan suggested that teachers can always use traditional methods or Plan B when technology fails. He also mentioned interesting facts including the fact that young people rarely wonder about how something works; instead they want to know what they can do with it.

The diffusion of innovations according to Rogers. With successive groups of consumers adopting the new technology (shown in blue), its market share (yellow) will eventually reach the saturation level. In mathematics the S curve is known as the logistic function.
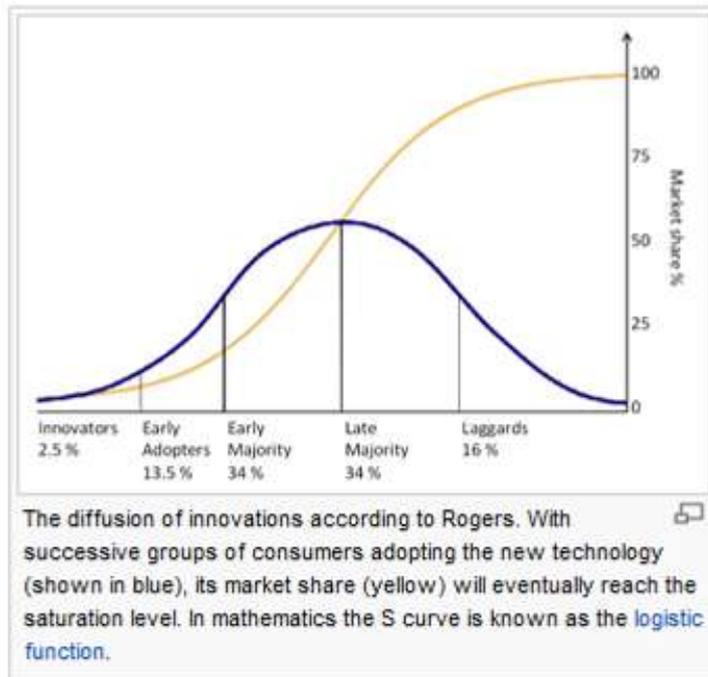
Assoc. Prof. Dr. Gölge Seferoğlu & Assist. Prof. Dr. Murat San's topic was "Using mobile phones in English language teaching." Steve Neufeld talked about "Making the most of web-based teaching tools: Pragmatic issues and concerns." He started his talk by suggesting that there is a love-hate relationship with technology as to its usefulness, ease of use, and misuse. The usefulness of technology is about empowering learners, encouraging them to see that learning means more than rote learning, and exploring & realizing multiple pathways to learning.

Cuban (1993) said this about misuse: "Innovation is inhibited by dominant cultural beliefs about teaching, learning, and the nature of knowledge and about the way schools are organizes for instruction."

A principled approach:
Acceptability: Students need to be willing to use it.
Cost: Value for money
Usefulness: reinforce learning objectives

Time: quick to adopt & apply in practice
Ease of use: intuitive to learn and do

Steve Neufeld shared with the audience the technology that he uses with his classes. These are:

      Facebook (closed group)
      Twitter
      Youtube
      Google library
      Slidecasting (record over a powerpoint presentation)
      Authorstream
      Moodle
      Diigo (social bookmarking site – you can highlight a webpage section on a page; students see this too)
      Google apps for education

The last plenary was Shaun Wilden & Naomi Moir's about"And the walls came tumbling down…" Shaun Wilden showed the audience two activities.

Activity 1

- Shaun showed a picture on the screen and asked pairs to make as many there is/there are sentences as they could in 1 minute.
- He then elicited the number of maximum sentences from pairs.
- He then invited pairs to try and write more sentences than before for the next picture again in 1 minute.

The advantage of using PowerPoint pictures on a screen is that students look up instead of down at their course book when they do this type of activity.

Activity 2

Play a song.
Ask students if they liked it and then to tell their partner.
On the screen, show:
      Which is:
            Your favorite song?
            Your least favorite song?
            A song that makes you fall asleep?
            A song that makes you happy?
            A song that reminds you of somewhere?
            A song that reminds you of a certain event?

A song that makes you sad?

The role of the teacher has changed with technology. It is to help exchange information as opposed to the traditional role where the teacher knows or sets the limits of the language through the course book.

Homework should not be work to do because the teacher ran out of time in class or as punishment. It should be:

- useful
- relevant, interesting and varied
- for different abilities and language style groups
- manageable in terms of time
- not necessarily a written product
- challenging but achievable (the teacher should find out about the time the students have, their preferences and resources)
- so that students can contribute ideas and design their own tasks and so that it consolidates class work; it should not replicate but consist of tasks nearer to real life.

Learner autonomy is closely linked to homework.

HOMEWORK	SELF STUDY	LEARNER AUTONOMY
Extension	Independent	Take charge of the
Set it & grade it	Students:	readiness & ability
	readers/find out	To take charge of one's
	info	own learning
	Not checked	

Why break down the walls?
Confidence
Exams
Goals
Time
Different students
Teacher: not with students
e.g. The teacher may want students to record themselves.
VACAROO: students can record themselves outside of class & send it to the teacher

FOTOBABBLE: Take a photo using a camera or phone, upload it & describe it.
Others to break down the walls:
MAILVU
VOXOPOP
VOICETHREAD

As the INGED Editor, I was invited to make a plenary speech, introducing INGED and how teachers can make use of its various services including its webpage. I also conducted an e-workshop. Here are the notes from the workshop handout:

"Corpus Use and How to Create Collocation Activities"
by A. Suzan Öniz

HOW TO USE LEXTUTOR

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

1. Enter the word you are investigating in the box on the left

2. Select the corpus:
   "All of above" for general checking of the collocations
   "Univ. Word List" for formal academic language use

3. Decide on how you want the alphabetical sorting done:
   Sort right: if you need to see the collocations to the right of your word (e.g. when investigating a verb for instance)
   Sort left: if you wish to see preceding words (e.g. adjectives before your noun)

4. Click: Get Concordance
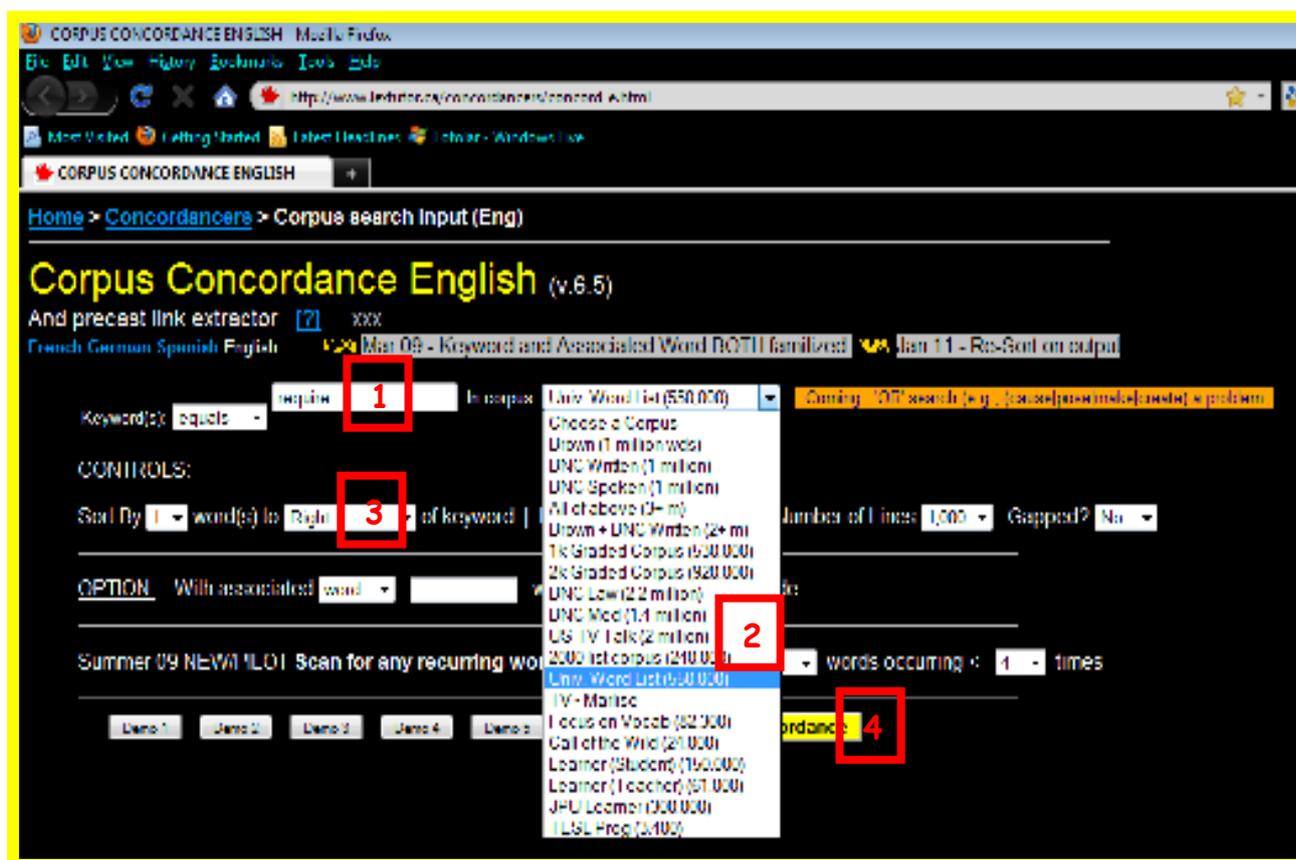
The right side is sorted and you can see all the collocates of REQUIRE (but not of its past or third person singular form).

To see these fragment sentences in context, click on "REQUIRE" in the sentence that you wish to see the details of.

To see the dictionary meaning of the word: Click on "Dictionary"
To see all the collocates: Click on "Colloc summary"
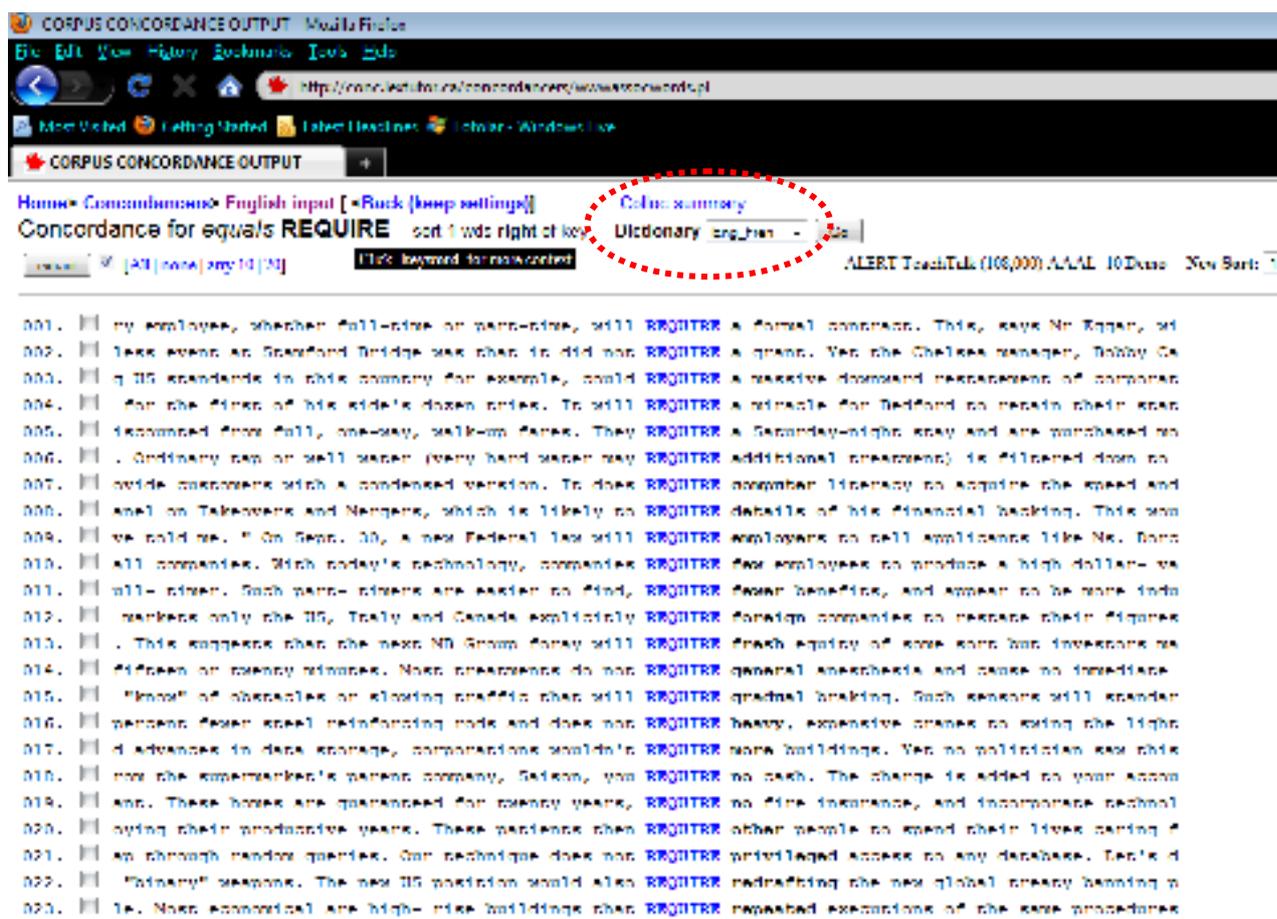
To search for all the other forms of the word:
> Go to "Keywords" & select "contains" or "family"

Now "require", "requires", "requirement" will all be included in the concordances.

HOW TO USE THE BRIGHAM YOUNG UNIVERSITY CORPUS

Go to the site http://corpus.byu.edu/
Select the corpus that suits you. In this demonstration, the Corpus of Contemporary American English (COCA) was selected.
The site is free but they like to keep statistics of their database use so you will be asked to register (for free) after several minutes so register.

To see the collocations of a word:
1. Enter this word in the box
2. Select what type of word (noun, adjective etc) should follow in the "POS LIST"

3. Decide within how many words to the left and/or right these collocates should occur. In the example, the search is for all nouns occurring one word to the right of "concerned."

4. You can further narrow the search by selecting for example "SPOKEN" and "2010" in the sections below.

5. To see all the sentences with one of the collocates listed in the upper section on the right, tick that word and click on "CONTEXT" and you will get all the sentences listed underneath.

There were a total of 11 concurrent sessions that were either workshops or presentations. The topics varied from the basic use of multimedia, CALL methodology, and Web 2.0 tools in language learning and teaching to blended learning, from practical workshops on Moodle, corpus use to create collocation activities, to presentations on the use of Wikis, teaching vocabulary as well as reports on the effects of Internet sources on students' reading skills. It was a full day of being exposed to one interesting presentation after another. I'm already looking forward to the 3rd ELT Symposium!
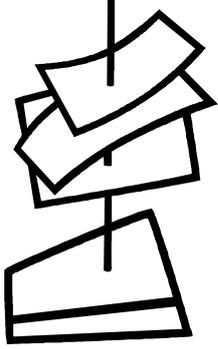
REFLECTIONS ON THE TWO SESSIONS AT THE SCHOOL OF FOREIGN LANGUAGES, GAZI UNIVERSITY 6 & 13 MAY 2011

by **Prof. Dr. Aydan Ersöz**

The School of Foreign Languages, Gazi University, invited me to do two sessions on "Integrated Approaches" and "5E Steps in Lesson Planning". I did the first session on 6 May 2011, and the second one on 13 May 2011. The instructors were very active and eager to participate the sessions and discussions we had. Pearson Education sponsored both of the sessions. You can find a part of the session below.

5E Steps in Lesson Planning

Integrated approaches are inductive approaches which are also known as discovery or inquiry learning approaches.

Teachers supply learners with carefully selected intelligible linguistic data in context, usually in the form of a text illustrating the use of the particular grammatical structure. The learners' mission is to try to arrive at some generalization that accounts for the underlying regularities in the data and to formulate their own explanation of the

rules governing the material presented. The elicited students' rules will then, if necessary, be amended and corrected by the teacher.

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

ASKING THE RIGHT QUESTIONS FOR ELICITATION

Always ask the questions about the USE (meaning + function) first, and then the questions about the USAGE (notion + form).

Steps for preparing elicitation questions:

1) Examine the text. What can you teach with it?
2) Is it necessary to make any adaptations (add, remove, change) in the text? Make the adaptations without disturbing the authenticity of the text.
3) Examine the meaning and function of what you want to teach. Prepare questions to elicit the rule.
4) Examine the form and notion of what you want to teach. Prepare questions to elicit the rule.

When planning a lesson consider the 5E steps: Engage (by the help of pre-activities), Explore (by the help of while or text related activities), Elicit, Expand (by the help of post-activities), and Evaluate (as an on-going process).

IF PEOPLE LEARN BY DOING, LEARNING BECOMES MORE MEMORABLE THAN A BUNCH OF WORDS THAT HAVE COME OUT OF A TEACHER'S MOUTH.

You can find a sample video lesson below.

HERCULES
by Prof. Dr. Aydan Ersöz

STEP 1: ENGAGE
I) Do you know this character? What do you know about him?

II) Write TRUE or FALSE:

.... 1) Hercules is the son of the Greek God, Zeus and the Greek goddess,
            Hera.

.... 2) He is half-god and half-mortal.

.... 3) He is very weak.

III) CAN YOU PUT THE FOLLOWING PICTURES INTO THE RIGHT ORDER?
HOW OLD IS HERCULES IN EACH PICTURE?

a)

b)

c)

STEP 2: EXPLORE

I) (Sound off)

Watch the sequence. Tick the things you can see.

	A palace		Flowers
	A farm house		Trees
	A party		A feeding bottle
	Dogs		Clouds
	Gods		Rain
	Goddesses		A birthday cake
	Ghosts		Gifts
	A baby		A horse

Make guesses:

Why are these gods and goddesses gathered? What are they doing?

Who is the guy in black?

Do the others like him?

Is he nice?

Now, watch again with the sound on. Check your answers.

II) Watch the sequence again. Complete the sentences. Use the words given in the box.

> **mind / look / behave / don't / come / look at / join / let / keep**

Hera: Hercules! .... yourself!

Zeus: Oh, ... this, ... how cute he is. ----------- Hah! Oh, he's strong! Like his Dad, hmm?

Hera: Dear, ... those away from the baby.

Zeus: Oh, he won't hurt himself. .... the kid have a little fun!

Hera: .... his head!

Zeus: .... on, Hades, ... be such a stiff, ... the celebration!

III) (Vision off) Which of the following sounds do you hear? Circle the letter.

a. snoring

b. glass breaking

c. water flowing

d. someone blowing his nose

e. sobbing

f. screaming

g. lightening

h. people cheering

i. someone running

j. baby crying

k. snakes hissing

l. baby giggling

m. a dog barking

n. something hitting on the gorund

Watch again with the vision on. Check your answers.

IV) Watch the sequence again. Write TRUE or FALSE.

T / F	
	1. Baby Hercules and Baby Pegasus are sleeping together.
	2. Zeus and Hera are reading in bed.
	3. Zeus and Hera are running to the cradle.
	4. Zeus is crying.
	5. Pain and Panic are flying down, carrying Baby Hercules.
	6. Baby Hercules is laughing.
	7. Pain and Panic are giving Hercules some milk.
	8. Baby Hercules is finishing the whole liquid, even the last drop.
	9. A man and a woman are coming.
	10. Pain and Panic are changing into snakes.
	11. Baby Hercules is tying them into a knot and throwing them far away.
	12. The man and woman are taking Baby Hercules with them.

V) Match the sentences and pictures. Be careful there is an extra sentence:

1) Hercules and Pegasus are sleeping.
2) Hercules is throwing the snakes.
3) Hercules and Pegasus are flying.
4) Pegasus is licking Hercules.
5) Hercules is beating the snakes.
6) Zeus is holding Hades.
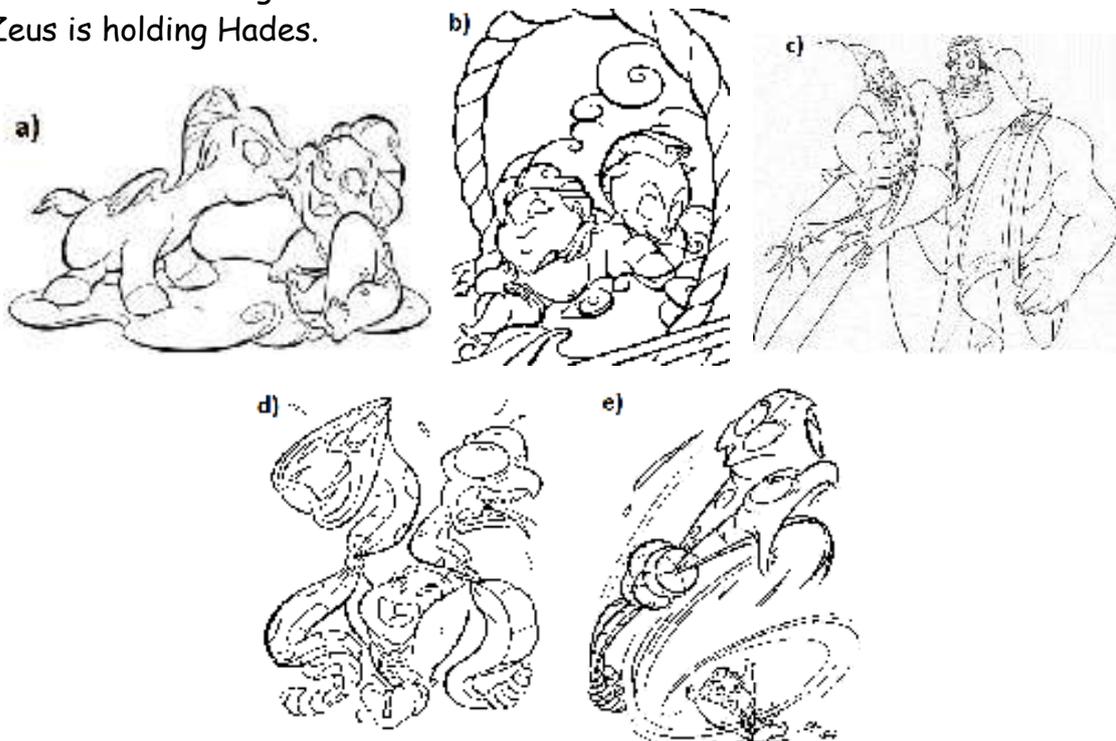
STEP 3: ELICIT

I) Examine the sentences again. Answer the questions.

Pegasus is licking Hercules.

Hercules and Pegasus are sleeping.

1. Which of the following is true for these sentences?

a) They are about general truths such as scientific facts.

b) They are about habitual actions, events, or conditions.

c) They are about a temporary action happening now.

d) They are about a continuing action, event, or condition.

2. Can we use the following explanation for the *present progressive tense*?

We use "the present continuous (progressive)" to describe an action which is happening at the present moment or around this moment. We use this tense **only with action verbs**.

II) Examine the sentences again. Answer the questions.

I am watching the movie "Hercules".

Pegasus is licking Hercules.

Hercules and Pegasus are sleeping.

1. Can you underline the verb phrase?

2. Are the verbs alone or with a helping verb?

3. Are the verbs in simple (bare) form?

4. Can you complete the following sentences?

- I .... watching television.

- It .... licking its bone.

- They ...... sleeping in their beds.

- I am read... in bed.

- He is throw... the snakes.

- We are laugh...

III) Answer the following questions.

1) What is the correct question form of the following sentences?

I am listening to the soundtrack of "Hercules".

a. Am I listening to the soundtrack of "Hercules"?

b. Listening I am to the soundtrack of "Hercules"?

Zeus is holding Hades.
a. Holding Zeus is Hades?
b. Is Zeus holding Hades?

Zeus and Hera are reading in bed.
a. Are Zeus and Hera reading in bed?
b. Reading Zeus and Hera are in bed?

2) What is the correct negative form of the following sentences?
I am listening to the soundtrack of "Hercules".
a. I am not listening to the soundtrack of "Hercules".
b. I am listening to not the soundtrack of "Hercules".

Zeus is holding Hades.
a. Zeus not is holding Hades.
b. Zeus is not holding Hades.

Zeus and Hera are reading in bed.
a. Zeus and Hera are not reading in bed.
b. Zeus and Hera not are reading in bed.

STEP 4: EXPAND/ELABORATE
I) What is happening in the following picture? Fill in the blanks with the correct verb forms. You can use the verbs in the box.

fly / get / cheer / give / watch / burn / hold / carry

1) Hades ………………………… really angry.
2) Hades …………………………… in flames with anger.
3) Pegasus ………………………… in the air.
4) Pegasus ……………………… a banner.
5) Hercules' fans …………………
6) Hercules' fans …………………. him carefully.
7) A fan ………………………… a "I love Hercules" sign.
8) Hercules ……………………… his autographs.

II) Mime game. Guess what Hercules is doing.

A student comes to the board and picks a card. Mimes what s/he sees in the card. The others try to guess. If they can, another student comes to the board. This goes on until all cards are covered.

He is talking to his father.

He is reading a letter.

He is flying on Pegasus.

He is giving a flower to a girl.

He is kissing a girl.

He is figthing a monster.

He is holding a fish.

He is resting.

STEP 5: EVALUATE

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

Have you renewed your INGED membership?

If so, thank you! Together we stand strong!

If not, please go to *Members* on our webpage, fill in the membership form,
send us the documents.
We need your support to stand strong!
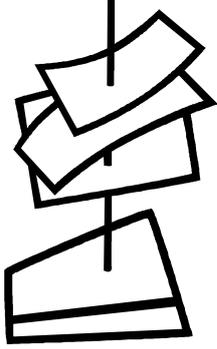
REFLECTIONS ON THE 1ST ELT CONFERENCE, "COMBINING THEORY AND PRACTICE: THE SEARCH FOR NEW PERSPECTIVES" MAY 27, 2011

by
Prof. Dr. Aydan Ersöz

Yaşar University School of Foreign Languages held its 1st International Conference in TESOL on May 27, 2011. This year's theme was "Combining Theory and Practice; the Search for New Perspectives" in which the primary aim was to create an opportunity to present and discuss new insights to Teaching English to Speakers of Other Languages. The one-day-event in Izmir, Turkey hosted Prof. Dr. Özcan Demirel, Prof. Dr. Aydan Ersöz, Jeremy Harmer and Hanna Kryszewska as keynote speakers. The generous contributions of Yaşar University and the sponsors made it possible for this year's event to be free-of-charge for the participants as well as presenters.

In addition to the above mentioned keynote speakers, there were several concurrent sessions held in 12 different rooms.

The conference began with the opening speeches by Prof. Dr. Murat BARKAN, the Rector, and Engin AYVAZ, the Director of School of Foreign Languages.

Prof. Dr. Özcan DEMİREL, the first keynote speaker, gave his speech on "FROM CEFR THEORY TO EFL PRACTICES". His presentation was related to presenting the Common European Framework of Reference for Languages (CEFR) and its theory and implications for language teaching practices in schools all over Europe. The presentation also introduced the Council of Europe, Language Policy Division and the language policy of Europe. It discussed some ideas and projects related to CEFR, such as European Language Portfolio (ELP), Europass, European Year of Languages (EYL) and European Day of Languages (EDL) and also life-long language learning, learner autonomy, intercultural experience, self-assessment and portfolio assessment. The presentation also focused on the implementation and implications of this project in Turkish educational system. It gave some practical recommendations to improve the language learning and CEFR-based language testing practices. Some remarks were also made on the implications of using the CEFR in EFL classes.

Prof. Dr. Aydan ERSÖZ, the second keynote speaker, gave her speech on

"TELL ME WHY?" the presentation was about teacher development which can be defined as an ongoing learning process in which teachers engage voluntarily to grow. They continuously search for opportunities to learn how to better their teaching. One way of developing ourselves professionally is reflective teaching. Reflective teaching means looking at what we do in the classroom, thinking about why we do it, and thinking about if it works - a process of self-observation and self-evaluation. Unless teachers recognize their own strengths and weaknesses or explore their own experience, they do not change. Alfie Kohn (2005) asserted that 'The overwhelming number of teachers is unable to name or describe a theory of learning that underlies what they do.' The presentation aimed to focus on finding whether English language teachers in Turkey know what they are doing and why they are doing that in the classroom. The results of a questionnaire administered to 150 primary and secondary English teachers were briefly summarized, and some quotations from an interview with 10 teachers were used as examples. The presentation also shortly discussed the importance of the findings for the tertiary level teachers.
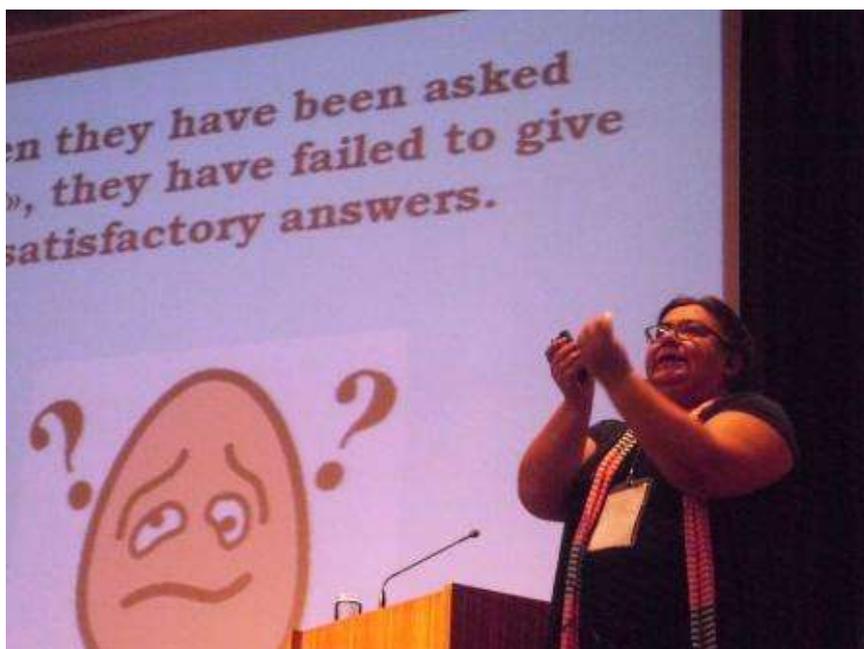
Hanna KRYSZEWSKA, the third keynote speaker, gave her speech on "INTEGRATING TECHNOLOGY INTO ELT". In her presentation, Kryszewska stated that how to integrate technology into language classes has been a conference topic ever since the first record player was used in a language lesson. The history of ELT methodology of the last 50 years or more could be told through the technology we use and abandon. Now that the first decade of the 21st century is over, we can see that technology is still a conference topic

and, looking at the developments in the area, will remain one. We have a wealth of technological tools to choose from in delivering language courses. A teacher is like a child in a toy shop; each toy is attractive, but we cannot have them all. The dilemma is which tool to choose and how to choose wisely so that it is not excessively time consuming and the benefits are the greatest. Another area is how to work with technology that has been imposed on the teacher by educational authorities. In particular, the session looked at Humanistic Language Teaching which, the speaker thought, might offer the answer to many of these dilemmas.

Jeremy HARMER, the last keynote speaker, gave his speech entitled 'IT WAS WONDERFUL, WONDERFUL!' – TEACHER SUCCESS, TEACHER BELIEFS on teacher reflection. He stated that teachers have a tendency to concentrate on failure – the things that go wrong. But, perhaps we need a change of mindset. With his presentation, he tried to reset our minds so that we focus on the good things about our profession, rather than getting stuck with what goes wrong. Using a series of flip cam interviews, we listened to/watched individual teachers

telling us about successful lesson they had taught. As the audience, we tried to diagnose what their successful lessons revealed about their beliefs.

The conference ended with a panel which was on "WAYS OF BUILDING A BRIDGE BETWEEN THEORY AND PRACTICE IN EFL CLASSES". The panelists were Assoc. Prof. Dr. Gölge SEFEROĞLU, Assist. Prof. Dr. Dilara DEMİRBULAK. They discussed how to build a bridge between theory and practice in EFL classes. They explained how teachers of English use different approaches, methods, and techniques in EFL classes to build a bridge between theory and practice. They tried to explore how to implement CEFR-based curriculum as a learner-centered curriculum in the learning-teaching process and testing situations in language classes.

A Paper from a colleague

This article has been taken from *Humanising Language Learning*, June 2011, Issue 3
http://www.hltmag.co.uk/jun11/less01.htm#C1 and is being reprinted with the kind permission of the author

The text first appeared in IATEFL Hungary Newsletter.

Words: Orchestral or Solo Instruments?
by
Andrew Wright, Hungary

Introduction

In how many different ways can you say, 'Thank you'? Can you say, 'thank you' and clearly not mean it?

How often do we hear, 'It's not what she said but the way she said it that upset me!'

We all know that body communication as well as the tone of one's voice is a vital part of effective communication.

Words only exist if we hear them or see them and hearing or seeing involves many non verbal languages, for example, to see words they must be written. The typeface chosen for the letter M of McDonalds is quite different to the typeface chosen for the R of Rolls Royce. Typefaces convey meanings.

Page design conveys meaning: aligning the right hand side of columns of text suggests discipline and order...leaving the right hand side 'ragged' suggests informality.

Illustrations offer meanings. The illustrations may support the text almost like a picture dictionary or may offer extra meanings or even meanings which contrast with the meanings offered in the text.

Architecture offers meanings. My school was based on the features of Roman architecture implying Roman civilisation.

Interior design offers meanings. Most classrooms still have desks arranged in parallel lines with all the students facing the teacher and equally spaced which

implies listening, remembering and regurgitating as the basis of the educational method being employed with students as soldiers waiting to be drilled.

Words are part of an orchestration of communicative instruments. Words cannot exist as solo instruments and yet that is the way they are taught. Language teaching and testing largely focus on a single instrument 'verbal language' when the reality is that this single instrument is always played in chamber music or full orchestration.

Today, many students in materially developed countries have direct access to computers which offer many non verbal languages: a hundred typefaces, different page layouts, the addition of illustrations. Skype offers voice and video reproduction. Family cameras offer sound and video reproduction of the highest quality. This revolution in communication has not been responded to, by and large, in the world of language teaching. This is not surprising for at least two reasons. First of all language teachers are not prepared for the teaching of all the instruments of the communicative orchestra and secondly it is too much to expect even if they were.

OK. So do we make no attempt to help to prepare our students for the reality of the orchestration of communication? Surely, that cannot be right if we consider 'the teacher as educator', the theme of this publication. Here are a few practical suggestions:

Personal development
Many language teachers consider learning a number of languages to be a key part of their own development and an additional richness on which to base their teaching of one language. Given the major role of non verbal communication it seems reasonable to suggest that language teachers look for every opportunity to develop their awareness, appreciation, knowledge and skill related to the key communicative instruments of body and voice communication and visual design and presentation skills. Something is better than nothing even if it is largely restricted to awareness and appreciation.
Team teaching

If you are working in a school for students in primary or secondary education there will be other members of staff who do have some training in these other communicative instruments. The most obvious would be: teachers of art and design, drama and music. Team teaching or cross curricular project work would

bring in at least some of the expertise needed as well as providing extra lesson time. And, hopefully, more fun and sharing!

Project work

Engaging project work is the equivalent of 'real' football matches. You cannot expect footballers to train but never to play in a real match. Real matches motivate as well as allow the participants to experience everything they have learned holistically. Surely it is the same with language learners? Of course footballers need time to dribble the ball between sticks and time to analyse matches and no doubt language learners need the equivalent time to focus their minds on aspects of communicative skills. But some real matches and some real and engaging projects, please!

I have been working on project weeks for nearly twenty years. The students research, brainstorm, draft, try out their ideas on others, re-draft, design, produce and publish or perform AND not for the teacher but for the world outside the classroom.

Thanks to the internet there are many ways of sharing project work in the wider world offering a very real sharing.

Orchestra awareness

Here are some suggestions for activities you can do in the classroom in order to develop awareness and appreciation of the nature of some other instruments in the communicative orchestra. Knowledge and skills would need a little more time than awareness and appreciation. You decide which language proficiency level and conceptual level of student could do each of these.

Activities

Activity 1: Typefaces

Ask the students to work in groups and to make a collection and a display of different typefaces in use in publications, advertising, comics, printouts from the internet, etc. They should then speculate about why each typeface was chosen according to what effect it was meant to have and on what kind of reader.

In design there are, broadly, three considerations:

Practicality: What is available? What are the basic physical needs involved, for example, being able to see the text easily.

The writer and/or designer expressing his or her feelings about the content of the text. Compare the M of McDonalds with the R of Rolls Royce.

The writer and/or designer expressing his or her identity, social allegiance. Compare a Heavy Metal T shirt with a birthday card for a child

The students can make a display and annotate their comments as well as give an oral presentation.

Activity 2: Text and picture

For a homework, ask the students to bring to the next lesson at least ten examples of the use of text and pictures in print i.e. printed on paper. Examples abound and might include: a page from a comic; a TV day schedule; a newspaper article; an advertisement, a page from a children's book.

Depending on the sophistication level of the students you might give or elicit the idea that there are basically three relationships possible between text and pictures:

> The picture offers the same content as the text.
> The picture offers complimentary content which combined with the text adds richly and positively to the meanings offered.
> The picture offers conflicting content which adds a tension of meanings.

Ask the students to work in pairs and later in fours, categorising their examples into the three groups and preparing their commentary on the reasons for their categorisation.

Groups work together explaining their display.
Make a class exhibition.

Activity 3: Voice

How many ways can you say, 'I love you.' What does each way mean if it is spoken like that? Who might be saying it and to whom and in what sort of context? Ask groups to work out some examples and then to demonstrate them to the whole class.

Activity 4: Body

List, with the students about ten words for feelings and character, for example, excited, nervous, relaxed, confident, superior, worried, impatient, 'couldn't care less', etc.

Ask the students to work in pairs. A chooses one of the words and acts it out. B guesses which word A chose.

Activity 5: Body, voice, text conflict
Ask the students, in groups, to work out a short scene in which one or two people say something which is contradicted by their voice and by their body position and action.

Example:
Teenager: Mom, can I stay out late tonight, please?
Mother: No, you can't.

Activity 6: Subcultural appropriacy: clothes, body display, words
Even small children have a sense of appropriacy of behaviour according to occasion. For older students, dressing for and conversing in a pub are clearly different for dressing and conversing at a job interview or a court trial. And within this broad range of occasions there may be many variations. For example it would be unusual to wear a smart suit if you were going for an interview for a labouring job. I remember a friend telling me that, at one time in her life, she wanted a job as a domestic help. She couldn't get a job as long as she spoke in her normal educated manner.

Ask the students to work in pairs and to discuss two very different kinds of situation in which their dress, body behaviour and language are significantly different.   Ask them to prepare some dialogues they could demonstrate to other pairs.

Pairs.   Students demonstrate examples of dialogues they might have in different situations and describe the clothes they might wear and the things they might do.

Class. A few pairs demonstrate and the class discuss the form (content, voice, dress, action) related to the notion of appropriacy and occasion.

Summary
No one can doubt, in this media dominated age, that non verbal languages are enormously powerful and that words cannot exist except through these media as well as being accompanied by them. To ignore the orchestration of communication and to doggedly teach verbal language only as a solo instrument is

unhelpful to the learner who, hopefully, will spend more time in contemporary society than in the language classroom It is not enough to say that the students experience the full range of orchestration in class, modelled by you and by the materials being used. Of course this is important but development requires involvement and caring. Receiving modelled orchestration and working only on words is not enough: some activities must focus on this orchestration non-verbal and verbal languages. Furthermore, it is not enough to say that the orchestration of communication is 'something they pick up when speaking in their mother tongue'. This is manifestly wrong when students speak expressively in their mother tongue and monotonously in the new language. The current situation in world society is so radically changed that a radical new look at the education we should offer our young people is necessary. It wont happen. But at least we can take some practical steps in the direction of helping students to experience verbal language as part of effective and expressive communication. Lets share what those steps and activities might be; there is no one expert to guide us.

Note

I went to art school and studied painting and drawing. For years I lived as a writer and illustrator. For twenty years I have earned part of my living as a professional storyteller. For fifteen years I was principal lecturer in art and design at what is now called, 'The Metropolitan University of Manchester'. And, of course, I have been working in the world of language teaching all my working life.

None of these rich experiences make me into an expert but they have made me value living and playing in an orchestra.

Further reading and reference
Relevant web site of Sandie Mourao and some of her relevant articles

Sandie's website is here because she is one of the few people in the world of language teaching who has focused on the notion of orchestration in the relationship between written text and illustrations in children's picture books. Sandie writes as both a researcher and a classroom teacher and is able to share her findings in a simple as well as a comprehensive way.

The link for 'Resources and links' is useful, where a number of articles and chapters can be downloaded or accessed through http://sandiemourao.eu/pages

The link for 'Resources and links' is useful, where a number of articles and chapters can be downloaded or accessed through
 http://sandiemourao.eu/pages/resources

Useful articles are
Mourão, S. 2010. 'What's in a picture book?' in Mourão, S. (Ed) APPInep: Celebrating ten years of teaching children in Portugal APPI: Lisboa

Mourão, S. 2009. 'Picture books- objects of discovery', in APPI Journal 2009:2 Autumn APPI: Lisbon

Mourão, S. 2009. 'Surprised!' Telling the pictures. Can the illustrations in picture books promote language acquisition? In Cruz, M. & Medeiros, P. (Coords) Revista Saber & Educar. nº 14 Ensino de Línguas no 1º Ciclo do Ensino Básico e Pré-escolar Lisbon: Escola Superior de Educação de Paula Frassinetti ISSN 1647-2144 http://www.esepf.pt/rev/?p=a_pt/sed14.html

Mourão, S. 2009. 'Using stories in the primary classroom' In Denham, L. & Figueras, N. (Eds) BritLit: Using Literature in EFL Classrooms APAC: Barcelona pg 17 – 26 ISBN 978-086355-630-2

Picture books in ELT Blog - http://picturebooksinelt.blogspot.com/
A blog which alerts ELT teachers / trainers to the picture in picture books.

Relevant web sites supplied by Mercedes Viola for a discussion of the topic on IATEFL YL SIG in 2010

http://iearn.org/
iEARN (International Education and Resource Network) is a non-profit organization made up of over 30,000 schools and youth organizations in more than 130 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communications technologies. Over 2,000,000 students each day are engaged in collaborative project work worldwide.

www.atlasdeladiversidad.net
ATLAS OF DIVERSITY is an innovative educational tool. It is made of a net of schools that thanks to mutual cooperation has created one of the most important and thorough databases about cultural diversity in the world. It is a

site that aims at collecting the characteristics proper of each place starting from the criteria and the subjective vision of the participants.

www.elanguages.org
eLanguages is a global online community of teachers sharing ideas and working >
> together with their students on curriculum-relevant projects. You can create your own school profile, meet teachers from around the world and share a variety of resources to make your projects lively and interactive.

Andrew Wright's related to this topic
Storytelling with Children (new edition) Oxford University Press
Creating stories with Children Oxford University Press
Art and crafts Oxford University Press
Writing Stories (co-author David A. Hill) Helbling Languages
Games for language learning (co-authors David Batteridge, Michael Buckby) Cambridge University Press
Pictures for Language Learning Cambridge University Press
Five Minute Activities (co-author Penny Ur) Cambridge University Press
1000+ Pictures for Teachers to Copy. Longman Pearson.

Andrew Wright lives in Godollo, Hungary, near Budapest. Andrew and his wife Julia run a private language school in Godollo and Budapest doing mainly company teaching. Julia is the director of the company. Andrew spends most of his time writing books and travelling in order to work with teachers. Andrew's books include: 'Games for Language Learning'. CUP, 'Creating Stories with Children'. OUP, '1000 Pictures for Teachers to Copy'. Longman Pearson, 'Writing Stories'. Helbling Languages. E-mail: andrew@ili.hu

www.andrewarticlesandstories.wordpress.com
www.teachertraining.hu

IDEAS FROM A COLLEAGUE

The internet generation's clear call for knowledge

Huw Jarvis
on the evolution of computer assisted language learning

This originally appeared in the EL Gazette Digital, April 2011
http://mag.digitalpc.co.uk/Olive/ODE/ELGAZETTE/

My interest in computer assisted language learning (Call) began in the early 1980s when I taught in Kuwait. By the end of the week students and teachers alike were ready to wind down. The institute was equipped with four computers and for many of us Call became the ideal 'wet Thursday afternoon' option.

Students would work on programmes to practise some of the language that had been covered during the week. For example, this might involve playing a computer version of hangman whereby students tried to guess a word by typing in possible letters one by one, the object of the game being to guess the correct word before being hanged.

Call had an explicit tutorial role and it followed the behaviourist approach to teaching and learning, with students rewarded for correct input. As the 1980s progressed the communicative approach became well established in ELT and in Call we saw a shift to simulation packages such as London Adventure, which involved students working in small groups to plan a trip round London. Text reconstruction packages in which students built up a full text on screen by typing in missing words were also popular.

The 1980s also saw the widespread use of word processors. Consequently in ELT a range of pedagogical possibilities was developed either around the manipulation of model texts, such as ordering sentences and paragraphs, or in terms of 'process writing', which focuses on writing stages such as brainstorming, drafting and editing. These activities were more communicative

than the 'drill and kill' exercises of behaviourist-Call because, in discussing what to input, students' cognitive skills were being developed. Teaching and learning focused on discussing and working things out.

This was Call before the arrival of the internet in the mid-1990s. It was an era when students had little access to computers outside the classroom or self-access centre and so all the activities had a novelty value and were thus inherently motivating.

The last fifteen years or so have seen the growth and now widespread availability of computers and, more recently, other mobile devices that come with a range of apps (applications). We have also seen a shift from exclusively text-based media to multimedia. These changes mark a new era for Call, one in which its novelty value is no longer applicable. Students in many parts of the world now regard digitalised media as the norm. This web generation has instant access to vast amounts of information, communicating using a range of devices and typically working on several applications at any one time.

Most importantly for ELT, students communicate and access information in both their first language (L1) and in English and they do so for a variety of purposes: study, work and social – such as interacting on Facebook.

I recently completed a British Council-supported research project into the ways in which Emirati and Thai university students make use of computers outside the classroom. The 131 participants were students between 17 and 21 years old. Seventy-four per cent reported using computers every day with 25 per cent doing so two or three times a week. What is particularly interesting is that only 3.3 per cent used computers exclusively in their L1, and 64.2 per cent used mainly L1 but some English. A further 24.4 per cent used mainly English with some L1; the remaining 8.1 per cent reported using only English. Furthermore, in the case of social uses, they were using text speak which is arguably a new variety of English. How significant is this for ELT? It's probably too early to say, perhaps we need to w8nc (wait and see)!

Call today has gone beyond its traditional tutorial role and in ELT it is more about how to facilitate accessing information and interacting in a global world in which English is the lingua franca. This suggests a revised acronym, Calu (computer assisted language use), but with the slow death of the desktop and the rise of other devices   even this is inadequate. If we focus exclusively on the new apps for English teaching, the acronym Mall (mobile assisted language

learning) comes to mind. However, the language learning part of the label is somewhat restrictive and misses the significance of the change. For ELT today the issue is less about the role of a computer program or an app in teaching English, whereby technology is a means to the end of language learning, and more about students operating successfully in an internet-dominated world using any number of devices, with English being the means to that end. I would therefore suggest that the most appropriate acronym for this is Malu (mobile assisted language use).

The new challenge is to develop activities for Malu which exploit a variety of programs and apps. In educational theory we have seen Call move from behaviourist to cognitive and now to a new phase of social cognition. In ELT this is reflected in task-based approaches whereby students learn not about language, but rather through completing tasks in English. Digital media, it seems to me, are now core to this.

Huw Jarvis is a senior lecturer in TESOL at the University of Salford and edits www.TESOLacademic.org, which disseminates research through free video webcasts

POEMS AND PHOTOS FROM AN inged MEMBER

Rust

Years pass by
And with time
I become more and more
Desperate and hopeless
And in my mind
Sticky worms are eating
Their way to my brain
To take the knowhow,
The wisdom,
The pureness
Of my soul

-Parasites
Are taking over my body
They cling to it as if
They want to eat it all up

-Dont hush! Take your time!
I say
Sooner or later I'm going to die
And you'll have plenty of time
To catch up.
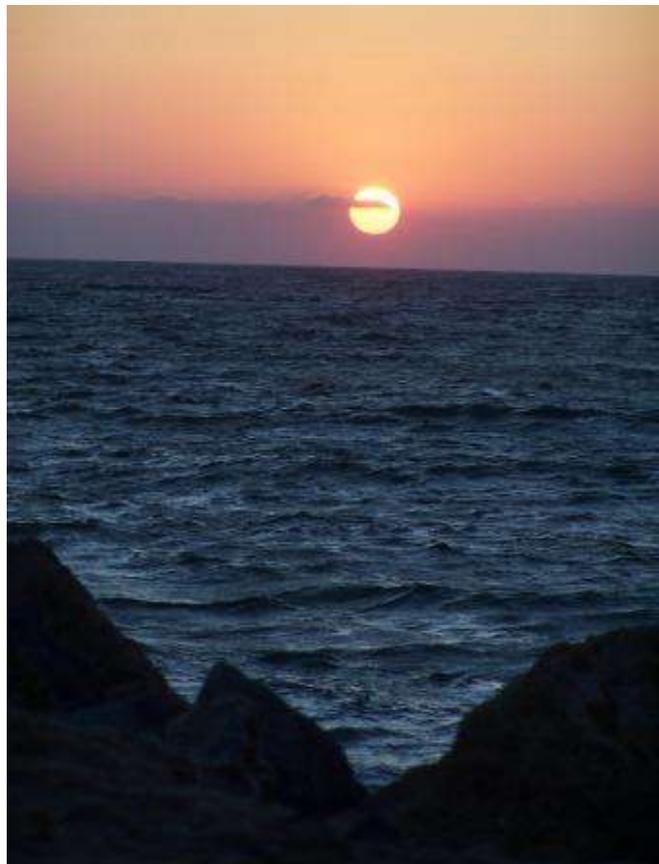
nightmare

in dark times i cannot reach out and think clearly of what i could do to feel more secure, mature and sure.

i get more and more down into the ground, where accusations torture my soul.

they torture me, the more i try to stay up on the water.

on the water i struggle to survive and be alive. though, i have died years ago.

or am i alive? whose life i am living and whose life i am leading?

is my voice heard or has it drowned? cant it be heard under the water?

can i still breathe or have im already drowned?

is my voice still be heard?

fear is coming up, dilemmas are taking away my dream.

is it a sin to curse and question all the beginning?

wings

frustration all the way, all my life, up and down the path

im learning mistrust, not to trust, not to lean on, not to fall apart

though my wings take another attempt like

the hurt Swan on the water unable to fly.

i wish like the Albatros

to stretch my wings across the sea

and glide smoothly in the sky…

WORD SEARCH COMPETITION

CHANCE TO WIN A DIGITAL CAMERA

Are you **aged 10-18**? Do you study **English**? Then, this is your chance to **win a digital camera** with our word search competition.

HOW TO ENTER

Print the word search and fill it in. On the back of the paper write:

- Your name
- Address
- Telephone number
- Email address

SEND THE COMPLETED WORD SEARCH TO:

British Council English
PK 34 Çankaya / Ankara

DEADLINE

All entries must be received **by June 10th**. We will choose the winning names on June 13th and make an announcement on June June 15th

FIRST PRIZE

- A **Sony DSC-W510** digital camera

RUNNERS UP

- 5 English books with CDs
- 100 Posters and LearnEnglish CDs

Please note that, by sending this form, your email address will automatically be added to our events announcement list.

- WORD SEARCH COMPETITION
- MY FRIEND FROM OUTER SPACE - YOUNG LEARNER ART WORKSHOP 2011
- ANKARA ELT FESTIVAL VIDEOS
- ELT BLOGATHON

British Council Video Vote Results

And the prize winners are...

We would like to thank you all for sharing your favorite Istek conference video with us. We've had great response from teachers across Turkey. We are looking forward to meeting you in other activities. We are happy to annouce the name of the winners below. If your name is on the list, please contact Seda Baykal for further details. (seda.baykal@britishcouncil.org.tr)

Free Online Teacher Development Course

- Füsun Altuğ, Istanbul
- Asuman Eray, Istanbul

Books for English Teachers

- Yurdanur Atıcı, Muğla
- Övgü Örün, Balıkesir
- Hale Yurttabir, Istanbul

The British Council website for the London Olympic Games 2012, where you can download materials for classes is now available:

http://learnenglish.britishcouncil.org/en/english-for-2012

News from iatefl

http://www.iatefl.org

46th Annual Conference and Exhibition
Scottish Exhibition & Conference Centre, Glasgow, Scotland
19th - 23rd March 2012
http://www.iatefl.org/glasgow-2012/46th-annual-conference-and-exhibition

Important Dates for Glasgow
Scholarship Application Deadline - 22nd August 2011
Speaker Proposal Deadline - 16th September 2011
Speaker Payment Deadline - 6th January 2012
Earlybird Delegate Payment Deadline - 27th January 2012

IATEFL ANNUAL CONFERENCE – SCHOLARSHIPS

Apply for a scholarship to attend the IATEFL annual conference in Glasgow next March (see http://www.iatefl.org/glasgow-2012/46th-annual-conference-and-exhibition for details on the conference).

IATEFL offers 26 scholarships

The deadline for online applications is Monday 22August 2011. Visit www.iatefl.org/scholarships for information, all scholarship guidelines, and to apply online.

IATEFL MEMBERSHIP
contact Sibel Tüzel Kandiller at tuzel@metu.edu.tr

News from TESOL

http://www.tesol.org

FOR LEXOPHILES

A bicycle can't stand alone; it is two tired.

A will is a dead giveaway.

Time flies like an arrow; fruit flies like a banana.

A calendar's days are numbered.

A boiled egg is hard to beat.

He had a photographic memory which was never developed.

The short fortuneteller who escaped from prison: a small medium at large.

When you've seen one shopping center you've seen a mall.

If you jump off a Paris bridge, you are in Seine.

When she saw her first strands of gray hair, she thought she'd dye.

Santa's helpers are subordinate clauses.

Acupuncture: a jab well done.

A rubber band pistol was confiscated from algebra class because it was a weapon of math disruption.

No matter how much you push the envelope, it'll still be stationery.

A dog gave birth to puppies near the road and was cited for littering.

A hole has been found in the nudist camp wall. The police are looking into it.

Atheism is a non-prophet organization.

I wondered why the baseball kept getting bigger. Then it hit me.

A small boy swallowed some coins and was taken to a hospital. When his grandmother telephoned to ask how he was, a nurse said 'No change yet.'

The soldier who survived mustard gas and pepper spray is now a seasoned veteran.