THE INGED NEWSLETTER

Reading Strategies

PREDICT	VISUALIZE	CONNECT
Try to figure out what might happen next.	Picture the people, places, and events being described.	Connect what you are reading to other texts and the real world.
QUESTION	CLARIFY	EVALUATE
Ask questions about the material you are reading.	Investigate. Identify main points and summarize.	Judge the story and the actions of the characters.

NEWS ON-LINE

Together we stand!

Issue 2
June 2014

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From the President

Dear members,

We are together again with a new issue. I would like to take this opportunity to share an article that I have read recently with you. Janet Lawley reviews two books in this article: "The Myth of Homework: Why our kids get too much of a bad thing by Alfie Kohn (Da Capo Books, 2006)" and "The Case against Homework: How homework is hurting our children and what we can do about it" by Sara Bennett & Nancy Kalish (Three Rivers Press, 2006). If you are interested in reading the full article entitled "The Myth of Homework and the Case against Homework" by Janet Lawley, you can visit http://www.21learn.org/archive/review-the-myth-of-homework-and-the-case-against-homework/.

Despite the fact that "homework" has always been one of the major issues at schools among students, teachers and parents, there has been little research on its value and impact among educationalists. Alfie Kohn states that for children homework has become a nightmare that dominates home life starting as early as the kindergarten. The idea of "homework" is often encouraged by ambitious parents in a misguided focus on competition as they are under the illusion that it's good for the children. Most parents, and some teachers, believe that it helps to consolidate schoolwork, it teaches independence and responsibility and good work habits, it raises attainment, or so the argument goes.

In his book, Alfie Kohn demonstrates how these assumptions, although they are extremely common, are not based upon the results of research, commonsense or the experience of parents or teachers; and, he urges a reconsideration of long held and unquestioned beliefs. He suggests that there is almost no evidence that homework provides benefits for young children and raises serious questions about its advantages for older students. His findings are strongly supported by Sara Bennett and Nancy Kalish's book.

The case against homework started a long time ago. In the early 1900s doctors started a movement to abolish homework of all kinds, saying that children needed at least 5 hours of fresh air every day. In 1937, an article by a school superintendent in "Parent" magazine questioned the necessity and nature of homework. Did it have any educational value or was it a result of hyper-competitiveness? This discussion for and against homework has been around

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since then. People who blamed the education system for social and economic puniness had a loud and clear call for more homework as they believed that homework boosts standardized test scores that in turn boost business.

Kohn asserts that homework is not beneficial. He states that it does not go beyond being
- a burden on parents who need to be pretty fresh at the end of the day to help,
- a cause of family conflict,
- stressful for children, describing it as an endurance test "causing a loss of sleep, of self-esteem, of cheer, and of childhood",
- depriving youngsters of time for other physical and creative activities and time to be a child or even to rest,
- a factor leading to a loss of interest in learning. "It extinguishes the flame of curiosity".

Similarly Bennett and Kalish claim that homework spills over into the weekends and holidays, they report, curtailing family visits and activities, chill-out time, reading time, and perhaps most worrying of all family meals, so valuable for talking over the events of the day. Much homework requires parental support and help, thus extending the working day for parents to unendurable lengths and resulting in friction, conflict and tears. Siblings feel ignored when other children need more help. Their book which was based on research and on the views of many parents, teachers and students contains real-life stories.

Despite the frustration that homework causes on all parties involved, parents see lots of homework as part of the race to be the best and schools claim that it gives parents an insight into the school curriculum and objectives for their children. Unfortunately, there is no convincing case made in any of the research that homework teaches responsibility, study skills, perseverance, neatness, and time management as opposed to common belief. In fact there are research findings that demonstrate against the advantages of homework. Why, then, are these research findings disregarded?

A parent (quoted by Kohn) stated "We know that homework is good for kids and we're not going to let the facts get in the way". This resistance is a result of fundamental misconceptions about the nature of learning. Homework gives a student time but we know that is of little value unless it is "engaged time". It

gives practice which might improve behavioral responses by "drill and kill" but does not develop meanings and connections.

Kohn draws a picture of education in Britain but it surely reflects what is going on in Turkish schools too. The "tougher standards movement" has fuelled the race for parents to expect more and more homework and teachers to feel they have to set it. People have started to think "State schools are lousy and kids are lazy". "The new generation is not as bright as we were and salvation lies in raising the bar". So classrooms have become "test-preparation centers and what remains of decent teaching has been squeezed out.

Parents who use the excuse "It's a competitive world!" ask for more exams and homework from the teachers, hire tutors or send their children to private courses. They create stressed-out and time-starved children who believe that approval and love is conditional on doing well at school and in exams. Only the winners are good children, the losers are simply a burden that bring shame to the parents.

Both books mention the society's basic distrust of children and how they would choose to spend their time. We don't trust children or their parents or non-traditional learning. We invent "busy work" to "keep children busy." The question is: What are they busy about? And the result? We simply ignore the fact that we need down-time after work and so do our children.

Kohn suggests "no homework" for young children and for older students "tasks assigned only when they are appropriate and worthwhile". He adds that good homework involves the active learning of the child. If there is any doubt about the effectiveness and value of homework we ought to encourage ourselves, and one another, to rethink basic assumptions about its inevitability and desirability.

The research
- According to a 2001 review of more than 120 studies of homework and its effects by Professor Harris Cooper of Duke University, the US's leading homework researcher, and his updated 2006 review of an additional sixty studies, there is very little correlation between the amount of homework and achievement in elementary school and only a moderate correlation in middle school. Even in high school, "too much homework may diminish its effective-ness or even become counterproductive," writes Cooper in his latest research

review (Harris Cooper, The Battle over Homework, second edition, page 26, and Does Homework Improve Academic Achievement? A Synthesis of the Re-search 1987-2003, the Review of Educational Research [Spring 2006).

• Many countries with the highest scoring students on achievement tests, such as Japan, Denmark, and the Czech Republic, have teachers who assign little homework. Meanwhile, countries such as Greece, Thailand, and Iran, where students have some of the worst average scores, have teachers who assign a lot of homework. American and British students do as much homework as their peers in other countries-if not more-but still manage only to score around the international average (National Differences, Global Similarities: World Culture and the Future of Schooling by David P. Baker –and Gerald K Le Tendre, Stanford University Press, 2005);

• Most teachers do not take courses specifically on homework during teacher training. In fact, research shows that the great majority are unaware of the research on the problems with homework (Stephen Aloia, "Teacher Assessment of Homework:' Academic Exchange Quarterly [Fall 2003]).

Recommended Homework guides
Homework assignment is not a must but if needed the following timetable can be used.

Grade Time per school night (Monday through Thursday only)

Grade	Time per school night
Kindergarten	10 minutes
Primary 1	10 minutes
Primary 2	10 minutes
Primary 3	20 minutes
Primary 4	20 minutes
Middle School 5	30 minutes
Middle School 6	30 minutes
Middle School 7	40 minutes
Middle School 8	40 minutes
High School 9	50 minutes
High School 10	50 minutes
High School 11	60 minutes
High School 12	60 minutes

Teachers who are teaching different subject areas should share school nights and time themselves carefully. For example the Math's teacher can have Mondays and the English teacher can have Tuesdays. For later levels teachers can share the same night with careful timing. For example both the Math's

teacher and the English teacher can have Mondays, but the math's homework should be for 10 minutes and the English homework for 10 minutes.

Additional information
- A 2006 national Scholastic Yankelovich study found that reading for fun declined sharply after age eight. The number one reason: too much homework.
- Kids between the ages of five and twelve need ten to eleven hours of sleep each night; teens need 9 hours. According to the National Sleep Foundation's 2004 Sleep in America Poll, 54 percent of first through fifth graders sleep just 9 to 10 hours each night and 17 percent sleep less than 9 hours. According to the Foundation's 2006 poll, 80 percent of teens don't get the recommended amount of sleep. At least 28 percent fall asleep in school and 20 percent fall asleep doing homework, all facts: National Sleep Foundation, www.sleepfoundation.org).
- According to a large study by the University of Michigan, family meals are the single strongest predictor of better achievement scores and fewer behavior problems for children 3 to 12 (Journal of Marriage and the Family May 2001). In this survey 42% of families did not eat together during the week and young people had 12 hours a week less free time than in 1981.
- According to the American Psychological Association, typical school children today report more anxiety than did child psychiatric patients in the 1950 (Journal of Personality and Social Psychology, December 2000).
- Kids are more sedentary than ever before, and homework is a contributing factor. A 2004 survey revealed that time spent on homework has increased by 515 since 1981. Since 1981, the amount of time kids spend playing sports has decreased by 58 percent for six to eight-year-olds, 19 percent for nine to eleven-year olds, 43 percent for twelve- to fourteen-year-olds, and 28 percent for fifteen to seventeen-year-olds (Changing Times of American Youth: 1981-2003, Institute for Social Research, University of Michigan, 2004). Since 1980, the number of overweight children in the United States has tripled, according to a 2004 report by the Centers for Disease Control (CDC). Even since 2000 there's been a significant increase: 17.1 percent of American kids under nineteen are now considered overweight (Journal of the American Medical Association, June 2004). Children who stay home to do homework and study misses the opportunity of playing outside, getting fresh air or doing exercise.

Quotes and thoughts

- A teenager: "Homework is my life. It is all I do. Every day I cannot bear to wake up. I hate homework. I cannot believe how much of my childhood has been wasted on homework. I will never have that time again. All I can think of is school. Help!"
- A 15-year-old girl: "Don't give me a book as a Christmas present. I won't have time to read it." Her holiday assignments was to read four set books and to write an essay on each.
- A 10-year-old student from Brooklyn: "Sometimes I feel like the world is about to drop from right beneath me like a ride in an amusement park. I cannot for my life balance anything – like time, homework or just getting a snack. I have to rush, rush, rush, rush, rush through my days, actually through all 7 days and that's 7 days of my life wasted."
- Professor William Cain: "Homework is making learning a miserable experience for many students".
- A Californian teacher: "When intrigued by a good lesson and freed from homework pupils naturally seek out more knowledge and hand me articles and news reports".

Homework should not be totally abandoned. British Educational Research Journal published a report on the issue in 1999. The report states that homework can increase performance when given in sensible quantities and when the pupil sees the significance of a piece of work in relation to their individual need. Homework loses its usefulness when the nature and the quality of the work set are of dubious value. It is obviously important that any work set for a pupil to do at home should be clear, interesting and relevant. The report shows that homework is most valuable where teachers are confident (a) about the whole idea of homework, (b) that they have planned it with sufficient care and time, and (c) that they are prepared to give follow up the assignment with grading and written and/or verbal feedback.

Prof. Dr. Aydan Ersöz
INGED President

From the Editor

Dear Colleagues,

In our summer issue, we have included summaries from various conferences and webinars as well as reflections on INGED Events and INGED Afternoons held in various cities and the three INGED Drama Festivals held in Ankara, Istanbul, and Izmir. You can also find the results and pictures from these lively and exciting acting days. Two of the actors from Izmir have sent us their impressions of what participating in the Drama Festival meant to them. It is always refreshing to read what teenagers think about events…

The INGED President has been invited to participate in a forum by the Turkish Ministry of National Education to assess the needs of state school English teaching programs. You can find a summary in this issue.

In the Language Skills section, you can read about the reading skill. You can also find ideas as to what to do during the long summer break to prevent brain drain and summer slide. At the end of this issue, there is a long poem that will be a pronunciation challenge because of the words selected.

We wish you all a happy and relaxing summer…
Warm greetings,

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.**

SEETA CALENDAR

South Eastern Europe Teachers Associations
http://seeta.eu

SEETA
South Eastern Europe Teachers Associations

Getting Started | SEETA Volunteers | Netiquette | SEETA World | Calendar | Contact

Getting Started
Getting Active

Find out more about the SEETA Community and how you can contribute. Help and advice about using the site . Click **HERE** to access this area.

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...oups, two different worlds with Margarita Kosior
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SEETA Members
An area for the membership of SEETA Teachers' Associations . You need an enrolment key from your TA. Click **HERE** to access this area.

SEETA Committees
On-line courses for committee members of SEETA TAs . Click **HERE** to access this area.

SEETA Administration

online community

Happening Now!

Two different age groups, two different worlds

My Working Week: 23-27 June 2014
Margarita Kosior

Teaching kindergarten English classes in the morning and sessions with college-level students in the afternoon. Two different age groups, two different worlds... A whole lot of challenges and a whole lot of uplifting moments.

SEETA Blog: Two different age groups, two different worlds with Margarita Kosior

Respecting Diversity

16-20 June 2014
A Social Inclusion project for schools

The International Olympic Truce Centre, The British Council and SEETA have prepared for you this 1-week course.

Join the course here

+A lucky participant will win a swatch watch

Small-scale ,teacher-led Research Project

SEETA in collaboration with Desmond Thomas, University of Essex

Join the project area and find out more

Welcome New Teachers

SEETA BOOKLET 2013-2014
What advice would you give to new teachers ? Post your article to the forum to be included in the SEETA Booklet for new teachers.!
Join us here

Coming Your Way

SEETA Interviews by Philip Kerr
Join the interview with Willy Cardoso

Young Learners: Tips and Tricks !

+Teaching Pronunciation
+ Roleplay - Fortune telling and palmistry
+Amazing Systems for Teaching English to YL!
Join us here

SEETA Teachers' Lounge

On-going community forum
+ My favourite .....Is ? + Behaviour

Login
Username
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Login
Create new account
Lost password?

Online users
(last 5 minutes)
Margarita Kosior

Latest news
Anna Parisi   23 Jun, 16:46
Happening now on SEETA!
Anna Parisi   15 Jun, 20:12
June 2014 on SEETA
Anna Parisi   17 May, 16:14
Vicky Loras blogging on SEETA
Older topics

Upcoming events
There are no upcoming events
Go to calendar

Calendar
June 2014
Sun Mon Tue Wed Thu Fri Sat

Past forums

THE LATEST NEWS FROM SEETA

Dear Colleague,

SEETA, the South Eastern Europe Teachers' Association, has made arrangements to initiate a SEETA Project in collaboration with Desmond Thomas, University of Essex. The inspiration for the project came from Desmond Thomas' plenary presentation at the BETA International Conference in Blagoevgrad, Bulgaria, April 2014.

What is the project?

It's a small-scale teacher-led research project for elementary, secondary and university teachers both in state and private sectors. One of its aim is to seek to

1. redress the balance between theory and actual practice by encouraging teachers to become active researchers and
2. engage classroom practitioners in setting up classroom-based research into TEFL/TESOL issues. (See the rationale for this project on the INGED web site under Announcements)

Why participate?

This is a great opportunity for teachers in our region to be involved in a teacher-led research project. As Desmond Thomas points out in the SEETA Project rationale, "There are great benefits to be gained at an individual level in terms of increased knowledge, highly developed skill sets, increased confidence and better employability prospects. The key to all of this is publication of research findings in which SEETA can play an important support role."

Am I too late to join?

You can join the project by first going to the project area on SEETA to find out more information about how to be involved in the project. The details are there and you can watch the first webinar with Desmond Thomas there too. You can join the project area here:

http://www.seeta.eu/course/view.php?id=109#section-1

What is the timeline for the project?

The tentative calendar for this two-year research project is as follows:

September 2014 till the end of March/April 2016:

On-line webinars on the SEETA website on all aspects of setting up and running a small-scale action research project (e.g. how to select and narrow down a topic, how to collect & analyze data, how to write the final report so that it can get published) with continuous support and discussion forums.

September 2015 till the end of April/May 2016:

The actual action research in class (conducted by individual teachers or collaboratively with a partner teacher/s), data analysis and report writing.

If you are interested in doing action research in your own class:

- Go to http://www.seeta.eu/course/view.php?id=109#section-1
- Create a SEETA member account (free) to be able to log in.
- Check the dates for the free on-line webinars and other dates regarding this project.

This is a unique opportunity for our region to make a strong mark on the ELT global map. Please feel free to spread the word, among ELT practitioners, teacher educators, school advisors, universities and other ELT stake holders.

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

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

This year INGED was proud to organize 3 Drama Festivals
in 3 different cities: Ankara, Istanbul, & Izmir.

2014 has been
the 16th year for the Drama Fests in Ankara & Istanbul
and it is the 1st year for the Festival in Izmir.

INGED thanks
TED Ankara Private Schools (Ankara),
Marmara Private Schools (Istanbul),
MEV Izmir Güzelbahçe College (Izmir)
for their outstanding hospitality and support of INGED.

Here are impressions, results and photos.

THE 16TH INGED DRAMA FESTIVAL IN ANKARA

THE 16th INGED DRAMA FESTIVAL, ANKARA
May 24, 2014

Hosted by
TED Ankara Private Schools
Summarized by Nazlı Güngör

This year the INGED Drama Festivals in Ankara and Izmir were postponed due to the Soma mining disaster on May 13, 2014 in Manisa – Soma. Unfortunately 301 miners passed away in this terrible disaster. As INGED we mourn those who lost their lives in Manisa – Soma. Following this disaster, national mourning was announced throughout the country thus all festivities and celebrations were postponed to a later date just like the INGED Drama Festivals.

The festival in Ankara was held at TED Private Schools in Incek on Sunday, May 24, 2014. When we arrived there, parents and children were waiting

impatiently. The day started with the play titled 'Charlie and the Chocolate Factory' by Anafartalar College. The cast was crowded with children ranging from kindergarten levels to secondary levels. They performed so enthusiastically and energetically that parents and guests admired their energy. The set was also very attractive.

Next, we gave a coffee break for 15 minutes to give the next school enough

time for preparations and the setting up of the decoration of the stage. The second play was 'Hansel and Gratel' by Ankara University Development Foundation Schools. Their costumes and the English language pronunciation of the children were worth seeing. They were well prepared for the play thanks to their teachers.

The third school was METU Foundation Schools, who had prepared 'Hamlet– What was the question?'

The children's English

proficiency and pronunciation skills really stunned us. Then there was a lunch break for 1,5 hours and we wandered around the TED campus admiring the facilities. They have a huge campus in Incek with social entertainment areas, a sports club and stores.

The afternoon plays went on with Yükselen College presenting 'Hansel and Gratel':

TED Ankara Private Schools staged 'Red Riding Hood':

The   final performance was by Aşiyan College who presented 'Peter Pan'.

They all performed enthusiastically. The jury gave an hour's break to decide on the winners. The jury members were Jason Price from British Council Ankara Office, Nazlı Güngör from the INGED Board, and A. Suzan Öniz also from the INGED Board. As a result of long and difficult deliberations, the jury members made their decisions. Personally, among so many enthusiastic, well-performed and wonderful plots, cast and performances I found it very hard to decide on the winners. After an hour, when the jury came to the hall and our president Prof. Dr. Aydan ERSOZ made a thanking speech to the hosting institution, children, parents and teachers. Then, she announced the winners and categories one by one. While she was announcing each category, children and parents were listening to her breathlessly. The hall was swarming with parents, children, teachers and students. All participant students got their gifts for their encouragement. Then we distributed the certificates to the winners..

The INGED Drama Festival results were as follows:

THE BEST PLAY AWARD
1st Place: Hamlet (METU D.F.S.)
2nd Place: Little Red Riding Hood (TED Ankara College)
3rd Place: Hansel & Gretel (Yükselen College)

THE BEST LEADING ACTRESS AWARD
1st Place: Iraz Akçam (METU D.F.S.)
2nd Place: Sera Erden (TED Ankara College)
3rd Place: Ece Kaldırım (Anafartalar College)

THE BEST LEADING ACTOR AWARD
1st Place: Bora İmirgi (METU D.F.S.)
2nd Place: Alper Kaan Yanarateş (TED Ankara College)
3rd Place: Erte Baytok (Yükselen College)

THE BEST SUPPORTING ACTRESS AWARD
1st Place: Nisa Sude Demir (Yükselen College)
2nd Place: Simay Kayra Kavlak (Aşiyan College)
3rd Place: İpekçe Özdemir (Anafartalar College)

THE BEST SUPPORTING ACTOR AWARD
1st Place: Fehmi Sarp Eruzel (Ankara University D.F.S.)
2nd Place: Umut Suna (Aşiyan College)
3rd Place: Mert Nurani (METU D.F.S.)

THE BEST SHINING STAR AWARD (FEMALE)
1st Place: Defne Akkaymak (Yükselen College)
2nd Place: Sili Deniz Ay (Ankara University D.F.S.)
3rd Place: Irmak Arslan (Aşiyan College)

THE BEST SHINING STAR AWARD (MALE)
1st Place: Ömer Kürşad Pınar (Yükselen College)
2nd Place: Ozan Hazır (Anafartalar College)
3rd Place: Serdar Akgün (Yükselen College)

THE BEST CONTRIBUTING ACTRESS AWARD
1st Place: Özge Balcıoğlu (Ankara University D.F.S.)
2nd Place: Ayşe Mısırlıoğlu (TED Ankara College)
3rd Place: Berin Emiroğlu (Yükselen College)

THE BEST CONTRIBUTING ACTOR AWARD
1st Place: Can A. Bilgicier (TED Ankara College)
2nd Place: Alp Tuna Erciyas (Aşiyan College)
3rd Place: Alp Mete Öztürk (TED Ankara College)

THE BEST PRONUNCIATION AWARD
1st Place: Eylül Alptekin (Ankara University D.F.S.)
2nd Place: Ali Kaan Uysal (Anafartalar College)
3rd Place: Ege Gürkan (METU D.F.S.)

THE BEST MUSICAL PERFORMANCE AWARD
No musical was performed this year.

THE BEST COACHING TEACHER AWARD
Alp Özküçük & Gizem Bulut (Ankara University D.F.S.)

THE BEST SINGER AWARD
No musical was performed this year.

THE MOST ENTHUSIASTIC GROUP AWARD
The Oompa Loompas (Anafartalar College)

THE SPECIAL JURY AWARD
Tuna Deniz (METU D.F.S.)

I would like to celebrate the winners and thank all those who spent tremendous time on the preparations for the festival and the participating schools for their enthusiasm and encouragement.

Hope to see you at the 17th INGED Drama Festival in 2015!

The 16th INGED DRAMA FESTIVAL, ISTANBUL
29 May 2014
Hosted by
Marmara Private Schools, Istanbul

The 16th INGED Drama Festival in Istanbul was hosted by Private Marmara Middle School on their beautiful green campus Maltepe Eğitim Köyü on 29 May 2014. INGED would like to extend their warmest and deepest thanks to for their warm and professional hosting of the event. It has been a pleasure to attend the festival…

The participating schools and the names of the plays are as follows (in alphabetical order)

Ayazağa Işık Primary Schools
Kurtköy Private Doğa Primary School
MEV College Private İzmir Güzelbahçe Middle School
Private Anabilim Middle School
Private Bursa Nilüfer Bahçeşehir College
Private Marmara Middle School
TED Bursa College
VKV Koç Private Middle School

The jury members were: Nicola Salmon from OUP, and A. Suzan Öniz from INGED. After long and extremely difficult deliberations the jury members made their decisions. Here they are:

The results were as follows:
THE BEST PLAY AWARD
1st PLACE "Shakespeare's Dilemma" (VKV Koç P. Middle School)
2nd PLACE "Alice in Wonderland" (TED Bursa College)
3rd PLACE ".Beth" (P. Marmara Middle School)

THE BEST LEADING ACTRESS AWARD
1st PLACE Lal Ensari (VKV Koç P. Middle School)
2nd PLACE Dide Çetinayak (MEV C. P. İzmir Güzelbahçe Middle School)
3rd PLACE Migle Gedominskaite (Kurtköy P. Doğa Primary School)

THE BEST LEADING ACTOR AWARD
1st PLACE Emir Raz Fines (VKV Koç P. Middle School)
2nd PLACE Deniz Ulaş Taşkın (P. Marmara Middle School)
3rd PLACE Boğaç Çeliköz (Ayazağa Işık Primary Schools)

THE BEST SUPPORTING ACTRESS AWARD
1st PLACE Pınar Erdem (P. Marmara Middle School)
2nd PLACE Sıla Okay (P. Bursa Nilüfer Bahçeşehir College)
3rd PLACE Y. Maya Salatacı (Ayazağa Işık Primary Schools)

THE BEST SUPPORTING ACTOR AWARD
1st PLACE Cem Üstündağ (VKV Koç P. Middle School)
2nd PLACE Ömer Arda Dündar (P. Anabilim Middle School)
3rd PLACE Kerem Akkız (Ayazağa Işık Primary Schools)

THE BEST SHINING STAR AWARD (FEMALE)
1st PLACE Aslı Dönmez (TED Bursa College)
2nd PLACE Sezi Yakar (Ayazağa Işık Primary Schools)
3rd PLACE Sıla Yedikardeş (P. Anabilim Middle School)

THE BEST SHINING STAR AWARD (MALE)
1st PLACE Atilla D. Yurtsever (MEV C. P. İzmir Güzelbahçe Middle School)
2nd PLACE Emirhan Ilkay (P. Bursa Nilüfer Bahçeşehir College)
3rd PLACE Andrei Motta (Kurtköy P. Doğa Primary School)

THE BEST STAGING AWARD
1st PLACE Gökçe Hilal Sincer & Nihan Ayşe Atamdede & Lidiia Kozlova (Kurtköy P. Doğa Primary School)
2nd PLACE Başak Ok & Ebru Elmas (P. Anabilim Middle School)
3rd PLACE Aslı Tekin & İmge Yaşar & Melek Mustafaoğlu & Zeynep Mutman & Ozan Sarıkaya (P. Bursa Nilüfer Bahçeşehir College)

THE BEST PRONUNCIATION AWARD
1st PLACE İnci Topçu (P. Marmara Middle School)
2nd PLACE Rüya Yaman (Ayazağa Işık Primary Schools)
3rd PLACE Gülis Aydın (TED Bursa College)

THE BEST MUSICAL PERFORMANCE AWARD
1st PLACE "When in Rome" (MEV C. P. İzmir Güzelbahçe Middle School)
2nd PLACE "Teen Beach" (P. Bursa Nilüfer Bahçeşehir College)
3rd PLACE "Wet Side Story" (P. Anabilim Middle School)

THE SPECIAL JURY AWARD
Best Writer, Director & Actor all in one: Emir Raz Fines
 (VKV Koç P. Middle School)
Best Comic Effect: (P. Marmara Middle School)
Best scene, props & costumes: (Kurtköy P. Doğa Primary School)

Hope to see you at the 17th INGED Drama Festival in 2015!
Here are some wonderful moments from the Istanbul Drama Festival:

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The 1ST INGED Drama Festival, Izmir

The 1st INGED Drama Festival
in Izmir

17 May 2014

Hosted by:
MEV Izmir Gülbahçe College

Contact:
ozlem.gonen@mevizmirokullari.k12.tr

REFLECTIONS ON THE
THE 1st INGED DRAMA FESTIVAL
HOSTED BY
MEV İZMİR PRIVATE SECONDARY SCHOOL
24 May 2014
by
Asena Çifçi
INGED Board, Secretary

The INGED Drama Festival was held for the first time in İzmir and hosted by MEV İzmir Private Secondary School. All the students, including the hosts of the event, ask-me students, actors and actresses were all very well-prepared. It was obvious that they were also really eager and motivated to be there and join this event. Everything was arranged perfectly and went according to plan. There were two plays performed by two schools before and after lunchtime. Therefore, in total, four schools performed.

The participating schools and the names of the plays were as follows (in alphabetical order).

Bahçeşehir College "Cinderella"
Ekin College "Fly Soup"
MEV İzmir Private Secondary School "When in Rome"
Private Çakabey Schools "Fairy Tales Speakers"

The jury members were: Serhat Tuna from YDS Publishing, Jane Yazıcı and me from INGED. After long and extremely difficult deliberations, we made our decisions. The results were as follows:

THE BEST PLAY AWARD
1st PLACE (MEV İzmir Private Secondary School)
2nd PLACE "Fairy Tales Speakers" (Private Çakabey Schools)
3rd PLACE (Bahçeşehir College)

THE BEST LEADING ACTRESS AWARD
1st PLACE Dide Çetinayak (MEV İzmir Private Secondary School)
2nd PLACE Zeynep Duru Hüseyin (Ekin College)
3rd PLACE Selena Yedikardeş (Ekin College)

THE BEST LEADING ACTOR AWARD
1st PLACE Atilla Deniz Yurtsever (MEV İzmir Private Secondary School)
2nd PLACE Atakan Timal Ciğerim (MEV İzmir Private Secondary School)
3rd PLACE Berker Şengezer (Bahçeşehir College)

THE BEST SUPPORTING ACTRESS AWARD
1st PLACE Elif Bilge Büke (Private Çakabey Schools)
2nd PLACE Simge Şerife Deniz (MEV İzmir Private Secondary School)
3rd PLACE Melisa Acırgan (Bahçeşehir College)

THE BEST SUPPORTING ACTOR AWARD
1st PLACE Can Pazarlıoğlu (MEV İzmir Private Secondary School)
2nd PLACE Emir Karaüzümcüoğlu (Ekin College)
3rd PLACE Taha Baysal (Private Çakabey Schools)

THE BEST CONTRIBUTING ACTRESS AWARD
1st PLACE Edanur Öztürk (MEV İzmir Private Secondary School)
2nd PLACE Ladin Akçınar (MEV İzmir Private Secondary School)
3rd PLACE Deniz Karabağ (Ekin College)

THE BEST CONTRIBUTING ACTOR AWARD
1st PLACE Onur Akınoğlu (Private Çakabey Schools)
2nd PLACE Yiğit Efe Algüney (Bahçeşehir College)
3rd PLACE Efe Kaan Ok (MEV İzmir Private Secondary School)

THE BEST SHINING STAR AWARD (FEMALE)
1st PLACE Ece Mutluay (MEV İzmir Private Secondary School)
2nd PLACE Doğa Elçık (Ekin College)
3rd PLACE Ceyda Nişli (Private Çakabey Schools)

THE BEST SHINING STAR AWARD (MALE)
1st PLACE Ege Ekmekçi (Ekin College)
2nd PLACE Dağlar Durmaz (Private Çakabey Schools)
3rd PLACE Hikmet Can Köseoğlu (Bahçeşehir College)

THE BEST STAGING AWARD
1st PLACE Rennan Lehimci & Meltem Kılınç & Hatice Güfran Çetin & Özge Öder
(Bahçeşehir College)

2nd PLACE Marianna Özuyguntaş-İpek Korgalı (MEV İzmir Private Secondary School)
3rd PLACE Ayşe Göçer-Özden Kaya (Ekin College)

THE BEST PRONUNCIATION AWARD
1st PLACE Sıla Şara Kazan (Ekin College)
2nd PLACE Berker Şengezer (Bahçeşehir College)
3rd PLACE Can Pazarlıoğlu (MEV İzmir Private Secondary School)

THE BEST COSTUME AWARD
1st PLACE (MEV İzmir Private Secondary School)
2nd PLACE (Bahçeşehir College)
3rd PLACE (Ekin College)

THE BEST MUSICAL AWARD
"Cinderella" (Bahçeşehir College)

THE BEST SINGER AWARD
Dide Çetinayak (MEV İzmir Private Secondary School)

THE MOST ENTHUSIASTIC GROUP AWARD
Bahçeşehir College

THE SPECIAL JURY AWARD
The Elves (Private Çakabey Schools)

INGED would like to extend their warmest and deepest thanks to MEV İzmir Private Secondary School for their warm and professional hosting of the event. It has been a pleasure to attend the festival.

We are looking forward to experiencing the 2nd INGED Drama Festival in İzmir in 2015!

Here are the impressions from two students who watched the 1st Izmir INGED Drama Festival.

ISABELLA ECE YAZICI - MEV COLLEGE

The INGED Drama Festival took place on the 24th May 2014. As one of the hosts I was ten times more excited and I couldn't wait to get the day started. When all the schools came and sat down, the show finally began. The first play "Fly Soup" was very funny! The students were very good at acting. The second play we watched was "When in Rome" by our own school. The play was amazing! Atilla's funny acting and Dide's singing were unforgettable experiences for all of us. After watching those two shows, we were all very hungry! After we ate our lunch we had photos taken so that we can never forget this brilliant day. When everyone was in the conference room again, the show continued. The next play we watched was "Fairy Tales Can Speak". This play was very funny. Hansel and Gretel were my favourite! The last play we watched was "Cinderella". I think we all thought that the mice were extremely funny. Finally it came to an end and the jury went to a room to decide for the awards. While

they were doing that Özgün sang "Happy". Everyone came to the stage and we all danced. It was so much fun! When the jury came back with the award list, everybody got excited. When we got the list we realized that they had a hard time to decide. As we read out the names shouts and screams rose from the crowd and all the students got so excited. Soon all the awards were given and the day was over. I had great time and can't wait for next year.

↑ ↑ ↑ ↑   ↑ ↑ ↑ ↑   ↑ ↑ ↑ ↑

SILA DÖNMEZ- MEV COLLEGE

Hello, I am Sıla and it was the first time I joined The INGED Drama Festival. This Drama Festival is a very big event and it was the first INGED Drama Festival in İzmir. So everybody was very excited. I was a mentor but I am as excited as the competitors.

Some of my friends thought that getting up early on a Saturday morning would be a little bit hard for them. But I didn't agree. I can come to school and get up early for The Drama Festival every Saturday because it was absolutely perfect.

We had lots of fun and got friends from other schools. Also we improved our language.

I think that drama shouldn't lose its significance and we should all support it. Because it's a perfect way of expressing students' themselves. So our purpose should be to get everybody's attention to drama with these kinds of activities.

Thank you for everybody's participation. It was a legendary day for me and I will never forget it. I really want to participate again next year.

THE 5th ENGLISH STORY WRITING CONTEST

Nuance Publishing and Yabancı Dil Kitap in co-operation with INGED have organized the **5th Story Writing Contest**, the first of which took place in 2010 and which has now become an annual event.

This year's results are as follows:

MIDDLE SCHOOL

1st Place: Nilsu Duran (Mersin METU D.F.S.) "Times of a Crow Tamer"

2nd Place: Azra Haseki (İstanbul FMV Private Ayazağa Işık Middle School) "Have You Ever Been on a Plane?"

3rd Place: Kemal Demirer (Ankara METU D.F.S.) "Cherries For You and Me"

HIGH SCHOOL

1st Place: Irmak Ökmen (TED Ankara College)
"One Twenty Four"

2nd Place: Ayşenur Kuran (İzmir Büyükçiğlı Anatolian High Shool)
"The Clockwork"

3rd Place: Cemile Cerit (Aydın Ortaklar Anatolian High School)
"Promise Me That You'll Come"

ADULTS

1st Place: Ayşe Tuğçe Özberk (İzmir Şifa University Faculty of Dentistry)
"The Mysterious Experience"

2nd Place: Ecem Su Korkmaz (Middle East Technical University)
"The In-thing"

3rd Place: Erkin Duman (Eskişehir Anadolu University)
"Passenger on a Destiny"

TECHNOLOGY IN TEACHING:

4 FREE WEB TOOLS
TO BOOST STUDENT ENGAGEMENT

http://www.edutopia.org/blog/web-tools-boost-student-engagement-nicolas-pino-james

When students use **tool technologies** to create content, their engagement is largely based on how successfully teachers craft the learning assignments, rather than on the technology itself. This is different from what happens with other types of technologies, such as **tutor technologies** (e.g. software for learning). Here, student engagement depends principally on technology, taking teachers almost completely out of the equation.

Having said that, there is ample evidence that when meaningful instruction designed by the teacher is combined with **motivational tool technologies**, students' cognitive, emotional, and behavioral engagement can be significantly increased -- more than technology could ever achieve alone. Motivational tool technologies, amongst others, possess the following key characteristics:

- Innovative (fresh, cutting-edge)

- Authentic (tools with real-world applications)
- Easy-to-use (for both teachers and students)
- User-friendly (attractive interface enabling easy navigation)
- Reliable (does not crash often or lose content)
- Ease of sharing (via social networks and beyond)
- Control over content (manageable, suitable privacy settings)

Below, I introduce what I consider some great examples of (free) motivational tool technologies that meet the above criteria, which you can use (along with thorough instruction) to help boost student engagement.

myBrainshark

myBrainshark is a superb tool that allows students to add a voiceover to PowerPoint presentations, Word documents, videos, and photo albums -- or to simply produce podcasts. It then blends the visual and audio components together into a video presentation. In the classroom, your students can present completed projects using myBrainshark, rather than face-to-face, or they can use it for mock presentations allowing the teacher to give feedback before the real presentation. The former can help bolster the confidence and communication skills of introverted and/or passive learners. Teachers can also turn their PowerPoint presentations into narrated video presentations (e.g. explanation of concepts) that students can watch outside of school hours. The most immediate limitation of this tool is that presentations cannot be downloaded in the free version. If you are looking for a tool that also allows for video narratives along with PowerPoint presentations (instead of basic audio), I would suggest Present.me.

PosterMyWall

PosterMyWall is a fantastic tool for creating artistic, high-quality posters, collages, photo calendars and/or photo cards that can either be shared online or printed out and inexpensively shipped home. Students can upload their own pictures or simply search for photos on the same site through a search function that is connected to Pixebay and Flickr, which provides access to photos licensed for educational purposes. Perhaps the best use of PosterMyWall for teaching purposes is to have students create posters as the culmination of a project to demonstrate what they have learned. Another interesting idea would be creating a poster as a means of introducing the students to a specific topic in an innovative way that stimulates discussion. PosterMyWall is slightly restricted in terms of the amount of options available

for customization (mostly pictures and text), but other services, such as Glogster, offer a wider range of options.

Screencast-o-matic

Screencast-o-matic is a powerful screen recorder that allows users to capture anything happening on their screen, as well as voice and video from the webcam for up to 15 minutes in the recorder's free version. Regarding its pedagogical use, students can record their own videos describing how they solved a particular problem step-by-step (e.g. a trigonometry problem) or explaining their thinking process about the structure of an essay. Teachers, on the other hand, can create video tutorials on virtually any subject, perhaps explaining how to use a certain piece of software for students. These can be watched at home, saving teachers valuable time that can be used for other activities in the classroom. Also, teachers can use Screencast-o-matic to provide multimedia feedback on written work (e.g. essays) both at the personal or class level. Unfortunately, Screencast-o-matic requires Java 1.5 or a later version for reproduction, which some users may need to download. However, this can be easily downloaded for free. Some high-quality alternatives to Screencast-o-matic are Jing and Ezvid, both of which are very powerful and offer unique features.

Padlet

Padlet is another free program that facilitates the creation of virtual walls where students and teachers can post sticky notes with almost anything they want. These notes can include (but are not limited to) text, images, videos, or files. Posts can be arranged in a stream or scattered around the wall. Owners can moderate newly added posts through an extensive set of privacy settings. Padlet is an excellent place for collaborative work since it supports many people working together in real time. In a collaborative writing project, students could present their writing in a stream, embellished with related videos, links or images for deeper understanding. Students can also use Padlet to assemble an e-portfolio where they can organize, archive and display pieces of their work. Perhaps the most noticeable disadvantage is that visibility of walls is not set to "full private" by default. You can simply encourage students to select an appropriate level of privacy when creating personal walls. Other similar sites are Linoit or NoteApp.

LANGUAGE SKILLS: READING

Compiled by
A. Suzan Öniz

http://blogs.edweek.org/edweek/DigitalEducation/2014/04/early_concerns_about_e-books_e_1.html

Early Concerns About E-Books' Effect on Reading Comprehension, Researchers Say

By Benjamin Herold on April 4, 2014 4:07 PM

Philadelphia

Digital devices and online reading materials are flooding U.S. schools, but there are some early reasons to worry whether they are helping children better learn to read.

That was the message from a husband-and-wife research team from West Chester University who presented two studies here as part of the annual conference of the American Educational Research Association.

The first study found that a small sample of students comprehended traditional books at "a much higher level" than they comprehended the same material when read on an iPad, said Heather Schugar, an assistant education professor at the university, located in southeastern Pennsylvania.

And the second study found that while students in 18 classrooms were "highly motivated by their interactions" with interactive e-books created using Apple's iBooks Author software, they "often skipped over text, where the meat of the information was."

The findings, presented as part of a panel on "Understanding Digital Literacy Practices," are part of a just-emerging body of new research on how students interact with and learn from the digital tablets and computers that are now prevalent in U.S. classrooms.

The early data raise some concerns and should prompt educators, policymakers, and publishers to reconsider assumptions that the skills students use to read print materials automatically transfer to the reading of digital materials, the researchers said. But they should not be taken as a definitive indictment of iPad- or tablet-based literacy instruction in general, they stressed.

"It's not necessarily that e-books are bad for reading," Ms. Schugar said in an interview. "But teachers need more strategies for teaching kids to use what they know about reading in an e-book environment."

In the iPad study, the researchers worked with 13 "struggling" middle-grades students—a very small sample from which it is impossible to draw wide conclusions.
Some of the students read print versions of four commonly used books, and the others read digital versions.

While accuracy and fluency levels were about the same, comprehension dipped noticeably for those students reading on iPads.

"Distracting" interactions that diverted focus from the text without communicating any additional meaning or offering learning scaffolds were likely a big factor, said Jordan Schugar, an instructor at West Chester University.

"A lot of people doing publishing don't really understand the reading process," he said, and improving student reading is partly about "what publishers can do to make their materials less game-y and more functional, with more cognitive elements and less gimmicky stuff."

On the positive side of the ledger, the researchers said, student engagement with, and motivation for, the digital materials sharply outpaced that for traditional print books.

Other researchers on the panel found similar tensions between engagement and outcomes.

University of Minnesota doctoral candidate Madeleine Israelson, for example, found that early-grades teachers were highly motivated to use ed-tech and classroom apps to teach literacy, but were primarily "using technology to support students' traditional print-based literacies, not to foster students' development of new literacy skills and strategies."

Follow @BenjaminBHerold and @EdWeekEdTech for the latest news on ed-tech policies, practices and trends.

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http://www.thedigitalshift.com/2014/01/k-12/engaging-ebooks-can-aid-childrens-literacy-study-finds/

Engaging with Ebooks Can Aid Children's Literacy, Study Finds
By Karyn M. Peterson

FROM
School Library Journal

As younger and younger children recognize and use electronic devices as sources of information and entertainment, what is the impact on their literacy skills? Largely a positive one, according to a study printed in the January 2014 edition of the peer-reviewed journal *SAGE Open.* The report examines how different digital tools—an iPad, an iPod, and a tabletop touchscreen computer—capture and hold children's attention to print media delivered electronically.

In the study—*Young Children's Engagement With E-Books at School: Does Device Matter?*, by Kathleen Roskos, Yi Shang, and Emily Gray of John Carroll University and Karen Burstein of the Southwest Institute for Families and Children—the authors speculate that the "spatial and temporal synchrony" of children looking, listening, *and* touching while reading may be the "sweet spot"

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that garners their "attention to e-text in ways that support early literacy experience and learning."

The study, which examines the use of ebooks as a curricular resource in preschool literary and language learning, uses as its sample two dozen Head Start-enrolled 4-year-olds participating in eight different Early Reading First classrooms, four in the Midwest and four in the Southwest United States. The sample is 17 percent Hispanic, 33 percent white, and 50 percent African American, and includes a majority of boys. The mean age of participant children is 54 months.

According to the authors, the audio features of all three types of devices utilized in their survey support listening "relatively evenly, which has implications for instruction in oral language comprehension for literacy, suggesting that tried and true techniques may apply to ebook pedagogy."

However, the amount of time children spend on touching screen while reading bears further examination, the authors say, and the choice of device utilized during those experiences has a moderate impact on several key multi-sensory behaviors—such as moving and gesturing—that preschool children, whose motor skills are developing, use to engage with ebook content.

For example, "the larger desktop touch screen, it appears, supports different modalities than the smallest device, the iPod, while the iPad and iPod (mobiles) support comparable behaviors," the authors find. Thus, larger touch screens may require instructional accommodation by the teacher, while mobile devices allow children the opportunity to freely move and shift position as they read.

The full text of the study, which is part of a series, can be viewed online.

SELECTED FOR YOU

In this issue of our newsletter, you will find an article on what you can do with your bilingual child. The ideas given can also be used at home if you are trying to introduce English to your young child who is not necessarily bilingual. The author suggests 96 things to do…
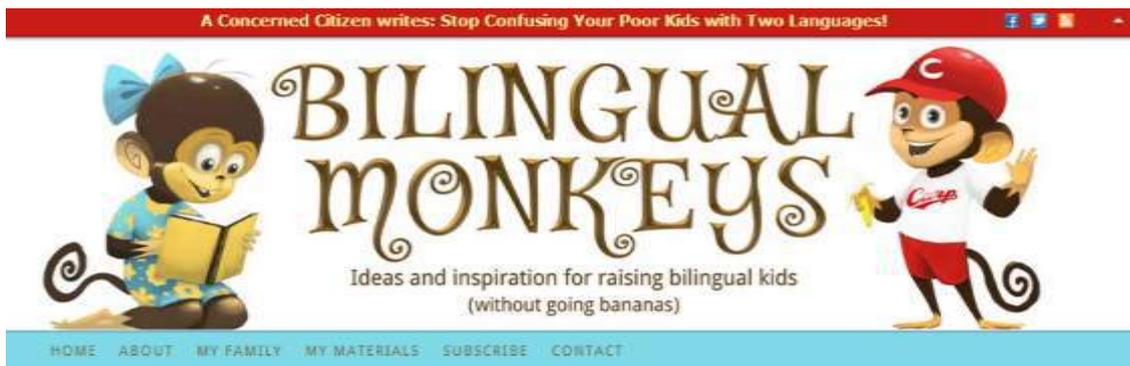
http://bilingualmonkeys.com/96-things-you-can-do-today-to-boost-your-childs-bilingual-ability/

96 Things You Can Do Today to Boost Your Child's Bilingual Ability

Today is another opportunity to nurture your children's language development. Every effort you make today, and again tomorrow, will move you and your children a little farther along your bilingual journey. These small steps

will gradually add up over time—over days, weeks, months, and years—and largely determine the distance you travel.

But in the end, it always depends on today.

Below, then, is a list of 96 things you can do, right now, to help nurture your children's language development, whatever your target language. (Don't worry! You don't have to do them all today! 😊) Some of them are already part of your efforts, I'm sure. And, of course, there are many more than these 96 and I encourage you to add others in a comment below. But I hope you'll find this list a useful source of ideas and inspiration, with at least a few new suggestions to try at home. Modify them to suit your needs, and pursue them as playfully as you can. (The accompanying links offer further information from earlier posts.)

1. **Read aloud to your child**: a picture book, chapter book, or poetry. Pause often and ask questions about the text and illustrations. (The Secret to Raising a Bilingual Child)
2. **Look at old family photos** and talk about them together. Prompt your child to describe what she sees and share her memories.
3. **Try some tongue twisters** in your target language. Find them online or make some up. (To quickly download my list of original tongue twisters in English, just subscribe to my newsletter.)
4. **Enjoy a wordless picture book** and take turns, page by page, telling the story. Wordless pictures books are a wonderful resource for any age and any language.
5. **Encourage your child to read aloud** to favorite stuffed animals, dolls, and pets. Match the books with the audience, such as a book about bears for a teddy bear. (It's a Scientific Fact! Baby Praying Mantises Can Get Your Child Reading More in the Minority Language!)
6. **Seek out a high school student or college student** who speaks the target language well. Hire the student to serve as a weekly playmate for your child.
7. **Make a video of yourself** reading books, telling stories, singing songs, and simply talking to your kids, to be played in your absence. (The Busy Parent's Guide to Cloning Yourself)
8. **Open a cookbook and make something tasty.** Most children love to help in the kitchen.
9. **Make a shopping list, then go shopping.** Search for the items on your list and ask about other things in the store.

10. **Tell a true story from your childhood.** Children especially enjoy hearing tales of their parents' misadventures. (Strange-But-True Tales: Baby Chicks in the Bathtub)

11. **Tell a fantastical "made-up memory."** Make up something that "happened" to you or to your children. (Using Made-up Memories to Engage Bilingual Kids)

12. **Role play together in the target language** using puppets, stuffed animals, dolls, or other favorite toys.

13. **Name things around the house.** You and your child can quiz each other.

14. **Label things around the house** with words in the target language.

15. **Name things in your neighborhood.** A little stroll could help strengthen your child's vocabulary.

16. **View images on the Internet** and prompt discussion with the question "What do you see?" (How Images Will Stimulate Your Child's Bilingual Development)

17. **Respond to your child's curiosity about the world.** Find information on her questions, in books or online.

18. **Go to the zoo or aquarium.** Have your child make a long list of the creatures there, or dictate the names to you.

19. **Go to a pet shop** and talk about the animals you find. How would your child take care of each kind of animal?

20. **Tell your kids some riddles.** Find them online or make up some of your own. **(**Ridiculous Riddles**)**

21. **Arrange a play date with another child** who speaks your target language.

22. **Explore the possibility of serving as a homestay family** for a guest who speaks your target language. A visit of even just a day or two can have a very positive impact. (Getting a Bilingual Child to Feel the Value of the Minority Language)

23. **Read a book together**, taking turns, page by page. Ask questions about the story and illustrations to prompt conversation.

24. **Buy a book for your child** that will connect to his current interests and help fuel his language development and love of books and literacy. (POW! How Super Heroes Strengthened My Son's Bilingual Ability)

25. **Place books beside your child.** Make a habit of placing several books by your child when she's playing quietly by herself. Chances are, she'll pick them up. (Don't Read These Words!)

26. **Start a family journal.** Each week have everyone in the family write one sentence about something that happened to them, maybe the best thing or the worst thing.

27. **Label each other with "body words"** written on large post-it notes. Take turns sticking these labels all over each other.

28. **Play children's music** for active listening or simply in the background as your child plays. Try a CD of good storytelling, too. (How the Power of Music Nurtures Bilingual Ability)

29. **Order a new CD of children's music**, something that could get your child singing along. (Recommended Resources: Great Music for Kids (and Parents, too!))

30. **Sing songs together.** Sing songs you know, songs from your CDs, or songs you make up.

31. **Write a message to your child** and hide it in her lunchbox, school bag, or other suitable spot. (How Messages in the Minority Language Can Boost Literacy (and Much More))

32. **Write a letter to your child and mail it.** I bet he'll be surprised and happy to get it!

33. **Browse through a children's dictionary**, looking for interesting words to note. (If you don't have a good children's dictionary, order one!)

34. **Visit an art museum** and elicit conversation by asking questions about the paintings, sculpture, and other works of art.

35. **Make a scrapbook** with photos or pictures cut from a magazine. Your child can write the captions or dictate them to you.

36. **Put something in a "mystery box"** and give clues for your child to guess. Take turns. (A Sneaky Way to Get Bilingual Kids to Use the Minority Language)

37. **Have a treasure hunt.** Hide a special prize in the house, then write a series of clues which lead from one location to the next, ending with the "treasure."

38. **Watch a TV program or DVD together** and discuss the content with open-ended questions.

39. **Order a new DVD** that you and your child would enjoy watching together and could prompt some good discussion.

40. **Look at a globe** and talk about the different countries. Quiz each other on where countries are located.

41. **Look at a map of your city.** Find your house and other places that are familiar to you and your child.

42. **Put a whiteboard in the bathroom** and begin writing daily messages to your child. (Why You Must Put a Whiteboard in the Bathroom**)**

43. **Post a story, poem, or other text in the bathroom** to encourage independent reading. **(**What Is Captive Reading and How Will It Help My Bilingual Child?**)**

44. **Draw pictures together** and talk about the colors and images.

45. **Go to your local library** and look for books in the target language. You may be surprised.

46. **Go to a bookstore**, even if there are no books in your target language. Look at illustrations and talk about them. Try retelling the stories together.

47. **Look at pop-up books** in a bookstore or library. Try to make a simple pop-up book at home. Ideas and instructions can be found online.

48. **Play a game together**, maybe a cooperative game where the players work as a team. (Recommended Resources: Great Cooperative Games)

49. **Buy a new game** to play with your kids. Be on the lookout, especially, for good word games. (Recommended Resources: Word Games in the Minority Language)

50. **Interview each other** on a chosen topic (animals, sports, etc.). Use a toy microphone, or make your own, to add to the fun.

51. **Tell your child a fairy tale**, one you already know or one you make up. Ask her to tell you a fairy tale, too.

52. **Play a memory game.** Put a number of objects on a table and ask your child to study them. Then cover them with a tablecloth or blanket. How many can he remember? Change the items and take turns.

53. **Play a guessing game.** Have your child put her hands behind her back, then place something in her hands. Ask her to describe the item (size, shape, weight, feel) before making a guess. Take turns.

54. **Talk together with grandparents** or relatives via Skype. **(**3 Good Ways to Boost a Bilingual Child's Language Ability and Loving Bond with Grandparents and A Powerful Twist on the Use of Skype to Promote the Minority Language**)**

55. **Find a useful website** that offers language learning games your child can play.

56. **Find a new app** that could help support your child's language development.

57. **Order a suitable workbook** for daily homework to help develop literacy in the target language. **(**Secrets of a Successful Homework Routine**)**

58. **Add a little mailbox to your home** to encourage message-writing among family members. (What Positive Action Have You Been Putting Off When It Comes to the Minority Language?**)**

59. **Have a "silent conversation" through writing.** Instead of talking about the school day or another topic, hold the conversation without saying a word by passing paper and pencil back and forth.

60. **Give silly commands.** Take turns telling each other to stand on one foot, wiggle your nose, crow like a rooster, and anything else you can dream up.

61. **Teach a magic trick.** Perform the trick, then demonstrate how to do it so he can perform it for others. Simple magic tricks can be easily found online.

62. **Look at an encyclopedia** about animals, or another topic, and test her knowledge with a little quiz. Maybe she could quiz you, too.

63. **Make a list of words** on a theme, like animals or countries or words about winter. This can be done orally, taking turns, or in writing, together or individually.

64. **Begin a longer-term list.** Post a large sheet of paper on the wall and select a topic, like "things that fly" or "things that are yellow." Put a pencil nearby for the whole family to add to the list, whenever the mood strikes.

65. **Try writing and reading things** *backwards*, using names, words, even sentences. ("Adam" becomes "Mada," for example.) A fun and useful activity for literacy development.

66. **Start a blog with your child.** Post her writing and pictures to share with family and friends.

67. **Spin a story together.** Start with a title or character and take turns adding to the tale until you arrive at an ending. (The Importance of Stories and Storytelling in Raising Bilingual Kids)

68. **Write a story together**—actually, two stories. Take two pieces of paper and write a different opening sentence at the top of each. Then you write the next sentence for one story, your child writes the next sentence for the other. Trade papers, back and forth, sentence by sentence, until you reach the end of your stories.

69. **Use playdough or modeling clay** to make animals or other things. Can you guess what the other person made? Try forming letters and words, too.

70. **Prepare a puppet show** to perform for other family members. If you don't have any puppets, try making some.

71. **Watch YouTube videos** on favorite topics and discuss them.

72. **Help your child write a letter** to grandparents or relatives. A letter exchange is a valuable way to strengthen both growing literacy and family ties. **(**3 Good Ways to Boost a Bilingual Child's Language Ability and Loving Bond with Grandparents**)**

73. **Look for a pen-pal** for your child, another child of a similar age and ability in the target language.

74. **Be a "dictation robot."** Offer to write down whatever your child wants you to record: a story, a letter, a sign for her bedroom, anything she desires.

75. **Look at a newspaper or magazine** in the target language. Read an article to your child and discuss it.

76. **Play charades**, acting out animals, actions, types of jobs, etc. Make choices on the spot or prepare some cards with the target words on them.

77. **Write and perform a short play.** Create a two-character scene with your child, perhaps a scene where you reverse roles: he plays the parent and you play the child. Practice and perform for other family members.

78. **Make a colorful placemat.** Put words and pictures on a piece of paper, then laminate it.

79. **Play a rhyming game**, starting with a simple word and making the longest list of rhyming words you can. Do this orally or in writing, as a contest or as a team.

80. **Play the "scrambled words" game.** Use letter tiles, or just paper and pencil, and make scrambled words for each other to unscramble. Choose a theme (animals, things in the room, etc.) and stick to shorter words.

81. **Make a picture book together.** Your child can dictate the story to you, then illustrate the text.

82. **Make another picture book.** Your child cuts out pictures from a magazine then dictates a story to match the pictures.

83. **Post unfamiliar words and their definitions** around the house to stretch vocabulary.

84. **Ask your child to translate something** from the majority language to the minority language, either orally or in writing.

85. **Memorize a poem.** Find a short poem and ask your child to practice it until she can recite it to you by heart. (How Rats in the Bathroom Can Boost a Child's Bilingual Ability)

86. **Have a "reading race."** Take a list of about 20 words or about 20 sentences from a story and take turns reading them, only one or two on

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each turn. The winner is the person who reads the very last word or sentence.

87. **Make a comic strip or comic book.** Have your child make his own, or work together to create one with him.

88. **Make a collage of words** clipped from magazines.

89. **Label a large photo or a picture from a magazine** with as many words as you and your child can.

90. **Subscribe to a children's magazine**, something that will match your child's age and interests. (Recommended Resources: The Magic of Magazine Subscriptions)

91. **Quiz each other on images** seen for a short time. Take turns asking and answering questions with family photos, pictures from magazines, or book illustrations.

92. **Build a fort.** Kids love making hideouts and building one offers a good opportunity to engage in conversation about how to construct it.

93. **Make a big poster of words** chosen by your child (favorite words, animals, etc.). Write in colorful block letters and draw decorations.

94. **Try drawing and writing _blindfolded_.** Take turns telling each other to draw different animals or other things, or write names, words, and sentences.

95. **Make a video together in the target language.** Maybe you could interview each other, taking turns as the interviewer and interviewee.

96. **Write a silly story that features your own kids** as the main characters. Read it together or post it on the wall for them to read. (Turn Your Kids into Eager Readers with This Fun, Simple Strategy)

INGED REPRESENTED AT
THE BRITISH COUNCIL SYMPOSIUM IN ANKARA

18-19 March 2014

Summarized by Prof. Dr. Aydan Ersöz

The British Council held a symposium in Ankara on 18-19 March 2014. The theme of the symposium was Innovations in pre-service education: The teaching practicum. Aydan Ersöz, the president of INGED and Suzan Öniz, the vice-president, represented our association in this symposium.

This 1.5 day symposium for key decision-makers aimed to examine the current role of practice teaching in ELT undergraduate programs in Turkish universities. It also aimed at providing a forum for participants to identify possible routes to reform of field experience courses and, more widely, how to forge stronger links between pre- and in-service teaching and training. Furthermore, participants were given an opportunity to examine the issue of how to scaffold the transition between pre-service training and in-service practice and what it means for a teacher to be considered 'qualified' to practice his/her profession.

The symposium provided the participants with an extremely beneficial platform:

- To stimulate discussion on the policies and procedures needed to best equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.
- To assess the efficacy of current School Experience and Practice Teaching courses within ELT undergraduate programs.
- To stimulate discussion on the educator's role as an observer, supervisor or assessor during practicum observations.
- To identify possible links between university ELT departments and the Ministry of National Education in order to scaffold the transition between pre- and in-service training.

The symposium started with the welcoming and opening speech by Margaret Jack, the Country Director, British Council Turkey. Then Steve Mann, the Director of MA ELT programs of the University of Warwick gave a short speech entitled "Innovation as process: a perspective on pre-service teacher education". Following that, Gölge Seferoğlu from the Middle East Technical University Faculty of Education had a brief presentation in which she presented an overview of current ELT undergraduate programs in Turkey focusing on strengths and challenges. Sara Bubb from the Institute of Education was next to hold a session entitled "From pre-service to in-service: the induction year".

After lunch break the sessions began with video clips of student teachers reflecting on their experience of practice teaching. Then we had a session entitled "Pre-service EFL teachers' professional learning during practice teaching: Survey of research in the field conducted by Turkish academics" in which all presenters were given 15 minutes to give their speech. In this slot, we listened to Anıl Rakıcıoğlu Söylemez from Abant İzzet Baysal University with her speech "Pre-service EFL teachers' professional learning during teaching practice", Birsen Tütüniş from Istanbul Kültür University with her speech "Pre-service education on teaching young learners in ELT", Rana Yıldırım and Esra Örsdemir from Çukurova University with their speech "Mentoring practices in the practicum: voices of ELT student teachers", and Şevki Kömür from Muğla Sıtkı Koçman University with his speech "Teaching knowledge and teacher competencies: A case study of Turkish pre-service English teachers".

The day continued with group discussions on the place of practice teaching in ELT undergraduate programs and ended with a wrap-up speech by Zübeyde Sinem Genç from Uludağ University.

The second day started with a short speech by Abdulvahit Çakır from Gazi University in which he briefly summarized the reflections on Day 1. Then we had a second video clip session where we watched video clips of student teachers reflecting on their experience of practice teaching. These videos were provided by student teachers from Abant İzzet Baysal University, Balıkesir University, Çukurova University, Gazi University, Süleyman Demirel University, and Yıldız Teknik University.

The last presentation "Collaboration between pre- and in-service teachers: a new model of professional development" was by Pınar Ersin from Marmara University. Then round table discussions started. There were 6 groups carrying out discussions on how to improve the pre-service teacher training (PRESETT) for English language teachers programs, and how to develop a remedy for the disconnect between theory and practice in such programs. At the end, one spokesperson from each group presented their recommendations and suggestions. The symposium ended with a wrap up session in which the possible next steps were presented.

EXCUSE NOTES FROM PARENTS

These are excuse notes from parents (with their original spelling) collected by schools from all over the USA:

*My son is under a doctor's care and should not take P.E. today. Please execute him.
*Please excuse Jane for being absent. She was sick and I had her shot.
*Dear School: Please exscuse John being absent on Jan. 28, 29, 30, 31, 32, and also 33.
*John has been absent because he had two teeth taken out of his face.
*Please excuse Ray Friday from school. He has very loose vowels.
*Irving was absent yesterday because he missed his bust.
*Please excuse Jimmy for being. It was his father's fault.
*I kept Lucy home because she had to go Christmas shopping because I don't know what size she wears.
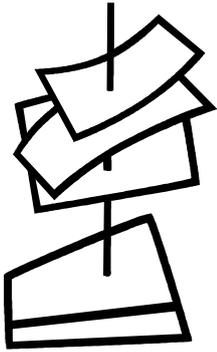
REFLECTIONS ON
3 ITDI INTERNATIONAL WEBINARS ON ELT
26 January 2014

**Summarized by
Özlem Yağcıoğlu, Instructor
Dokuz Eylül University, Izmir, Turkey**

On the 26th of January in 2014, Barbara Sakamoto and Steven Herder hosted three international webinars on behalf of the **iTDi**. There were lots of international participants who attended these three webinars on professional development on ELT. It was really very nice to be together with lots of professors, lecturers and teachers who work at different universities, colleges and at the language schools in different countries such as the UK, Ireland, Germany, France, Canada, USA, New Zealand, Poland, Venezuela, Ukraine. **iTDi** is an online teacher development institute that is owned and staffed by dedicated teachers. **Barbara Sakamoto** is a teacher trainer who has taught both English and ESL in the United States, and EFL in Japan for more than 25 years. She works as a program director at the iTDi. **Steven Herder** has been teaching within the Japanese EFL context since 1989. He is currently working as an assistant professor in the International Studies department at Doshisha Women's College of Liberal Arts. He also works as a program director on teacher development at the iTDi. The theme of the webinars which were hosted by Barbara Sakamoto and Steven Herder was "2014: Looking ahead".

The first webinar was presented by **Scott Thornbury**. Before his presentation, the participants were informed that **Scott Thornbury** was a teacher and a teacher educator, with over 30 years' experience in English language teaching, and he had an MA from the University of Reading. We were also informed that he was currently the Curriculum Coordinator of the MA TESOL program at The New School in New York, USA and his previous experience included teaching and

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teacher training in Egypt, UK, Spain, and in his native New Zealand. He was also the co-founder of the dogme ELT group. And, currently, he is an associate of the International Teacher Development Institute (iTDi).

The title of the first seminar which was presented by Scott Thornbury was "2014: Hype, hope and disappointment". Scott Thornbury stated that technology helped most of the students who learnt English as an international language. The presenter stated that his prediction for the year of 2014 was there would be lots of predictions on language learning and he said that he googled to find some predictions on learning and found the following website which informed that there would be two optimistic predictions for learning in 2014:
- Self Directed Learning Using Digital Tools will take center stage
- The schools that will stand out in the year ahead are the ones creating space for multi-modal learning environments

http://blogs.kqud.org/mindshift/2014/01/two-optimistic-predictions-for-learning-in-2014/

He asked his listeners what was one thing we wished we had known/done when we started out learning languages and he gave the following answer:
I wish I had known that language learning happens for real when emotions and people are involved. [...] People who reach genuine fluency in any language have had life experiences, have lived it through and with other people.

The presenter stated that 90 years ago, people used to think television would be a very important device in education and he also told the participants that similar predictions were still being made for other technologies. Mr. Thornbury stated that some people thought that second life games on the internet would affect education. He also stated that the he had found the following prediction from the internet:

> This cycle of hype, hope and disappointment is perhaps the biggest lesson to be learnt from the 20th century. (Selwyn, N. (2011) Education and Technology: Key Issues and Debates, London: Continuum, p.59.)

Techno-fundamentalism: 'a straightforward enchantment with technology and desire to benefit from continued technological progress.' (Selwyn, N. (2014). Distrusting Educational Technology: Critical questions for changing times, London: Routledge, p.37.)

The presenter listed the words associated with technology as:

New   Modern   High Advanced Digital Medical Nuclear
Assistive Educational Latest Military   Chief   Current

The following sentence was shared by Scott Thornbury with his listeners:
> The use of mechanical aids in the classrooms is justified only if they can do something which the teacher unaided cannot do, or can do less effectively. (Pit Corder, S. 1966. The Visual Element in Language Teaching. London: Longman, p, 69)

Mr. Thornbury asked his listeners the following question: "What is the problem to which this technology is the solution?" (Postman: 2003) and he listed the problems we have with our students as:

1- The input problem	4- The feedback problem
2- The output problem	5- The motivation problem
3- The interaction problem	6- The data problem

For the presenter, the input problem is the problem which teachers need to provide massive input and the input is comprehensive.

Mr. Thornbury also shared the following sentence on digital technologies:
> Digital technologies are perhaps more commonly used as an 'informative tool' than as a learning tool. (Selwyn, N. (2011) Education and Technology: Key Issues and Debates, London: Continuum, p.80)

The presenter stated that language learning was intrinsically related to face to face communication and immersion in the target culture, in 'real' (physical) rather than 'virtual' settings.
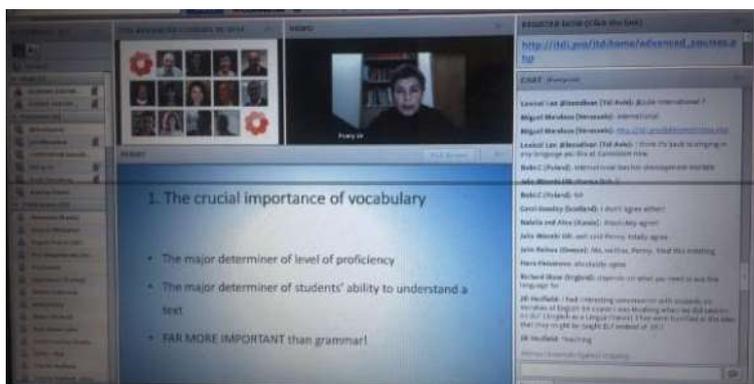
It was stated by Mr. Thornbury that
> The internet cannot be a substitute for the holistic understanding that comes from direct meetings with individuals; knowledge transfer cannot be a substitute for seeing, smelling, hearing and walking through unfamiliar settings. (Brumfit, C. 2001. Individual Freedom in Language Teaching. OUP. p. 125.)

Mr. Thornbury explained that technology was not a must to teach languages and stated that it had to be used if the students needed to practice their languages outside the classrooms.

In my opinion, it was very nice to attend his unique seminar and to learn new ideas on ELT and on professional development with lots of unique participants via his seminar.

The second webinar was presented by **Penny Ur**. Before her presentation, we were informed that **Penny Ur** had thirty-five years' experience as an English teacher in elementary, middle and high schools in Israel. We were also informed that she taught B.A. and M.A. courses at Oranim Academic College of Education and Haifa University and she presented papers at TESOL, IATEFL and other English teachers' conferences worldwide. We learnt that she was the editor of the Cambridge Handbooks for Language Teachers series for 10 years and her books included *Discussions that work* (1981), *Five minute activities* (co-authored with Andrew Wright) (1992), *Grammar practice activities* (2nd Edition) (2009), *Vocabulary activities* (2012), and *A course in English language teaching* (2012), all published by Cambridge University Press. The title of her webinar presentation was "**2014: Looking ahead: A Personal View**". In the beginning of her seminar, Penny Ur listed the titles of her talk as:

1- Global trends in ELT: EIL (English as an International Language)
2- Insights from research: vocabulary
3- Future directions in methodology: localized pedagogy

In the first part of her seminar, Penny Ur talked about the importance and the role of the English language in our lives. She told us that English was used for various kinds of purposes such as scientific research and publication, business, diplomacy, tourism, entertainment, IT and for personal relationships. She said that some non-native speakers use English for communication between themselves. She added that it didn't mean changing our attitudes towards a proficiency of English. She explained that some people

said that we didn't have to worry about getting our students to a high standard of knowledge of English and it was enough for them to be able to understand a conversation and convey basic meanings'. She also told us that some people said that there was no problem if our students said "She go" instead of "She goes" as a lot of speakers said it like that. Penny Ur stressed that she didn't agree with them. She said that teaching English as an international communication meant continuing to teach English to achieve the highest levels of proficiency and she told the audience that it was because international English was a sophisticated tool for high level communication in various contexts with a very large vocabulary. The presenter added that we had to continue to teach the standard correct forms such as "She goes" and she stated that these were the forms which were:

a- most widely used and

b- regarded as acceptable and standard by non-native as well as native speakers using English in an international context.

The presenter stated that teaching English as an international language meant that it was a change in the position of the native speaker as a standard and listed the prerequisites of teaching English as an international language as:

1- The native speaker should not be a role model for our students

2- The role model should be the highly proficient non-native speaker.

3- The English that is taught should be an international rather than native variety.

The presenter also explained the crucial importance of teaching vocabulary and listed the requirements of teaching vocabulary as:

- The major determiner of level of proficiency
- The major determiner of students' ability to understand a text

She explained that teaching vocabulary was far more important than teaching grammar stating that ELT students wouldn't normally 'pick up' enough vocabulary incidentally, through reading. The presenter said that we needed to teach new vocabulary in our lessons as well as encouraging encounters with English texts outside the classroom. She also explained that learners needed to review a new item at least ten times, probably more, in order to remember it. Penny Ur stated that the rarer the item, the less likely it was they would come across it again by chance. The presenter explained that one-third of our teaching time needed to be devoted to vocabulary-focused activity. At the last part of her talk, Penny Ur talked about the importance of using the

communicative approach in teaching English. She stated that the Communicative Approach in today's world was promoted in a methodology, called task based instruction and she told that teaching had to be based on communicative tasks and said that it was assumed to be the best approach. She told that task based instruction was not used by the majority of teachers or course books.

It was stated by the presenter that the methods which were suggested by experts were not always important and she advised us to ask the following questions to ourselves:
1-   How will **my students** learn the language best and
2-   How do **I** teach best? (within my local contexts: the local culture, upcoming exams, etc.)

Penny Ur stated that a professional was someone who made decisions in practice based on experience and information from conferences, reading the professional literature, courses and etc. She also stated that it was the teacher who had to decide what kinds of methods worked best for his or her students. At the end of her seminar, the presenter explained that her wish for 2014 was to see a trend towards the professionalization (not 'academicization') of teachers. The presenter stated that she was hoping to see teachers investing more in professional learning through shared experience, conferences, reading, courses, webinars, workshops and etc.

For me, it was great to attend Penny Ur's seminar after attending her presentations at the in international conference at Gazi University in Turkey. It was very nice to refresh my knowledge with lots of unique colleagues.

The third webinar was presented by **John F. Fanselow**. Before his webinar, the participants were informed that **John F. Fanselow** became involved in


ESOL by becoming a U.S. Peace Corps Volunteer in Africa. We were also informed that he joined the faculty when he completed his Ph.D. at Columbia University, Teachers College. At Teachers College, his

main interest was observation and analysis of interactions, both inside and outside of classrooms. Beyond Rashomon and Let's See, two of his seminal articles in the TESOL Quarterly, have been reprinted in many anthologies. Beyond Rashomon was the basis of Breaking Rules (Longman, 1987) and Let's See was the basis of Contrasting Conversations (Longman, 1992, reprinted 2010). Try the Opposite (SIMUL, 1992, reprinted 2010) grew out of his work with teachers in Japan. He has been active professionally, serving as president of TESOL International and president of New York TESOL. John is now a visiting professor at The New School in New York and at Akita International University in Akita, Japan.

The presenter explained that we had to use technology in simple ways to teach English efficiently in our classes. He explained that we had to bring our photographs and we had to allow our students to bring their photo machines, tablets, cell phones, recordings to our classes. He told us that our students could take photos of the things which were shown or written by us during the class hours. He said that we could read some sentences to our students and they could write them down and then we could show some flash cards or word cards to teach the vocabulary items of the sentences we had read to our students. He gave the following sample sentence to teach the word "bank" to our students: "I went to the bank and the woman was very rude." He stated that the pictures of a bank would help our students to understand the whole sentence clearly and easily. Mr. Fanselow explained that we also had to use our gestures and teach some gestures to our students to do better lessons. In my opinion, it was very nice to attend his seminar and to freshen up my knowledge with lots of worldwide professors and lecturers.

In conclusion, I can say that attending these 3 webinars made me very happy and helped me to refresh my knowledge. My wish for the new academic term is to go on learning the new innovations on higher education and on ELT and to have good students who love learning English. I hope all of my colleagues will be happier and will be more knowledgeable than the previous years.
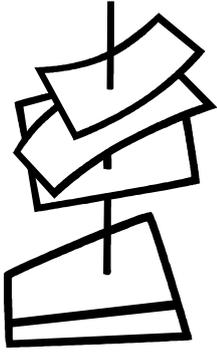
REFLECTIONS ON
THE 16TH INTERNATIONAL INGED ELT CONFERENCE
4 - 6 October 2013

Summarized by
Özlem Yağcıoğlu, Instructor
Dokuz Eylül University, Izmir, Turkey

Between the 4th and the 6th of October in 2013, Dokuz Eylul University hosted the 16th International INGED ELT Conference at the DESEM Halls in Alsancak in Izmir. The title of the 16th international İNGED ELT Conference was "By Word of Mouth: Embracing Inspiring Practices ". Prof. Dr. Simon Borg, Prof. Dr. Mehmet Demirezen, Prof Dr. Aydan Ersöz, Jeremy Harmer, Jim Scrivener and Joan Shin King were the plenary speakers of the conference. There were various kinds of workshops, talks and poster presentations on ELT at the 16th international INGED ELT Conference. I attended lots of concurrent sessions and plenary talks at the conference.

Rabia Akçay was one of the teacher trainers who presented a workshop at the 16th International INGED ELT Conference. She has been teaching English for 10 years in state schools in Turkey. She worked as a teacher trainer on behalf of board of education between the years of 2010 and 2012. She travelled throughout the country and delivered workshops in different cities. She has been working as a freelance teacher trainer for British since 2012. The title of her workshop was "Motivate Your Students within Minutes". In the beginning of her talk, the presenter explained that teaching in state schools was like being Spartacus fighting against the Terminator as the state schools were equipped with very limited resources. She also said that these resources (such as course books) made it more difficult to teach English as they didn't have meaningful, communicative, enjoyable and real life-like learning activities. Rabia Akçay encouraged her listeners to teach adjectives, adverbs and some words with some enjoyable games. She invited four participants to join her and asked one of them to explain the words which were seen on her power point. The others tried to guess the words she explained to them. The second game she suggested to her listeners was the Yes/No game. She put 2 chairs near her and invited three participants next to her. She asked them some guessing questions. She named one chair as the "**Yes**" chair and the other one as the "**No**" chair. When a participant wanted to say "Yes", this participant had to sit on the chair which was named "Yes" and for the answer of "No", the other chair. Rabia Akçay   suggested lots of enjoyable

vocabulary games during her workshop. All participants enjoyed listening to her presentation. She was appreciated and applauded.

Adam John Simpson's workshop was one of the great concurrent sessions I attended at the 16th INGED ELT Conference. I would like to summarize his workshop. Adam John Simpson has been working as an instructor of English in Istanbul since 2000. He presented his workshop on behalf of Sabancı University. The title of his workshop was "Inspiring Ways to View Adjectives Through the Eyes of Learners". At the beginning of his talk, Mr. Simpson listed his students' sentences while learning to use adjectives in English. Here are the sentences which were used by his students:

"I don't know if I am using the right adjective with a noun."

"I want to know what alternative adjectives I can use."

"I don't take risks with adjectives… I use the same ones often."

"I want to use my friend's knowledge to develop my English."

His workshop included the following classroom activities:

1. The Alien Planet
2. Finding adjectives in the classroom
3. The dramatic description word game
4. 'UnCarver' the sentence

The presenter gave the following tasks to his listeners to play the game called "The Alien Planet":

• You are going to create a paragraph that tells a story.
• Your paragraph will be a response to the questions I give you.
• Any sentence you say is OK, but you must follow the sequence of questions.
• You can ask me for help while you are speaking.

He listed the following questions about the same game:

1. How long have you been on the planet?
2. Why did you go there?
3. Describe the two people who are with you.
4. Describe your spaceship.
5. When you decided to leave your ship, how far did you walk?
6. Describe the landscape of the planet.
7. When did you realise that someone was following you?
8. Describe the creature.
9. While you were running away, you tripped and fell. What happened?

10. What was the big surprise at the end of your story? Describe your emotions.

This game was played by 4 different groups. We wrote our dialogues on pieces of paper and at the end of the activity, our papers were collected and the presenter asked us where this activity could be taken.

The outcomes of this classroom game were listed by the presenter as:
- You can adapt this to the level or language needs of your class.
- For instance, you can phrase the questions so that they are all in the simple past: 'When did you arrive on the planet?' 'Why did you leave your friends?'
- You can equally make it more complex:
  Parallel past continuous: 'While you were escaping, what was chasing you?'
  Passive structures: 'Describe the creature you were being followed by.'

After talking about the game, The Alien Game, the presenter told us that finding adjectives in the classroom was useful. He added that the classroom provided an environment that was rich in adjectives and the following tasks were listed by him:
- Go around the classroom and ask learners to look around and specifically use adjectives to describe the things they see.
- Get each learner to select a different adjective. If you do this, try starting with a 'weaker' learner so that they have less pressure to come up with an alternative, i.e. let 'stronger' learners have their turn later.
- When all learners have had a turn, you can repeat the process until they are at ease in describing a variety of classroom objects with a number of different adjectives.

The 3rd classroom activity described by Mr. Simpson was the dramatic description word game.
- Compile a list of nouns from the course book unit you're covering or the theme you're teaching around.
- Write the nouns on strips of paper and then fold the papers in half, so the word isn't visible.
- Members of the group take it in turns to choose a piece of paper.

The 4th classroom activity he told us was "Uncarver" the sentence. Mr. Simpson gave us the following exercise as a sample exercise to check the adjectives:

Check your adjectives!

'This man, a friend of my wife's, he was on his way to spend the night. His wife had died. So he was visiting the wife's relatives in Connecticut. He called my wife from his in-laws. Arrangements were made. He would come by train, a <u>five-hour</u> trip, and my wife would meet him at the station. She hadn't seen him since she worked for him one summer in Seattle ten years ago. But she and the man had kept in touch. They made tapes and mailed them back and forth. I wasn't <u>enthusiastic</u> about his visit. He was no one I knew. And his being <u>blind</u> bothered me. My idea of blindness came from the movies. In the movies, the blind moved slowly and never laughed. Sometimes they were led by dogs. A man in my house was not something I looked forward to.'

The presenter told us that the opposite literal practice was encouraged by us in this activity and he listed the following tasks:
Prepare an example paragraph, or get learners to write one (we will use the Carver paragraph from the opening activity). The paragraph should be simple containing as few adjectives as possible. The following sample exercise was given by Adam Simpson to check our adjectives:

Check your adjectives!
'This <u>blind</u> man, an old friend of my wife's, he was on his way to spend the night. His wife had died. So he was visiting the <u>dead</u> wife's relatives in Connecticut. He called my wife from his in-laws. Arrangements were made. He would come by train, a five-hour trip, and my wife would meet him at the station. She hadn't seen him since she worked for him one summer in Seattle ten years ago. But she and the <u>blind</u> man had kept in touch. They made tapes and mailed them back and forth. I wasn't <u>enthusiastic</u> about his visit. He was no one I knew. And his being <u>blind</u> bothered me. My idea of blindness came from the movies. In the movies, the blind moved slowly and never laughed. Sometimes they were led by <u>seeing-eye</u> dogs. A <u>blind</u> man in my house was not something I looked forward to.

The presenter told the audience that this could work well as a precursor to peer editing, especially if we were looking to recycle vocabulary from the recent units of a study and the complexity of the example sentences could be increased, if we were doing this with higher level classes.

The next thing he suggested was to take a fully 'adjectivized' sentence and have the learners change the adjectives for suitable synonyms. He said that the individuals or groups could then compare the synonyms they used.

Mr. Simpson stated that the classroom language used between teachers and learners was another opportunity for us to develop adjective use. He said that one thing we could do it to have one special day - or one week - when a learner asked us a question, they had to purposefully use adjectives before any nouns. He wanted us to try the following examples:

• What page of my ^ book, teacher?

• Can you help me with this ^ question, please?

• Can you repeat that ^ sentence, please?

• I don't understand this ^ word.

The presenter told us that a student could ask "Can I have help with this <u>difficult</u> question in my <u>blue</u> grammar book?" if he/she needs help for a question in his/her book. He suggested reminding him/her with prompts such as "What kind of question?" if he/she fails to use adjectives. For me and for the other participants, his presentation was wonderful. We enjoyed being there and we appreciated his study. He was applauded happily.

Simon Mumford and Nesrin Oruç Ertürk presented a paper on behalf of Izmir University of Economics. Simon Mumford teaches EAP to freshman students and he is a member of the Freshman Testing Unit at Izmir University of Economics. He was awarded the Msc TESOL from Aston University, UK. Asst. Prof. Dr. Nesrin Oruç Ertürk holds a PHD in ELT. Her main interest areas are second language acquisition and testing. The title of their paper is "Factors Influencing Student Perceptions of Difficulty in Academic Vocabulary Exams". Nesrin Oruç Ertürk told us that her students' main concern before an exam was how difficult an exam would be. The presenter also added that the difficulty of an exam for individual students would depend on many factors, including, but not confined to, the linguistic items themselves. This presentation described continuing research into student perceptions of difficulty of vocabulary sections of freshmen EAP Exams at Izmir University of Economics. The first part of their presentation gave the background to the research into factors that could influence test difficulty. As the presenters informed the audience during their workshop, their studies included lots of issues such as instructions, time allocations, format of expected response and topic and it was also about the literature on student perceptions of difficulty, including task difficulty, academic word list which presented specific conceptual challenges when compared to general English vocabulary. In the second part of their talk, the presenters described the research process of their study. According to their research, a questionnaire was developed based on the literature and administered to 588 freshman EAP students. In the last part of their talk, the presenters presented the findings of their research. It was explained by the presenters that

an awareness of the factors which increased difficulty could help teachers to understand the challenges faced by students learning academic words. It was also mentioned that this difficulty can be caused by the words themselves, the particular contexts the words are presented in and the particular student profiles. Participants of their session were colleagues who were from the different universities in Turkey. All participants appreciated their study and the presenters were applauded heartily.

Defne Akıncı Midas's workshop was one of the workshops I attended and appreciated at the 16th International İNGED ELT Conference. Defne Akıncı Midas is an experienced instructor of English at the Department of Basic English at METU. She is currently doing her PHD on the use of technologies in the teaching and learning processes. The title of her workshop at the 16th INGED ELT Conference was "Lessons Learned in the Teacher's Lounge". In the first part of her talk, Mrs. Midas told her listeners that great teaching came along with experience, which included discussions held and words of wisdom shared with colleagues. She told us that she aimed to share what she learned over the years from her colleagues during the short break-time periods, which proved to be invaluable. After this information, Mrs. Akıncı asked the following questions:

1- What domains of knowledge do teachers gain in staffrooms over time?
2- Is this worth asking?
3- What good will it do for us?

The presenter listed the areas of knowledge gained:
• Organizational culture/conventions
• Administrative "tips"
• Training help/tips
• Confession "box"
• Complaint sharing
• Personal counseling
• Professional idea sharing
• Conflict resolution/resistance

Mrs. Midas listed the following experimental schedule:
• Method: retrospective/introspective study
• Participants: Herself + about 100 past and present colleagues
• Time: 20 years
• Institutions: 4 types
• Areas of interest: any

She asked us whose names we learnt most quickly and easily the first days of a course for the 1st lesson. For the second lesson, she listed the following rules which were learned from a colleague:

1- Be on time   2- Be respectful   3- Be prepared

4- No food or drink   5- No communication devices

She also listed the following classroom rules which were learned from a colleague:
1- No cell phones in the classroom
2- No chewing gum while in class
3- Come to class on time. Arriving five or more minutes late forfeits your spot.
4-Don't leave early- it disrupts your pers in class - it is disrespectful to the trainer.
5-Please don't chat with your neighbour during class. Leave the socialising on the bari coach.
6-To guarantee your spot in class, sign up a head of time. If a class is sold out and you haven't signed up, you may wait 5 minutes to see if someone doesn't show up.

For the 3rd lesson, she handled the consequences of breaking rules and asked us what we did if/when the following happened:

◦ Student comes in late

◦ Uses L1 often

◦ Uses phone all the time

◦ Reads another material during class

For the 4th lesson, the presenter asked us the following question: You prepare a game for your students to play, as an enjoyable way to practice English. Some students sabotage your game quickly. What do you do? We discussed the answer of her question in groups and replied her after 2 or 3 minutes.

For the 5th lesson, she asked us what our students said when (if) we said "good", "excellent", "marvelous", etc about their sentences.

For the 6th lesson, the following question was asked by the presenter:

• What do students do when you say: "Oh, I have lovely music today/a great game for you this lesson/a fun activity for this point/… "

For the 7th lesson, the presenter asked her listeners what could happen if we asked our students if they liked jazz music with an intention to play jazz music in class. Why?

For the 8th lesson, she told us we had to keep calm and think in English.

For the 9th lesson, the presenter asked us what the result of repeating student utterances was. Why?

For the 10th lesson, Mrs. Midas asked the following question to her listeners:

You have a meeting with parents about their children, who happen to be our students. What should be the aim of your speech with parents?
For an additional example, Mrs. Midas gave the following scenario:
Your student has a bad headache and asks for aspirin. What do you do? Why?

At the end of her talk, she listed the following outcomes and the findings of this study:

- Staffrooms/lounges that are designed for learning could be set up for newly hired teachers.
- Mentoring programs could be designed around the idea of peer teaching.
- Innovative ideas may be shared and implemented through "change agents" in staffrooms.

For me, Defne Akıncı Midas's workshop was very useful and it was a very good opportunity to think about some outcomes of having a nice staffroom and having colleagues to share our business or our classroom experience. Defne Midas's presentation was appreciated and applauded happily by her listeners.

Jim Scrivener is an experienced teacher trainer and he is the head of the Teacher Development Unit of Bell Cambridge in the U.K. The title of his workshop at the 16th INGED ELT Conference was "How Can You Take a Good Course book and Really Make it Come Alive in Class?" In the first part of his talk, Jim Scrivener asked his listeners how they could make a good course book alive in class. After getting answers from the listeners, he told that adding games, competitions, quizzes would jazz up our class hours. He also asked two more questions to his listeners. Here are the other two questions he had asked his listeners:
 "Can we find ways to make the learning and the language exciting and engaging in their own right?"
"Do we do that by making things easier-or paradoxically, by pushing students and demanding more?"

He talked about the role of playing games in learning and teaching pronunciation and speaking skills. He also handled the importance of body language and gestures in teaching speaking or conversation courses. He also told us that the classroom activities we used in our classrooms should be interesting and joyful in order to create joyful class hours. Participants at his workshop were from different schools and universities in Turkey and from the other countries. All participants were appreciated his workshop and he was applauded at the end of his workshop.
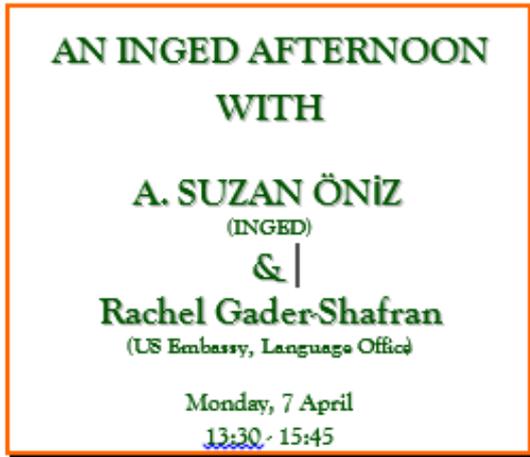
Prof. Dr. Mehmet Demirezen was one of the plenary speakers of the INGED conference and he presented two papers. Prof. Dr. Mehmet Demirezen is the chairman of the Department of the English Language Education in the Faculty of Education at Hacettepe University in Ankara. He has been working as a full professor at Hacettepe University since 1988. His research interests are applied phonetics, phonology, teaching advanced writing, language acquisition, educational linguistics, testing techniques, developing foreign language policies, bilingualism and multilingualism. I would like to summarize his morning presentation at the conference. The title of his presentation was "Why some vocabulary items are segmentally difficult to articulate: A demonstration by computer." Mr. Demirezen told his listeners that there were certain inherent phonological difficulties in the articulation of many vocabulary items, which made them more difficult to articulate both for the native and non-native speakers and he told that this inherent difficulty was called pronounceability, which happened to be a notorious problem for the non-native teachers and students. Mr. Demirezen told us that there were some factors which determined the ease or difficulty of articulations of words. The presenter also told that the phonotactic rules determining pronunciation for a particular verbal item coming from the mother tongue could support, fail to support via negative impacts or actively hinder the degree of correct articulation and pronunciation of words of the vocabulary items of a second language. Mr. Demirezen used a computer to give examples the pronunciation differences of the native speakers of English and non-native speakers of English. He showed some samples of the pronunciations of words in American English and the British English. He told the audience that many Turkish students and teachers of English have hard times to pronounce such words in North American English like: acquit, acquittal, colloquial, acquaintance, aquarium, tranquility, equilateral, unanimity, mutuality, immortal, reunionized, uncertainty. His presentation was so much appreciated and heartily applauded.

For me, attending the 16th International INGED ELT Conference was great because I had the opportunity to freshen up my knowledge and to learn about innovations and approaches in ELT. Seeing the distinguished speakers and lots of enthusiastic and dynamic colleagues at the 16th International INGED ELT Conference was also a wonderful opportunity for all of the participants of the conference.
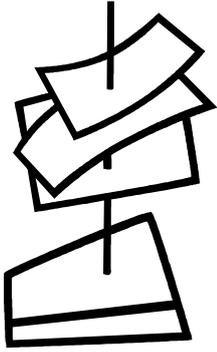
REFLECTIONS ON
AN INGED AFTERNOON AT ÇANKAYA UNIVERSITY
7 April 2014

Summarized by
A.Suzan Öniz
INGED Editor

AN INGED AFTERNOON WITH

A. SUZAN ÖNİZ
(INGED)
&
Rachel Gader-Shafran
(US Embassy, Language Office)

Monday, 7 April
13:30 - 15:45

Venue:
Çankaya University, Main Campus Blue Hall

Sabişke Yolu 29. km/Shuttles are available from Sihhıye and our Balgat Campus
For details: http://www.cankaya.edu.tr/ihayara/servis.php

Program:
13.30 – 14.30 'Evaluating Academic Writing'
A. Suzan Öniz, PhD (INGED)

14.30 - 14.45 Coffee Break

14.45 - 15.30 'Critical Thinking and Learner Autonomy'
Rachel Gader-Shafran, MA, JD, LLM
(American Embassy Language Office)

Çankaya University kindly invited me to do a workshop for their instructors in April. With the support of the US Embassy, Rachel Gader-Shafran joined this afternoon that focused on academic writing and critical thinking skills.

My presentation was called Evaluating Academic Writing: Features of Formal Writing. I mainly talked about evaluation criteria that I developed over time. The main reason for developing these criteria was to make evaluation more concrete for the teacher – so that teachers can grade student papers fairly and consistently over the term, and to make the written feedback helpful for students so that they can see exactly where their strengths and weaknesses lay in writing thus knowing what to rewrite and why.

The following are criteria for different parts of a paragraph. These are also the features of formal writing, which need to be taught before they are used as criteria.

TOPIC SENTENCE CRITERIA

Criteria	Evaluation	Notes
1. Sentence structure:		Simple & concise
2. Key words stating the topic and details of the controlling idea:		All included
3. The focus:		Clear and specific
4. Perspective:		Clearly indicates party/is neutral
5. TS in harmony with paragraph regarding: focus perspective key word use		In focus The same All used/explained
6. Signaling of paragraph type:		Yes. The (three) ideas in the controlling idea will be discussed/ The two issues/situations/etc. will be compared/…

THE THREE POSITIONS OF INFORMATION IN A SENTENCE

The sentence-initial position:	The mid-sentence position:	The final position:
usually: the place for the focus	the second best position for the focus	**rarely:** the place for the focus
usually: the place for old info	more important than the final position	**rarely:** the place for old info
rarely: the place for new info	**sometimes:** the place for old or new info depending on the sentence before	**usually:** the place for new info

THE SUPPORTING SENTENCES		
Criteria	Evaluation	Notes
7. Number		As many as there are parts in the controlling idea of the TS
8. Structure		SSs can be identified/located easily because they either contain parallel structures or signal words
9. Followed by explanations		
4. Wording		Clear, on focus, using key words
5. Order: TS Importance		In the same order as listed in the TS if listed Listed in order of importance; stated explicitly
THE EXPLANATIONS		
6. Amount		Sufficient with enough examples or data
7. Wording		Clear
8. Sequencing of sentences		Logical and helpful for reader; guides the reader through the ideas
9. Reference to data source		If data used, source/s: provided

CRITERIA FOR CONCLUDING SENTENCES & BRIDGING SENTENCES/DEVICES			
O P T I O N A L	Criteria	Evaluation	Notes
	CS signals its function		A word/phrase clearly signaling a summary or conclusion
	CS fulfills its function		Either summarizes the ideas or offers a conclusion
	BrS/BrD connects two paragraphs or parts		A sentence or word/phrase linking two paragraphs or parts within a paragraph

REFERENCING CRITERIA		
Criteria	**Evaluation**	**Notes**
All in-text references attributed to their sources		The writer of each idea borrowed from a source has clearly been indicated.
Clear boundaries for each paraphrase		Readers can easily tell where a paraphrase starts and ends; paraphrases and the writer's own ideas can easily be differentiated.
Paraphrased ideas in words different from the original source		The rewording of the original source has been done using different expressions.
The paraphrase accurately reflects the original ideas		The paraphrasing has changed the wording but not the ideas.
Appropriate format to refer to the source		The writer referred to the author or source of the info using formal style and format.

THE EVALUATION CRITERIA IN ONE LIST

CRITERIA FOR TSs, SSs, EXPs, CSs, BrSs/BrDs		
Criteria	Evaluation	Notes
1. TS structure:		
2. Key words stating topic and details of controlling idea in TS:		
3. The focus in TS:		
4. TS Perspective:		
5. TS in harmony with focus paragraph regarding: perspective key word use		
6. Signaling of paragraph type in TS:		
7. Number of SSs		
8. Structure of SSs		
9. SSs followed by explanations		
10. Wording of SSs		
11. Order: TS Importance		
12. Amount of EXPs		
13. Wording of EXPs		
14. Sequencing of sentences in EXPs		
15. Reference to data sources		
16. All in-text references attributed to their sources		
17. Clear boundaries for each paraphrase		
18. Paraphrased ideas in words different from the original source		
19. The paraphrase accurately reflects the original ideas		
20. Appropriate format to refer to the source		
OPTIONAL 21. CS signals its function		
22. CS fulfills its function		
23. BrS/BrD connects two paragraphs or parts		
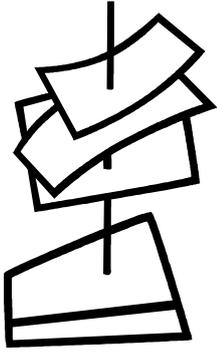
REFLECTIONS ON
THE 23RD BULGARIAN ENGLISH TEACHERS'
ASSOCIATION BETA-IATEFL
ANNUAL INTERNATIONAL CONFERENCE

South-West University, Blagoevgrad, Bulgaria.
www.beta-iatefl.org

11 - 13 April 2014

Summarized by
A. Suzan Öniz
INGED Editor

The 23rd BETA-IATEFL Conference was held at the South-West University in Blagoevgrad, Bulgaria this year. This year's theme was "The English Language Classroom: Can Research Meet Practice?" There were 170 delegates from 14 countries (Bulgaria, the Czech Republic, China, FYROM (or Macedonia), Greece, Hungary, Italy, Kosovo, Poland, Serbia, Slovakia, Turkey, UK and USA) present to attend 4 plenary talks and 30 concurrent sessions, 4 promotional presentations and 6 concurrent forums each comprising 3 short presentations on a large variety of topics. The plenary talks were by the following invited speakers:

Desmond Thomas

Desmond Thomas from the University of Essex, UK:
"Becoming a Researcher:
"Is It Worth the Effort?"

Terry Lamb from the University of Sheffield, FIPLV, UK: "Towards a Pedagogy for Autonomy: Exploring the Relationships between Learner and Teacher Autonomy"

Terry Lamb

Ellie Boyadzhieva from the South-West University, Bulgaria: "Theory and Practice: How to Make Ends Meet?"

Gergana Pencheva-Apostolova from the South-West University, Bulgaria: "E-CLASSROOM: A Global Ocean of Fluctuating Signs"

Ellie Boyadzhieva

The topics of the concurrent presentations were varied so that all participants could find a session to their liking. These presentation topics included lexical chunking, phonics, drills, brain research, testing, how to design interviews and questionnaires, CLIL, blogs, action research, motivation, ESP, storytelling…

You will find three session summaries in this article: A. Suzan Öniz summarized Desmond Thomas' Opening Plenary with the title "Becoming a Researcher: Is it Worth the Effort?" Maya Mitova summarized the presentation with the title "Brain Research and Best Practices: Neuroscience in the classroom" delivered by Daniel Perez, a representative of the English Language Fellows Program in Prague, Czech Republic; and Nahla Nassar summarized the presentation "Grammar and Creativity" by Valetine Lumezi, Aurora Zuna-Krasniqi, Bleta Zeqiri from ELT Oxford Studio: Prishtina, Kosovo.

"Becoming a Researcher: Is it Worth the Effort?"
Plenary Talk by Desmond Thomas
Summarized by A. Suzan Öniz, PhD

Desmond Thomas started his talk by stressing the importance of the relationship between teaching and research, stating that in an ideal world these would be integral, and that the answer to the question in the title is 'yes' but that it is not easy. He added that the most important question is: What is research?

If research is not approved, then it becomes very hard to get published. Then again teaching should be driven by knowledge derived from research and many departments encourage their M.A., Ph.D. or even undergrads to become researchers. In some cases people are doing linguistics research just so that

it is recognized; as a result, the question arises: Where do teachers and classrooms fit into this? The speaker stressed that teacher-led research needs to be supported. Unfortunately, however, often teachers have a negative view of research as being isolated and difficult. Desmond Thomas stated that he firmly believed that teacher-led research can be grounded in the daily experience of the teacher.

One of the frequent problems that teachers who wish to do research is that they are unsure as to how to choose a topic and how to narrow it down. The approach to research is another major issue: The scientific/positivist (quantitative) approach: The world exists independently of our knowledge of it ("The truth is out there") versus the interpretivist (qualitative) approach: The world is defined by our knowledge of it ("Truth is subjective/relative") The speaker stated that there is a hierarchy and that quantitative research is far superior to qualitative research.

Desmond Thomas continued his plenary by addressing why people do research, why teacher-researchers are needed, data collection methods including surveys, classroom-based ethnographic studies, classroom-based discourse analysis, materials evaluation &/or text analysis, analysis of task performance, action research projects, linguistic analysis. He also described some key concepts to bear in mind. These were:
* Validity of claims and evidence (Have I answered the precise questions set?)
* Reliability of claims and evidence (Have I answered the questions consistenly?)
* Specificity of claims and evidence
* Significance of claims and evidence
* Triangulation of data sources (How do data sources support each other?)
* Ethical standards in data collection

Desmond Thomas then went on to explaining the research cycle by starting with the steps.
1. Choosing a topic
2. Developing research questions
3. Formulating claims or hypotheses
4. Engaging with the literature
5. Planning data collection and analysis
6. Preparing a detailed research proposal

The presenter cautioned the audience that the first step has to be the research topic and NOT a method. He emphasized this point because research courses unfortunately start with research methods. These certainly are important and necessary but NOT the starting point.

The presenter gave examples of topics that worked (e.g. "willingness to communicate"), one that did not (e.g. "using the internet to learn a foreign language") and one still in progress ("the use of activities for practicing speaking in English language classes in Greek Junior High School classes"). He continued with a list of possible research support including traditional one-to-one supervisors, colleagues, other researcher colleagues, professional networks such as BETA, UK-based organizations such as BALEAP and IATEFL (http://resig.weebly.com/), social network communities, literature and web pages. The final subtopics of this extremely informative and motivating talk were how teaching and research can benefit from one another. He ended his talk by asking: Is it worth the effort? Here is the answer:

His final words of advice included:
Don't rush it, let it grow!
Get help!
Take a step back!
Don!t take too many shortcuts!
Don!t believe everything you read!
Never give up!

Editor's Note: If you are interested in doing small-scale research in your classes, Desmond Thomas is going to lead several webinars and will help teacher researchers through SEETA. Please check out the SEETA website for details: www.seeta.eu

"Brain Research and Best Practices: Neuroscience in the classroom"
by Daniel Perez
Summarized by Maya Mitova, EAP Tutor, CELE, UNNC

Recently I have attended the 23 rd BETA –IATEFL Annual conference, which was held in Blagoevgrad, Bulgaria from 11th to 13th April 2014. I went to a workshop called "Brain Research and Best Practices: Neuroscience in the classroom" delivered by Daniel Perez, a representative of the English Language Fellows Program in Prague, Czech Republic. The presenter suggested practical activities to use in EFL classroom based on brain research.

The speaker mentioned that learners are concentrated mainly in the first 20 minutes of a lesson, then the period between the next 20 to 30 minutes is considered a down-time period; therefore, the teachers should use games and hands-on activities and cooperative learning to engage their students in the learning process. It was interesting for me to learn that in the closure, the last 30 to 40 minutes, the class attendees' learning memory only summarizes the perceived new material. In this part of the lesson, which is different from reviewing, where the teacher leads the lesson, the learners do most of the work by rehearsing and summarizing the new concepts.

During the workshop we played two games, one The Memory game with animals and another one called "Cocktail Party" which can be used to engage students in cooperative learning.

For further reading the presenter suggested a book by Sousa, D. *How the Brain Learns.*4th Ed. Thousands Oaks, CA: Corwin, 2011.75 Print.

"Grammar and Creativity"
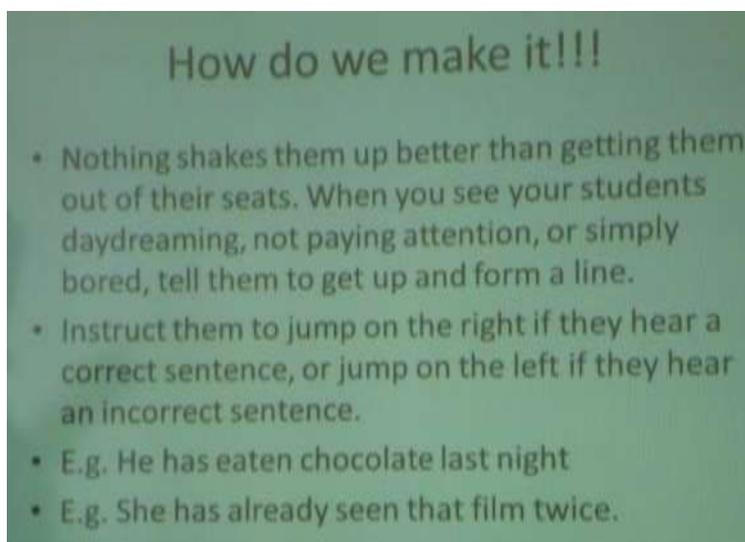**by Valetine Lumezi, Aurora Zuna-Krasniqi, Bleta Zeqiri**
ELT Oxford Studio: Prishtina, Kosovo
Summarized by Nahla Nassar

In her introduction to the school's history, Zeqiri stated that the ELT Oxford Studio includes more than 5000 students in different centers. Zuna-Krasniqi and Lumezi continue to explain that their school does not make use of the traditional ways of teaching grammar. Their motto in teaching is **"building good grammar is like building blocks"**

They gave numerous examples of their way of teaching grammar which includes visual aids such as clothes, posters, toys, flashcards, drama classes, art, music and culture. They believe that students should **"think, reason and feel the language".** They have taken their students on many trips such as the USA and UK to allow their students to practice the language in real life situations.

So, how can we teach perfect tense so that it may be fully grasped by our students???
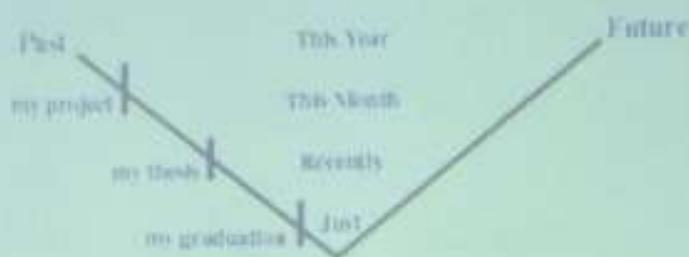
This fruitful and motivating conference ended with a beautiful surprise: The city choir, which included the President of BETA and organizer of the event Zarina Markova, 3rd from the right in the back row, performed a series of songs accompanied to the piano and soothed our souls that were tired after these intensive sessions.

The final activity was a trip to the nearby Rila Monastry with its gorgeous setting in the mountains, buildings and wall paintings.

This conference was an unforgettable academic as well as social gathering…

Our final group photo before going in various directions back home…

N.B.
It was spring time and I noticed a lot of trees with ribbons tied to the branches. It's called Martiniska and when a person sees the first buds or leaves on a tree, to celebrate the arrival of spring,
they tie a ribbon on a branch…
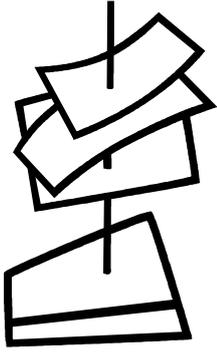
REFLECTIONS ON
THE "READ, LEAD, SUCCEED" PROJECT
AT THE
METU DEVELOPMENT FOUNDATION SCHOOLS, ANKARA
MIDDLE SCHOOL
17 April 2014

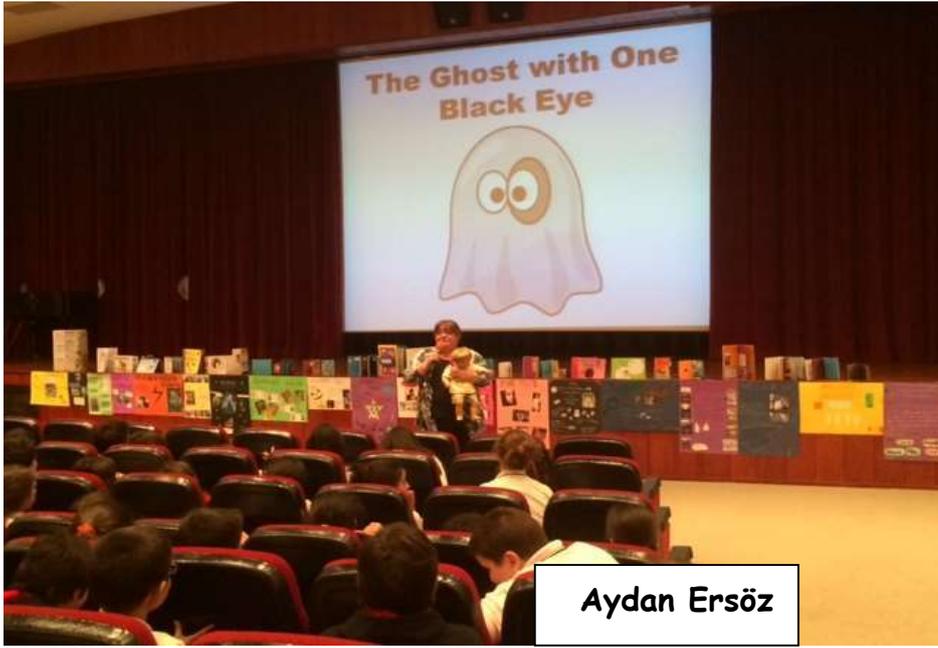## Summarized by
Prof. Dr. Aydan Ersöz

The English teachers at Ankara Middle School of the METU Development Foundation Schools ran a project for the 5th and 6th graders called "Read, Lead, Succeed". The project had two feeds: a) students were asked to work in groups to shoot a short introductory video of their favorite book, or b) students were asked to write their own English books. The aim of the project was to highlight the importance of reading.

On 17 April 2014, students gathered in the auditorium to visit the book and poster exhibit and watch the video clips prepared by themselves. There were about 200 students.

The event started with a short anecdotal speech by Michael Bobal, an English teacher. Then the video clips were shown. Finally, Prof. Dr. Aydan Ersöz did a storytelling session with the students (for the actual news please visit: http://www.odtugvo.k12.tr/ankara/ortaokul/manset-duyurulari/read,-lead,-succeed.aspx).
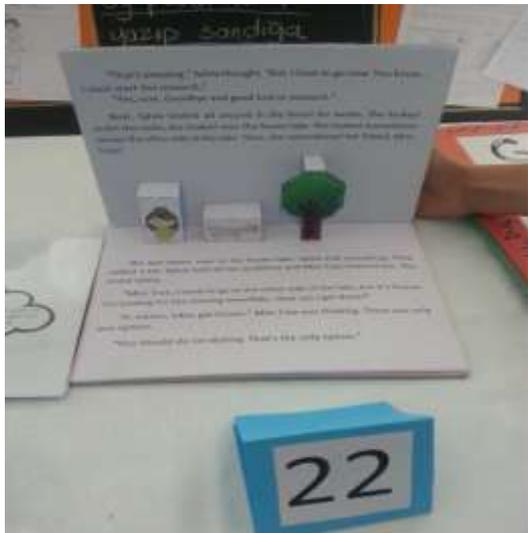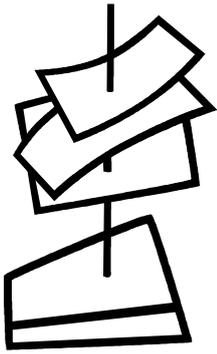
Michael Bobal

Aydan Ersöz

Together
with the project leaders

Some books prepared by the students

**REFLECTIONS ON
AN INGED AFTERNOON
AT THE
FOREIGN LANGUAGES TEACHING DEPARTMENT,
METU**

18 April 2014

**Summarized by
A. Suzan Öniz
INGED Editor**

I was invited by the Instructor Dr. Işıl Kaçar at the Foreign Languages Department to do a workshop for their students studying to become English language teachers. My topic was "Engaging all learners all (or at least most) the time: Tips from experience." In summary, I talked about the importance of students being interested in what is going on in class and how interest leads to motivation, attention and engagement as can be seen below:
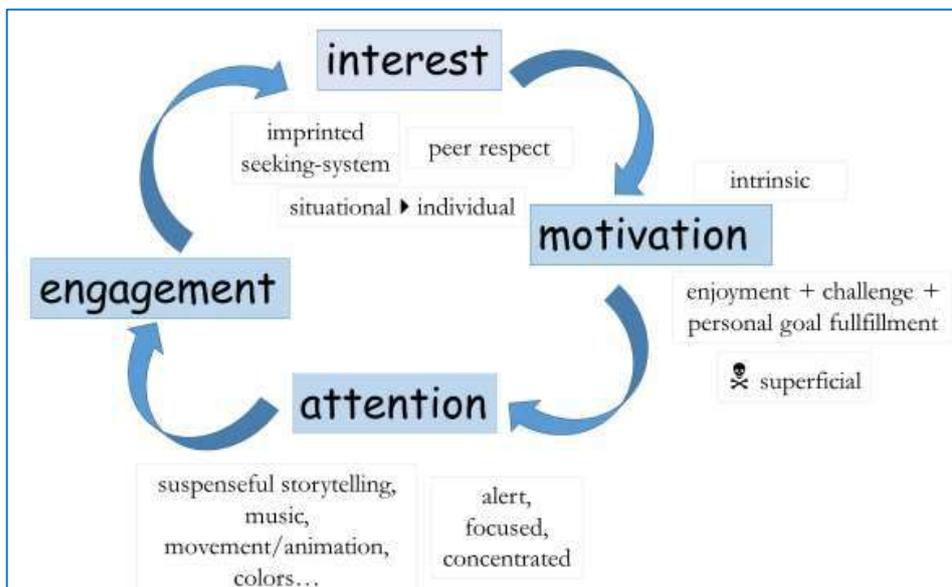

The next part of the interactive session focused on ideas that teachers can use to become better equipped to plan engaging lessons. One of these is to get to know the learners in the class. I showed the participants some sites where they can find learning styles inventories. A collection of these

inventories can be found at my web site where teachers can find the actual inventory and the interpretations of the results. Here is the link: http://www.metu.edu.tr/~suzanoni/Learning%20Styles.html

The last part was about ideas for teaching tips ending with some of the features of a good teacher..
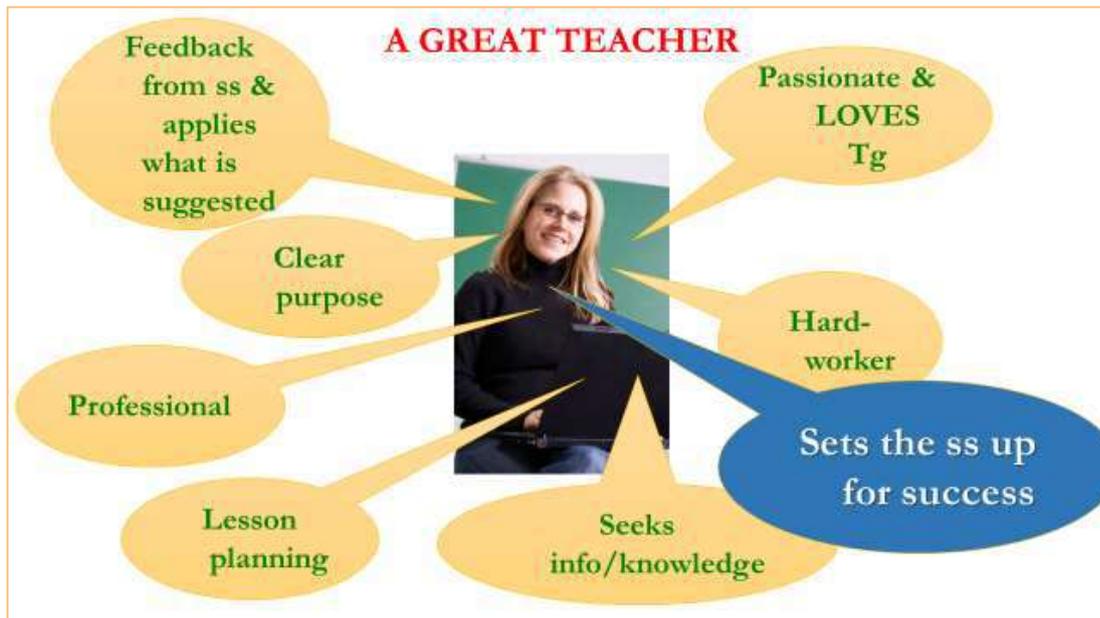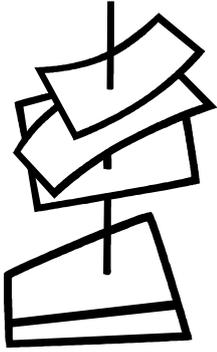
REFLECTIONS ON
AN INGED AFTERNOON
AT THE
FOREIGN LANGUAGES TEACHING DEPARTMENT,
METU

2 May 2014

Summarized by
Prof. Dr. Aydan Ersöz

Upon an invitation by the Foreign Languages Teaching Department, METU, we held an INGED afternoon on 2 May 2014. The target audience was the student teachers but the session was open to anyone who was interested to join. The title was **"Classroom Interaction: Using your Teacher Voice and Using L1".**

You can find a brief summary of this session below. You can watch the videos on

http://learning2teachenglish.wordpress.com/2014/05/08/prof-dr-aydan-ersoz-how-to-use-l1-in-class-and-how-to-use-your-teacher-voice-video/

Teacher Voice

DO'S & DON'TS

Do's	Don'ts
be audible	don't shout
be pleasant to listen to	don't be unpleasantly loud
be expressive	
be lively	don't sound bored or hopeless
give your voice vitality	don't be dull or monotonous
give your voice variety	don't be mean or bossy
make sure your voice is clear	don't speak too softly

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Use facial expressions, gestures and body movements (body-language)

Speak with sincerity, enthusiasm and whole-heartedness

Maintain eye-contact

Alter pace for effect (don't be afraid to STOP or speed up)

Use exaggerated intonation and pitch whenever necessary

Dramatize

Using L1

HOCAM!   I DON'T KNOW TURKISH ERCAN...

YA AMA HOCAM!..   I FORGOT TURKISH...

MİSİS TEKİNOĞLU .... YA HOCAM TÜRKÇE SÖYLESEM?.   I DON'T UNDER STAND YOU ...
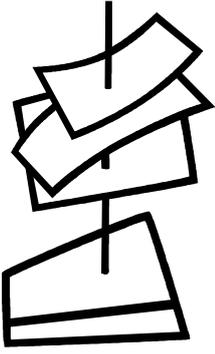
İÇİME ATA ATA LİSE HAZIR- LIKTAN SAĞ- LARIM

The classroom is often the students' only exposure to English, and that exposure should be maximized.

Burden

REFLECTIONS ON A FORUM:
TURKEY NATIONAL NEEDS ASSESSMENT OF STATE SCHOOL ENGLISH LANGUAGE TEACHING A JOINT PROJECT BY TEPAV AND THE BRITISH COUNCIL
ANKARA
7 May 2014

Summarized by
Prof. Dr. Aydan Ersöz

In partnership with TEPAV (Economic Policy Research Foundation of Turkey) and the Turkish Ministry of National Education, the British Council conducted a nationwide needs assessment in the period February-May 2013. The aim of this research was to provide the Turkish Ministry of National Education with an analysis of the current condition of state school English language teaching and a set of recommendations which the Ministry can take forward for its teacher education programs. The report also includes a possible model for a countrywide English language awareness campaign. This research, the largest study of its kind, included observation of 78 English language classes in 48 schools in 12 cities throughout Turkey, semi structured interviews with 87 teachers and a survey of 21,000 teachers, students and parents. The field research is accompanied by an economic analysis of the importance of learning English both for the life prospects of individuals and as a driver for a country's economic growth.

In all, the report provides a unique insight into current state school English language teaching practice along with the views of a very large number of students, parents and teachers from across Turkey. You can read the full report on http://www.tepav.org.tr/upload/files/haber/1395230935-0.Turkey_National_Needs_Assessment_of_State_School_English_Language_Teaching.pdf

The forum started with the welcoming speeches given by Margaret Jack, the Country Director, British Council Turkey, and Dr. Güven Sak, the Director of TEPAV. Then Efşan Özen from TEPAV and Chloe Ewing/ Jason Price from the British Council gave a brief information about how the project was carried out. Following that David Vale, British Council Consultant, talked about the findings of the project.

The forum continued with a panel discussion, the panelists being Prof. Dr. Aydan Ersöz (INGED), Prof. Dr. Gölge Seferoğlu (METU), and Taner Yapar (TOBB-ETÜ). The findings of the project can be briefly summarized as:
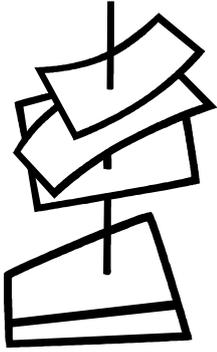

Given Turkey's ambitions to become one of the ten largest economies in the world by 2023, a workforce proficient in English language skills is crucial. However, despite efforts to address gaps in education provision through the introduction of the 4+4+4 system, the reality is that very few students are able to achieve even basic communicative competency even after about 1,000 hours of English lessons. This is because

- Classes are teacher-centered;
- Classes are taught in Turkish;
- Classes and exam- are grammar-based;
- English is NOT taught as a means of communication. It is just another lesson.
- Students are answering teacher's questions about grammar but NOT learning or expressing anything new about their own lives or thoughts in English;
- Students are completing textbook exercises which are usually 'mechanical' and do not require students to 'think' how this might apply to their own lives but NOT doing any meaningful/interesting tasks in English which involve learning about their world and talking about their learning/results – in English;
- Students are reading texts and talking about people and things in the text which have nothing to do with their everyday lives in Turkey or their learning needs but NOT talking about people and things in their own lives.

After the forum, I was asked to write an article to be published in Al Jazeera Turk. You can read the article on:

https://www.facebook.com/AlJazeeraTurk/posts/761490993881213
http://www.aljazeera.com.tr/gorus/ingilizce-ders-degil-iletisim-araci

REFLECTIONS ON A FORUM:
The 4th HELTUS-CON
ANKARA

8 - 9 May 2014

Summarized by
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department of Hacettepe University hosted the 4th Undergraduate Students Conference in Ankara on 8 and 9 May 2014. On behalf of INGED, I was invited to give a plenary speech. My session's title was "**We are teaching, but are they learning?**" There were about 200 people as our audience, mostly the Foreign Languages Teaching Department students from different universities and academics in our field.

There were about 40 concurrent sessions, all held by undergraduate students. The plenary speakers and their titles were Prof. Dr. Aydan Ersöz (INGED) "We're teaching, but are they learning?"; Jason Price (British Council) "Playing with Words: Recycling Lexis"; Tony Gurr (Pearson) "Is There Life After Teacher Training College? - Teacher learning, professional growth and TDI"; and Dr. Yasemin Yelbay Yılmaz (Hacettepe University) "You know you are a perfect teacher when..."

The 4th Hacettepe University
English Language Teaching
Undergraduate Students Conference

4th HELTUS-CON
08-09 May 2014

"On the Way to Teach English: Trends and Challenges"
http://www.elt.hacettepe.edu.tr/heltus

Keynote Speakers
Aydan Ersöz (INGED)
Jason Price (British Council)
Rachel Gader-Shafran (US Embassy)

Important Dates
Abstract Submission   23.04.2014
Acceptance Notification   28.04.2014
Registration Deadline (for Audience)   02.05.2014

VENUE
HACETTEPE UNIVERSITY - BEYTEPE CAMPUS - FACULTY OF EDUCATION - BLOCK B

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İbrahim Yaşa (Senior Student)   METU

CONTACT: ubalaman@gmail.com
REGISTRATION: http://www.elt.hacettepe.edu.tr/heltus/form.html
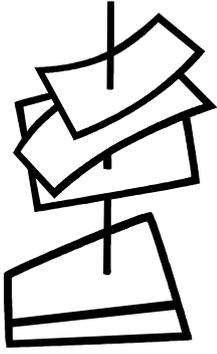
REFLECTIONS ON
THE 2ⁿᵈ INGED ELT EVENT
HOSTED BY THE FOREIGN LANGUAGES DEPARTMENT
ABANT IZZET BAYSAL UNIVERSITY
in Bolu
9 May 2014

Summarized by
Prof. Dr. Aydan Ersöz

The Foreign Languages Teaching Department, Abant İzzet Baysal University, Bolu kindly hosted an INGED event on 9 May 2014. I held two sessions entitled "FELT: Fun in ELT" and "A Sample Lesson for Young Learners", Nazlı Güngör held a session entitled "Sample Speaking Activities with the Reflections of the CEF" and M. Akın Güngör "Videos as a Teaching Tool in Integrated Language Activities". We had about 300 people as our audience, mostly the Foreign Languages Teaching Department students and the academic staff from the university.

You can find a brief summary of one of the sessions below.

inged

INGED ELT EVENT

Friday, 9 May 2014

Abant İzzet Baysal University, Bolu

10.00 – 11.00	*FELT: Fun in ELT* **Prof. Dr. Aydan ERSÖZ**
11.00 - 11.15	Coffee Break
11.15 – 12.15	*Sample Speaking Activities with the Reflections of the CEF* **Nazlı GÜNGÖR**
12.15 – 13.30	Lunch Break
13.30 – 14.30	*A Sample Lesson for Young Learners* **Prof. Dr. Aydan ERSÖZ**
14.30 – 14.45	Break
14.45 – 15.45	*Videos as a Teaching Tool in Integrated Language Activities* **Mustafa Akın GÜNGÖR**

Venue;

Abant Izzet Baysal University, Bolu

Registration;

Participants, who want to receive certificates of attendance, are kindly required to send an e-mail by 5pm Monday 5 May 2014 to and pay 5 TL to selminsoylemez@gmail.com.

Contact;

Mustafa Akın Güngör   magelt06@gmail.com

Nazlı Güngör   nazlidemirbas_06@hotmail.com

FELT: Fun in ELT (Fun Activities)

Activity 1: Punctuation

a) Examine the following letter. Decide what kind of a letter it is.

Dear Thomas,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy--will   you let me be yours?

Maria

b) Work with a partner. Without changing the words, change the letter into an insulting break up letter.
**You can only change the punctuation, nothing else.**

Dear Thomas,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?

Yours,

Maria

Activity 2: Pronunciation

a) Look at the picture. Choose the correct word for the picture. Then say it aloud.
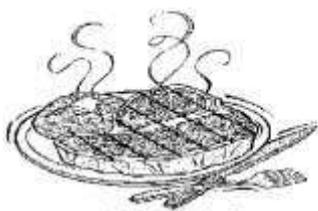
steak or stick

cheek or chick

sad or said

pitch or peach

green or grin

had or head

man or men

sleeper or slipper

b) Now, say these sentences out loud with the correct word in the blanks.

Eg: I have a COCKER that barks at our COOKER when it is on.

1. I can't eat this …… with the …….
2. I kissed the ……… on the ………
3. He ………… he was ……………
4. Don't ……. the …….. into the trash can. I will eat it.
5. She was …….. with envy but she kept her …….. .
6. The lion ………. a big …………
7. All ……… in this room, are you ……… enough to meet the challenge?
8. If you are wearing your …………, you don't need to put on your ………. .

KEY

1. I can't eat this STEAK with the STICK.
2. I kissed the CHICK on the CHEEK.
3. He SAID he was SAD.
4. Don't PITCH the PEACH into the trash can. I will eat it.
5. She was GREEN with envy but she kept her GRIN.
6. The lion HAD a big HEAD.
7. All MEN in this room, are you MAN enough to meet the challenge?
8. If you are wearing your SLEEPERS, you don't need to put on your SLIPPERS.

Activity 4: Game

Take the following test in 1 minute.

1. Continue this sequence in a logical way:	25 Points

M   T   W   T   _   _   _

2. Correct this formula with a single stroke:	25 Points

5 + 5 + 5 = 550

3. Please write whatever you like here:	25 Points

4. Draw a rectangle with 3 lines:	25 Points

KEY:

1. Continue this sequence in a logical way: 25 Points

M   T   W   T   F   S   S

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2. Correct this formula with a single stroke: 25 Points

$$5\; 4\; 5\; +\; 5\; =\; 550$$

3. Please write whatever you like here: 25 Points

whatever you like

4. Draw a rectangle with 3 lines: 25 Points

Activity 5: Reading (What are the priorities in your life?)

a) Imagine that all of the five things that you will see are happening at the same time.

Think about what you will do first, then second and so on.
Number the items in the list from 1 to 5. 1 = do first, 5 = do last. Refer to the key for your result.
• The baby is crying.
• The clothes are hanging outside and it has started to rain.
• The water is running from the tap.
• The doorbell is ringing.
• The phone is ringing.

b) Each action reflects the priorities that you have set in your life. Take a look at the following table to see which priority corresponds to which action.

Action	Priority
Attend the phone	Career and job
See who is at the door	Friends and relatives
Pick up the clothes	Sex
Attend the baby	Family
Switch the tap off	Wealth

With a partner discuss whether the result has turned out to be correct or not for yourself.
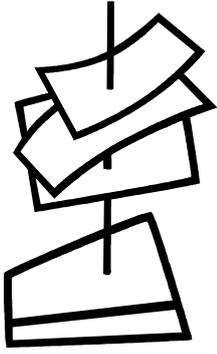
**REFLECTIONS ON
THE 2ⁿᵈ INGED ELT EVENT
HOSTED BY THE FOREIGN LANGUAGES DEPARTMENT
ABANT IZZET BAYSAL UNIVERSITY
in Bolu
9 May 2014**

**Summarized by
Nazlı Güngör**

INGED organized the 2nd ELT Event at Abant Izzet Baysal University in Bolu on May 9, 2014. The plenary speakers were Prof. Dr. Aydan Ersöz, Nazlı Güngör and Mustafa Akın Güngör. The warm, friendly and enthusiastic atmosphere in the conference hall was wonderful and gave us big energy early in the morning so the sessions started with great interest and participation. There were 244 pre-service and in-service teachers with instructors and academic staff from the university. On behalf of the hosting institution, Assoc. Prof. Dr. Ayşegül Amanda Yeşilbursa and Assist. Prof. Dr. Selmin Söylemez organized with great skill the registration, coffee & tea breaks and the raffle.

Prof. Dr. Aydan Ersöz presented two workshops, one in the morning, one in the afternoon. The first one was about fun activities that activate students' cognitive skills and creativity in the classroom while the latter one was on storytelling for young learners.

Both sessions were fantastic and the performance of our trainer was inspiring for all pre-service and in-service teachers in the hall. Then, it was my turn to do my workshop presentation. My workshop "Sample Speaking Activities with the Reflections of the CEFR" started with a brief introduction about the description, benefits, practices and policy implementations of the CEFR and then went on with sample role-play, interview, storytelling and drama activities for each proficiency level stated in the CEFR.

The aims for each activity type were chosen carefully from the CAN DO statements in the CEFR. Role play activities were for A2 and B1 level learners and their role cards included the daily problems students met in real classroom atmospheres. After forming pairs, students started to prepare their dialogue for three minutes. Later on, I asked two different groups to act out their dialogues on the stage. It was really funny and interesting for them because the audience observed their peers while performing. Then, we continued with the 'Bridge' activity adapted from Jim Wingate's "Knowing me Knowing you." The activity started with reading the story. Then I asked 5 volunteers to dramatize the story while I was reading it on the stage. They performed instinctively and spontaneously with humor so they were a great success. Now it was time to ask the audience to form a list of their own ranking from the most to the least to blame the character in the story. After that, I asked them to compare their own lists in groups. They shared their views and commented on the reasons and results of the event in the story. Then, I organized an interview session with the characters of the story. The audience was very creative and asked witty questions. Following the funny and interesting answers of the characters, I offered an alternative post-speaking activity which was to write an alternative ending to the story or to write a newspaper report of the interview they made with the characters in the story. The final activity was about establishing the classroom rules together with the children in the classroom. I first showed different pictures of rules in our lives and the classroom. They talked about them by explaining the rules they need in the classroom. Then, I asked them to decide on the qualities of a good teacher and student separately in groups.

Modern and innovative roles were given to teachers and students by the audience, which actually reflected their own views. It was very good to hear their answers. Then, we compared different answers and discussed the results. This kind of an activity could be used at the beginning of the term to establish classroom rules by explaining the expectations from both sides together. I thanked the audience for their participation and attention in the session. Later on, we went to lunch on the campus with a view of Gölköy. The afternoon sessions were done by Aydan Ersöz and Mustafa Akın Güngör. The

first one focused on storytelling for young learners. Aydan Ersöz chose the 'ghost' story and asked children to dramatize it by using voice, intonation and body language. The audience also joined the repetitive parts in the story, which activated not only the performers but also the rest audience kinesthetically. Humor, fun, participation and enthusiasm were worth living the moment.

The second session in the afternoon was conducted by Akın Güngör and had

the title "Videos as a Teaching Tool in Integrated Language Teaching." He

started with a brief definition, introduction and small discussions on authenticity, the importance of videos and reasons to use them in language learning activities. He did this part in the question and answer form involving the audience. Following this, he offered sample activities based on the famous British comedy classic, the Fawlty Towers. He showed some captions from the movie and did activities together with the audience. As the movie was funny by nature, the activities entertained and gave students practical ideas as well.

When the sessions were over, it was time for the raffle. Oxford University press and INGED contributed to the raffle with various gifts for pre-service and in-service teachers. The day ended with a selfie and farewell photos of the presenters with the audience. We hope to organize the 3rd ELT Event in Bolu next year again. Please be updated for the future INGED ELT Events by following us on our Facebook page and www.inged.org.tr
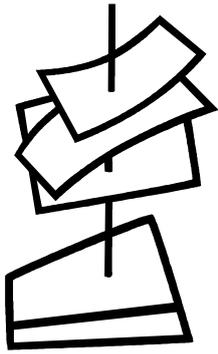
REFLECTIONS ON
THE 48th IATEFL CONFERENCE
1 – 5 April 2014

Summarized by
Nazlı Güngör

The 48th IATEFL Conference was held in Harrogate, the UK in April 1-5, 2014. On the 1st of April, Associations' Day and Pre-conference events took place. On behalf of INGED and as the new volunteer and assistant of IATEFL, I attended the A-day. The day started with the opening and welcome remarks by Carol Read, the present president and Les Kirkham, the associates' committee director. 77 association representatives from different parts of the world attended the day. This year IATEFL initiated a great project by IH London for IATEFL associations. IH London organized a competition for associations to meet English language teachers' needs by providing them their own trainers. According to the application rules, each association needs to describe the commonly met problems or challenges by its local English teachers. then, they develop a training project plan involving time, budget, the number of trainee teachers and the venue. By following certain criteria, IH London picks up the winner and announces it on the A-Day. Although it was the first year of this project, the number of participant associations was 6. Each of them designed and came out with really good and necessary projects. But, among them ELTA from Albania performed better so the winner was ELTA. And we announced it spontaneously on the A-Day. The president of ELTA, Sphresa Delija, was there and surprised a lot. Then, I made a speech by explaining the criteria we

considered while marking the submissions. Later on, poster sessions time started. 12 association representatives brought their organizations' poster and hang up on the stands. Some of them handed out materials and publications of the associations, which really increased interest and captured most people in the hall. They negotiated and learnt very much from each other during the poster sessions. Before that, some speeches by Gary Motteram and Richard Smith were given on the development of associations. The day ended with big satisfaction and pleasure of participants due to what they learnt, shared and exchanged.

Throughout the conference
The actual conference started on the 2nd of April, 2014 with the plenary speech of David Graddol. He mentioned the English spread in the world and touched on the importance of using English from very young ages not only from the perspective of cognitive development but also from political, economic and social perspectives. He showed us the ranks and years of English use in different continents. In terms of gaining new perspectives and statistical information, it was an informative plenary. Then, concurrent sessions started and both Holiday Inn and the International Conference Center were used for these sessions. The number of participants, speakers and committee was over 1000 this year. Our session took place on the first day of the conference in the afternoon. We gave a workshop called 'technology enhanced writing classes from socio-cultural perspectives'.

As the name suggests, we built on the elements of socio-cultural theory like collaborative learning, scaffolding and interaction. We collected writing drafts of prep. school students at Gazi University, school of Foreign Languages. After checking and giving feedback on their drafts, we collected the latest form of their writing task as video with English subtitles. We gave them a week for this. At the end of a week, they handed out their videos on CDs and we graded them accordingly. We shared some performances from this task during the workshop. The audiences were interested and shared their thoughts with us. We surprisingly learnt that there were also some teachers who follow such applications in their EFL classes with small changes.

The conference was full of surprising competitions and activities both in days and nights. Cambridge, Oxford, Macmillan, Pearson and British Council really invested a lot to social evening events during the conference to help people share and socialize.

Throughout the Conference, various association representatives volunteered to wait in the A- Day stand and introduce their own associations on this stand.

Harrogate was chosen the best city to spend the rest of your life in the UK according to the statistical results. The city was established in the 1800s and is famous with Turkish baths and natural beauties, parks and gardens, the most famous of which is Valley Gardens. If you happen to visit Harrogate one day, you should absolutely try Betty's and drink Harrogate tea. It is a real treat.
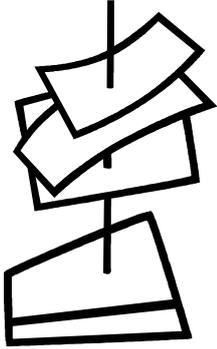
REFLECTIONS ON
THE INGED – KOCAELI ELT EVENT
AT KOCAELI UNIVERSITY
30 May 2014

Summarized by
Nazlı Güngör

The one before the final ELT event for the 2013 – 2014 academic year was held at Kocaeli University, ELT Department on May 30, 2014. As you may be aware, INGED organizes ELT events each month in different cities or regions in collaboration with different institutions to serve pre-service, in-service and teacher trainers. For INGED members, our events cost 5 TL while for non-INGED members it is 25 TL. Therefore, when you become our member, you both have the chance to attend events with certificates at a reduced fee and make use of your INGED membership. Our previous event was at Bolu Abant Izzet Baysal University. And we aim to finalize the 2013 – 2014 academic term with the ELT event to be held on June 7th, 2014 at Turkish American Association.

To return to the details of the INGED Kocaeli Event, I was an audience, an event organizer and a presenter in this event. Our aim was to widen pre-service teachers' horizons and to exploit ways on how to apply certain techniques, games or classroom activities with students regardless of their age and levels. Thus, the activities and ideas in this event were applicable to young learners, teens and adults. There were approximately 80 people in the hall including 3rd and 4th grade pre-service teachers and teacher trainers. The atmosphere was very dynamic and energetic.

The day started with M. Akin Güngör's and my joint presentation titled 'Videos as an Authentic Material' at 10.00. Prior to that, on behalf of the INGED board, I made a welcoming speech and presentation about INGED. Unfortunately most of the audience had not heard about us before. Hence, it was an informative speech for them and at the end of the day many of them got their memberships processed and became a part of INGED. Then, we started our presentation with the background information on language

teaching materials, authenticity and video techniques to give the audience ideas on what, how and why they may want to use authentic materials and videos. Some views by Tomlinson, Scrivener and Harmer were shared with them by asking reflective questions throughout the session. It was obvious that the students in the audience used videos with different age groups but they did not know or were not aware of the reasons and strategies they were using. Then, my partner came to the stage for a hands-on and showed us how to use videos effectively in integrated language activities. He prepared and shared sample listening, reading, speaking and writing tasks for teens and adults by using the video 'Fawlty Towers,' a classic British Comedy. The videos raised students' attention and they took notes during the workshop. As a critical reflection part, he asked them the ways on how to elaborate on the video activities. Pre-service teachers gave examples from their micro teaching presentations.

The day went on with Dr. A. Suzan Öniz, Asena Çifçi and Patricia Tehan's presentations, coffee breaks, the raffle and certificate ceremony. Should you wish to receive our sample integrated language activities and presentation slides, please contact us at magelt06@gmail.com or mnazlidemirbas@gmail.com . Looking forward to seeing you in future events and conferences.

SOMETHING TO THINK ABOUT

In this issue, let's think about how to overcome the dreaded summer brain-drain and the summer slide…

http://www.eschoolnews.com/2014/05/16/summer-brain-drain-387/?ps=309973-0013000000zzqA4-00330000018WLl1

3 WAYS TO AVOID SUMMER 'BRAIN DRAIN'

By Laura Devaney, Managing Editor, @eSN_Laura
Read more by Laura Devaney
May 16th, 2014

The summer slide impacts students more than you might think–here are 3 strategies you can use to combat it

Students and teachers usually can't wait for summer–students, to have a break from classes, and teachers, to catch up on professional development and reflect on the previous school year, all while preparing for the start of the next school year.

Three strategies can help students, teachers, administrators, and community members improve educational outcomes, at the same time avoiding the summer slide and disconnectedness that comes from summer break.

These strategies have the added benefit of fitting into the regular school year, said Melissa Whipple, retired Family Outreach and Engagement Trainer at San Diego Unified Schools, who outlined the three approaches.

"The underpinning idea behind summer learning and out-of-school learning is that school is not the only learning place," Whipple said. "We'd like to leverage our relationships with families, and   help home and community

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understand that that is where powerful learning takes place. It's not just at school. Family and culture do count."

Those strategies include:

1. High-tech strategies: Using social media to connect with parents. Teachers can use social media and classroom websites to communicate with students and families, keeping them engaged and informed. This practice is useful during the school year and, once established, continues easily into the summer months.

"It's important that we do this during the school year, but if we just dump it at the summer learning point, it's not going to be effective," Whipple said.

"Once you have a social media website up and going, it can include a lot of features, like Q&A, podcasts, photo assignments, communication boards, and you're really building a sense of online community–that's the beauty of them," she added.

2. High-yield strategies: Accelerating or enriching learning by encouraging students to have "self-assign" learning. Teachers can support this mentality during the school year, ramping up efforts right before summer break, to prepare kids for a motivating activity over the summer. Teachers then use their high-tech strategy to check in with students over the summer.

"The key to high yield is to develop those relationships during the school year, and leverage them over the summer," Whipple said.

Teachers might want to reference the book *Learning in Depth*, by Kieran Egan, which focuses on asking students to become experts on a single topic from grades 1-12. Students can use summer time as "brain gain" to increase their topic knowledge, with their family's help.

3. High-touch strategies: Learning more about school communities and building relationships during the school year to last over the summer. These strategies involve school communities, and serve to strengthen the relationship between schools and community members, stakeholders, and local businesses that could be a source of future partnerships.

For instance, school leaders might organize a community walk–a parent-led tour that highlights resources and challenges in a school neighborhood. School staff and community partners plan the walk and map out a one-hour walking tour, taking notes and photos, and finish with a meal afterwards. The walk and community observations and photos are posting on school social media outlets, leading to more community awareness and activism.

Whipple said these strategies result in:
- Stronger learning outcomes for students, because summer becomes a family learning time, and brain drain replaced with brain gain
- Stronger personal relationships with students and parents; these relationships will pay off during school year
- Improved understanding of the school community and its resources and challenges
- Stronger collaboration with colleagues, with more alignment between grade levels or subject areas that are focused on incorporating students' summer brain gain into classroom learning.

http://stateimpact.npr.org/ohio/2014/06/05/the-impact-of-the-summer-slide/

The Impact of The "Summer Slide"
BY AMY HANSEN

Ah, the summer slide.

It's not your child's playground agenda during their school vacation– it's a term used for the regression of students' skills over their scholastic summer breaks.

School summer vacations typically leave U.S. Secretary of Education Arne Duncan a little bit baffled.

"Students and teachers work so hard, get to a certain point in

June, and too many come back in the fall further behind than when they left," said Duncan. "That just simply makes no sense."

Listen to the Radio Story
http://audio2.ideastream.org/wcpn/2014/siosummerslide.mp3

Duncan chatted on WCPN's daily call-in show **The Sound of Ideas** about how much of what students learn slips away during the long summer break. Research shows many students, especially low-income students, tend to loose math and reading skills over the summer.

Duncan thinks that could be combated by having more time in school than they're getting today.

"If we're serious about ending the cycles of poverty and social failure, the traditional calendar, six, six and a half hours a day, five days a week, nine months a year, is insufficient if we're serious about the traditional is insufficient for some children," said Duncan.

One alternative? Year-round schooling. In education circles they call it a "balanced calendar": students go to school for periods of around 30 to 45 days, intermixed with a handful of two-to-three week breaks.

A few schools within the Cleveland Metropolitan School District have already switched to this kind of schedule, and a few more plan to.

Sarah Pitcock, CEO of the National Summer Learning Association, says the idea that year round school is the solution to summer learning loss is questionable. She points to an Ohio State study on the balanced calendar to make her case.

"Kids lost the same amount of learning over the course of the year over a balanced calendar, it's just they lose it in smaller pieces," Pitcock said. "I think our response to that approach is you still have to think about those intercessions, and the question is really, how can you add more time for the kids who need it most."

The discussion also focused on ways to make the time out of the classroom count.

Education Secretary Duncan stressed the responsibility of parents finding ways to keep their kids engaged during school breaks. And that was echoed in this email from a listener, read on the air by Sound of Ideas host Mike McIntyre.

"Parents can take advantage of summer reading programs offered by most public libraries during the summer months," McIntyre read. "Parents should especially encourage their tween and teen children to participate in these programs. This is when reading really drops off."

Parents were encouraged to check out partners in their communities, like libraries or other organizations, that may offer some educational summer programming to keep students learning over school breaks.

You can listen to the entire The Sound of Ideas show **here**. <http://www.ideastream.org/soi/entry/62332>

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1. The Japanese eat very little fat and
suffer fewer heart attacks than Brits.

2. The Mexicans eat a lot of fat and
suffer fewer heart attacks than Brits.

3. The Chinese drink very little red wine and
suffer fewer heart attacks than Brits.

4. The Italians drink a lot of red wine and
suffer fewer heart attacks than Brits.

5. The Germans drink a lot of beer and
eat lots of sausages and fats and
suffer fewer heart attacks than Brits.

CONCLUSION: Eat and drink what you like.
Speaking English is apparently what kills you.

A Paper from a Colleague
This article was originally published in:

Let Learning Emerge
Diane Larsen-Freeman applies lessons from complexity theory to language education

Complexity theory (CT) deals with complex, dynamic, and nonlinear systems. When I first encountered CT some 20 years ago, it was not in the context of language. However, I couldn't think of many things that were more complex, dynamic, and nonlinear than language (Larsen-Freeman, 1997). And it soon became evident to me that CT had the potential to teach us many lessons useful in language teaching and learning.

It is important to note that in CT "complex," "dynamic," and "nonlinear" have different meanings from what one normally thinks of. Let me start with "complex." "Complex" does not mean complicated. Although the components that make up a complex system may be many and may be different from each other, what makes a system complex is the quality of emergence. Emergence is "the spontaneous occurrence of something new" (van Geert, 2008, p.182) that arises from the interaction of the components of a complex system, just as a bird flock emerges from the interaction of individual birds.

The lesson from the emergence of complexity was brought home to me some time ago, when I read science writer James Gleick's description of the dynamics of complex systems: "The act of playing the game has a way of changing the rules" (1987, p. 24). Now, Gleick was not writing about linguistic rules. However, reading this line from his book was an epiphany to me. I understood, contrary to my training as a linguist, that language was not composed of a finite set of fixed rules, but, instead, that the language system as we knew it was continuously emerging through speakers' interactions. This suggested to me that our students would be well served by "playing the [language] game." By this I mean that they should be encouraged to use the language meaningfully and purposively. In so doing, their language resources would change — becoming more target-like — if that was the goal.

The dynamism of complex systems is key to contributing to such an outcome. A complex system is about becoming, not being. It was this lesson from CT

that helped me make a connection to the inert knowledge problem, which had troubled me for some time. The inert knowledge problem, given its name by Alfred North Whitehead many years ago, refers to the fact that students appear to be able to do something in the classroom at one time but not at a later time. In other words, what they have acquired has become inert — unavailable to use for their own purposes at a later time and place.

There are many factors responsible for the inert knowledge problem; however, I reasoned that if language were to be taught in a more dynamic fashion, students wouldn't have to overcome inertia to activate what they know. Teaching students grammar by giving them rules and having them apply them in written exercises is a time-honored procedure, but perhaps it is not the most efficient way to overcome the inert knowledge problem. This led me to coin the term "grammaring," a term I feel is more apt for what we teachers should be trying to achieve. Grammaring involves teaching students to use grammar structures accurately, meaningfully, and appropriately through dynamic tasks and activities (Larsen-Freeman, 2003).

As for the nonlinearity of complex systems, "nonlinear" means that the effect is not proportionate to the cause. For instance, if I give my desk chair on wheels a big push back from my desk and it only moves an inch or so, the result is nonlinear. Conversely, if I push the chair back gently, and it goes careening to the other side of the room, this is also a nonlinear reaction. What is the lesson of nonlinearity in language teaching and learning?

Well, one example is to think of the poor teacher who spends a great deal of time and effort getting students to learn some particular grammar rule perhaps never quite succeeding. The teacher in the next grade, though, has only to remind students once of the particular rule, and they immediately catch on. The second teacher benefits from the efforts of the first in a nonlinear way.

Another way that I think nonlinearity applies to language learning is through the power law of practice. The power law of practice reflects the fact that the effect of practicing something declines over time. In other words, the immediate benefits of practice of the right kind can be considerable, but as time passes, the effect of continuing to practice falls off dramatically and only makes a more modest contribution to proficiency. This is a nonlinear phenomenon.

There are many lessons that a CT perspective has given me, and I will be speaking of others in Portland. Let me elaborate on one final lesson before I conclude this brief introduction. Sometimes complex systems are referred to as "complex adaptive systems." Calling them adaptive recognizes their capacity to change in response to a changing environment. One way that I think this characteristic applies to language is through what is called co-adaptation (Larsen-Freeman & Cameron, 2008). Just as children benefit from speech customized for them, second language learners can benefit from the modifications or adaptations that are made in speech to them in order to enhance its comprehensibility for them. But notice I wrote co-adaptation. The language resources of both conversational partners are changed by the interaction. I myself have experienced this many times as I accommodate to my students, such that over time, I can feel my own language use shifting — not an uncommon experience for language teachers.

A more practical lesson from the notion of language as a complex adaptive system is my proposal that we should not only be teaching students language, but we should also be teaching them to adapt (Larsen-Freeman, 2013a), i.e., teaching them to take their current language resources and mold them to new situations. One way that this can be accomplished is to use iteration: returning to an activity several times, but changing the activity a little bit each time (Larsen-Freeman, 2013b). For example, a well-known activity is asking students to tell a stories to their classmates. Teachers ask students to do so in pairs, where they are given four minutes to tell their story to a partner, who then reciprocates. Next, students change partners and tell their new partners the same story in three minutes. Finally, they change partners once again, but this time, they only have two minutes each to tell their stories. Through this progression, the challenge is renewed for students, and they are given the opportunity to adapt their resources to changing conditions. What is interesting is that not only does students' fluency improve, but students' narratives also get more accurate and linguistically complex. With iteration and adaptation, then, the students' language resources change, not in an additive way, but in a way that transforms the language resources that students draw on.

There are many ways that CT has stimulated new thinking on my part. I believe that there are many lessons to be learned from it. However, I am not the only one who is enthusiastic about its transformative potential. No less an

authority than the famous astrophysicist, Stephen Hawking (2000) has called the present century "the century of complexity."

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Diane Larsen-Freeman is professor emerita of education, professor emerita of linguistics, and research scientist emerita at the English Language Institute at the University of Michigan, Ann Arbor. She is distinguished senior faculty fellow at the SIT Graduate Institute. She is also visiting professor of educational linguistics, University of Pennsylvania. She has written about SLA (*An Introduction to Second Language Acquisition Research*, with Michael Long, 1991), grammar (*The Grammar Book: An ESL/EFL Teacher's Course*, with Marianne Celce-Murcia, 3rd ed., forthcoming), language teaching (*Techniques and Principles of Language Teaching*, 3rd ed., with Marti Anderson, 2011), and complexity theory (*Complex Systems and Applied Linguistics*, with Lynne Cameron, 2008). She has also written about teaching grammar (*Teaching Language: From Grammar to Grammaring*, 2003), and she has directed a grammar series (*Grammar Dimensions: Form, Meaning, and Use*, 4th ed., 2007).

Dr. Larsen-Freeman received the Heinle/Cengage Lifetime Achievement Award in 2000. Her book on complexity theory received the 2009 Kenneth W. Mildenberger prize from the Modern Language Association. Also in 2009, the Hellenic American University conferred on Dr. Larsen-Freeman an honorary doctoral degree in humanities. Dr. Larsen-Freeman was awarded a Fulbright Distinguished Chair at the University of Innsbruck in 2010 and the American Association for Applied Linguistics' Distinguished Scholarship and Service Award in 2011. She is a former editor of *Language Learning* and currently serves as chair of the board of directors for the journal. On Mar. 29, 2014, she will be delivering the Saturday keynote address at the International TESOL Convention in Portland, Oregon. To address the convention theme of "Explore, Sustain, Renew," she will be speaking about lessons we can learn from complexity theory in order to keep our language-teaching practice vital.

HAVE YOU RENEWED YOUR

INGED

MEMBERSHIP?

INGED DEPENDS ON YOUR
CONTRIBUTIONS...
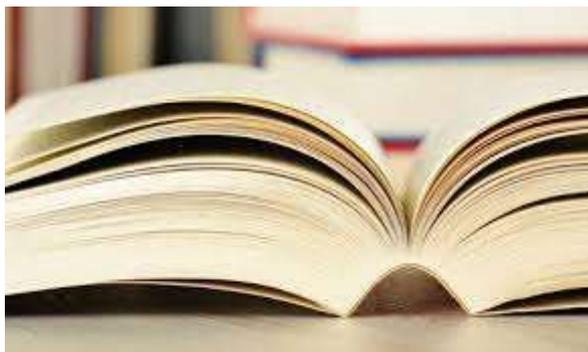
BOOK REVIEW

A New Book from DELTA Teacher Development Series
Teaching Online/Tools and techniques, options and opportunities
Authors: Mike Burghall and Lindsay Clanfield.

Reviewer: Özlem Yağcıoğlu
Dokuz Eylül University, Izmir, Turkey

Delta Teacher Development Series is a pioneering new series of books for English language teachers with Professional development in mind, blending theory, practice and development. Its series editors are Mike Burghall and Lindsay Clanfield.

In July 2013, teacher trainers Nicky Hocky's and Lindsay Clanfield's book, entitled "Teaching Online/Tools and techniques, options and opportunities" was published. I had the opportunity to buy their book via Amazon. I received my brand new book in a week and became very happy as I am very interested in teaching online courses. I would like to write the summary of this useful book which teaches teaching online techniques.
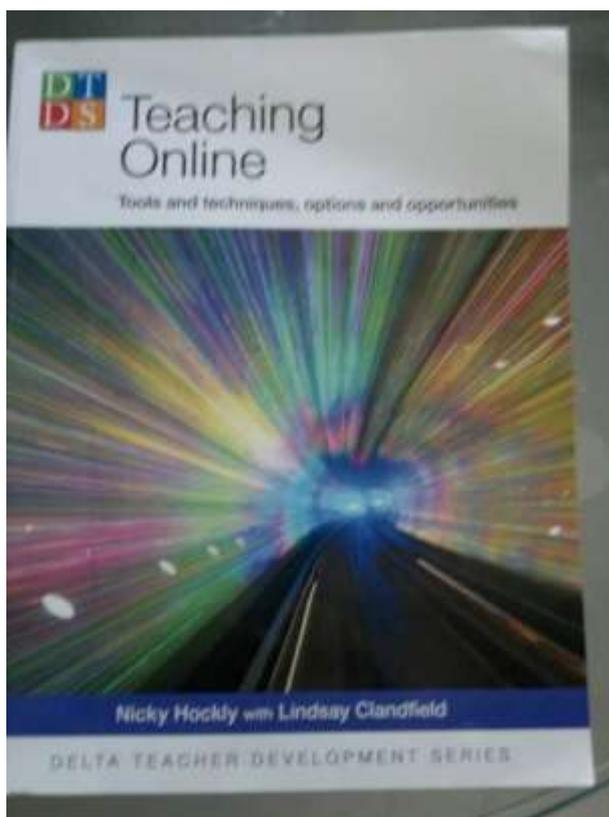
This book has 3 parts which is related with theory, practice and development. In Part A, the following topics are handled: Teaching online, ordeal or opportunity, ongoing opportunities, online learning, opinions on online learning, organising different online options or blended learning scenarios, the doors which online teaching can open and how teachers get involved in teaching online, the reasons for deciding to include an online component in teaching, the outcomes you are seeking. In Part B, there are 5 chapters which help the readers to start and finish online courses. There are also additional comments on how to create more effective online courses. In Part C, online development, online opportunities, discussion groups, development courses, conferences, blogging, micro-blogging, ePortfolios, personal learning networks and options and opportunities are described. There is also an introduction to the concept of the PLN (Personal Learning Network) for individual development.

Nicky Hockly is an author who has been in ELT for over 20 years. She is the Director of Pedagogy of the Consultants-E, specialising in online learning, teaching and training. Lindsay Clanfield has been in ELT for 15 years. He is a teacher, teacher-trainer and writer of books for language teachers and language learners.

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.

Message from a colleague

A colleague from METU has been involved in helping disabled learners for a long time. She has a message for teachers about a problem that can hinder intelligent students from shining: Dyslexia. Here is what Claire Özel has to say on this topic…

DysLang: A Project on Dyslexia, Multilingualism and Foreign Language Learning
Claire Özel
Middle East Technical University, Ankara

Why would an 11 year old run away from home? How can someone who has problems reading and writing become a teacher?

DysLang is an EU-sponsored project on Dyslexia, Multilingualism and Foreign Language Learning in which a consortium of specialists from seven countries developed e-learning materials for foreign language teachers about Dyslexia and Multilingualism. Since the start of the project in January 2012, the aspect of Dyslang that has drawn greatest interest from Turkish participants has been dyslexia because until now there has been so little information on **dyslexia** in Turkish. This specific learning difficulty (SpLD) affects between 5-10 % of any population. Dyslexic individuals have average to high intellectual abilities but unexpectedly low abilities in reading, writing and/ calculation. Dyslexia is identified as a mismatch in the performance tests for reading and/or writing compared to the educational and intellectual levels; no two dyslexics show the same pattern of difficulties.

In languages with less logical spelling rules such as English, the struggles of a dyslexic learner become obvious more quickly. Due to the transparency of written Turkish, in that it is nearly totally phonetically spelt, the issue of dyslexia has been overlooked in Turkey until recently. Relating to the learning of reading or writing, dyslexia can affect both first and subsequent languages; the degree of problems faced can vary according to linguistic and cultural backgrounds, and may be associated with other difficulties. "*Children who fall behind in reading would read less, increasing the gap between them and their*

peers. Later, when students need to "read to learn" (where before they were learning to read), their reading difficulty creates difficulty in most other subjects. In this way they fall further and further behind in school, dropping out at a much higher rate than their peers." (http://en.wikipedia.org/wiki/Matthew_effect). A teacher who is aware of these difficulties can provide such learners with learning conditions that allow them to succeed.

Dyslanghas designed an e-learning program that provides teachers with tools and strategies to help dyslexic students cope with these challenges; the materials, produced by specialists from Britain, Bulgaria, Italy and Switzerland, have been translated into each of the partner country languages: English, Bulgarian, Czech, Italian and **Turkish**. The project website <www.dyslang.eu> carries information about dyslexia, multilingualism and how teachers can support students with specific learning difficulties in reading or writing.
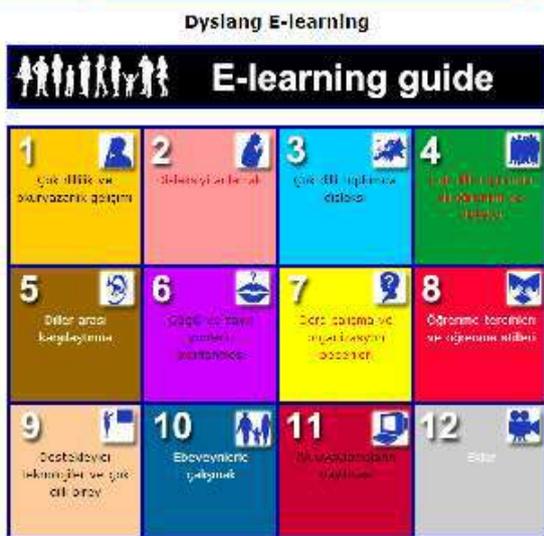
Dyslang's ten main modules are on Multilingualism and Literacy Development, Understanding Dyslexia, Dyslexia in a Multilingual Society, Language Learning and Dyslexia, A Comparison of Languages Involved, Assessing Strengths and Weaknesses, Study Skills, Learning Preferences and Learning Styles, Assistive Technologies and Working with Parents. Furthermore the DysLang modules have a rich collection of links, references and further readings.

The 11th module is collated from materials submitted by participants of the DysLang Pilot Study in each partner country. The Turkish Pilot study was run in summer 2013 to test the quality and relevance of the materials to a Turkish audience: Teachers, professionals, parents, dyslexic individuals and anyone interested in the issues. The Turkish M11 has writings by parents of dyslexic children describing their search, teachers' reports of methods that worked, special education experts' descriptions of their works and finally some dyslexic individuals' stories. The 12th module gathers relevant videos, animations, online resources in Turkish.

Raising awareness of dyslexia in Turkey has been a challenge. For years people have heard of dyslexia, though not really known much; even some specialists in Special Education have had less than accurate ideas. Key stakeholders in the Turkish Dyslang project have been parents of dyslexic children, and a few dyslexic adults. Their contributions can be found in Module 11, after registering under the Turkish section of the website. One participant, who developed the Turkish Dyslang brochure, had found education so challenging that when he was aged 11 he ran away from home. The next six years he spent working in menial jobs while his family encouraged him to complete his education by distance learning. He is now a primary school teacher, and he is particularly focused on assisting children that the system labels as failures.

While other partner countries of the DysLang consortium had carried out previous dyslexia projects, the Turkish partner began from nearly zero. Hundreds have registered to the e-learning portal on www.dyslang.eu; a survey gathered 450 responses and thousands have seen the DysLang TR leaflet. Teachers have now started to recognise the description of a student they have had, or one they could help if they knew where to get the right information. We have now developed a contact list of over 800 mails to which we send updates of new developments relating to dyslexia in Turkey.

If you would like to know more about dyslexia, how it affects a learner and how a teacher can create dyslexia-friendly learning environments, visit the website and register for the e-learning portal. To hear of future developments, mail me on: claire@metu.edu.tr

www.dyslang.eu

Here are the web sites of our partner associations:

Az-ETA
Azerbaijan English Teachers' Association
http://az-eta.org

IATEFL Poland
International Association of Teachers of English as a Foreign Language in Poland
http://www.iatefl.org.pl

ELTAM
The English Language Teachers' Association of Macedonia
http://www.eltam.org.mk

ELTA
The English Language Teachers' Association in Serbia
http://www.elta.org.rs

TESOL GREECE
http://www.tesolgreece.org/index.php/en/

News

The 49th Annual Conference and Exhibition
Manchester, UK

11th- 14th April 2015

http://www.iatefl.org/annual-conference/manchester-2015

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contact M. Nazlı Demirbaş Güngör at nazlidemirbas_06@hotmail.com

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News from

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A POEM
THAT IS LIKE A TEST OF PRONUNCIATION!!!

If you can pronounce correctly every word in this poem, you will be speaking English better than 90% of the native English speakers in the world.

The Chaos
by G. Nolst Trenite' a.k.a. "Charivarius" 1870 - 1946

Dearest creature in creation
Studying English pronunciation,
I will teach you in my verse
Sounds like corpse, corps, horse and worse
I will keep you, Susy, busy,
Make your head with heat grow dizzy.
Tear in eye your dress you'll tear,
So shall I! Oh, hear my prayer,
Pray, console your loving poet,
Make my coat look new, dear, sew it!
Just compare heart, beard and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written).
Made has not the sound of bade,
Say said, pay-paid, laid, but plaid.
Now I surely will not plague you
With such words as vague and ague,
But be careful how you speak,
Say break, steak, but bleak and streak.
Previous, precious, fuchsia, via,
Pipe, snipe, recipe and choir,
Cloven, oven, how and low,
Script, receipt, shoe, poem, toe.
Hear me say, devoid of trickery:
Daughter, laughter and Terpsichore,
Typhoid, measles, topsails, aisles.
Exiles, similes, reviles.
Wholly, holly, signal, signing.
Thames, examining, combining
Scholar, vicar, and cigar,
Solar, mica, war, and far.

From "desire": desirable--admirable from "admire."
Lumber, plumber, bier, but brier.
Chatham, brougham, renown, but known.
Knowledge, done, but gone and tone,
One, anemone. Balmoral.
Kitchen, lichen, laundry, laurel,
Gertrude, German, wind, and mind.
Scene, Melpomene, mankind,
Tortoise, turquoise, chamois-leather,
Reading, reading, heathen, heather.
This phonetic labyrinth
Gives moss, gross, brook, brooch, ninth, plinth.
Billet does not end like ballet;
Bouquet, wallet, mallet, chalet;
Blood and flood are not like food,
Nor is mould like should and would.
Banquet is not nearly parquet,
Which is said to rime with "darky."
Viscous, Viscount, load, and broad.
Toward, to forward, to reward.
And your pronunciation's O.K.,
When you say correctly: croquet.
Rounded, wounded, grieve, and sieve,
Friend and fiend, alive, and live,
Liberty, library, heave, and heaven,
Rachel, ache, moustache, eleven,
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the difference, moreover,
Between mover, plover, Dover,
Leeches, breeches, wise, precise,
Chalice, but police, and lice.
Camel, constable, unstable,
Principle, disciple, label,
Petal, penal, and canal,
Wait, surmise, plait, promise, pal.

Suit, suite, ruin, circuit, conduit,
Rime with "shirk it" and "beyond it."

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But it is not hard to tell,
Why it's pall, mall, but Pall Mall.
Muscle, muscular, gaol, iron,
Timber, climber, bullion, lion,
Worm and storm, chaise, chaos, and chair,
Senator, spectator, mayor,
Ivy, privy, famous, clamour
And enamour rime with hammer.
Pussy, hussy, and possess,
Desert, but dessert, address.
Golf, wolf, countenance, lieutenants.
Hoist, in lieu of flags, left pennants.
River, rival, tomb, bomb, comb,
Doll and roll and some and home.
Stranger does not rime with anger.
Neither does devour with clangour.
Soul, but foul and gaunt but aunt.
Font, front, won't, want, grand, and grant.
Shoes, goes, does. Now first say: finger.
And then: singer, ginger, linger,
Real, zeal, mauve, gauze, and gauge,
Marriage, foliage, mirage, age.
Query does not rime with very,
Nor does fury sound like bury.
Dost, lost, post; and doth, cloth, loth;
Job, Job; blossom, bosom, oath.
Though the difference seems little,
We say actual, but victual.
Seat, sweat; chaste, caste.; Leigh, eight, height;
Put, nut; granite, and unite.
Reefer does not rime with deafer,
Feoffer does, and zephyr, heifer.
Dull, bull, Geoffrey, George, ate, late,
Hint, pint, Senate, but sedate.
Scenic, Arabic, Pacific,
Science, conscience, scientific,

Tour, but our and succour, four,
Gas, alas, and Arkansas.

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Sea, idea, guinea, area,
Psalm, Maria, but malaria,
Youth, south, southern, cleanse and clean,
Doctrine, turpentine, marine.
Compare alien with Italian,
Dandelion with battalion.
Sally with ally, yea, ye,
Eye, I, ay, aye, whey, key, quay.
Say aver, but ever, fever.
Neither, leisure, skein, receiver.
Never guess--it is not safe:
We say calves, valves, half, but Ralph.
Heron, granary, canary,
Crevice and device, and eyrie,
Face but preface, but efface,
Phlegm, phlegmatic, ass, glass, bass.
Large, but target, gin, give, verging,
Ought, out, joust, and scour, but scourging,
Ear but earn, and wear and bear
Do not rime with here, but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew, Stephen,
Monkey, donkey, clerk, and jerk,
Asp, grasp, wasp, and cork and work.
Pronunciation--think of psyche--!
Is a paling, stout and spikey,
Won't it make you lose your wits,
Writing "groats" and saying "grits"?
It's a dark abyss or tunnel,
Strewn with stones, like rowlock, gunwale,
Islington and Isle of Wight,
Housewife, verdict, and indict!
Don't you think so, reader, rather,
Saying lather, bather, father?
Finally: which rimes with "enough"
Though, through, plough, cough, hough, or tough?
Hiccough has the sound of "cup."
My advice is--give it up!