THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!

Issue 2
June 2013

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From the President

Dear colleagues,

We are together again with another issue. The recent events have led me to think about the importance of education again. As teachers, we are educators as well. "Education" is a broad term that can have many meanings, but it is generally defined as the process of learning and acquiring information. Personally I do not think that education can simply refer to the process of passing knowledge or skills from one generation to another or the acquisition of knowledge either through learning or through experience as a result of being at a school or any organization or institution.

When we examine the wrong doings or bad events and actions all over the world throughout the history, we see that they have not been caused only by ignorant people. Elie Wiesel made a similar point when he said that the designers and perpetrators of the Holocaust were the heirs of Kant and Goethe. In most respects the Germans were the best educated people on Earth, but their education did not serve as an adequate barrier to barbarity. What was wrong with their education? In Wiesel's words: "It emphasized theories instead of values, concepts rather than human beings, abstraction rather than consciousness, answers instead of questions, ideology and efficiency rather than conscience."

So it is only fair to claim that education, in its present form, is no guarantee of decency, prudence, or wisdom. It should emphasize human values, the importance of life, consciousness, a questioning mind, conscience, responsibility, self-sufficiency, independence, discipline, empathy, creativity, humor, and wholeness. David Orr has asserted that the planet does not need more "successful" people. But it does desperately need more peacemakers, healers, restorers, storytellers, and lovers of every shape and form. It needs people who live well in their places. It needs people of moral courage willing to join the fight to make the world habitable and humane. And these needs have little to do with success as human culture has defined it.

Many teachers today know that teaching/education does not consist primarily of lecturing to students who sit in a classroom and of testing and grading these kids. It should offer every child a rich, rewarding, and unique learning experience in which they can learn how to continue developing themselves intellectually and emotionally throughout their lives. They also know that the educational environment is not limited to the classroom but, instead, extends into the home and the community and around the world. Information is not found primarily in books; it is available everywhere.

They understand that the essence of education is to embellish their students with the necessary skills to challenge themselves and their surroundings so that they never stop learning and questioning which will help them never to accept things blindly.

For some children, the teacher is the only motivating, loving and caring adult; the school is the only secure place; the classroom is the only place where they can feel valued and respected. Good teachers understand that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities. As Judith T. Lanier states such teachers know that their job is to counsel students as they grow and mature -- helping them integrate their social, emotional, and intellectual growth -- so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society.

UNESCO carried out a research in 2011 the results of which have shown that children who behave violently are usually the product of a home in which one or both parent(s) model violence. Thus, violence is a learned behavior in any culture or environment and is not proven to be a natural trait in humans. Sexual abuse and emotional neglect (no love or respect for the child) are also hurts that can lead to violent tendencies. The accumulation of minor hurts (stress, anxieties, disappointments, and frustrations) can lead to violent behavior as well.

Being the victim of violence and other distressing experiences breeds violence in the child only when the emotions are blocked and repressed. When this situation occurs, violence toward self or others is almost an inevitable outcome. Violence is a distorted expression of the person's rage

or terror in an environment where it is not safe to reveal or release strong feelings. As teachers, when we feel that there is something wrong with the child's behavior (violent acts, disrespectful remarks, signs of depression, etc.), we can direct the child to the Psychological Counseling and Guidance office and if necessary get help from a psychiatrist. The child should be allowed to release the emotions resulting from the hurts. He should be able to express the feelings about what he has experienced and resolve them.

Dr. Bruce D. Perry has claimed that when we become more detached from each other and from common unifying beliefs, violence increases. Without being connected to others, we care less for their welfare. When we share common bonds of belief and value with others, we are less likely to be aggressive or violent to others in our community. When individuals become isolated, marginalized, and without some connection to those around them, violence increases. As teachers, we can reach out and include our students in some community work, sports project, debate club, and/or fun activity done in groups. We should always look our students in the eyes; talk to them between class; sit with them at lunch; be interested in their personal life without breaking their personal boundaries.

Dr. Perry adds that violence increases when we allow hateful ideologies to make groups or classes of people to be viewed as different, bad or even less than human. All too often, violence is linked to hate. Hateful beliefs such as racism allow whole groups to be dehumanized. The more any group is misunderstood, the more the unknown can fuel fear and misunderstanding. Fear and misunderstanding can lead to hateful words and violent behaviors. As teachers, we should be intolerant of intolerance. We should encourage our students to learn more about other religions, cultures, and worldviews. This does not mean that we will adopt them; we simply must respect and tolerate other belief and value systems. We should never close our eyes to hateful beliefs and degrading, humiliating, or bullying behaviors. We should teach our students that respect is the core of tolerance. If as humans, we treat each other with respect, we will be enriched by each other's beliefs rather than diminished. Remember TOGETHER WE STAND.

Prof. Dr. Aydan Ersöz
President
June 2013
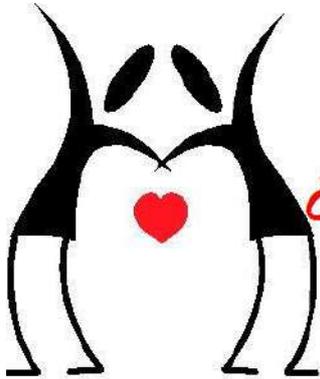
When dealing with people, remember that you are not dealing with creatures of logic, but creatures of emotion.

Dale Carnegie

The kids in our classroom are infinitely more significant than the subject matter we teach.

Meladee McCarty

Your students may forget what you said but they will never forget how you made them feel.

Anonymous

From the Editor

Dear Colleagues,

The 16th International INGED ELT Conference is fast approaching. The deadline for presenters to register is due 6 July 2013. Participant registrations close on 6 September. We hope to see many of you at our biannual event. The Conference Program will be published online as soon as it is ready. We invite you to browse our web age and stayed informed about the conference.

In this issue of the INGED News On-Line you will find the results of the 4th Story Writing Contest as well as the Drama Festival results. We thank all participating schools and mainly their eager students for their efforts. There is also the description of Tarsia, free software to create puzlles and more. Hope you like it and can use it in your classes.

This year's general theme of the newsletter is Anatolia. In the last issue, the symbols and meanings of the motifs in kilims were mentioned. In this issue, you will find reference to many famous historical people who were born in Anatolia. There is a little quiz for you and your students to check and see how much you know. There are also little tasks proposed as follow up.

Wishing you a much deserved happy and relaxing summer...

Warm regards,
A. Suzan Öniz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???
AN INGED AFTERNOON
AND
AN INGED EVENT

INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS

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

NOTES FROM A CONFERENCE

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

TECHNOLOGY IN TEACHING

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

YOUR PAPERS

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

THE VOICE OF INGED MEMBERS

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

!

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

The 16th International INGED ELT Conference by Dokuz Eylül University The School of Foreign Languages

By WORD of MOUTH

Embracing Inspiring Practices

4 - 6 October, 2013
DESEM, Presidency of Dokuz Eylül University
Alsancak - İzmir, Turkey

http://inged.org.tr

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The 16th International INGED ELT Conference: "By Word of Mouth"

4 - 6 October 2013
Hosted by 9 Eylül University, School of Foreign Languages, Izmir, Turkey.

Registration Form and other details are available at:
inged.org.tr

IMPORTANT DATES

Deadline for proposals: 26 April 2013
Response to proposals via e-mail: 21 June 2013
Registration deadline for presenters: 6 July 2013
Registration for ELT students: 2 August 2013
Registration deadline for participants: 6 September 2013

THE PLENARY SPEAKERS

Prof Dr. Simon Borg
Prof Dr. Gül Durmuşoğlu Köse
Prof Dr. Aydan Ersöz
Jeremy Harmer
Jim Scrivener
Joan Shin King

THE INGED ESSAY COMPETITION

Write an essay explaining the following in no more than 400 words:

**WHY IS IT IMPORTANT
FOR ENGLISH LANGUAGE TEACHERS
TO CONTINUE TO IMPROVE THEMSELVES?**

Deadline: 7 June 2013

The Winner will be announced in July &
will receive an invitation to attend
the 16th International INGED ELT Conference
for free.

Send your essays to:
M. Akın Güngör: mustafaakingungor@hotmail.com

THE 4th ENGLISH STORY WRITING CONTEST

Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED has organized the *4th Story Writing Contest*, the first of which took place in 2010 and which has now become an annual event.

The results of the 2013 Story Writing Contest are as follows and can also be found at:

http://www.nuanskitabevi.com/blog/4th-story-writing-competition-results.html

Primary School Age

1. Gökçe Aybeniz Sevim: "The Crescent of Life"
   A two-week language course in Malta at "Chamber College."

2. Şimal Naz Köse: "Silence"
   20 Nuance readers & accompanying CDs

3. Ceren Ertan: "Thanks for Everything in my Life"
   10 Nuance readers & accompanying CDs

High School Age

1. Pelin Ünal: "The Maid with the Missing Button"
   A two-week language course in Britain at the "London School of Business and Finance"

2. Sare Polat: "Black of Seventeen"
   20 Nuance readers & accompanying CDs

3. Mikail Samet Atalıkyayı: "Margie and Josie"
   10 Nuance readers & accompanying CDs

3. Ömer Buğrahan Kaya: "The Most Unwelcome Madam Bonette"
   10 Nuance readers & accompanying CDs

Adults

1. Çiçek Kıral: "The Voting"
   30 Nuance readers & accompanying CDs

2. Burak Şenel: "Ludwig the Simpleton"
   20 Nuance readers & accompanying CDs

3. Murat Güzeller: "Void"
   10 Nuance readers & accompanying CDs

HAVE YOU BEEN TO A WORKSHOP OR CONFERENCE LATELY?

PLEASE SEND US YOUR REFLECTIONS SO THAT ALL MEMBERS CAN READ ABOUT THIS EVENT AND YOUR IMPRESSIONS.

SEETA

SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

http://seeta.eu/

Happening Now!
"e-portfolios for learner and teacher development" with Sirin Soyoz
May - July 2013
All you need to know about e-portfolios!   A SEETA course during which we will construct our own e-portfolios and share issues in 2 webinars with Sirin.

"Magic tricks and fun stuff for young learners" with Steliyana Dulkova
Join us and share the fun.

Webchat & Teacher's Lounge
Anastasia Loukeri, Ljubica Ruzinska, Nora Touparlaki, Sandra Vida

SEETA TEACHER'S LOUNGE
Poetry - why blog - coursebooks we've used

Webchat: recorded
"Self-reflection through blogging" with Natasa Bozic Grojic

And more...

THE 15TH INGED DRAMA FESTIVAL IN ANKARA
18 May 2013
MEV Koleji,Private Schools

THE 15TH INGED DRAMA FESTIVAL RESULTS

The 15th INGED Drama Festival took place in Ankara on 18 May 2013 and it was hosted by MEV Private Ankara Schools. The participating schools and the plays they staged were as in the following:

- Anafartalar College: "Horton Hears a Who"
- ODTÜ Mersin College: "Mamma Mia"
- Private Yükselen Middle School: "Once upon a Time in Fairyland"
- TED Ankara College: "Pete the Pint-sized Pirate"
- Private Aşiyan Middle School: "Grease"
- Maya Schools: "My Fair Lady"
- MEV Private Ankara Schools: "My Name is Cindrella!"
- MEV Private Güzelbahçe Middle School: "Friday Knight Fever"

The jury in the festival consisted of Mr. Jason Price from British Council, Ms. Jülide Ahututar from Çankaya University and Ms. Büşra Delen from INGED. At the end of the event, awards were handed out according to the categories below:

THE BEST PLAY AWARD
1st PLACE MEV Private Ankara Schools "My Name is Cindrella!"
2nd PLACE TED Ankara College "Pete the Pint-sized Pirate"
3rd PLACE Anafartalar College "Horton Hears a Who"

THE BEST LEADING ACTRESS AWARD
1st PLACE Zeynep Burak (TED Ankara College)
2nd PLACE Beril Kösegil (Maya Schools)
3rd PLACE Öykü Serap Öğüt (Anafartalar College)

THE BEST LEADING ACTOR AWARD
1st PLACE Murat Efe Akyüz (Private Yükselen Middle School)
2nd PLACE Yusuf Mert Güven (Private Aşiyan Middle School)
3rd PLACE Alper Kaan Yanarateş (TED Ankara College)

THE BEST SUPPORTING ACTRESS AWARD
1st PLACE Gülfem Çalışkan (Private Yükselen Middle School)
2nd PLACE Selin Çolak (ODTÜ Mersin College)
3rd PLACE Buse Yazgan (MEV Private Güzelbahçe Middle School)

THE BEST SUPPORTING ACTOR AWARD
1st PLACE Kayan Karaçuran
2nd PLACE Özgün Torcu (MEV Private Güzelbahçe Middle School)
3rd PLACE Cem Özdemir (Private Aşiyan Middle School)

THE BEST SHINING STAR AWARD (FEMALE)
1st PLACE Selin Başaran (Anafartalar College)
2nd PLACE Defne Akkaymak (Private Yükselen Middle School)
3rd PLACE Deniz Çırpan (Private Aşiyan Middle School)

THE BEST SHINING STAR AWARD (MALE)
1st PLACE Metin Uzun (Anafartalar College)
2nd PLACE Umut Sidar Polat (ODTÜ Mersin College)
3rd PLACE Berkin Efe Metin (MEV Private Ankara Schools)

THE BEST CONTRIBUTING ACTRESS AWARD
1st PLACE Su Karaaslan (MEV Private Ankara Schools)
2nd PLACE Nisa Sude Demir (Private Yükselen Middle School)
3rd PLACE Sera İpekçioğlu (Maya Schools)

THE BEST CONTRIBUTING ACTOR AWARD
1st PLACE Atahan Bal (Private Aşiyan Middle School)
2nd PLACE Oğul Zaim (TED Ankara College)
3rd PLACE Ataberk Beglari (Maya Schools)

THE BEST PRONUNCIATION AWARD
1st PLACE Bartu Çifci (MEV Private Ankara Schools)
2nd PLACE Melisa Şendur (Private Yükselen Middle School)
3rd PLACE Sevinç Naz Apa (TED Ankara College)

THE BEST MUSICAL PERFORMANCE AWARD
Maya Schools "My Fair Lady"

THE BEST COACHING TEACHER AWARD
Setenay Çelik and Pınar Yazaroğlu (Anafartalar College)

THE BEST SINGER AWARD
Lara Pelin Tansuğ (MEV Private Güzelbahçe Middle School)

THE MOST ENTHUSIASTIC GROUP AWARD
ODTÜ Mersin College

THE SPECIAL JURY AWARD
The Seven Dwarfs: Arda Aslan, Mahmut Kaan Eryılmaz, Ceren Olmuş, Hazal Sıla Eyin, Can Bilgi, Zeynep Eren, Efe Kaan Çelik
(Private Yükselen Middle School)

Hope to see you at the 16th INGED Drama Festival in 2014!

PLEASE CHECK OUT OUR 'USEFUL LINKS'
PAGE...

AND IF YOU HAVE ANY LINKS TO SITES
USEFUL FOR ENGLISH LANGUAGE TEACHERS
DO LET US KNOW

TECHNOLOGY IN TEACHING:

TARSIA – FREE SOFTWARE TO CREATE PUZZLES, DOMINOES, ETC.
by
A. Suzan Öniz

Tarsia looks like something that language teachers can use to create fun dominoes, puzzles and other games and activities. To read more about it and download it: http://www.mmlsoft.com/hdata/tarsia_home.php

The following is a description of this free software with examples posted by Clare Seccombe, MFL teacher and consultant in the north-east of England. Director of Ideas Education Ltd. http://www.ideaseducation.co.uk

Hope you like it...

Tarsia

Description source: http://changing-phase.blogspot.co.uk/2011/10/tarsia.html

Tarsia, designed as a Maths program, is also incredibly useful for MFL (Modern Foreign Languages) teachers. With it you can make dominoes, follow-me cards and shape puzzles. Above you can see an example of some dominoes and below is an example of a shape puzzle:

It is a very easy program to use.

Step 1: Select the kind of puzzle you want to make.
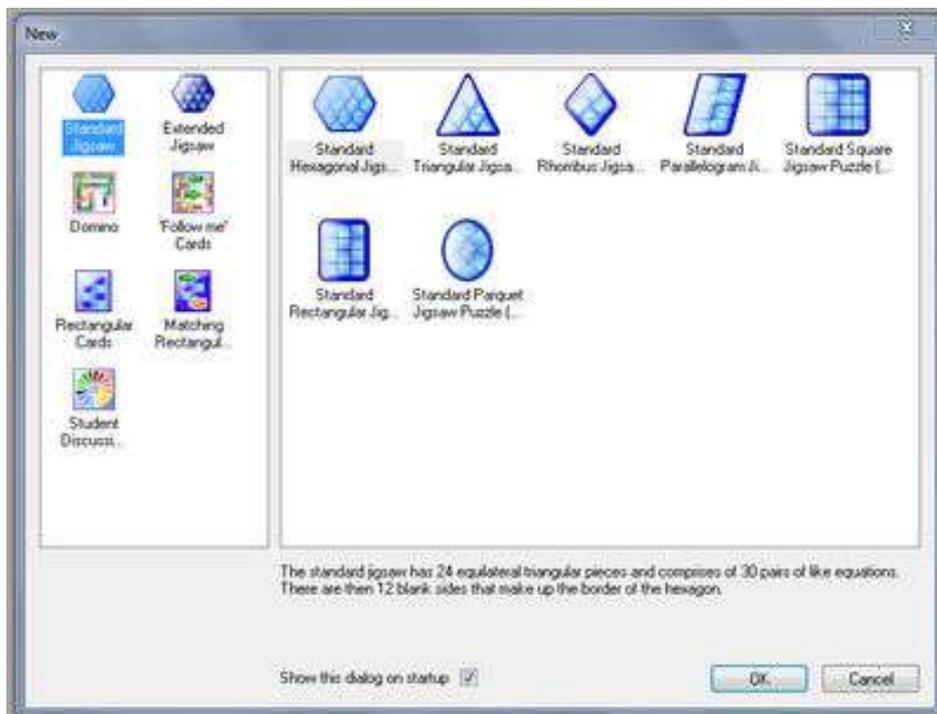
There are many different shapes that you can use. The one you choose will depend on how many pairs of words or phrases you want to practise. You can have blank edges to make it easier for students or you can have edges with red herrings to really test the learners (these are "extended jigsaws")

Step 2: Type in the words or phrases together with their translations in the other language or, instead, a picture.
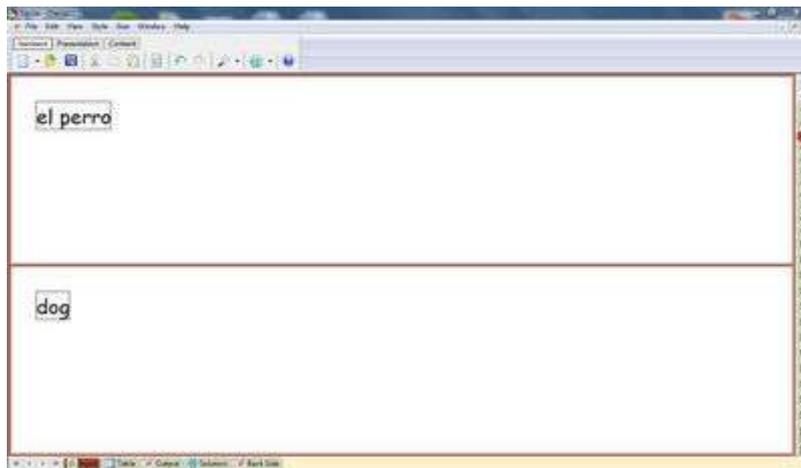
Step 3: When you've typed in all your pairs of words or phrases, click "Output" on the bar at the bottom, and Tarsia will generate your puzzle.

Tarsia files have their own peculiar file suffix which is incompatible with other programs. If you want to share your creation with others, I recommend PDF-ing your puzzle. I use CutePDF. To make a PDF of your document, you click as though to print it and then select CutePDF from the list of printers. Then you get a dialogue box which allows you to save your PDF document.

Tarsia activities tick many boxes. They are ideal for pair and group work and really make students think. You can use them to revise previously-learned language or to introduce new language or patterns.

TARSIA GUIDE
http://www.ideaseducation.co.uk/resources/Tarsia-guide.pdf

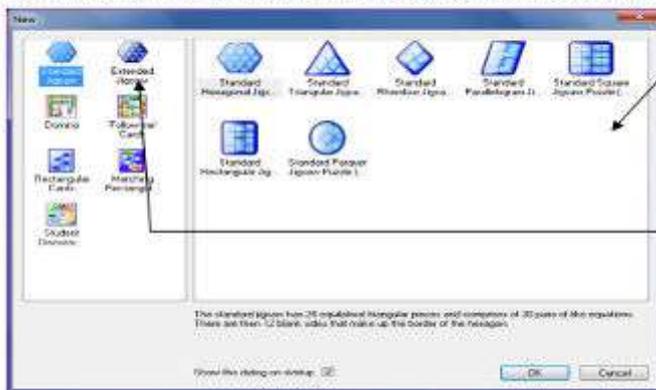## a quick guide to.....
Tarsia for MFL

What is it ?

Formulator Tarsia is a free-to-download program, originally conceived for maths, which MFL teachers can use to create all kinds of shape puzzles quickly and easily.

Download the program from here http://tinyurl.com/tarsia-link.

Getting started

Open the program. The opening screen gives you these options from which to choose:

Standard Jigsaw: There are seven different shaped jigsaws, all with blank edges. When you click on one of the shapes it tells you how many pieces the puzzle comprises, how many pairs of words or phrases you will need and how many blank sides the puzzle will have.

Extended Jigsaw: Similar to the Standard Jigsaw, but they also specify the number of "unpaired" words or phrases that will make up the edges of the puzzle, thus making it more difficult.

Domino: Click the icons to find out how many pairs of words or phrases are needed for each game. Each game has a 'start' and a 'finish' square, and so this setting is more suitable for making Follow-me cards (see left).

Follow-me cards: These cards, when the puzzle is complete, will form one continuous loop and so this setting is more useful for making Domino games (see right).

Rectangular Cards: This setting makes cards with single words or phrases, and involves no matching.

Matching Rectangular Cards: As for the rectangular cards above, but it randomises the cards for matching in pairs. A good setting for making Pelmanism cards.

Student Discussion Circle: This setting makes segments, each of which has a question on the top and an answer on the bottom, and which all join up to make a big circle. This could be useful for MFL, but uses a lot of paper when printing and copying and is harder to cut out as the pieces have rounded edges.
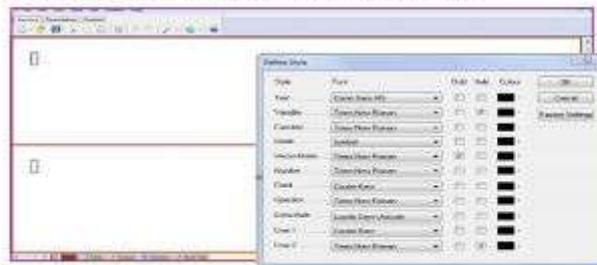
Making your puzzle

Once you've selected the puzzle you'd like to make, you'll see this screen.

Selecting the font:
The default font for Tarsia is Times New Roman Italic.

To change it: Style > Select "Text"
Then: Style > Define, and for "Text" select the font that you wish to use.

© Ideas Education Ltd 2011 http://www.ideaseducation.co.uk

Inputting the pairs of words or phrases:
Type one of the pair into each box. You can use the ALT+number codes to type the accents.

You can also insert a picture in one of the boxes. To do this, click on Edit > Insert Image. The image must be in .bmp format and about 75 pixels in height.

To advance to the next pair of words or phrases, click on the number of the next pair on the right hand side of the screen (circled). Continue until you have typed in all your pairs of words or phrases.
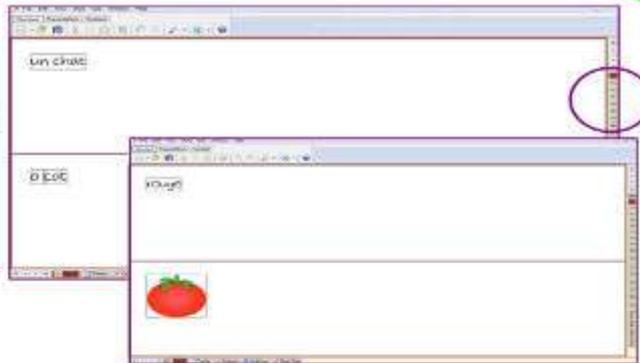
Output

Once you have typed in all your pairs of words or phrases, your puzzle will be ready. The button bar at the bottom of the screen allows you to see all the different outputs that Tarsia has created for you.

Table: as the word would suggest, a table of all the pairs in the right order.

Output: This shows what the puzzle pieces will look like. They are randomised ready to print out. You can change the size of the pieces by clicking "Medium" etc at the side of the screen. If you have a lot of big pieces running onto lots of sheets of paper, you can screen-capture and shrink them onto fewer sheets.

Solution: as you might guess, a copy of the solution to the puzzle.

Back Side: It is possible to have something on the reverse side of each piece.

Table:

Output:
(can run onto several pages)
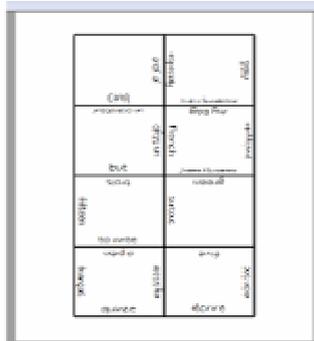
Solution:
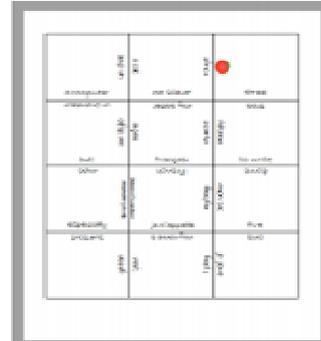
Saving

Tarsia puzzles save as *.xjsw files, which are not compatible with anything else and which can only be opened on computers where Tarsia is installed. To facilitate sharing, convert your puzzle and its solution to PDF format using a program such as CutePDF.

ANATOLIA
The Source of Scientists & More

Anatolia is the source of countless civilizations and the homeland of many people and tribes some of whom left in search of new lands and new resources. For example, people from the ancient Ionian city of Phocaea, or Phokaia (modern-day Foça) near Izmir sailed across the sea and founded
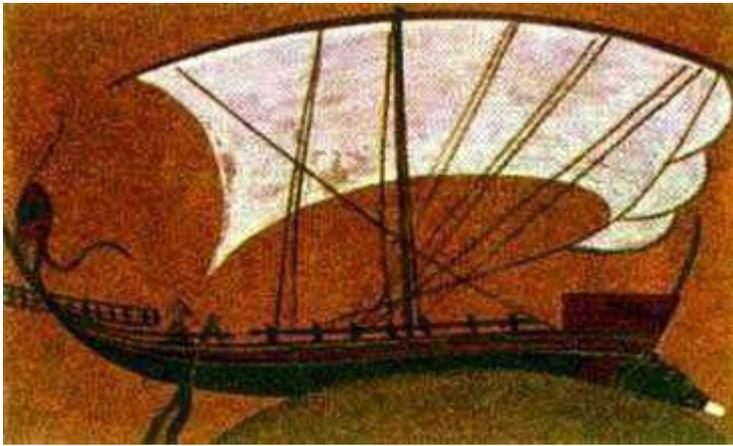
the colony of Massalia (modern day Marseille, in France) in 600 BC. There was lively trade between these cities. Here you can see the picture of the ancient sailing boat that the Phokaians built for their trip.

And here is the replica constructed in Urla. It had places for oarsmen and a complex sail system. This modern expedition aimed to visit all the colonies that these people founded on their way to southern France.

Here's a short clip in Turkish:

http://www.dailymotion.com/video/xd627n_foca-dan-marsilya-ya-eski-teknelerl_shortfilms

From a newspaper about the modern expedition:
http://www.hurriyetdailynews.com/default.aspx?pageid=438&n=a-voyage-of-history-from-foca-to-marseille-2008-07-05

TEST YOUR KNOWLEDGE
THE ANSWERS ARE ALL IN ANATOLIA

1. We all know the word 'magnetism' and its derivatives. Do you know where this word most probably comes from?

2. Several ancient cities were named Philadelphia and then later immigrants founded one such city in the USA. Where was the first ancient city of Philadelphia founded in Anatolia? What does this word mean?

3. What ancient civilization first used 'safety pins' and designed the bowls used in Turkish baths today?

A Fibula
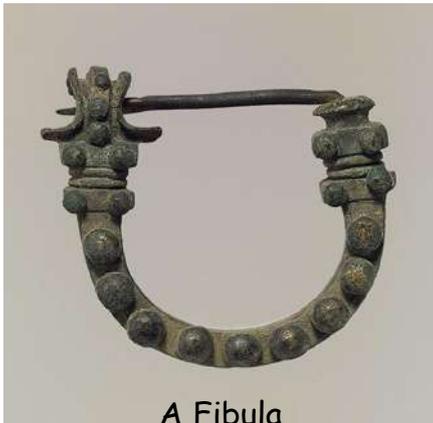
4. Where does the word 'mother' come from?

5. Where does the name 'Sibel' come from?

6. Can you match the names of these well-known Anatolians with their deeds?

_____ A. Pioneer in city planning, inventor of the 'grid plan'

_____ B. According to Bertrand Russel, Western philosophy begins with this famous person. Who is it?

_____ C. "The Father of History" is ...

_____ D The female warriors in Sinope

_____ E. The author of "The Iliad and the Odyssey"

i. Homer from Izmir
ii. Heredotus from
iii. Hippodamus of Miletus
    Halikarnassus, Karia
iv. Thales from Miletus
v. The Amazons

ANSWERS

To get a clear idea as to where the below mentioned locations are, here is a map:

http://en.wikipedia.org/wiki/File:Anatolia_Ancient_Regions_base.svg

1.   The ancient city of Magnesia. According to Wikipedia:
   http://en.wikipedia.org/wiki/Magnesia_ad_Sipylum
   Magnisia ad Sipylum (modern Manisa, Turkey), was a city of Lydia,
   situated about 65 km northeast of Smyrna (now İzmir) on the river
   Hermus (now Gediz) at the foot of Mount Sipylus.
   TASK: Surf the internet to see if
      ...there were other ancient cities with this name
      ...today the modern city of Manisa produces anything related to
      magnetism

2. Alaşehir, a town and district of Manisa Province, in Antiquity and the
   Middle Ages was known as Philadelphia. According to
   http://en.wikipedia.org/wiki/Alaşehir
   the word 'philadelphia' means "(city of) brotherly love, which comes from
   the literal meaning of the city's name in Greek compounded from *philos*
   "loving", and *adelphos* "brother")

"Ancient Philadelphia was established in 189 BC by King Eumenes II of Pergamon (197-160 BC). Eumenes II named the city for the love of his brother, who would be his successor, Attalus II (159-138 BC), whose loyalty earned him the nickname, "Philadelphos", literally meaning "one who loves his brother". The city is perhaps best known as the site of one of the seven churches of Asia in the Book of Revelation.
TASK: What words in English can you find that start with 'phil?' Do they meananything related to 'love?'

3. It's the Phrygians. According to Prof. Dr. Taciser Tüfekçi Sivas and the web site: http://www.ykykultur.com.tr/sergi/vedat-nedim-tor-muzesi-friglerin-gizemli-uygarligi
The famous Phrygian burial site, Gordion, revealed that these people excelled at metal crafts. They were the ones who designed the fibula, or the original form of today's safety pin, that became fashionable in that era. They also designed bowls with the rounded and elevated center called bowls with an omfalos, which we all know from the Turkish hamam.
TASK: The Phrygians were also very good at dance and music. They developed a certain style in playing the flute known as the Phrygian Style. What can you find out about the Phrygian Flute and their playing style?

4. From the Phrygians. They called their mother goddess 'Mater Kubileya' with the word 'mater' referring to 'mother'.
TASK: Look up the word 'mother' and try to see how many other languages have a word similar to this one.
According to Prof. Dr. Taciser Tüfekçi Sivas and the web site: http://www.ykykultur.com.tr/sergi/vedat-nedim-tor-muzesi-friglerin-gizemli-uygarligi
The goddess "Matar kubileya/kubeleya" that occurs in the written Phrygian sources is the only goddess in the Phrygian's mind. She is, without doubt, the greatest and only god, she is the impersonification of nature, productivity and fertility. All the huge and small cult monuments in Frig Vadisi are proof of the deep respect and devotion felt for Matar Kubileya, who symbolizes nature with all of its liveliness and vibrance. The concrete evidence of Phrygian authentic religious worship that these monuments depict consist of facades, altars and niches carved into the bedrock, generally far away from settlements, in forests and uninhabited nature due to the goddess' nature. In the Mater Kubileya cult, the

endless nature under the sky is completely the goddess' temple. Later on, she lived on in the rocks that were converted into architectural structures for her. The symbolic gate reminds her people of her presence at all times. This gate will open one day and from the depths of rocks, the goddess will appear to her believers.

5. Kybele/Cybele. Here are some statues depicting her:

She was the main Phrygian goddess of fertility and nature and was also known as 'Magna Mater' (Great Mother), Kubaba, the Mother of the Gods, Dindymene. She was a goddess of caverns and was worshipped on mountain tops. She ruled over wild beasts thus her association with lions. Her

statues often include a lion and depict her with a crown of a city wall because she ruled over mountains and fortresses. Annual spring worship ceremonies on Mount Sipylus (Spil Dağı, Manisa) included sacrifice to celebrate death and rebirth to the rhythm of music of flutes, drums and cymbals. This goddess was worshipped in Anatolia and later her cult spread throughout the Roman Empire. Her Greek name was Rhea.

In the third picture above, she is holding a patera (libation bowl) in her right hand and a large tympanum (drum) in her left. The lions are not on either side of her like usual; instead they are pulling her cart. This statue used to be a fountain.

Source:

http://commons.wikimedia.org/wiki/File:Bronze_statuette_of_Cybele.jpg

TASK: What is the relation between Cyble and the black meteoric rock?

6. Here are Anatolian masters and their deeds but first, here is the
Answer Key: A–iii B–iv C–ii D–v E–i

A. Hippodamus of Miletus: According to Aristotle (in Politics), Hippodamus was a pioneer of urban planning and he devised an ideal city to be inhabited by 10,000 men (free male citizens), while the overall population including the correspondent women, children and slaves would reach 50,000 people. He developed the 'grid plan,' the plan used in many modern cities today in the world.

Source: http://en.wikipedia.org/wiki/Hippodamus_of_Miletus
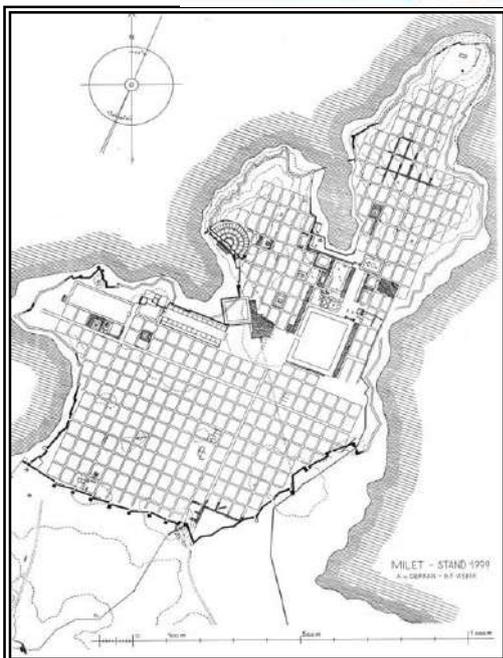
The Hippodamic 'Grid Plan'
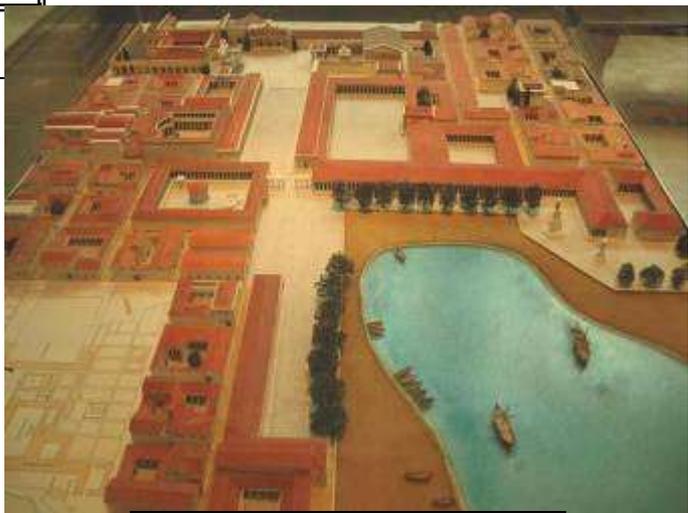
Miletus reconstruction

32

B. Thales of Miletus

The first philosopher we know of is Thales, who came from Miletus. Thales believed that the source of all things was water. We do not know exactly what he meant by that; he may have believed that all life originated from water and that all life returns to water again when it dissolves.

http://en.wikipedia.org/wiki/Thales

According to Bertrand Russell, "Western philosophy begins with Thales." Thales attempted to explain natural phenomena without reference to mythology and was tremendously influential in this respect. Almost all of the other Pre-Socratic philosophers follow him in attempting to provide an explanation of ultimate substance, change, and the existence of the world—without reference to mythology. ... eventually Thales' rejection of mythological explanations became an essential idea for the scientific revolution.

He was also the first to define general principles and set forth hypotheses, and as a result has been dubbed the "Father of Science" In mathematics, Thales used geometry to solve problems such as calculating the height of _____ and the distance of ships from the shore. He is credited with the first use of deductive reasoning applied to geometry, by deriving four corollaries to Thales' Theorem. He is said to have calculated the height of a _____ by measuring its shadow at the precise moment when the length of his own shadow was equal to his height. As a result, he has been hailed as the first true mathematician and is the first known individual to whom a mathematical discovery has been attributed.

TASK: Thales used geometry to solve problems such as calculating the height of WHAT?

C "The Father of History" is Heredotus.

http://en.wikipedia.org/wiki/Herodotus

"The Father of History" was a title firstly conferred by Cicero to Heredotus. Heredotus was the first historian known to collect his materials systematically, test their accuracy to a certain extent, and arrange them in a well-constructed and vivid narrative. The Histories, his masterpiece and the only work he is known to have produced, is a record of his "inquiry," being an investigation of the origins of the Greco-Persian Wars and including a wealth of geographical and ethnographical information. Although some of his stories were fanciful, he claimed he was reporting only what had been told to him. Little is known of his personal history. Herodotus

wrote his <u>Histories</u> in the Ionian dialect yet he was born in Halicarnassus, originally a Dorian settlement.

TASK: What languages were spoken in this region at the time?

D. The female warriors in Sinope are the Amazons.

http://en.wikipedia.org/wiki/The_Amazons

The legendary Amazons are believed to have lived in Pontus, which is part of modern day Turkey near the southern shore of the Euxine Sea (the Black Sea). There they formed an independent kingdom under the government of a queen named Hippolyta or Hippolyte ("loose, unbridled mare"). The Amazons were supposed to have founded many towns, amongst them Smyrna, Ephesus, Sinope, and Paphos.

TASK: Which modern day cities or sites are these and what were some of the myths about the Amazons?

E. The author of "The Iliad and the Odyssey" is Homer or Homeros from Izmir.

http://en.wikipedia.org/wiki/Homer

The Iliad is the oldest known piece of Western literature. Some researchers date Homer between 750 to 650 BC.

TASK: What is the Iliad about? Where did these events take place? What is known about Hector, a hero of the Iliad?

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on how science decodes 'internal voices', the effects of music-based cognitive training cartoons, and why some people learn faster.

This article first appeared in:
http://www.bbc.co.uk/news/science-environment-16811042

Science decodes 'internal voices'
By Jason Palmer Science and technology reporter, BBC News

Researchers have demonstrated a striking method to reconstruct words, based on the brain waves of patients thinking of those words.

The technique reported in PLoS Biology relies on gathering electrical signals directly from patients' brains.

Based on signals from listening patients, a computer model was used to reconstruct the sounds of words that patients were thinking of. The method may in future help comatose and locked-in patients communicate.
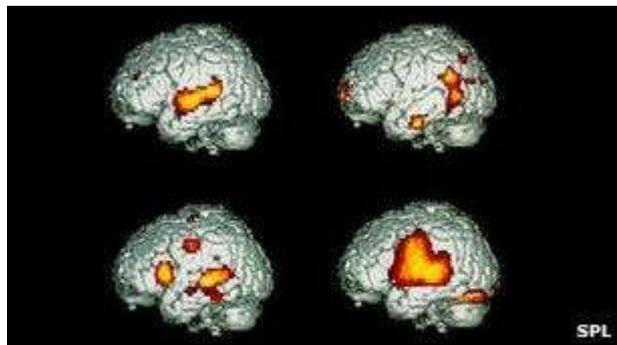
Several approaches have in recent years suggested that scientists are closing in on methods to tap into our very thoughts; the current study achieved its result by implanting electrodes directly into a part of participants' brains. In a 2011 study, participants with electrodes in direct brain contact were able to move a cursor on a screen by simply thinking of vowel sounds.

A technique called functional magnetic resonance imaging to track blood flow in the brain has shown promise for identifying which words or ideas someone may be thinking about.

By studying patterns of blood flow related to particular images, Jack Gallant's group at the University of California Berkeley showed in September that patterns can be used to guess images being thought of - recreating "movies in the mind".

All in the mind
Now, Brian Pasley of the University of California, Berkeley and a team of colleagues have taken that "stimulus reconstruction" work one step further.

"This is inspired by a lot of Jack's work," Dr Pasley said. "One question was... how far can we get in the auditory system by taking a very similar modelling approach?"

The team focused on an area of the brain called the superior temporal gyrus, or STG. This broad region is not just part of the hearing apparatus but one of the "higher-order" brain regions that help us make linguistic sense of the sounds we hear.

The team monitored the STG brain waves of 15 patients who were undergoing surgery for epilepsy or tumours, while playing audio of a number of different speakers reciting words and sentences.

The trick is disentangling the chaos of electrical signals that the audio brought about in the patients' STG regions. To do that, the team employed a computer model that helped map out which parts of the brain were firing at what rate, when different frequencies of sound were played.

With the help of that model, when patients were presented with words to think about, the team was able to guess which word the participants had chosen. They were even able to reconstruct some of the words, turning the brain waves they saw back into sound on the basis of what the computer model suggested those waves meant.
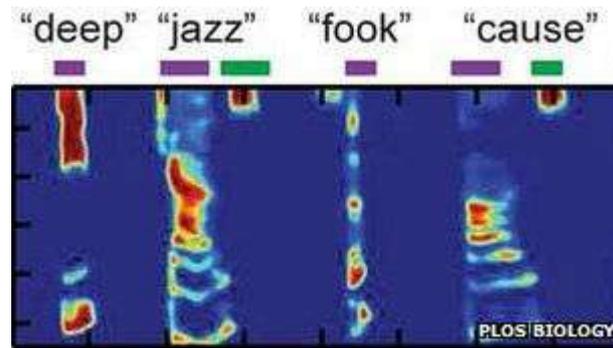
The technique hinges on plotting brain activity across a number of frequencies

"There's a two-pronged nature of this work - one is the basic science of how the brain does things," said Robert Knight of UC Berkeley, senior author of the study.

"From a prosthetic view, people who have speech disorders... could possibly have a prosthetic device when they can't speak but they can imagine what they want to say," Prof Knight explained.

"The patients are giving us this data, so it'd be nice if we gave something back to them eventually."

The authors caution that the thought-translation idea is still to be vastly improved before such prosthetics become a reality. But the benefits of such devices could be transformative, said Mindy McCumber, a speech-language pathologist at Florida Hospital in Orlando. "As a therapist, I can see potential implications for the restoration of communication for a wide range of disorders," she told BBC News."

The development of direct neuro-control over virtual or physical devices would revolutionise 'augmentative and alternative communication', and improve quality of life immensely for those who suffer from impaired communication skills or means."

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Source: http://www.sciencedaily.com/releases/2011/10/111004121304.htm

Science Daily
Science News

Young Children Show Improved Verbal IQ After 20 Days of Exposure to Music-Based, Cognitive Training 'Cartoons'

ScienceDaily (Oct. 4, 2011) — Canadian scientists who specialize in learning, memory and language in children have found exciting evidence that pre-schoolers can improve their verbal intelligence after only 20 days of classroom instruction using interactive, music-based cognitive training cartoons.

The study -- conducted at York University by Dr. Sylvain Moreno, who is now with Baycrest's Rotman Research Institute (RRI) -- is posted online October 4 in *Psychological Science* (a journal of the Association for Psychological Science), ahead of print publication in the October issue of the journal.

The cognitive benefit was striking and consistent in 90% of the children who took the four-week learning program and was additionally confirmed by brain imaging data that indicated brain changes had taken place related to the training.

"Our data have confirmed a rapid transfer of cognitive benefits in young children after only 20 days of training on an interactive, music-based cognitive training program. The strength of this effect in almost all of the children was remarkable," said Dr. Moreno, a world expert on neuroeducation. He is now the Lead Scientist at Baycrest's Centre for Brain Fitness.

The findings have exciting implications for conceptualizing and improving neuroeducation programs for children of all ages, and potentially for older adults.

The scientific team included other prominent researchers in the field of cognitive development -- Dr. Ellen Bialystok, York University, and principal collaborator in the study; Dr. Tom Chau, Bloorview Research Institute; and Dr. Glenn Schellenberg, University of Toronto. Artist-educators from The Royal Conservatory's Learning Through the Arts program conducted the experimental training with pre-schoolers, and George Brown College provided assistance in the earliest stages of software development for the training programs.

"These results are dramatic not only because they clearly connect cognitive

improvement to musical training, but also because the improvements in language and attention are found in completely different domains than the one used for training. This has enormous implications for development and education," said Dr. Bialystok, Distinguished Research Professor of Psychology at York University and Associate Scientist at Baycrest's Rotman Research Institute.

In the study, 48 pre-schoolers four to six years of age participated in computer-based, cognitive training programs that were projected on a large classroom wall and featured colorful, animated cartoon characters delivering the lessons. The children were divided into two groups. One group received music-based, cognitive training that involved a combination of motor, perceptual and cognitive tasks, and included training on rhythm, pitch, melody, voice and basic musical concepts. The other group received visual art training that emphasized the development of visuo-spatial skills relating to concepts such as shape, color, line, dimension and perspective. Each group received two training sessions of one-hour duration each day in classroom, over four weeks, led by instructors at The Royal Conservatory in Toronto.

Researchers tested the children for verbal and spatial intelligence before and after the training using the Wechsler Preschool and Primary Scale of Intelligence (Third Edition). The team also conducted brain imaging using non-invasive electroecephalography (EEG) which measures the time course of brain activity.

The verbal IQ tests assessed the children's attention, word recall and ability to analyze information and solve problems using language-based reasoning. Brain imaging enabled researchers to detect if functional brain changes had occurred related to the cognitive training.

When the children were re-tested five to 20 days after the end of the training programs, researchers did not find any significant increase in verbal intelligence or brain changes for the children who participated in the visual art training module. However, they found quite a different result in the children who took the music-based, cognitive training. Ninety percent of those children exhibited intelligence improvements -- five times larger than the other group -- on a measure of vocabulary knowledge, as well as increased accuracy and reaction time. The music group also showed brain changes that co-related to their enhanced cognitive performance.

"The results of this study strongly affirm the resonance between music and child development, and encourage us to think of music not just as a medium or tool through which treatment might be delivered, but as the treatment itself," said Dr. Chau, a Senior Scientist at Bloorview Research Institute and Canada Research Chair in Paediatric Rehabilitation Engineering.

The study was supported by a grant from the Ontario Centre of Excellence (to Sylvain Moreno) and a grant from the U.S. National Institutes of Health (to Ellen Bialystok). The scientific team also included research assistants Raluca Barac and Nicholas Cepeda of York University.

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Source:
http://www.wired.com/wiredscience/2011/10/why-do-some-people-learn-faster-2/

Wired
The Frontal Cortex

Why do Some People Learn Faster?
By Jonah Lerner

The physicist Niels Bohr once defined an expert as "a person who has made all the mistakes that can be made in a very narrow field." Bohr's quip summarizes one of the essential lessons of learning, which is that people learn how to get it right by getting it wrong again and again. Education isn't magic. Education is the wisdom wrung from failure.

A new study, forthcoming in *Psychological Science*, and led by Jason Moser at Michigan State University, expands on this important concept. The question at the heart of the paper is simple: Why are some people so much more effective at learning from their mistakes? After all, everybody screws up. The important part is what happens next. Do we ignore the mistake, brushing it aside for the sake of our self-confidence? Or do we

investigate the error, seeking to learn from the snafu?

The Moser experiment is premised on the fact that there are two distinct reactions to mistakes, both of which can be reliably detected using electroenchephalography, or EEG. The first reaction is called error-related negativity (ERN). It appears about 50 milliseconds after a screw-up and is believed to originate in the anterior cingulate cortex, a chunk of tissue that helps monitor behavior, anticipate rewards and regulate attention. This neural reaction is mostly involuntary, the inevitable response to any screw-up.

The second signal, which is known as error positivity (Pe), arrives anywhere between 100-500 milliseconds after the mistake and is associated with awareness. It occurs when we pay attention to the error, dwelling on the disappointing result. In recent years, numerous studies have shown that subjects learn more effectively when their brains demonstrate two properties: 1) a larger ERN signal, suggesting a bigger initial response to the mistake and 2) a more consistent Pe signal, which means that they are probably paying attention to the error, and thus trying to learn from it.

In this new paper, Moser et al. extends this research by looking at how beliefs about learning shape these mostly involuntary error-related signals in the brain, both of which appear in less than half a second. More specifically, the scientists applied a dichotomy first proposed by Carol Dweck, a psychologist at Stanford. In her influential research, Dweck distinguishes between people with a fixed mindset — they tend to agree with statements such as "You have a certain amount of intelligence and cannot do much to change it" — and those with a growth mindset, who believe that we can get better at almost anything, provided we invest the necessary time and energy. While people with a fixed mindset see mistakes as a dismal failure — a sign that we aren't talented enough for the task in question — those with a growth mindset see mistakes as an essential precursor of knowledge, the engine of education.

The experiment began with a flanker task, a tedious assignment in which subjects are supposed to identify the middle letter of a five-letter series, such as "MMMMM" or "NNMNN." Sometimes the middle letter is the same as the other four, and sometimes it's different. This simple change induces frequent mistakes, as the boring task encourages people to zone out. Once

they make a mistake, of course, they immediately regret it. There is no excuse for misidentifying a letter.

While performing the flanker task, subjects wore an EEG cap, a monitoring device filled with greased electrodes that records electrical activity in the brain. (Unlike fMRI, EEG gives researchers excellent temporal resolution, allowing them to precisely measure a sequence of neural events. Unfortunately, this comes at the expense of spatial resolution, making it difficult to know where in the brain the signals are coming from.)

It turned out that those subjects with a growth mindset were significantly better at learning from their mistakes. As a result, they showed a spike in accuracy immediately following an error. Most interesting, though, was the EEG data, which demonstrated that those with a growth mindset generated a much larger Pe signal, indicating increased attention to their mistakes. (While those with an extremely fixed mindset generated a Pe amplitude around five, those with a growth mindset were closer to fifteen.) What's more, this increased Pe signal was nicely correlated with improvement after error, implying that the extra awareness was paying dividends in performance. Because the subjects were thinking about what they got wrong, they learned how to get it right.

In her own research, Dweck has shown that these mindsets have important practical implications. Her most famous study, conducted in twelve different New York City schools along with Claudia Mueller, involved giving more than 400 fifth graders a relatively easy test consisting of nonverbal puzzles. After the children finished the test, the researchers told the students their score, and provided them with a single line of praise. Half of the kids were praised for their intelligence. "You must be smart at this," the researcher said. The other students were praised for their effort: "You must have worked really hard."

The students were then allowed to choose between two different subsequent tests. The first choice was described as a more difficult set of puzzles, but the kids were told that they'd learn a lot from attempting it. The other option was an easy test, similar to the test they'd just taken.

When Dweck was designing the experiment, she expected the different forms of praise to have a rather modest effect. After all, it was just one

sentence. But it soon became clear that the type of compliment given to the fifth graders dramatically affected their choice of tests. When kids were praised for their effort, nearly 90 percent chose the harder set of puzzles. However, when kids were praised for their intelligence, most of them went for the easier test. What explains this difference? According to Dweck, praising kids for intelligence encourages them to "look" smart, which means that they shouldn't risk making a mistake.

Dweck's next set of experiments showed how this fear of failure can actually inhibit learning. She gave the same fifth graders yet another test. This test was designed to be extremely difficult — it was originally written for eighth graders — but Dweck wanted to see how the kids would respond to the challenge. The students who were initially praised for their effort worked hard at figuring out the puzzles. Kids praised for their smarts, on the other hand, were easily discouraged. Their inevitable mistakes were seen as a sign of failure: Perhaps they really weren't so smart. After taking this difficult test, the two groups of students were then given the option of looking either at the exams of kids who did worse or those who did better. Students praised for their intelligence almost always chose to bolster their self-esteem by comparing themselves with students who had performed worse on the test. In contrast, kids praised for their hard work were more interested in the higher-scoring exams. They wanted to understand their mistakes, to learn from their errors, to figure out how to do better.

The final round of tests was the same difficulty level as the initial test. Nevertheless, students who were praised for their effort exhibited significant improvement, raising their average score by 30 percent. Because these kids were willing to challenge themselves, even if it meant failing at first, they ended up performing at a much higher level. This result was even more impressive when compared to students randomly assigned to the smart group, who saw their scores drop by nearly 20 percent. The experience of failure had been so discouraging for the "smart" kids that they actually regressed.

The problem with praising kids for their innate intelligence — the "smart" compliment — is that it misrepresents the psychological reality of education. It encourages kids to avoid the most useful kind of learning activities, which is when we learn from our mistakes. Because unless we

experience the unpleasant symptoms of being wrong — that surge of Pe activity a few hundred milliseconds after the error, directing our attention to the very thing we'd like to ignore — the mind will never revise its models. We'll keep on making the same mistakes, forsaking self-improvement for the sake of self-confidence. Samuel Beckett had the right attitude: "Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better."
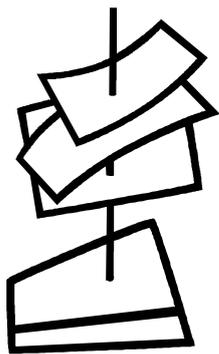
REFLECTIONS ON "FUND-RAISING TRAINING FOR TEACHERS' ASSOCIATIONS"

Zrenjanin, Serbia
8 - 10 March 2013

Summarized by
Prof. Dr. Aydan Ersöz

British Council, Serbia hosted a training seminar for teachers' associations to help them become financially independent in Zrenjanin between 8 and 10 March 2013. Zrenjanin is a city 70 km from Belgrade and located in the eastern part of Serbian province of Vojvodina. Zrenjanin has around 75000 inhabitants and it is the sixth largest city in Serbia.

The seminar was in fact a collection of workshops the titles and contents of which were determined in line with the results of the questionnaires that the participant associations had filled out. Each day had 4 sessions; 2 in the morning and 2 in the afternoon. The morning sessions were between 09.00 - 10.30 and 11.00 – 12.30, and the afternoon sessions were between 13.30 – 15.00 and 15.30 - 17.00. The moderator was George Pickering.

Aydan Ersöz and Defne Akıncı Midas represented INGED in this seminar. In addition to INGED from Turkey, there were representatives from ELTA, Albania; AzETA, Azerbaijan; BETA, Bulgaria; HUPE, Croatia; CTELTA, Cyprus; ETAG, Georgia; TESOL Macedonia, Greece; IATEFL Hungary; ELUTA, Kazakhstan; KALS and KETNET, Kosovo; ELTAM, Macedonia; Informal TA group, Montenegro; IATEFL Poland; MATE and RATE, Romania; YARTEA and MELTA, Russia; ELTA Serbia; and, IATEFL Ukraine.

On the first day, we started with an "Introductions" session which gave us the seminar overview and contained some ice-breaking and getting-to-know-each-other activities. The second session was on "Effective TAs"

which was about strategic planning and gave us a chance to compare and contrast our associations' SWOT analyses. The first afternoon session was

on "Finance: Identifying your revenue streams" in which different business models were introduced and discussed. The last session was "Keeping your TA relevant to members and sponsors" which was mainly about updating our associations' products and services.

An evening get-together with SEETA members

The second day started with the session "Promoting your association to multiple audiences including donors" and continued with "Identifying potential partners" both of which mainly focused on possible fundraising activities. The first afternoon session had a guest speaker Brana Lisic who used to be a member of ELTA Serbia but then she became a PR officer for a corporate. Her session on "The corporate perspective on sponsorship" was extremely useful and beneficial. She informed us about the sponsorship policies of corporates and gave us some tips about how to approach possible sponsors. The day ended with "Working with donors and governments" session.

The third and last day started with "Networking: locally, regionally and globally" session in which I talked about the ATA meeting that we had held in December 2012 in Ankara. I summarized the program and the contents of the workshops. I also invited some participants to share their experiences and feelings about that meeting.

The morning sessions finished with "Sponsorship opportunities" which was basically on coming up with projects that might help the association find a sponsor. The first afternoon session was "Writing a sponsorship plan". The last session was "Post-workshop: Next steps" which covered course review and course evaluation.

This meeting gave the associations a wonderful chance for social-networking. As INGED, we got to promote our association and observed that we had accomplished a lot, in fact more than most of the associations similar to ours. We learned some great applications from older and more experienced associations. We shared our problems and talked about possible solutions. All in all, it was a nice chance to get to know other associations and plant the seeds of possible partnership projects.

The group photo
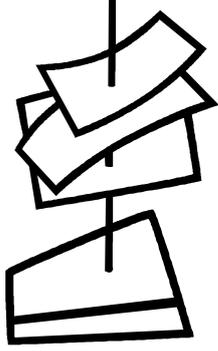
REFLECTIONS ON THE TEACHING TURKISH AS A FOREIGN LANGUAGE DIPLOMA PROGRAM BY THE YUNUS EMRE INSTITUTE

**Summarized by
Prof. Dr. Aydan Ersöz**

On 19 March 2013 and 26 March 2013, I ran four different sessions on teaching Turkish as a foreign language at the Diploma Program that Yunus Emre Institute held in Ankara. The programs aimed to train Turkish teachers to teach Turkish as a foreign language. The participants were Turkish teachers who would be stationed in Turkey and in other countries all over the western and Eastern Europe and some Arabic countries.

My sessions were: Teaching Turkish with an Integrated Approach, and Sample Lessons. The first session was more theory based, and the second session contained demo lessons where the participants acted like the students. The lesson plan was based on the discovery technique. We also talked about the importance of creating a supportive and safe atmosphere in the classroom so that learners can easily take risks to experiment with the language.

Below is a short summary of "Team Building Games" that we covered (adapted from Pam Headridge, http://www.oakharborcheer.com/TeamBuildingGames.html).

Team "bonding" is a very important process that will help to ensure a supportive and safe atmosphere in the classroom where students become trustworthy friends. If students try to motivate each other, everyone will try harder to accomplish more. Teambuilding games are a fun way to develop cohesiveness. They tear down walls in communications, provide avenues that encourage discussion, and increase productivity. Team building takes time but the end results are well worth the extra time.

Self-Disclosure Introductions (this is great for new groups) - Ask each team member to state his/her name and attach an adjective that not only describes a dominant characteristic but also starts with the person's first name. Examples: Serious Sam, Nice Natalie, and Loving Lauren.

Relay Lock Race - Each person selects a partner. They stand back to back and lock arms by the elbows while holding their own stomach with their hands. The coach gives the instruction to get from one side of the room to the other. Don't give them specific instructions on how to get to the finish line other than they can't let go of their stomachs. This causes creativity and laughter.

Truths and a Lie - Each student writes 2 true facts and one lie on a card. The coach collects the cards and reads them aloud. The rest of the squad tries to guess who it is and which fact is the lie.

Line Up - Divide the group into 2. Each team will compete against each other to see who can get the challenge done faster. Challenges could be "line up according to birthdays, alphabetically by first name or last name, age, etc. Try the same challenges without talking.

Ball of String - While standing in a circle; pass a ball of string from one member to another. The rules are only the person with the string can talk. After everyone has had their turn to speak and share their feelings, there will be a web of string. This web illustrates the interconnected nature of group process. Everything they do and say affects the team. Now toss a balloon in the middle and have them try to keep it. They are not allowed to

touch it. This symbolizes "teamwork".

All Aboard - Take a large garbage bag, cut it to make a big layer and spread it on the floor. Have all the group members stand on the layer together. Once they have done this, fold the layer to make it smaller. Again, have all the students get on the layer. Continue this process. Eventually, the layer will be so small that the students will need to use a great deal of cooperation, teamwork, and ingenuity to get the whole group on the layer without anyone falling out/off.

Human Dragon - Divide your team into 4 teams of 6-8 individuals. You can have odd numbers or vary the length of the "dragon" depending on the skill, size and ability of your students. Each group designates the "head" person and the "tail" section of the Human Dragon. All other group members fill in behind the head of the dragon by holding on to the person in front of them at the waist. The goal of the activity is to have the head of each dragon attempt to tag the tail of any other dragon team. Only heads of the dragon can do the tagging because all other group members must remain connected (with two hands) to their mates. Players attempt to avoid having their group's tail be tagged and skillfully attempt to shield their tail from other dragons on the prowl.

Encouragement - Have a piece of paper for every student with one name on each page. The group sits in a circle. Everyone has 30 seconds to write one positive thing on each group member's sheet (30 seconds per sheet, then pass them). At the end, each student goes home with a sheet with many encouraging statements. A variation of this game is to have each group member have his/her own paper taped to his/her back.

Amnesia Game - A participant is identified as suffering from amnesia. That person needs to pretend not to know anything about the past. The rest of the group tells some things that help the amnesia victim to remember and to become the same person as before. The amnesia person can ask questions to gain more insight. Some questions could be "What would I do in a certain case", "What is my favorite saying".

Pass the Clap – Students stand in a circle. One person has the "clap" in their hands and turns to face a person next to them. About when they make eye contact or just when they are facing each other, they clap

simultaneously. Then, that next person has the clap and turns to pass it on. After it has been passed around once and everyone has the hang of it, begin to time him or her. Encourage people to move around, jump into a different part of the circle, and reverse it.

Hospital Tag - Every participant is "it" and also has three lives. When a player is tagged once, s/he must put this hand on the part of his/her body where s/he was tagged. The second time, s/he puts his/her other hand on that spot. The third time s/he is tagged, s/he is out. Participants will get a kick out of watching people run around with their hands on ankles or backs while trying to tag others.

60 Second Speeches - Have different topics pre-written on pieces of paper about all sorts of different things (candy, state advisors, television, summer, parents). One by one, participants will pick a topic from you and must give a 60 second speech however they would like. The only rule is that they must not stop talking or hesitate for the entire minute. You'll be amazed at what some people end up talking about in just one minute!
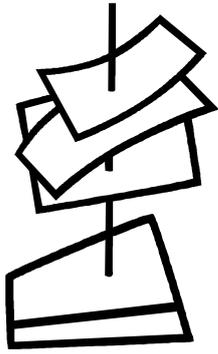
REFLECTIONS ON THE 8th ELT CONFERENCE HELD BY GAZIANTEP COLLEGE FOUNDATION PRIVATE SCHOOLS
6 April 2013

**Summarized by
Prof. Dr. Aydan Ersöz**

Upon an invitation from Gaziantep College Foundation Private Schools, I ran a session on April 6, 2013. There were about 150 participants from different schools in Gaziantep and its surroundings. The theme was ''Real life Experiences in ELT''. The conference was based on the quote: One effective strategy is to make the content relevant and meaningful within the framework of a student's social, emotional, and physical development. As students take in new information (listening and/or reading), teachers are strongly advised to avoid "mindless drilling... [but] to include opportunities to learn new material about the world and to connect to prior knowledge wherever possible." (American Educator, Spring 2006, p.35).

After the opening speeches, Tony Gurr had a plenary session on "Bringing

Real Learning into the Classroom". Then I had my session. All the participants were highly motivated and enthusiastic so it was a pleasure for

me to deliver my presentation. We talked, discussed, laughed, told the story, dramatize, sang and played games together.

Here is the summary of my session entitled All in One: A Sample Lesson for Young Learners.

Children and adults have different realities. Children live in a world in which animals can talk, super heroes live, and everything is possible.

Sam NcNerney says: Children are more creative and are natural inventors. Their worldview is incomplete and demands discovery. They prosper because they embrace their ignorance instead of ignoring it. And they are willing to explore, investigate and put their ideas to the test because they are willing to fail. Unlike adults, they don't care how other people perceive or evaluate their ideas, and they're

unconcerned with the impossible or what does not work.

Children in English Classes: General Principles
1. Children want to actually use the language, not to learn about it. Hence, teaching the rules of usage is meaningless for children.
2. For children, learning is a matter of experiencing rather than storing information to memory. Formal grammar and correct usage are too abstract for them.
3) Children don't like activities that are mechanical and meaningless.
4) Long and detailed explanations, full of abstract grammar jargon, are highly boring for children.
5) Children don't like formal classroom atmosphere which requires them to be passive, motionless and quiet.
6) Children love learning by doing and being physically active.
7) Children like being able to use their imagination and creativity in the classroom.
8) Old methods which focus on grammaticality and rote memorization don't work with children.
9) Children love doing amusing and interesting activities that challenge them.
10) Children learn best in a classroom atmosphere which is supportive and motivating.

Research has shown that children who play more, with plenty of movement, will be happier, more successful at their school work and better able to develop skills they will need later in life (Research by K. Alfano).

Children love to play and learn best when they have fun. Any syllabus for young learners should include contexts such as games, songs, rhymes, chants, stories, riddles, puzzles, drama, dramatization and art and craft activities, so on. All these contain authentic language and help us create a natural (or a less formal) atmosphere in the classroom. They are also a part of the child's life and reality. They make learning more memorable and fun.

A Sample Lesson (integrating different techniques and activity types)
Activity 1: Connect the dots. Find what is in the picture.

Activity 2: Find the fish and color them.

Activity 3: Do the maze. Collect the letters on your way. Find the sentence.

Start Here

Finish

Activity 4:

Can you see .... in the sea?

a school bus
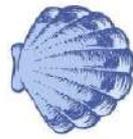
a sea-shell

an old boot

a bed

a laptop

a fish

a rock

a lamp

a giraffe

a rabbit

sea-weeds

an armchair

STORY TIME!
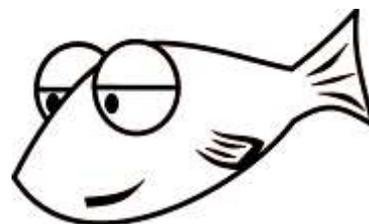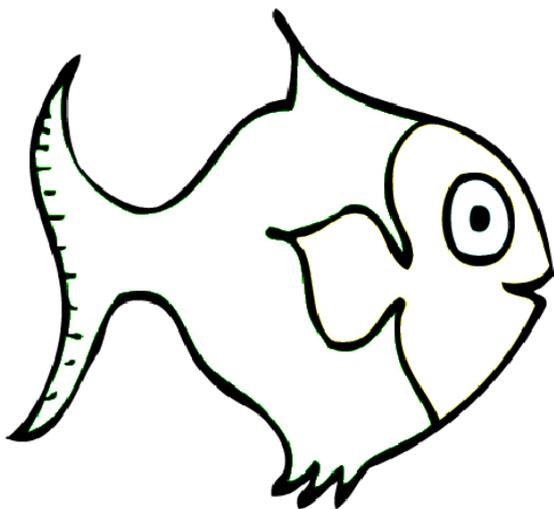*Big Blue Fish and Small Red Fish*

Dramatization
We chose volunteers to dramatize the Big Blue Fish, the Small Red Fish, a sea-shell, a rock, an old boot, and two students to be sea-weeds.

Activity 5: Puppet making

a) Color the pictures. The big fish is blue. The small fish is red.

b) Cut them out along the lines.

c) Turn the back of the pictures. Paste the big blue fish and small red fish on a drinking straw or stick with a piece of scotch-tape.
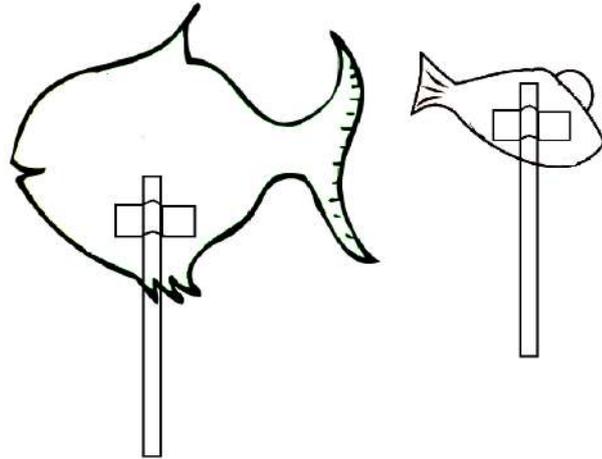
Activity 6: Song
Use your puppets. Let's sing a song. (Sung to the tune of The Wheels on the Bus)
The fish in the sea go
Swim, swim, swim
Swim, swim, swim
Swim, swim, swim
The fish in the sea go
Swim swim swim
All day long

The fish in the sea go
Hide, hide, hide
Hide, hide, hide
Hide, hide, hide
The fish in the sea go
Hide, hide, hide
All day long.

The fish in the sea go
Eat, eat, eat
Eat, eat, eat
Eat, eat, eat
The fish in the sea go
Eat, eat, eat
All day long
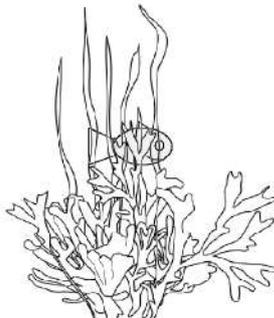
Activity 8: Craft activity

Let's make a bookmark. Use the templates. Listen and follow your teacher's instructions.
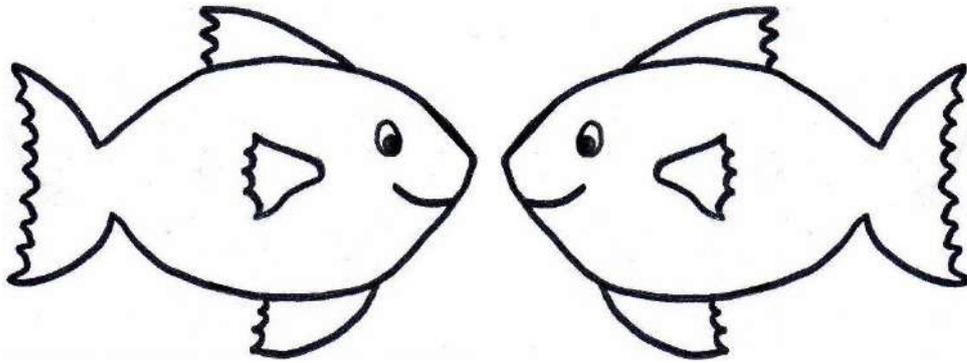
* Color the fish.
* Cut along the lines.
* Paste them together so that you have a fish on both sides.
Your bookmark is ready.
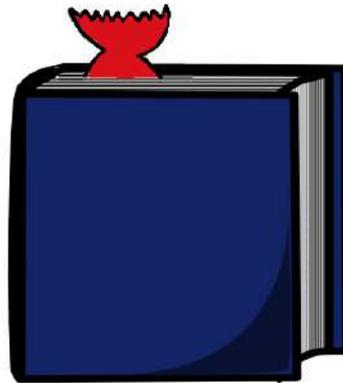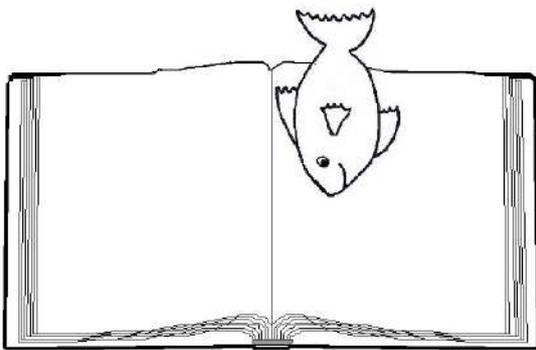
Activity 9: Put the puzzle pieces together. What can you see? (Puzzle pieces are on the board)
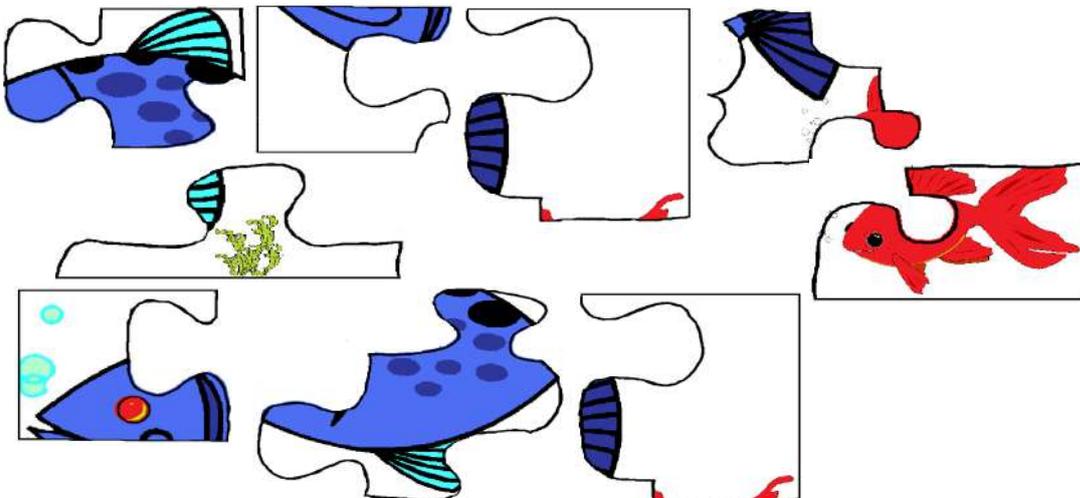
Activity 10: Write where the fish is.

Sir Ken Robinson stated "We are now running national education systems where mistakes are the worst thing you can make. We are educating people out of their creative capacities."

Children should be given ample opportunities to experiment with language, make their own mistakes, learn from them, learn by doing and learn by having fun in their own reality. We wrapped up the session with these lines and a nice "thank you" ceremony.
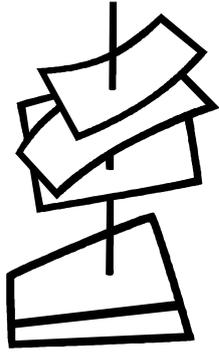
REFLECTIONS ON THE INTERACTIVE LANGUAGE FAIR AT THE 47th IATEFL ANNUAL CONFERENCE AND EXHIBITION
8 - 12 April 2013

Summarized by
Büşra Delen

The Interactive Language Fair is a unique section of the annual conference managed by two facilitators. There are a total of 16 speakers, each of which is given a place to showcase their work with various materials ranging

from multimedia to paper-based ones. I was there to experience this year's Interactive Language Fair firsthand as   a speaker.

The Fair took place on the second day of the conference and it lasted two hours.

The facilitators were Caroline Moore and Bethany Cagnol. After all the speakers were done with their preparations for the Fair, which really made me a bit nervous and nauseous I must say, Bethany Cagnol gave the start to the event by outlining what they should expect to the audience. It was followed by the introductions of the speakers one by one. Each speaker was given a three-minute slot to explain who s/he was and what his or her work was about. The second part of the Fair took an hour; the audience started to get around the hall to check out the presentations they were interested in till the end of the Fair.

My presentation was on teaching speech acts (practically the functions of a language) with TV series, specifically with How I Met Your Mother. After dealing with the theoretical aspect with the help of a couple of questions, I tried to explain my point with sample lesson plans, one of which you will find below. I hope you will enjoy using this lesson plan as much as I did while preparing it.

LESSON PLAN
Level: Intermediate to Advanced
Age: 16+
Time: 50 minutes
Materials: A twenty nine-second video from *How I Met Your Mother* (Season 2, Episode 8: Atlantic City), A PowerPoint presentation on the characters of the show
Language Focus: Making requests
Skills Practiced: Listening, Writing, Speaking
Description of the Lesson
It should be noted that this lesson plan should be integrated with a relevant topic in the coursebook. It can be connected to a unit on marriage and wedding ceremonies with a line such as *"Let's look at people who have a fear of wedding ceremonies."*

1. Pre-Viewing *(10 min.)*
In this part of the lesson the teacher tries to familiarize learners with the context of the unit, which is a TV show called *How I Met Your Mother*. S/he starts with showing some pictures from the show and with asking questions

such as "Do you know *How I Met Your Mother*?" and s/he gets answers from the learners. Then as the second step, the teacher shows the class a PowerPoint presentation on the show which summarizes its storyline, the characters' personal traits along with the relationships between each other. After the introduction, which has warmed the learners up enough for the next stage, the teacher provides a smooth transition and says *"Then, let's watch a part of it."*

2. During Viewing *(20 min.)*

The video used in this lesson is a scene between Robin, Marshall and Lily, three main characters of the show. Marshall and Lily decide to get married in Atlantic City without any ceremony since they do not want to carry the burden of a huge wedding. So, they go in a rush and ask their best friends, Robin, Ted and Barney, to come with them. In this scene, it is Robin's turn, who is at work at that moment. She has to ask if she can leave to her director, which is the main point of this lesson.

Before watching the video the teacher gives instructions and says *"You will watch the video with no sound first. Just pay attention to the speakers' gestures, mimics, body movements and try to guess what's happening there."* Watching the video without any sound and the instructions the teacher gives will lead the learners to 'read' the speakers' facial expressions, which is supposed to be another step taken towards their acquisition of another important skill in communication.

After watching the video with its sound off, the teacher asks the class about their ideas on the things taken place in the video. S/he also asks how the learners had their ideas aiming to see if they followed the facial expression and body movements of the speakers.

Following the brainstorming session the teacher says "Let's see if you guessed right." and plays the video again, this time with the sound on. Then, s/he asks "Were you right about them?" After getting the answers, the teacher asks other questions which lead the learners to the core of the lesson such as the place of the incident (Robin's workplace), what she was doing before Marshall and Lily rushed into the studio (presenting the news), other people there (the director, who is Robin's superior) and so on. The final question to be asked in this part is *"Does Robin leave just like that or does she do something before she says yes to Marshall and Lily's invitation?"* The

teacher shows the video again if it is necessary. The expected answer is that Robin asks for permission, which means she makes a request. As soon as this answer is taken, the teacher works on it and moves onto the topic of making a request elaborating on the topic with the rules of making a request directly and indirectly, taking contextual factors into consideration etc. The lesson is not a lecture, though. Learners should also participate in the process.

The dialog between Robin, Marshall and Lily is below:

(at the TV studio)
Marshall: Robin! Stop the news!
Director: What the hell?
Robin: It's OK. They're my friends.
Lily: We're going to Atlantic City to elope. You got to come with us.
Robin: Oh my God. This is so fantastic. <u>I-I don't know if I can just leave work.</u>
Director: It's okay, Mike can read the news tonight. *(To Mike)* Hey, Mike! <u>You can read, right?</u>
Mike: Yeah, I'm the best at reading.
Robin: Let's go to Atlantic City!
Marshall and Lily: Yeah!

The underlined sentences are the requests which the teacher is supposed to introduce to the learners. The first one a strong hint made as a way of asking for permission while the second one is a preparatory request made by speaker at a higher level of social status to one at a lower level.

3. Post-Viewing *(20 min)*
After the wrap-up of the lesson with some basic questions, the teacher assigns the learners a task. The teacher provides students with other short samples of the TV series and asks them to analyze them as it was previously done noting down the details such as the characters of the show, their moods in the part they watched, the incident occurring etc. They are also asked to look for requests and write them down if there is any. In order to get the students practice the function more freely, the teacher wants the students to create their own sequences, which can be based on their own daily lives. They have to take criteria such as social status, distance, familiarity, directness into consideration while preparing their dialogs.
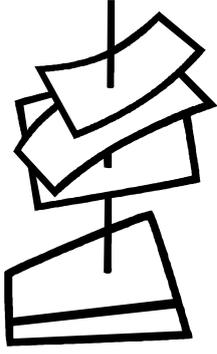
REFLECTIONS ON THE INGED - BRITISH COUNCIL CO-EVENT, HELD IN TOKAT
20 April 2013

Summarized by
Prof. Dr. Aydan Ersöz & A. Suzan Öniz

On 20 April 2013, Saturday we held an INGED - British Council Co-Event in Tokat. We started with Jason Price from the British Council, Ankara who gave two presentations entitled "Practicing Grammar through Drama Part 1" and "Practicing Grammar through Drama Part 2". After the lunch break, I held a session entitled "All in One: A Sample Lesson for Young Learners". We finished the day with Suzan Öniz' session, "Teaching, not Testing Listening". There were about 150 participants from Tokat and surrounding cities, all extremely enthusiastic to make the best of the event. We had an extraordinary MEB trainer, Eyüp Şener who helped us at every stage of this event.

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My session was based on the story "The Ghost with One Black Eye" which I have already written about. In order not to repeat myself, I would like to share the importance of using stories and how to choose them for classroom use.

Stories for children exist in every country and every culture. Children are captivated by stories and can internalize language while listening to them. Stories will lead children to 'indirect learning' which is the unconscious learning they achieve by playing, exploring and making discoveries. As children already love stories, using stories to teach language is highly motivating. It may get even more motivating depending on how good the story is, how interesting and colorful the illustrations are, and how you tell it.

In our fast-paced, media-driven, technology-surrounded world, storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important, and that clear communication between people is an art. Becoming verbally proficient can contribute to a student's ability to resolve interpersonal conflict nonviolently. Negotiation, discussion, and tact are peacemaking skills. Being able to lucidly express one's thoughts and feelings is important for a child's safety. Clear communication is the first step to being able to ask for help when it is needed.

Reasons to use stories to teach English:
1. Children love them.
2. Stories are motivating and fun. They create a desire to continue learning.
3. Stories can be taught to large classes.
4. Stories set language in a meaningful context. The story can be the focal point of the lesson, giving meaning and context to odd words and phrases learned in isolation. Children can absorb the language subconsciously.
5. Stories do NOT ONLY model accuracy BUT develop fluency as well.
6. Children like to hear the same story again and again. They do not seem to get bored of hearing the same stories over and over again. They repeat and recycle language naturally. This encourages language acquisition.
7. Stories can teach children about ethical behavior. Most stories contain a useful message, aside from language learning.
8. Stories help children to link fantasy with the real world.
9. Listening to stories is a shared social experience. Children share laughter, sadness, excitement and anticipation. This builds confidence and encourages social and emotional development.

10. Listening to stories develops listening, comprehension and concentration skills.
11. Stories enable children to make critical judgments and express their opinions. They teach ideas.
12. Stories exercise the imagination helping children develop their own creative powers. Developing the imagination can empower students to consider new and inventive ideas. Developing the imagination can contribute to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams.

Teachers may use both classical children's stories (Snow White and the Seven Dwarfs, Cinderella, Three Little Pigs, etc.) and modern children's stories. Most children are familiar with most of the classical stories, as they have already heard them in their native language so they work with familiar contexts when they work with these. However, they are long and are not repetitive. Some of them contain wicked characters (such as witches, wicked step-mothers, man-eating wolves, etc.) and psychologically disturbing events or actions. Modern stories, on the other hand, are brand new for most children, so they work with totally new contexts. However, they are short and repetitive. They are also psychologically and pedagogically appropriate for children as they are carefully screened by experts.

When teachers decide to use either story reading or storytelling, they need to choose a story
— which will engage the children within the first few lines (note that children often accept and like a story in the foreign language they might feel was childish in their own language)
— which they like
— which they feel is appropriate for the children
— which the children will understand well enough to enjoy
— which offers the children a rich experience of language
— which is right for the occasion and in its relation with other things they are doing with the children
— which they feel they can tell well
— which gives the chance to mime, role-play, dramatize and do other fun activities to accompany it.
— which can be visually supported.

"Teaching, not Testing Listening"
By A. Suzan Öniz

A detailed summary of this presentation can be found in our previous issue. I would like to briefly mention a few observations that I have made over the years concerning the teaching of listening.

Listening has sometimes been classified as a passive skill yet it requires the active participation of the listener in order to process what is being said, how it is said and what the intention of the speaker may be for uttering these sentences. Students, especially adult or young adult learners need to be encouraged to pay attention to the intonation and rhythm of the speaker, their body language if it is clip and naturally the speakers' choice of words. The latter is often the most difficult for some students because they perceive synonyms as simple equals. Learners often think that English offers several lexes for one concept and these words are interchangeable. This false notion lays the responsibility on the shoulders of the teacher. While introducing vocabulary in any context, the teacher has to focus on the meaning, collocations as well as the level of formality in addition to which implications of the new words; at least whether or not this lexical set has a positive or negative connotation. When learners have an idea as to the psychology of the selected words, they become much better at interpreting the dialogue. They become better at noticing implied meanings. This skill also affects their reading and they can start reading between the lines because they have a deeper sense of the vocabulary and speaker intentions.

Listening tasks, at least in the environment where I teach, are part of daily life but the topics are not selected by the teacher or learners. They are part of the course book and so students are immersed in different serious topics with every listening task. Yes, teachers do pre-listening tasks to smoothe the transition and prepare the class for what is to come but it is still difficult. One key factor here is background knowledge. If students are not quite familiar with the topic that they will be listening to, note taking, answering questions, in short comprehension is difficult. In integrated teaching, the reading lesson often introduces the topic and students become familiar with some of the concepts there; this facilitates processing spoken language in the listening section.

I like to prepare students well for the listening, check the task carefully to

ensure that this class can actually hear the answer clearly or if there is an answer based on implied meaning, I check to see if my students need extra preparation to notice the implicit information. In the beginning of the term, I may skip some questions in the beginning of the task and give the class a question such as: "How does the first speaker feel? Put up your hand when you hear something that tells you this." I will have previously noted a vocabulary item that implies a certain feeling or a change in the pronunciation and intonation that indicates this. If the class can't locate the answer, I give them a hint. This is how I first start so that students build confidence. In other words, pre-listening tasks followed by pushing the button for students to be on their own to sink or swim is not helpful. Those who get the answers right are happy, those who couldn't don't learn how to do better the next time.

WE ARE LOOKING FORWARD TO SEEING YOU AT OUR NEXT CONFERENCE IN IZMIR.

THE 'CALL FOR PAPERS' IS ON THE WEBSITE.

PLEASE SPREAD THE WORD AMONG YOUR COLLEAGUES AT YOUR SCHOOL.
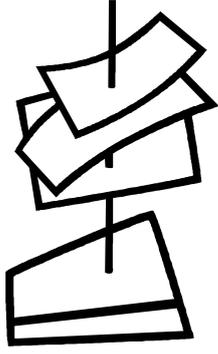
REFLECTIONS FROM THE INGED - BRITISH COUNCIL EVENT IN BOLU
10 May 2013

Summarized by
M. Nazlı Demirbaş & M. Akın Güngör

BRITISH COUNCIL

INGED - British Council Co-Event in Bolu

Dear English Teacher,

We would like to invite you to our workshop which will take place in **Bolu Abant İzzet Baysal University** on **10th May 2013**.

Workshop Venue:
Abant İzzet Baysal University
Kültür Merkezi
Mavi Salonu
Gölköy Kampüsü
14280 BOLU

Workshop Programme:

10:00 - 11:00 Session 1: Activities for strategy training
      Aydan Ersöz - INGED
11:00 - 11:15 Break
11:15 - 12:15 Session 2: Creative and Collaborative Writing
      Nazlı Demirbaş & Akın Güngör - INGED
12:15 - 13:30 Lunch break
13:30 - 14:30 Session 3: Saying What You Mean, Meaning What You Say
      Jason Price - British Council
14:30 - 14:45 Break
14:45 - 15:45 Session 4: Lessons From Nothing
      Jason Price - British Council

If you'd like further information, you may contact Pınar Kavsat at
pinar.kavsat@britishcouncil.org.tr

On 10th May 2013, INGED in collaboration with British Council Ankara organized an ELT event at Abant Izzet Baysal University, in Bolu. Sessions started with strategy training by INGED president Prof. Dr. Aydan Ersoz.

After her wonderful and fruitful session, our session titled 'Creative and Collaborative Writing' started. The room consisted of lecturers and student teachers (300+ participants in total), which created a very energetic and lively atmosphere. We emphasized the efficiency of music in developing creativity in EFL classes. The aim of the session was to pinpoint the common challenging points in the creative writing process and remedies for those points. So, 'set fire to the rain' and 'rolling in the deep' played at the beginning of the presentation to motivate the audience and to capture their attention toward the presentation.

The order of the session was as follows:
- writing in the classroom (what is involved in writing, common problematic issues encountered in EFL classes by students and teachers),
- types of writing (a list of writing types by Jim Scrivener and the preferences of the audience),
- collaborative work (how to develop it, how to form groups for collaborative work, teacher roles in collaborative work),
- music (how to increase creativity, the uses of music in EFL writing classes),
- a sample collaborative writing activity to develop creativity (steps to follow, websites to upload files and rubrics for evaluating writing).

For the detailed presentation outline, you may contact us any time at mnazlidemirbas@gmail.com or magelt06@gmail.com .

Following our session, Jason Price (British Council Ankara) held two consecutive and very motivating sessions. At the end of the day, we were full of enthusiasm and good memories. Student teachers and lecturers were very happy and satisfied with the event.

A brief reminder: INGED members can join INGED events free of charge and have the opportunity to meet various ELT speakers.
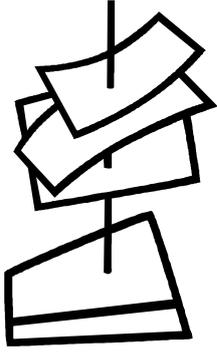
REFLECTIONS FROM THE INGED - ÇANKAYA UNIVERSITY EVENT IN ANKARA
31 May 2013

by
Dr. Hatice Karaaslan, CUPS EFL Instructor
(bayindirh@cankaya.edu.tr)
and
Fariya Doğan, CUPS EFL Instructor
(fariyadogan@cankaya.edu.tr)

INGED ran a one-day event in collaboration with Çankaya University Preparatory School on May 31, 2013 at the university's Balgat Campus, Ankara. The event, organized with the initiation of the Preparatory School's Director Dr. Bülent İnal and under the coordination of the school's teacher trainer Esen Metin Olmuşçelik, attracted quite many people, with its fantastic selection of speakers.

The opening remarks by Prof. Dr. Ziya Burhanettin Güvenç, Çankaya University's rector

The talks, preceded by the opening remarks of the university's rector, Prof. Dr. Ziya Burhanettin Güvenç, included the following:

In the first presentation entitled "Some Ideas about Student Motivation," **Defne Akıncı-Midas**, METU Instructor and teacher educator, dwelt on a key term in all educational contexts, "motivation" with references to the ideas of an important figure in the field, Zoltan Donyei aiming to outline the primary components of motivational teaching practice. She highlighted that unlike instructors of other fields, language instructors need to put extra effort in finding ways to invoke a strong desire in students to learn the target language and culture, and help them to pursue their goals and sustain their motivation consistently over time.

Defne Akıncı-Midas, METU Instructor and Teacher Educator

As an experienced language instructor and teacher educator at her institution, she provided examples of lively classroom activities that involve some form of humor, creativity and flexibility to facilitate the learning process. One such activity was "hide the audio/hide the video". In both versions, the teacher uses a short video clip. The former version (hide the video) appeals to the students who do not like writing and acting out dialogues or conversations themselves as it provides the whole story in the visual form (without the sound) and all they need to do is to make up some dialogues that can match the scenes. In the latter form, the students view the video; this time the visual input is not available but the sound is on. Here, all they need to do is to predict the scenes. Again, this could create a more meaningful and fun way of getting students to talk.

Building further on the topic of motivation, **Prof. Dr. Aydan Ersöz,** the President of INGED and freelance teacher trainer, gave a talk entitled "Everything Little Little into the Middle." She started her talk raising some

questions as to what motivates people to learn and elaborated further on the issue by focusing on the importance of getting students to feel curious and motivated. She offered fun and insightful activities that provide practice opportunities in the areas of grammar, vocabulary, punctuation, pronunciation, reading, listening, speaking and writing. Of the many great ideas she shared,

the ones that were made out of funny ads or commercials gathered the most attention. Here, the teacher gets some scenes from the whole ad clip,

Prof. Dr. Aydan Ersöz, the President of INGED and Freelance Teacher Trainer

shows these screen shots to the students, and asks them to guess what is going on by referring to some Wh- questions. It sounds far better than asking, "Write about your summer vacation" or "How was your weekend?"

Expanding the event's scope to include less-discussed aspects of language teaching, **Jason Price**, English Language Program Manager for the British Council, laid emphasis on "Tackling Intonation in Class: The Music of Speech" as

Jason Price, British Council English Language Program Manager

wrong intonation can convey a totally different message than intended, for that he gave an example of a Korean student (a foreign language student in

England) giving a seat to an elderly woman on the bus. An old woman gets on the bus. A Korean student as like most of the foreign language speakers spoke abruptly 'Sit here!' The old woman took the seat he offered and said 'The young boy is quite rude', which proves intention can be sincere but without the right stress and intonation can be misunderstood or conveys just the opposite.

He further elaborated by giving few more examples and classifying to further specify attitudinal intonation, and discourse intonation followed by the importance of 'fall and rise' in a speech. He shared an activity in which participants had to ask questions according to the recipients in different situations like, a commanding officer talking to an enemy prisoner of war, a shocked person talking to an alien, an adult talking to a lost child, or a suspicious airport official at passport control talking to a non-EU passenger. In the end, Mr. Price gave some useful recommendations by integrating intonation in lessons for a more productive and practical language learning experience for students and teachers alike.

Ufuk Akdemir, ICT coordinator and EFL Instructor at Çankaya University, gave a presentation on "Technology in EFL Classes: Practical Web 2.0 Tools" by first clarifying the concept of technology use as a means of cooperative learning which is time saving and supplementary than complimentary, with reference to Johnson's (2012) Hierarchy of Educational Technology Needs and Jhurree's (2005) view on technology as a tool and not an aim in teaching and learning. He then elaborated on all the useful Web 2.0 tools which are being used in Çankaya University like Moodle, Google Drive/ Docs, and Quizlet, and other frequently used web tools such as

Ufuk Akdemir, Çankaya University ICT Coordinator and EFL Instructor

Weebly, Soundcloud, Voscreen, and Online Utility. He also explained the function and practicality of such tools in an education system; in particular he mentioned their experiences with Moodle. In this virtual learning environment, teachers can create courses through which they can provide a variety of resources, assignments, or quizzes. He highlighted the advantages of time-cost effective, interactive, and easily accessible materials on click of a button.

The whole event ended with a cheerful raffle where the top prize was a wonderful British Council Online Learning Technologies Course!

Esen Metin Olmuşçelik (event coordinator); Defne Akıncı-Midas, Jason Price, Prof. Dr. Aydan Ersöz, Ufuk Akdemir (speakers); Ayten Güngör (host speaker)

We would like to say a huge thank you to all the attendees, speakers, and organizational staff who helped us make the event a great success.

A Book Report

http://www.newyorker.com/arts/critics/books/2012/05/14/120514crbo_books_acocella?currentPage=all

BOOKS
THE ENGLISH WARS
The battle over the way we should speak.
by Joan Acocella

BOOK review of
Henry Hitchings's "The Language Wars: A History of Proper English"

For a long time, many English speakers have felt that the language was going to the dogs. All around them, people were talking about "parameters" and "life styles," saying "disinterested" when they meant "uninterested," "fulsome" when they meant "full." To the pained listeners, it seemed that they were no longer part of this language group. To others, the complainers were fogies and snobs. The usages they objected to were cause not for grief but for celebration. They were pulsings of our linguistic lifeblood, proof that English was large, contained multitudes.

The second group was right about the multitudes. English is a melding of the languages of the many different peoples who have lived in Britain; it has also changed through commerce and conquest. English has always been a ragbag, and that encouraged further permissiveness. In the past half century or so, however, this situation has produced a serious quarrel, political as well as linguistic, with two combatant parties: the prescriptivists, who were bent on instructing us in how to write and speak; and the descriptivists, who felt that all we could legitimately do in discussing language was to say what the current practice was. This dispute is the subject of "The Language Wars: A History of Proper English" (Farrar, Straus & Giroux), by the English journalist Henry Hitchings, a convinced descriptivist.

In England, the most important and thorough prescriptivist volume of the

twentieth century was "A Dictionary of Modern English Usage," written by H. W. Fowler, a retired schoolteacher, and published in 1926. Its first edition is seven hundred and forty-two pages long, and much of it has to do with small questions of spelling and pronunciation. Fowler's true subject, however—his heart's home—is a set of two general principles, clarity and unpretentiousness, that he felt should govern all use of language. The book's fame derives from the articles he wrote in relation to those matters—"genteelism," "mannerisms," "irrelevant allusion," "love of the long word," to name a few. Fowler defines "genteelism" as "the substituting, for the ordinary natural word that first suggests itself to the mind, of a synonym that is thought to be less soiled by the lips of the common herd, less familiar, less plebian, less vulgar, less improper, less apt to come unhandsomely betwixt the wind & our nobility." As is obvious here, Fowler was dealing not just with language but with its moral underpinnings, truth and falsehood. To many people, he seemed to offer an idealized view of what it meant to be English—decency, fair play, roast beef—and to recommend, even to prescribe, those things. Accordingly, Hitchings deplores the book.

England did not. "A Dictionary of Modern English Usage" sold sixty thousand copies in its first year. Its most famous descendant was George Orwell's 1946 essay "Politics and the English Language." Published just after the Second World War—that is, just after most of the world had been nearly destroyed by ideologues—the essay said that much political language, by means of circumlocution and euphemism and other doctorings, was "designed to make lies sound truthful and murder respectable." (Orwell repeated the point three years later, in "1984.") Orwell was thus the most urgent prescriptivist possible. To him, our very lives depended on linguistic clarity. Hitchings nods at Orwell respectfully but still has questions about the campaign for plain English to which the great man contributed so heavily.

"That's his urine sample."

What the plain-English manifestos have been to Britain, "The Elements of Style," by William Strunk, Jr., and E. B. White, is to the United States. Strunk was an

English professor at Cornell, and "The Elements of Style" began life as a forty-three-page pamphlet that he wrote in 1918 and distributed to his students in the hope of reforming what he saw as their foggy, verbose, and gutless writing. His goals were the same as Fowler's: clarity and unpretentiousness. He also had a mania for conciseness.

A year after the pamphlet appeared, E. B. White, the twenty-year-old son of a piano manufacturer, enrolled in Strunk's course. After graduation, he forgot his professor's manual for many years, during which time he became a professional essayist, renowned for his clarity and unpretentiousness. Then, one day, a friend from college sent him a copy of Strunk's pamphlet, thinking that it might amuse him. Impressed by his old teacher's wisdom, White agreed to revise the manual for readers of his own time. The volume, now widely known as "Strunk and White," was published in 1959. It is not without faults: the passive voice, frowned on in the book, occurs eleven times just on page 16 of the fourth edition. Nevertheless, "The Elements of Style" is the most trusted style manual in the United States.

White appended an essay to the manual, "An Approach to Style," which carried the question of usage beyond correctness, into art. After the book's many pages of rules, he says that excellence in writing depends less on following rules than on "ear," the sense of what *sounds* right. Also, White stressed morals even more than Fowler did. "Style takes its final shape more from attitudes of mind than from principles of composition," he says. "This moral observation would have no place in a rule book were it not that style *is* the writer, and therefore what a man is, rather than what he knows, will at last determine his style." In short, to write well, you had to be a good person.

Strunk and White, together with Fowler and, to some extent, Orwell, addressed their remarks to people who were of their own social class, or who at least had had an education similar to theirs. Hence their ease, their wit, and their willingness to prescribe. None of them had any interest in telling steelworkers how to use English. But in the middle of the twentieth century their prescriptivist assumptions came up against violent opposition, at least in the academic world. The newly popular theory of structural linguistics held, in part, that you couldn't legislate language. It had its own, internal rules. The most you could do was catalogue them. A second important objection came from the reform politics of the late twentieth century. In a world changed by immigration, and intolerant of the idea of an élite, many people felt that

prescriptive style manuals were exclusionary, even cruel. Why should we let some old Protestant men tell us how to write our language?

Also on the level of taste and tone, the books seemed to some readers—for example, Hitchings—provincial and small-minded. "The idea of Fowler," he writes, "is part of that nimbus of Englishness that includes a fondness for flowers and animals, brass bands, cups of milky tea, net curtains, collecting stamps, village cricket, the quiz and the crossword." The idea of Strunk and White, too, was a little discomforting. The book became a cult object. A ballet based on it, by Matthew Nash, had its New York première in 1981. Nico Muhly composed a song cycle on the subject, and performed it at the New York Public Library in 2005, in conjunction with the publication of Maira Kalman's *illustrated* edition of "Elements." In 2009, Mark Garvey, a journalist, brought out a book, "Stylized: A Slightly Obsessive History of Strunk & White's The Elements of Style," that quotes the correspondence between White and his publishers, reproduces testimonials by celebrated writers, and describes Garvey's feelings—all his feelings—about the book: "I love its trim size. I love the trade dress of the 1979 third edition: The authors' last names fill the top half of the honey-mustard cover in a stocky, crimson, sans serif typeface." For some, such fetishism was a bit nauseating—and also clubbish. Strunk and White could be associated with what some readers saw as the pipe-and-slippers tone of *The New Yorker*, where White was a celebrated contributor for decades.

The crucial document of the language dispute of the past half century was Webster's Third New International Dictionary, published in 1961. This 2,662-page revised edition of the standard unabridged dictionary of American English was emphatically descriptivist. "Ain't" got in, as did "irregardless." "Like" could be used as a conjunction, as in "Winston tastes good like a cigarette should." Some of these items had appeared in the preceding edition of the unabridged Webster's (1934), but with plentiful "usage labels," characterizing them as slang, humorous, erroneous, or illiterate. In Web. III, usage labels appeared far less often; they bore more neutral names, such as "nonstandard" and "substandard"; and they were defined in subtly political terms. "Substandard," the dictionary tells us, "indicates status conforming to a pattern of linguistic usage that exists throughout the American language community but differs in choice of word or form from that of the prestige group in that community." Two examples that the dictionary gave of words acceptable throughout the American language community except in its

prestige group were "drownded" and "hisself."

On many sides, Web. III was met with fury. A number of readers had no memory of having heard "drownded" or "hisself" said by anyone, ever, prestigious or not. Some people—including the influential critic Dwight Macdonald, in an acidulous 1962 essay, "The String Untuned"—went so far as to accuse the editors of equivocating, misleading, and concealing, for political reasons. Even the middle-of-the-road *Times* ridiculed Web. III. Rex Stout's beloved detective Nero Wolfe threw the book into the fire because of its failure to distinguish between "imply" and "infer." This was the closest thing to a public scandal that the quiet little world of English-language manuals had ever seen.

Out of it a new lexicon was born: the American Heritage Dictionary of the English Language, published in 1969. The A.H.D. was a retort to Web. III. It was unashamedly prescriptive and also, strictly speaking, élitist. In the words of its editor, William Morris, the book was written to provide "that sensible guidance toward grace and precision which intelligent people seek in a dictionary." Intelligent people, dictionary consulters: that's not everybody. Still, A.H.D.'s makers did their best to keep the doors open. They had put together a "usage panel" of about a hundred people, mostly professional writers and editors, whom they consulted—indeed, they asked them to vote— on controversial words and phrases. The editors then arrived at their decisions, but for many words they added not just a usage label but also a usage "note," giving the voting results, which were sometimes close. Here, for instance, is the entry on "ain't": "Nonstandard. Contraction of *am not.*" But this is followed by an eighteen-line usage note, saying that while "ain't" is strongly condemned, "ain't I" is a little more tolerable than "ain't" combined with any other word. Actually, sixteen per cent of the panel thought that "ain't I" was acceptable in speech. (Don't try it in writing, though. Only one per cent approved this.) Such polling could be viewed as a preemptive defense against a charge of exclusiveness, but it can also be seen as an attempt to purvey common sense, rather than snobbery or defensiveness, and, in the end, just to tell the truth. In every quarter of the society, there is an élite. Web. III tried to make that fact go away. The A.H.D. did not, but it also demonstrated that occupants of the upper tier often—even usually—disagreed. So this was an élite that you might be able to join. It didn't have a secret code.

In making the case for the language as it was spoken, the descriptivists did

one great service: they encouraged studies of the vernacular. Dictionaries of slang have been around for a long time. In 2010, the Bodleian Library, at Oxford, brought out what its editors claim is the first specimen, a 1699 volume entitled "A New Dictionary of the Terms Ancient and Modern of the Canting Crew, In its Several Tribes, of Gypsies, Beggers, Thieves, Cheats, &c."—"cant" means slang—whose author is listed only as B.E. I did not know, though I was glad to learn, many of its listings: "Louse-land" (Scotland), "Suck your face" (drink), "Hogen-mogen" (a Dutchman). The grandfather of twentieth-century slang books is considered to be Eric Partridge, whose "Dictionary of Slang and Unconventional English" (1937) shocked many people of the time. Since then, there have been national slang books, theoretical slang books, slang books covering tweets and texts and e-mails (Julie Coleman's "Life of Slang"). Two years ago, a new contestant lumbered into the field: "Green's Dictionary of Slang," a three-volume, six-thousand-page lexicon. It covers the street talk not only of England—home of the book's author, the language scholar Jonathon Green—but of most other English-speaking countries, and of numerous subcultures within them: the gay, the incarcerated, the military, and so on. An important event in lexicography this year was the publication of the fifth and final volume of Joan Houston Hall's "Dictionary of American Regional English," with such items as "too yet" (also); "we-uns" (we, us); "toe jam," in wide use; and the "toe social," a party where the women stand behind a curtain, sticking their toes out beneath it, and the men, after appraising the toes, bid for a companion for the evening.

Unsurprisingly, sex is the richest contributor to slang. Jonathon Green claims to have found fifteen hundred words for copulation and a thousand each for "penis" and "vagina." There have been books strictly limited to obscenity. Green wrote one, "The Big Book of Filth" (1999). More recent is Ruth Wajnryb's "Expletive Deleted" (2005). Wajnryb breaks no ground in her discussion of the reasons for dirty talk: obscenity enhances your vivacity; it cements fellowship within the group doing the talking. But she does discuss ethnic variations. Arabic and Turkish, she says, are justly praised for elaborate, almost surrealist curses ("You father of sixty dogs"). Bosnians focus on the family ("May your mother fart at a school meeting"). Wajnryb gives generous treatment to the populations, such as the Scots and the African-Americans, who hold actual competitions of verbal abuse, and she offers memorable examples:

I hate to talk about your mother, she's a good old soul,

She got a ten-ton pussy and a rubber asshole.

For many years, the filthiest word in English was "fuck." Even the dauntless Partridge had to use "f*ck." (In Norman Mailer's 1948 war novel, "The Naked and the Dead," the G.I.s use "fug." In what may be an apocryphal story, Mae West, meeting Mailer at a party, said, "Oh, you're the guy who can't spell 'fuck'!") According to Wajnryb, "fuck" has ceded first place to "cunt."

While most discussions of slang focus on the lower and lower-middle classes, the gentry, too, have their argot. "U and Non-U: An Essay in Sociological Linguistics," written in 1954 by the scholar Alan S. C. Ross, was an early and notorious study of this. For many years, language manuals had provided double-column lists of correct and incorrect words. Ross and his colleagues offered parallel columns of upper-class (U) speech versus the speech of (non-U) middle-class people trying to attain, or pretend to, upper-class status. Here is a sample:

U	Non-U
Expensive	Costly
False Teeth	Dentures
Pregnant	Expecting
House(alovely)	Home (a lovely)
What?	Pardon?
Napkin	Serviette
Awful smell	Unpleasant odor
Rich	Wealthy
Curtains	Drapes

Some of the distinctions, such as "house" versus "home," and "curtains" versus "drapes," are still in force.

Note how well the non-U words conform to Fowler's definition of genteelism: the choice of the fancier, rarer, or more euphemistic word. Americans have made their own contributions to non-U. Today, "discomfit" often turns up where "discomfort" should be.

Ross insisted that he did not endorse the U and non-U rules. He was a blameless professor at the University of Birmingham, and his essay was written for an obscure journal of philology in Helsinki. But it was swiftly

leaped upon by people in England who did endorse such rules and were happy to talk about them. The essay was reprinted, in modified form, several times—for example, in "Noblesse Oblige," a volume edited by Nancy Mitford. Here, various contributors added their own notes on U ways. Mitford told us that any sign of haste is non-U. Whenever possible, she said, she avoided airmail.

However descriptive Professor Ross's intentions, his essay brings us to the obvious vice of the prescriptivists: many of them are indeed snobbish, as the descriptivists charge. The problem is not that they believe in the existence of élite groups—anyone who denies this is fooling himself—but that they are willing to scold us for not belonging to one. The novelist Kingsley Amis, who wrote a very Fowlerian manual called "The King's English" (1997), instructed us that "medieval" was to be pronounced in four syllables, as "meedy-eeval." To pronounce it in three syllables was "an infallible sign of fundamental illiteracy." Moving to a higher level, can we justly conclude that clear English is significantly related to moral worth? Unclarity, E. B. White says, is "a destroyer of life, of hope." Such statements are intended, in part, as comical hyperboles, but how funny are they, in the end, since most people would like to be on the side of life and hope? It must be said that the writers in question are not oppressing the masses. No, the object of prescriptivist scorn is Ross's non-U's, the aspiring middle class. It is always rewarding, Amis writes, "to spot a would-be . . . infiltrator." Amis's father was a clerk in a mustard-manufacturing firm, so his pleasure in spotting arrivistes is understandable. But is it O.K.?

The descriptivists' response to such statements is one of outraged virtue, and that is *their* besetting sin: self-righteousness. Hitchings sometimes casts himself as Candide, viewing with dismay the vile underbelly of the linguistic world. The rules are relative, he tells us. (Can it be?) They express the rule-makers' social class, education, and values. (No!) Accordingly, they are also grounded in the rule-makers' politics. (Really!) Having arrived at this last conclusion, the main point of his book, Hitchings ceases to be the shocked idealist and becomes an avenger. Purists are bullies, he writes. Even the soft-spoken language manuals are agents of tyranny. He says of Strunk and White's restraint, "As with so much that masquerades as simplicity, it is really a cover for imperiousness." Linguistic rigidity, he writes, is the product of its proponents' "anxieties about otherness and difference." You know what that means.

To support his points, Hitchings applies a great deal of faulty reasoning, above all the claim that since things have changed before, we shouldn't mind seeing them change now. Usages frowned on today were once common. (Dr. Johnson split infinitives; Shakespeare wrote "between you and I," and just about anything else he wanted.) Conversely, words considered respectable now were once decried. (Fowler took a firm stand against "placate" and "antagonize.") And people have been complaining about the bad new ways, as opposed to the excellent old ways, for millennia. Why should we be so tedious as to repeat their error? Hitchings thinks that many of the distinctions that prescriptivists insist on—not just small things like "disinterested"/ "uninterested" but big things like "who"/"whom"—"may already have been lost."

It is not hard to see the illogic of this argument. What about the existence of a learned language, or a literary language? If Milton took from Virgil, and Blake from Milton, and Yeats from Blake, were those fountains dry, because they were not used by most people? As for the proposition that, if something was good enough for Dr. Johnson, it should be good enough for us, would we like to live with the dentistry, or the penal codes, or the views on race of Johnson's time?

But the most curious flaw in the descriptivists' reasoning is their failure to notice that it is now they who are doing the prescribing. By the eighties, the goal of objectivity had been replaced, at least in the universities, by the postmodern view that there is no such thing as objectivity: every statement is subjective, partial, full of biases and secret messages. And so the descriptivists, with what they regarded as their trump card—that they were being accurate—came to look naïve, and the prescriptivists, with their admission that they held a specific point of view, became the realists, the wised-up.

In the same period, the reformism of the sixties became, in some quarters, a stern, absolutist enterprise. Hitchings acknowledges the tie between political correctness (he calls it that) and the descriptive approach to language study. Faithful to his book's thesis, he steps up to defend the enforcers, who were, he says, decent-minded people "demonized by the political right." But he has a difficult time reconciling their views with his proclaimed anti-authoritarianism. Things get awkward for him as the book progresses.

Once you check his sources, things get worse. In the prescriptivists' books,

you will find that, contrary to Hitchings's claims, many of them, or the best ones, are not especially tyrannical. Those men really wanted clear, singing prose, much more than rules, and they bent rules accordingly. White, addressing the question of "I" versus "me," in "The Elements of Style," asks, "Would you write, 'The worst tennis player around here is I' or 'The worst tennis player around here is me'? The first is good grammar, the second is good judgment." Kingsley Amis, for all his naughty jokes, is often philosophical, even modest. His preference for "all right" over "alright," he tells us, is probably just a matter of what he learned in school. But it is Fowler, that supposedly starchy old schoolmaster, who is the most striking opponent of rigidity. In his *first* edition, he called the ban on prepositions at the end of a sentence "cherished superstition," and said that those who avoid split infinitives at the cost of awkwardness are "bogy-haunted creatures." Even more interesting is to watch him deal with matters of taste. One of his short essays, "vulgarization," has to do with overusing a fancy word. It's wrong to do this, he says, but "Nobody likes to be told that the best service he can do to a favourite word is to leave it alone, & perhaps the less said here on this matter the better." This almost brings a tear to the eye. He doesn't want people to lose face.

Nowadays, everyone is moving to the center. The big fight produced some useful discussions of linguistic history, including Guy Deutscher's "The Unfolding of Language" (2005). These books, by demonstrating how language changes all the time, brought about some concessions on the part of the prescriptivists, notably the makers of the A.H.D.'s later editions. First, the editors changed the makeup of their advisory panel. (The original hundred advisers were not dead white men, but most of them were white men, and the average age was sixty-eight.) Some definitions were made more relativist.

Most important is that the editors tried to pull descriptivists over to their side. In the most recent edition, the fifth, they have not one but two introductory essays explaining their book's philosophy. One is by John R. Rickford, a distinguished professor of linguistics and humanities at Stanford. Rickford tells us that "language learning and use would be virtually impossible without systematic rules and restrictions; this generalization applies to all varieties of language, including vernaculars." That's prescriptivism—no doubt about it. But turn the page and you get another essay, by the cognitive psychologist Steven Pinker. He tells us more or less the opposite. There are no rules, he declares. Or they're there, but they're just old wives' tales—"bubbe-

meises," as he puts it, in Yiddish, presumably to show us what a regular fellow he is. And he attaches clear political meaning to this situation. People who insist on following supposed rules are effectively "derogating those who don't keep the faith, much like the crowds who denounced witches, class enemies, and communists out of fear that they would be denounced first." So prescriptivists are witch-hunters, Red-baiters. For the editors of the A.H.D. to publish Pinker's essay alongside Rickford's is outright self-contradiction. For them to publish it at all is cowardice, in service of avoiding a charge of élitism.

But the A.H.D.'s run for cover is not as striking as the bending over of certain descriptivists, notably Hitchings. Having written chapter after chapter attacking the rules, he decides, at the end, that maybe he doesn't mind them after all: "There *are* rules, which are really mental mechanisms that carry out operations to combine words into meaningful arrangements." We should learn them. He has. He thinks that the "who"/"whom" distinction may be on its way out. Funny, how we never see any confusion over these pronouns in his book, which is written in largely impeccable English.

No surprise here. Hitchings went to Oxford and wrote a doctoral dissertation on Samuel Johnson. He has completed three books on language. He knows how to talk the talk, but, as for walking the walk, he'd rather take the Rolls. You can walk, though.

Read more:
http://www.newyorker.com/arts/critics/books/2012/05/14/120514crbo_books_acocella#ixzz1vWKYwNGf

FROM A COLLEAGUE

Our President has some quotes for you... Here they are...

Quotes
from my Personal Collection
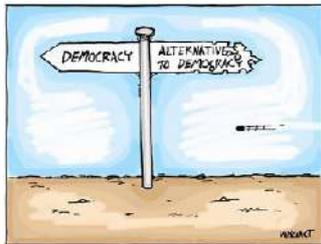by Prof. Dr. Aydan Ersöz

Education is a better safeguard of liberty than a standing army.

Edward Everett

Education is the guardian genius of democracy. It is the only dictator that free men recognize, and the only ruler that free men require.

M. B. Lamar

A Nation's best defense is an educated citizenry.

Thomas Jefferson

Education is the key to unlock the golden door of freedom.

George Washington Carver

Only the educated are free.

Epictetus

Powerful people cannot afford to educate the people that they oppress, because once they are truly educated, they will not ask for power. They will take it.

John Henrik Clarke

HAVE YOU RENEWED YOUR

INGED

MEMBERSHIP?

INGED DEPENDS ON YOUR CONTRIBUTIONS...

SOMETHING TO THINK ABOUT

In this issue, how about thinking about the teaching tips below... You are probably well-aware of these pointers but fresh colleagues may benefit from reviewing ideas about making life in the classroom a little more harmonious...

How familiar are you with Facebook Emoticons? See some examples at the end of this section...

www.dhakatribune.com/education/2013/jul/15/9-tips-teaching-english-non-english-speakers

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9 tips for teaching English to non-English speakers
Education Desk
Understanding more about the students' families and their needs is key

Students applying to the US, UK or Australia often do not have English as their first language. Hence classrooms in these countries are becoming increasingly diverse with increasing numbers of students whose primary language is not English.

Today these students are referred to as English Language Learners or just English Learners (EL). Support is provided in the foreign land for ELs, but local teachers are also responsible in aiding them with the right learning techniques and atmosphere for their English proficiency.

To adequately assist ELs in learning both content concepts and English simultaneously, all educators need to view themselves as language teachers. Here are 10 tips for supporting ELs in general education classrooms.

1. Know your students

Increase your understanding of who your students are, their backgrounds, and educational experiences. Understand how familiar they are with English and why it is important for them to learn English.

2. Be aware of their social and emotional needs

Understanding more about the students' families and their needs is key. When ELs have siblings to care for afterschool, possibly live with extended family members or have jobs to help support their families, completing homework assignments will not take priority.

3. Understanding first and second language acquisition

Although courses about second language acquisition are not required as part of teacher education programmes, understanding the theories about language acquisition and the variables that contribute to language learning may help you reach your ELs more effectively.

4. Students need to SWRL every day

The domains of language acquisition – speaking, writing, reading and listening – need to be equally exercised across content areas daily. Assuring that students are using all domains of language acquisition to support their English language development is essential.

5. Increase your understanding of English language proficiency

Social English language proficiency and Academic English language proficiency are very different. A student may be more proficient in one but not the other. A student's level of Academic English may be masked by a higher level of Basic Interpersonal Communication Skills (BICS) compared to their Cognitive Academic Language Proficiency (CALP).

6. Know the language of your content

English has a number of polysemous words. Once a student learns and understands one meaning of a word, other meanings may not be apparent. Review their vocabulary list and how they comprehend the various meanings that may be associated with one word. For example, a "plot" of land in geography class versus the "plot" in a literature class. A "table" we sit at versus a multiplication "table."

7. Use authentic visuals

These can be over- or under-utilised. Implement the use of authentic resources. For example, menus, bus schedules, post-cards, photographs and

video clips can enhance student comprehension of complex content concepts.

8. Strategies that match language proficiency

Knowing the level of English language proficiency at which your students are functioning academically is vital in order to be able to scaffold appropriately. Not all strategies are appropriate for all levels of language learners. Knowing which scaffolds are most appropriate takes time but will support language learning more effectively.

9. Collaborate to celebrate

Seek support from other teachers who may teach ELs. Other educators, novice and veteran, may have suggestions and resources that support English language development and content concepts. Creating and sustaining professional learning communities that support ELs are vital for student success.

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Here is the list of all Facebook Emoticons and their shortcuts:

Traditional Facebook Smileys

Emoticon	Name	Shortcut
	smile	:-) :) :] =)
	tongue	:-P :P :-p :p =P
	wink	;-) ;)
	grin	:-D :D =D
	curly lips	:3
	kiss	:-* :*
	grumpy	>:(>:-(
	glasses	8-) 8) B-) B)
	sunglasses	8-| 8| B-| B|

	upset	>:O >:-O >:o >:-o
	confused	o.O O.o
	shark	(^^^)
	gasp	:-O :O :-o :o
	pacman	:v
	squint	-_-
	devil	3:) 3:-)
	unsure	:/ :-/ :\ :-\
	frown	:-(:(:[=(
	cry	:'(
	Chris Putnam	:putnam:
	robot	:|]
	heart	<3
	angel	O:) O:-)
	kiki	^_^
	42	^_^
	penguin	<(")

News from iatefl

http://www.iatefl.org

**48th Annual International IATEFL Conference and Exhibition
at
Harrogate International Conference Centre, Harrogate, UK
on
2 - 5 April 2014**

Pre-Conference Events and Associates' Day: 1 April 2014

http://www.iatefl.org/harrogate-2014/harrogate-2014

Important Dates

Scholarship application deadline: 22August 2013

Conference registration for speakers and delegates: Open now

Speaker application deadline: 19th September 2013
Speaker payment deadline: 12th December 2013
Earlybird payment deadline: 30th January 2014

IATEFL MEMBERSHIP
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News from ⊕ **TESOL**

The TESOL website: http://www.tesol.org

For detailed information about the convention:
http://tesol.org/convention2014

ELT FOR THE NEXT GENERATION
TESOL 2014 International Convention & English Language Expo
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